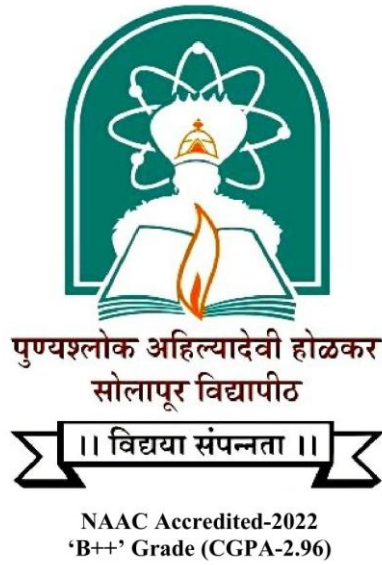


**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**FACULTY OF HUMANITIES  
NEP- 2020 COMPLIANT CURRICULUM FOR  
B.A.-II HISTORY**

**With Effect From- 2025-26**



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**Faculty of Humanities**

**NEP- 2020 Compliant Curriculum for**

**B.A.-II, History**

**Program Preamble**

The Bachelor of Arts (B.A) in History is a comprehensive and dynamic program designed to provide students with a deep understanding of the fundamental principles of History, along with the practical skills required to apply this knowledge in historical contexts. 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 B.A. History program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in history while allowing for specialization and interdisciplinary learning. The curriculum is structured around several 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, Historical Tourism and comprehensive education in the discipline.
2. **Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their History education with insights from fields such as Applied History, Social reforms in Maharashtra and India, or Historical Tourism, enhancing their versatility and broadening their career prospects.
3. **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.
4. **Vocational and Skill Enhancement Courses:** Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience in areas such as computational physics, electronics, and instrumentation. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement in various scientific and technological fields.

5. **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.
6. **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.
7. **Research Methodology and Research Projects:** Research is a critical component of the B.A. History program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry. By engaging in independent research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.

### **Multiple Entry and Multiple Exit Options**

In accordance with the NEP 2020, the B.A. History program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **Year 1:**  
Upon completion of the first year, students may exit with a **Certificate in History**.
- **Year 2:**  
After two years, students may choose to exit with a **Diploma in History**.
- **Year 3:**  
Completion of the third year qualifies students for a B.A. **Degree in History**
- **Year 4:**  
The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in History**.
- **Eligibility for B.A. History**

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



# **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

## **Faculty of Humanities**

### **NEP- 2020 Compliant Curriculum for**

#### **B.A.-II History**

#### **Program Outcomes (POs)**

**Students graduating from the Bachelor 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:** Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **PO3:** Ethics: Recognize different value systems including your own understand the moral dimensions of your decisions and accept responsibility for them.

#### **Minor Courses:**

- **PO3:** Acquire complementary knowledge and skills from a related or distinct discipline, enhancing interdisciplinary understanding and versatility.

#### **Open Electives/General Electives:**

- **PO4:** Explore diverse subjects beyond the core discipline, fostering a broad-based education and cultivating critical thinking and creativity.

#### **Vocational and Skill Enhancement Courses:**

- **PO5:** Gain hands-on experience and technical proficiency in specific vocational areas, preparing for immediate career opportunities.

#### **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):**

- **PO6:** Understand and appreciate the rich heritage of the Indian Knowledge System, integrating traditional wisdom with modern education.

- **PO7:** Develop ability enhancement skills like communication and life skills along with ethical values, social responsibility, and a strong sense of citizenship, contributing positively to society.

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

- **PO8:** 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 Methodology and Research Project:**

- **PO9:** 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.
- **PO10:** Students learn historical research methods to generate knowledge about the various events and phenomena from the past.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**Faculty of Humanities**

**NEP- 2020 Compliant Curriculum for**

**B.A.-II History**

**Program Specific Outcomes (PSOs)**

**Students graduating from B.A. History will able to:**

**PSO1: Historical Understanding of Society:** 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: Ethics and value:** The recognize different value systems including your own understand the moral dimensions of your decisions and accept responsibility for them.

**PSO3: Application of History in Knowledge Construction:** Apply their history knowledge to develop innovative and logical understanding of the past to make sense of the current situations on their historical context and compare various concepts in social studies though the Indian History.

**Structure Credit distribution Structure for Three/Four year Honours /  
Honours with Research  
B.A. Degree Programme with Multiple Entry and Exit option  
Faculty of Humanities  
Bachelor of Arts (B.A-II, History)**

Le vel	Sem.	Major	Minor	Generic (GE/OE)	Vocational and Skill VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cu m. Cr./ Sem .	Degre e/Cum . Cr.	
5.0	III	<b>DSC-III (4)</b> History of Modern Europe (1750 to 1871) -I  <b>DSC-IV (4)</b> History of Modern India (1857 to 1950) -I	<b>Minor-III (4)</b> History of Modern Maharashtra (1818-1960)-I	<b>GE (2)</b> History of Social Reforms in Maharashtra-I	<b>VSC- I (2)</b> Introduction to History	<b>L2 (2)</b> MIL	<b>CC (2)</b> <b>FP(2)</b>	<b>22</b>	<b>UG Cer tific ate 44</b>	
	IV	<b>DSC-V (4)</b> History of Modern Europe (1750 to 1871) -II  <b>DSC-VI (4)</b> History of Modern India (1857 to 1950) - II	<b>Minor-IV (4)</b> History of Modern Maharashtra (1818-1960)-II	<b>GE (2)</b> History of Social Reforms in Maharashtra-II	<b>VSC-II (2)</b> Introduction to Historical Sources &Research  <b>SEC (2)</b> Museum and Muselogy	<b>L2 (2)</b> MIL	<b>CEP(2)</b>	<b>22</b>		
	<b>Cum. Cr.</b>	<b>16</b>	<b>08</b>	<b>04</b>	<b>06</b>	<b>04</b>	<b>06</b>	<b>44</b>		
		<b>Exit option: Award of UG Diploma in Major with 44 Credits and an additional 4 credits NSQF course / Internship OR Continue with Major and Minor</b>								

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**Syllabus  
(According to NEP 2020)  
B.A. Part-II (History)  
Choice Based Credit System  
W. e. f. Academic Year -2025-26  
Semester – III**

LEVEL	SEMESTER III	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDI TS
			UA THEORY	CA	TOTAL	
5.0	Subject Code	Major (DSC), Minor, GE/OE				
	DSC-III GO3-DSC1-0301	History of Modern Europe (1750 to 1871) -I	60	40	100	4
	DSC-IV GO3-DSC1-0302	History of Modern India (1857 to 1950) -I	60	40	100	4
	Minor -III GO3-DSC2-0301	History of Modern Maharashtra(1818 - 1960)-I	60	40	100	4
	GE/OE- GO3-GE- OE- 301	History of Social Reforms in Maharashtra - I	30	20	50	2
	Vocational and Skill VSC, SEC (VSEC) and IKS					
	VSC -II GO3-VSC-301	Introduction to History	30	20	50	2
	AEC-L2	---	30	20	50	2
		OJT, FP, CEP, CC,RP				
	CC	----	30	20	50	2
	FP	Field Project	---	50	50	2
	Total Credits					



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR, UNIVERSITY, SOLAPUR**

**Syllabus**

**(According to NEP 2020)**

**B.A. Part-II (History)**

**Choice Based Credit System**

**W. e. f. Academic Year-2025-26**

**Semester – IV**

LEVEL	SEMESTER III	TITLE OF THE PAPER	SEMESTER EXAM.			TOT AL CRE DITS
			UA THEORY	CA	TOTAL	
5.0	Sub. Code	Major (DSC), Minor, GE/OE				
	DSC- V GO3- DSC1-0401	History of Modern Europe (1750 to 1871) -II	60	40	100	4
	DSC- VI GO3- DSC1-0402	History of Modern India (1857 to 1950) -II	60	40	100	4
	Minor -IV GO3- DSC2-0401	History of Modern Maharashtra(1818-1960) - II	60	40	100	4
	GE/OE- GO3-GE- OE-401	History of Social Reforms in Maharashtra-II	30	20	50	2
	Vocational and Skill VSC, SEC (VSEC) and IKS					
	VSC -II GO3-VSC- 401	Introduction to Historical Sources & Research	30	20	50	2
	SEC- GO3-SEC- 401	Museum and Muselogy	30	20	50	2
	AEC-L2	---	30	20	50	2
		OJT, FP, CEP, CC,RP				
	CFP- GO3-CEP- 401	Community Engagement Program		50	50	2
	Total Credits					



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-II History  
Semester-III**

**Vertical: DSC-III**

**Course Code:GO3-DSC1-0301**

**Course Name: History of Modern Europe (1750-1871A.D.)-I**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

A survey of Europe from 1750 to 1871A.D. investigates the political, social, economic, and cultural developments that shaped and continue to shape the modern age. Emphasis is on the evolution of the nation-state, on industrialization and its impact on society and politics, and on the intellectual responses to the rapid changes these developments inspired.

**Course Objectives:**

During this course, the student is expected to:

1. To acquaint the student with the socio-economic and political development in other countries.
2. Understand the contemporary Europe in the light of its background History.
3. Become aware of the principles, forces, process and problems of the recent times.
4. Highlight the rise and growth of Nationalism as a movement in Europe and world.

**Course Outcomes:**

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

1. Understand the contemporary Europe in the light of its background history.
2. Understand rise and growth nationalism in Europe.
3. Understand various revolutions and basis of development of European countries.

<b>Unit- I Industrial Revolution</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Causes B] Course C] Effects		
<b>Unit- II French Revolution, 1789 A.D.</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Causes B] Course C] Effects		
<b>Unit- III Napoleon Bonaparte</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Rise of Napoleon Bonaparte B] Napoleon's Reforms C] Conquests, Continued policy and Downfall		
<b>Unit- IV Age of Metternich</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Vienna Congress, 1815 B] Life and work of Metternich C] Concert of Europe		

### List of Reference Books:

- 1) Charles Downers, Hazen – Modern Europe up to 1945
- 2) David Thomson – Europe since Napoleon
- 3) Evans J. – The Foundations of Modern state in 19th century Europe
- 4) Hamerow T.S. – Restoration, Revolution and Reaction: Economics and politics in Germany (1815 - 1871)
- 5) Hobsbawm Eric– The Age of Revolution: Europe 1789 – 1848
- 6) Peter Jones – The 1848 Revolution
- 7) Rao B.V. – History of Modern Europe (1789-1992)
- 8) Robert Gildea -Barricades and borders: Europe 1800 – 1914
- 9) Taylor J.P. – The struggle for Mastery in Europe
- 10) Webster C.K. – The congress of Vienna 1814 – 15
- 11) Wood Anthony – History of Europe 1815 – 1960
- १२) ओतुरकर, महाजन- जगाचा संक्षिप्त इतिहास, पुणे विद्यार्थी गृह, १९७४
- १३) कोलारकर श.गो.- युरोपचा इतिहास, मंगेश प्रकाशन
- १४) गायकवाड, कदम, सुर्यवंशी-आधुनिक युरोपचा इतिहास, राविल पब्लिकेशन, सातारा, १९७२
- १५) मार्लिकर मदन-आधुनिक युरोपचा इतिहास, विद्या बुक्स
- १६) तळवळकर गोविंद- बदलता युरोप, मॅजेस्टिक प्रकाशन, १९९१
- १७) वैद्य सुमन- आधुनिक जग १८१४ - १९१४, साईनाथ प्रकाशन, नागपूर
- १८) शिरगावकर शरावती-आधुनिक युरोप, विद्या प्रकाशन, १९७८



**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**

**B.A.-II History**

**Semester-III**

**Vertical: DSC- IV**

**Course Code:GO3-DSC1-0302**

**Course Name: - History of Modern India (1857 to 1950 A.D.) - I**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

History is the study of life in society in the past, in all its aspects, in relation to present Development and future hopes. It is the story of man in time, an inquiry into the past based on evidence. History enables students to appreciate the human achievements of the past, for their own interest and for the legacy left to later generation. Through this syllabus on history, we will study the freedom struggle of India. Modern India owes a lot to the legacy of India's Freedom struggle. This course will help the students to understand the major events of India's freedom struggle, its legacy and contribution to the making of modern India.

**Course Objectives:**

During this course, the student is expected to:

1. The course intends to provide and understanding of the social, religious bases of India.
2. To Introduce the Indian Freedom Movement in broad manner.
3. To instill the spirit of Nationalism among the students.

**Course Outcomes:**

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

1. Examine social and religious background of India.

2. Understand rise and growth of nationalism in India.

3. It will increase the spirit of healthy Nationalism, Democratic value and secularism among the students

<b>Unit -I Revolt of 1857</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Background and Causes B) Course and failure C) Effects		
<b>Unit- II Socio – Religious movements</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Bramho Samaj B) Arya Samaj and Prarthana Samaj C) Satyashodhak Samaj		
<b>Unit- III Indian Nationalism</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Rise and Development of Nationalism B) Foundation of Indian National Congress C) Work of Moderates		
<b>Unit- IV Era of Extremist</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Rise of Extremist B) Partition of Bengal and Swadeshi movement C) Home rule movement		

### List of Reference Books:

- 1) Bipin Chandra – Indias struggle for Independence, Penguin, New Delhi
- 2) Bipin Chandra – Frredomdia
- 3) Heimsath Charles – Indian Nationalism and Hindu social Reform.
- 4) Joshi P.C. (ed) – Rebellion 1857: A Symposium, Peoples Publishing
- 5) Joshi V.C. (ed) – Rammohan Roy and the process of Modernizationin India.
- 6) Mujumdar R.C. (ed) – Struggle for freedom
- 7) Natrajan S. – A Century of Social Reform in India.
- 8) Prasad I, Subhedar – History of Modern India
- 9) Robert P.E. – History of British India.
- 18) SarkarSumit – Bibliographical survey of Social Reform Movement in the 18<sup>th</sup> and 19<sup>th</sup> century.
- 19) Sen S.N. – Eighteen fifty – seven, Publication Division, Delhi.
- 20) Seal Anil – Emergence of Indian Nationalism
- 21) Tarachand – History of the freedom Movement in India, Vol.I , New Delhi
- २२) कदम य.ना.- समग्र भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर
- २३) कोलारकर शं.गो- आधुनिकभारत १७६० - १९५०, मंगेश प्रकाशन, नागपूर
- २४) पवार जयसिंगराव- भारताच्या स्वातंत्र्य चळवळीचा इतिहास, फडके प्रकाशन, कोल्हापूर
- २५) फाटक न.र.- भारतीय राष्ट्रवादाचा विकास, र.ग.जोशी, पुणे
- २६) जावडेकर शं.द.- आधुनिक भारत, कॉन्टिनेंटलप्रकाशन, पुणे
- २७) वैदय सुमन, कोठेकर शांता- आधुनिक भारताचा इतिहास १८५७-१९२०, साईनाथ प्रकाशन, नागपूर
- २८) सरदेसाई बी.एन., नलवडे व्ही. एन.- आधुनिक भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History**

**Semester-III**

**Vertical: Minor-III**

**Course Code:GO3-DSC2-0301**

**Course Name: History of Modern Maharashtra (1818-1960 A.D.)- I**

## **\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

## **\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

## **Course Preamble:**

In the early 19<sup>th</sup> century, the British rule in Maharashtra began and the modern era began. A new era dawned in administration, education, press. The Tribal Movement in Maharashtra emerged in the mid-19<sup>th</sup> century, primarily as a response to the historical injustices and marginalization faced by tribal communities. The Peasant Movement in Maharashtra emerged in the early 20<sup>th</sup> century, primarily as a response to the exploitation of peasants by landlords, moneylenders, and the British colonial state. The movement sought to promote peasant rights, improve their socio-economic conditions, and advocate for land reforms. The modern journey of Maharashtra truly began with the work of social reformers in the educational and social sectors.

## **Course Objectives:**

During this course, the student is expected to:

1. To Understanding Reforms Transitions in early British period.
3. To know about tribal uprisings and participation in revolt of 1857
4. To understanding Social and Religious reforms in Maharashtra.

**Course Outcomes:**

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

1. Understand the Early Reforms in British Period.
- 2.Examine the contribution of Maharashtra in the Revolt of 1857
3. Understand the tribal communities and peasants revolt against British Policy.
4. Understand the importance of work of Social Reformers and emerging Modern Maharashtra.

<b>Unit- I Early Reforms in British Period</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A] Administrative B] Education C] Press		
<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] Rebellion of Ramoshi B] Rebellion of Koli and Bhils C] Revolt of 1857 and Maharashtra		
<b>Unit- III British Economic policy and Maharashtra</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Land Revenue – Rayatwari and Mahalwari B] Trade C] Industries		
<b>Unit- IV Social and Religious Reform Movement</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Paramhans Sabha B] Prarthana Samaj C] Work of Missionaries		



➤ **List of Reference Books:**

- 1) Kumar Ravindra, Western India in the 19th Century, London, 1968.
- 3) Verma Sushama, Mountstuart Elphinstone in Maharashtra (1811-1827) 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) Rao, M. S., A Social Movements and Social Transformation, New Delhi, 1979.
- 9) Government of India, Report of the Scheduled Areas and Scheduled Tribes Commission, Delhi, 1961.
- 10) A People's History of India - Vol 25: Indian Economy Under Early British Rule, 1757-1857.
- 13) Israel, Milton and Wagle N. K. (Eds.). Religion and Society in Maharashtra, Toronto, 1987.
- 16) Sunthankar, B. R., 19th Century History of Maharashtra, Vol. I (1818-1857) Pune, 1988.
- 18) Omvedt Gail M., Cultural Revolt in a Colonial Society, Bombay, 1976.
- 21) धनागरे, द. ना., संकल्पनांचे विश्व आणि सामाजिक वास्तव, पुणे, २००५.
- 23) कर्वे, इरावती, मराठी लोकांची संस्कृति, पुणे, १९६२.
- 24) संगवे, विलास, आदिवासींचे सामाजिक जीवन, मुंबई, १९७२.
- 25) फडके य.दि., २० व्या शतकातील महाराष्ट्र खंड - १ ते ८



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History  
Semester-III**

**Vertical: GE/OE**

**Course Code:GO3-GE-OE-301**

**Course Name: - History of Social Reforms in Maharashtra- I**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

During the 19th and 20th centuries a series of social reform movements took place in Maharashtra and India. This reform movement advocated in supported changes in the traditional Indian society. They propagated the values of social justice and equality. The advocated the abolition of caste system and supported the emancipation of women. This course has been framed to make the students aware of this social and religious reforms movement and their contribution in Maharashtra.

**Course Objectives:**

During this course, the student is expected to:

1. The course intends to provide and understanding of the social, religious bases of Maharashtra
2. To Understanding Reforms Transitions in early British period.

**Course Outcomes:**

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

1. The students interpret and analyze contemporary social and religious conditions.
2. Examine social background of Maharashtra and work of early reformers.

<b>Unit -I Background and Early Reformers</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Social condition in early 19 <sup>th</sup> century B) Jagannath Shankar Sheath C) Bhau Daji Lad		
<b>Unit- II Mahatma Jotiba Phule: Life and work</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Work for Women and Education B)Work for Peasant and Untouchable C) Satyashodhak Samaj and Literature		

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

- 1) Phadke Y.D., Social Reformers of Maharashtra, Maharashtra Information Centre, New Delhi 1975.
- 2) Santankar B.R., Nineteenth Century History of Maharashtra, 1818-1857, Bombay, 1988.
- 3) Kenneth Jones, Social and Religious Reforms Movements
- 4) Ravindrakumar, Social History of Modern India.
- 5) Tarachand, History of the Freedom Movements. - Vol- I, II, III, IV
- 6) फडके य.दि., २० व्या शतकातील महाराष्ट्र खंड -१ ते ८
- 7) कीर धनंजय ,महात्मा जोतीराव फुले
- 8) नरके हरी, फडके य.दि ., महात्मा फुले गौरव ग्रंथ , मुंबई .
- 9) जावडेकर श.द., आधुनिक भारत .
- 10) फाटक न.र.- महाराष्ट्रातीलसहा थोर पुरुष
- 11) भिडे, पाटील- महाराष्ट्रातीलसमाजसुधारणेचा इतिहास



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History  
Semester-III**

**Vertical: VSC-I**

**Course Code: GO3-VSC-301**

**Course Name: - Introduction to History**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

Historiography can very simply be defined as the history of history; meaning historiography is the study of how history was written, by whom, and why it was recorded as such. Historiography is a science that studies different perspectives of history and it includes the meaning and definition of history, importance, nature of history, scope, types of history and its supporting sciences, along with important theories in history. This gives a new perspective to look at history.

**Course Objectives:**

During this course, the student is expected to:

1. To introduce meaning, nature, scope and importance of History.
2. To introduce the is History? Types of History and auxiliary sciences of History.

**Course Outcomes:**

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

1. Explain the what is History and importance of History.
2. Explain the various types of History and it's auxiliary sciences.

<b>Unit No.-I- History: Meaning, Scope, Nature</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Meaning and Definitions of History B) Scope of History C) Nature of History		
<b>Unit No.-II- Importance and Types of History</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Importance of History B) Types of History C) Auxiliary Sciences of History		

### List of Reference Books:

1. Ali Sheikh B, History: Its Theory and Method, Macmillan India Ltd., Mumbai, 1984.
2. Kothari C.R., Research Methodology: Methods and Techniques, New Delhi, 2001.
3. Carr E.H., What is History, Palgrave Hampshire Macmillan& Com. London, 1969.
4. Burke Peter, History and Social Theory, Polity Press, Cambridge, 1992.
5. Jain Gopal Lal, Research Methodology: Method, Tools and Techniques, 2003.
6. Chitnis K.N., Research Methodology, Pune, 1979.
7. Mujumdar R.C., Historiography of Modern India, 1970.
8. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
9. आठवलेसदाशिव, इतिहासाचेतत्त्वज्ञान, प्राज्ञपाठशाळाप्रकाशन, वाई, १९६७.
10. कुलकर्णीअ.प्रा., मराठ्यांचेइतिहासकार, डायमंडप्रकाशन, पुणे, २००९.
11. कोठकरशांता, इतिहासतंत्राणि तत्त्वज्ञान, साईनाथप्रकाशन, नागपुर, २००५.
12. खरेग.ह. संशोधकाचामित्र, भा.इ.सं. मंडळ, पुणेक, १९७०.
13. देवप्रभाकर, इतिहासाशास्त्र, अध्यापनआणिलेखनपरंपरानाशिक, २००७.
14. वांबूरकरजास्वंदी (संपा), इतिहासातीलनवेप्रवाह, डायमंडपब्लिकेशन, पुणे२०१४.
15. सरदेसाईबी.एन., इतिहासलेखनशास्त्र, फडकेप्रकाशन, कोल्हापूर, २००२.



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History**

**Semester-III**

**Vertical: FP**

**Course Code:**

**Course Name: - Field Project**

## **\*Teaching Scheme**

**Field Work: 02 Hours/week**

**Field work Guidance Total -02**

**Credits-02**

## **\*Examination Scheme**

**UA: 50**

**Project Report: 30Marks**  
**Attendance and Oral: 20 Marks**

\*Students should visit any local to national level historical places, various monument, archives and museums and submit a brief report to concerned teacher. OR participate exhibition, conservation, restoration, socio-religious and cultural events related to study of History and submit a brief report to concerned teacher.

\* Subject teacher should guidance our students time to time.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-II History  
Semester-IV**

**Vertical: DSC-V**

**Course Code: GO3-DSC1-0401**

**Course Name: History of Modern Europe (1750 -1871A.D.)-II**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

A survey of Europe from 1750 to 1871A.D. investigates the political, social, economic, and cultural developments that shaped and continue to shape the modern age. Emphasis is on the evolution of the nation-state, on industrialization and its impact on society and politics, and on the intellectual responses to the rapid changes these developments inspired.

**Course Objectives:**

During this course, the student is expected to:

1. To acquaint the student with the socio-economic and political development in other countries.
2. Understand the contemporary Europe in the light of its background History.
3. Become aware of the principles, forces, process and problems of the recent times.
4. Highlight the rise and growth of Nationalism as a movement in Europe and world.

**Course Outcomes:**

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

1. Understand the contemporary Europe in the light of its background history.
2. Understand rise and growth nationalism in Europe.
3. Understand various revolutions and basis of development of European countries.

<b>Unit-I Revolutionary Movements</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) French Revolution,1830 B) France between 1830-1848 C) French Revolution,1848		
<b>Unit –II Napoleon III</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Internal Policy B) Foreign Policy C) Evaluation of Napoleon III		
<b>Unit-III Unification of Italy</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content :</b> A)Background B) Steps C) Effects		
<b>Unit-IV Unification of Germany</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A)Background B) Steps C) Effects		

### List of Reference Books:

- 1) Charles Downers, Hazen – Modern Europe up to 1945
- 2) David Thomson – Europe since Napoleon
- 3) Evans J. – The Foundations of Modern state in 19th century Europe
- 4) Hamerow T.S. – Restoration, Revolution and Reaction: Economics and politics in Germany
- 5) Hobsbawn Eric– The Age of Revolution: Europe 1789 – 1848
- 6) Peter Jones – The 1848 Revolution
- 7) Rao B.V. – History of Modern Europe (1789-1992)
- 8) Robert Gildea -Barricades and borders : Europe 1800 – 1914
- 9) Taylor J.P. – The struggle for Mastery in Europe
- 10) Webster C.K. – The congress of Vienna 1814 – 15
- 11) Wood Anthony – History of Europe 1815 – 1960
- १२) ओतुरकर, महाजन- जगाचा संक्षिप्त इतिहास, पुणे विद्यार्थी गृह, १९७४
- १३) कोलारकर श.गो.- युरोपचा इतिहास, मंगेश प्रकाशन
- १४) गायकवाड, कदम, सुर्यवंशी-आधुनिक युरोपचा इतिहास, राविल पब्लिकेशन, सातारा, १९७२
- १५) मार्टीकर मदन-आधुनिक युरोपचा इतिहास, विद्या बुक्स
- १६) तळवळकर गोविंद- बदलता युरोप, मॅजेस्टिक प्रकाशन, १९९१
- १७) वैदय सुमन- आधुनिक जग १८१४ - १९१४, साईनाथ प्रकाशन, नागपूर





# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

## B.A.-II History

### Semester-IV

**Vertical: DSC- VI**

**Course Code:GO3-DSC1-0402**

**Course Name: - History of Modern India (1857 to 1950 A.D.)- II**

#### **\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

#### **\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

#### **Course Preamble:**

History is the study of life in society in the past, in all its aspects, in relation to present development and future hopes. It is the story of man in time, an inquiry into the past based on evidence. History enables students to appreciate the human achievements of the past, for their own interest and for the legacy left to later generation. Through this syllabus on history, we will study the freedom struggle of India. Modern India owes a lot to the legacy of India's Freedom struggle. This course will help the students to understand the major events of India's freedom struggle, its legacy and contribution to the making of modern India.

#### **Course Objectives:**

During this course, the student is expected to:

1. The course intends to provide and understanding of the social, religious bases of India.
2. To Introduce the Indian Freedom Movement in broad manner.
3. To instill the spirit of Nationalism among the students.

**Course Outcomes:**

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

1. Examine social and religious background of India.
2. Understand rise and growth of nationalism in India.
3. It will increase the spirit of healthy Nationalism, Democratic value and secularism among the students

<b>Unit -I Contribution of Revolutionaries</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Bengal B) Maharashtra C) Punjab		
<b>Unit- II Gandhian Era</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Non co- operation Movement B) Civil Disobedience Movement C) Quit India Movement		
<b>Unit- III Independence of India</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Subhashchandra Bose and Indian National Army B) Negotiations for Independence C) Independence and Partition		
<b>Unit- IV Constitutional Development</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Government of India Act,1935 B) Indian Independence Act,1947 C) Indian Constitution: Salient Features		

### List of Reference Books:

1. Bipin Chandra – Indias struggle for Independence, Penguin, New Delh
2. Heimsath Charles – Indian Nationalism and Hindu social Reform.
3. Joshi P.C. (ed) – Rebellion 1857: A Symposium, Peoples Publishing
4. Joshi V.C. (ed) – Rammohan Roy and the process of Modernisationin India.
5. Mujumdar R.C. (ed) – Struggle for freedom
6. Natrajan S. – A Century of Social Reform in India.
7. Prasad I, Subhedar – History of Modern India
8. Robert P.E. – History of British India.
9. SarkarSumit – Bibliographical survey of Social Reform Movement in the 18<sup>th</sup> and 19<sup>th</sup> century, ICHR
10. Sen S.N. – Eighteen fifty – seven, Publication Division, Delhi.
11. Seal Anil – Emergence of Indian Nationalism
12. Tarachand – History of the freedom Movement in India, Vol.I , New Delhi
13. कदम य.ना.- समग्र भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर
14. कोलारकर शं.गो- आधुनिक भारत १७६० - १९५०, मंगेश प्रकाशन, नागपूर
15. पवार जयसिंगराव- भारताच्या स्वातंत्र्य चळवळीचा इतिहास, फडके प्रकाशन, कोल्हापूर
16. फाटक न.र.- भारतीय राष्ट्रवादाचा विकास, र.ग.जोशी, पुणे
17. जावडेकर शं.द.- आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे
18. वैदय सुमन, कोठेकर शांता- आधुनिक भारताचा इतिहास १८५७-१९२०, साईनाथ प्रकाशन, नागपूर
19. सरदेसाई बी.एन., नलवडे व्ही. एन.- आधुनिक भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History**

**Semester-IV**

**Vertical: Minor-IV**

**Course Code: GO3-DSC2-0401**

**Course Name: History of Modern Maharashtra (1818-1960 A.D.)-II**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

After 1850 period of development began in the state of Maharashtra. The eminent leaders played a pioneering role in this period of rapid transformation. This was also a period of massive expansion of educational as well as social transformation. This course introduces the students to significant Sanyukta Maharashtra Movement, allover development and transformations in history of Maharashtra

**Course Objectives:**

During this course, the student is expected to:

1. To review the social, religious and educational development in Maharashtra.
2. To understand the formation of modern Maharashtra.

**Course Outcomes:**

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

1. Understand the background and history of the creation of modern Maharashtra.
2. Understand the social and educational development of modern Maharashtra.

<b>Unit- I Social Reforms and Reformers</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A] Mahatma Jotiba Phule B] Rajarshi Chhatrapati Shahu Maharaj		
<b>Unit- II Untouchable Reforms and Reformers</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Maharshi Vitthal Ramji Shinde B] Dr. Babasaheb Ambedkar		
<b>Unit- III Educational Reforms and Reformers</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Savitribai Phule B] Karmaveer Bhaurao Patil		
<b>Unit- IV Sanyukta Maharashtra Movement</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A] Background B] Course of Sanyukta Maharashtra Movement C] Formation of Present Maharashtra State		

### List of Reference Books:

- 1) Ballhatchet K., Social Policy and Social Changes in Western India, (1818 -1830), 1957.
- 2) Gore M. S., Non-Brahmin Movement in Maharashtra, New Delhi, 1989.
- 3) Phadke Y. D., Women in Maharashtra, Government of Maharashtra, New Delhi, 1989.
- 4) Sunthakar, B. R., 19th Century History of Maharashtra, Vol. I (1818-1857) Pune, 1988..
- 5) Gore M. S., Non-Brahmin Movement in Maharashtra, New Delhi, 1989.
- 5) धनागरे, द. ना., संकल्पनांचे विश्व आणि सामाजिक वास्तव, पुणे, २००५.
- 6) कर्वे, इरावती, मराठी लोकांची संस्कृति, पुणे, १९६२.
- 7) फडके य.दि., २० व्या शतकातील महाराष्ट्र खंड -१ ते ८
- 8) कीर धनंजय- राजर्षी शाहू छत्रपती
- 9) कीर धनंजय-डॉ. बाबासाहेब आंबेडकर
- 10) पवार जयसिंगराव (संपा)- राजर्षी शाहूस्मारक ग्रंथ
- 11) पवार दया (संपा)- डॉ. बाबासाहेब आंबेडकर गौरव ग्रंथ



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History**

**Semester-IV**

**Vertical: GE/OE**

**Course Code: GO3-GE-OE-401**

**Course Name: - History of Reforms in Maharashtra- II**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

During the 19th and 20th centuries a series of social and religious reform movements took place in Maharashtra and India. This reforms movement advocated in supported changes in the traditional Indian society. They propagated the values of social justice and equality. The advocated the abolition of caste system and supported the emancipation of women. This course has been framed to make the students aware of this social and religious reforms movement and their contribution in Maharashtra and India.

**Course Objectives:**

During this course, the student is expected to:

1. To Understanding Reforms Transitions in 20<sup>th</sup> century Maharashtra.
2. To acquaint the students with social and educational change process in modern Maharashtra.

**Course Outcomes:**

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

1. The students interpret and analyze contemporary social and religious conditions.
2. Identify the different types of social problems in our society.
3. Understand importance of work of Social Reformers.

<b>Unit -I Life and Work of Rajarshi Chhatrapati Shahu Maharaj</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Educational Work B) Social and Religious work C) Economic and Political work		
<b>Unit- II Life and work of Dr. Babasaheb Ambedkar</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Social and Religious work B) Educational Work C) Political Work and Literature		

### ➤ List of Reference Books

- 1) Phadke Y.D., Social Reformers of Maharashtra, New Delhi,1975
- 2) Mahajan V.D., British Rule in India
- 3) Kenneth Jones, Social and Religious Reforms Movements
- 4) Ravindra kumar, Social History of Modern India.
- 5) फडके य.दि., २० व्या शतकातील महाराष्ट्र खंड -१ ते ८
- 6) कीर धनंजय- राजर्षी शाहू छत्रपती
- 7) कीर धनंजय-डॉ. बाबासाहेब आंबेडकर
- 8) पवार जयसिंगराव (संपा)- राजर्षी शाहूस्मारक ग्रंथ
- 9) पवार दया (संपा)- डॉ. बाबासाहेब आंबेडकर गौरव ग्रंथ
- 10) फाटक न.र.- महाराष्ट्रातील सहा थोर पुरुष
- 11) भिडे, पाटील- महाराष्ट्रातील समाजसुधारणेचा इतिहास



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History  
Semester-IV**

**Vertical: VSC-II**

**Course Code: GO3-VSC-401**

**Course Name: - Introduction to Historical Sources and Research**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

Historiography can very simply be defined as the history of history; meaning historiography is the study of how history was written, by whom, and why it was recorded as such. Historiography is a science that studies different perspectives of history and it includes the meaning and definition of history, importance, nature of history, scope, types of history and its supporting sciences, along with important theories in history. This gives a new perspective to look at history.

**Course Objectives:**

During this course, the student is expected to:

1. To survey the sources of history of Ancient, Medieval and Modern India.
2. To introduce History research and writing.

**Course Outcomes:**

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

1. Identify the different types of primary and secondary sources. Students will be able to examine sources of History
2. Understand the research and writing process in History.



<b>Unit No. I- Historical Sources</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A)Importance of Sources B) Types of Sources C)Evaluation of Sources		
<b>Unit No .II-History Research and Writing Process</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Steps of Research Process B) Footnotes C) Index and Bibliography		

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

1. Ali Sheikh B, History: Its Theory and Method, Macmillan India Ltd., Mumbai, 1984.
2. Kothari C.R., Research Methodology : Methods and Techniques, New Delhi, 2001.
3. Carr E.H., What is History, Palgrave Hampshire MacMillan & Com. London, 1969.
4. Burke Peter, History and Social Theory, Polity Press, Cambridge, 1992.
5. Jain Gopal Lal, Research Methodology: Method, Tools and Techniques, 2003.
6. Chitnis K.N., Research Methodology, Pune, 1979.
7. Mujumdar R.C., Historiography of Modern India, 1970.
8. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
9. आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्राज्ञ पाठशाळा प्रकाशन, वाई, १९६७.
10. कुलकर्णी अ.प्रा., मराठ्यांचे इतिहासकार, डायमंड प्रकाशन, पुणे, २००९.
11. कोठकर शांता, इतिहास तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन, नागपुर, २००५.
12. खरे ग.ह. संशोधकाचा मित्र, भा.इ.सं. मंडळ, पुणेक, १९७०.
13. देव प्रभाकर, इतिहासाशास्त्र, अध्यापन आणि लेखन परंपरा नाशिक, २००७.
14. बांबूरकर जास्वंदी (संपा), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे २०१४.
15. सरदेसाई बी.एन., इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर, २००२.



# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

**B.A.-II History**

**Semester-IV**

**Vertical: SEC**

**Course Code: GO3-SEC-401**

**Course Name: - Museum and Muselogy**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. This course has been framed to make the students aware of this Museum and Muselogy.

**Course Objectives:**

During this course, the student is expected to:

1. To acquaint the students with the rise and development of Museum
2. To import to the students and understanding of the importance of material history through museum.
3. To encourage the student to collect the material or sources of history for local, regional and national history through museum.

**Course Outcomes:**

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

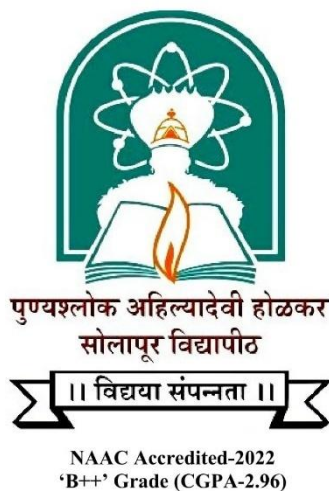
1. The students will understand the concept of museum and learn the basic principles of meteorology.
2. The students will gain comprehensive knowledge of the process of cream and conserve in museum of objects.
3. Develop an insight into the various roles of Museum an organizer, curator and manager

<b>Unit No.-I- Understanding Museum</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A)Definition B)History of Museum C)Importance of Museum		
<b>Unit No.-II-Types of Museums</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Arts Museums B) Historical Museums C) Role of Curator		

➤ **List of Reference Books**

- 1) BurdhanAnand, Colonial Museum:An Inner History, Research India Press,Delhi,1917
- 2) Dwivedi V.P., Museums and Museology: New Horizons, Agam Kala Prakashan
- 3) Vergo Peter, New Museology, Reaction books,1997
- 4) Tiwari Usha Devi and Pandey Aarti, Navsangrhalay prakashan.
- 5) सहाय शिवस्वरूप, संग्रहालय की ओर,नवी दिल्ली २०१९
- 6) पाटील सुलोचना, उपयोजित इतिहास,प्रशांत पब्लिकेशन,जळगाव
- 7) देशमुख प्रशांत,शिरसाट दीपक,उपयोजित इतिहास,प्रशांत पब्लिकेशन,जळगाव-
- 8) शेंडे निशांत, वस्तुसंग्रहालये, अथर्व पब्लिकेशन,धुळे

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Syllabus for  
Community Engagement Programme (CEP)  
According to NEP-2020  
For  
Bachelor Degree Programmes  
Faculty of Humanities**

With Effect From

**2025-26**

# **Community Engagement Programme (CEP)**

**Paper Codes [B.A. S.Y.]: GO3-CEP-401 (Practical Paper and all Major Subject)**

**Credits: 02; Semester- IV; Evaluation: 20 + 30=50 Marks**

## **1. INTRODUCTION:**

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been under taken by HEIs, there is no singular provision of a well-designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner.

## **2. OBJECTIVES:**

- To promote a respect for rural culture, life style, and wisdom among students.
- To learn about the present status of agricultural and development initiatives.
- Identify and address the root causes of distress and poverty among vulnerable households.
- Improve learning outcomes by applying classroom knowledge to real-world situations.

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SD Goal requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. There fore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

### **3. LEARNINGOUTCOMES:**

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socio-economic improvement.

### **4. Credits:** Two Credit Course; Students are expected to complete 60 hours of participation.

## 5. COURSE STRUCTURE:

Sr.	Module Title	Module Content	Teaching/Learning/Methodology
1.	Appreciation of Rural Society	Rural life style, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure,	Classroom discussions Field visit Individual /Group conference Report/journal submission & VIVA
2.	Understanding rural and local Economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA
3.	Rural and local Institutions	Traditional rural and community organization, self-help groups, decentralized planning, panchayat raj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural, Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment. Guarantee [MGNREGA].	Classroom discussions /Field visit Individual /Group conference Report/journal submission & VIVA
4.	Rural and National development programmers	History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti-Bachao, Beti-Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Stand-Up India, Scheme of Fund for Regeneration of Traditional Industries(SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc.	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA

**Note: Faculty can make addition in the list of activities as per domain content.**

**(\*Community Engagement Programme (CEP) Related to All Major Subject.)**

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## Recommended field-based activities (Tentative):

- Participate in Gram Sabha meetings, and study community participation;
- Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- Interaction with Self Help Groups(SHGs)women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act2005(MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- Visit Rural Schools/mid-day meal centers, study academic and infrastructural resources, digital divide and gaps;
- Associate with Social and it exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school dropouts;
- Visit local Anganwadi and observe the services being provided;
- Visit local NGOs, civil society organizations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;

Understanding of peoples impacts of climate change, building up community's disaster preparedness;

- Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Financial Literacy Awareness Programme
- Digital Literacy Awareness Programme
- Education Loan Awareness Programme
- Entrepreneurship Awareness Programme
- Awareness Programmes on Government Schemes
- Products Market Awareness
- Services Market Awareness
- Consumer Awareness Programme
- Accounting Awareness Programme for Farmers
- Accounting Awareness Programme for Street Vendors etc.



## 6. IMPORTANT RULES AND REGULATIONS FOR CEP:

**Concurrent Field work: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.**

Students should keep separate fieldwork diary or maintain journal in order to record their field work experiences i.e. reading, e-contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The field work conference is part of the time table and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development-related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Field work is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student; supplementary field work must be arranged and accomplished with the approval of the faculty supervisor.



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## 6. EVALUATION/ASSESSMENT SCHEME:

### Community Engagement Programme [CEP]

**Evaluation Pattern: Total Marks: 50**

Students should keep a field diary / journal to record contents, readings and field visit planning.

The assessment pattern is Internal and External i.e. **20+30=50**

<b>CA-Internal Evaluation: 20Marks [P] Conducted by Internal Examiner</b>	
Participation in the Community Engagement Programme Initiation	10 Marks
Proposal for Community Engagement Programme with all the necessary components	10 Marks
<b>Total</b>	<b>20 Marks</b>
<b>UA- End Semester Practical Examination:30 Marks [P] Conducted by Internal Examiner and External Examiner</b>	
Oral Presentation of CEP Activity	10 Marks
Preparation and Presentation of Community Engagement Programme Report with all the necessary components	20 Marks
<b>Total</b>	<b>30 Marks</b>

॥ विद्यया संपन्नता ॥

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## EQUIVALENT SUBJECTS FOR OLD SYLLABUS

**Name of the Course: - B.A. Part-II History (Semester-III& IV)**  
**W.e.f.- 2025-26**

Sr. No.	Paper No. & Name of the Old Paper	Paper No. & Name of the New Paper
1		
2		

### 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 / Case Study etc. Choice of Subject Teacher.**

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

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

**W.e.f.-2025-26**

**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)

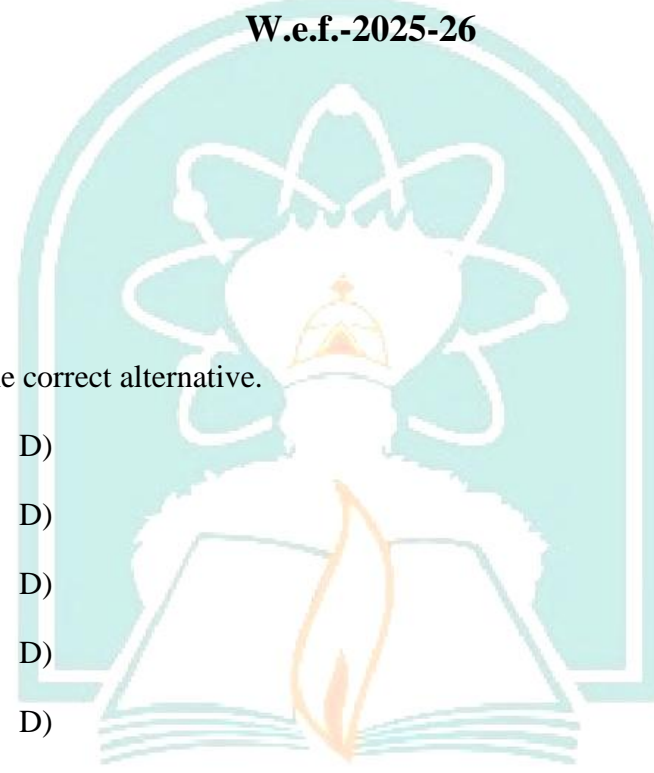
**12**

1)

2)

3)

4)



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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).

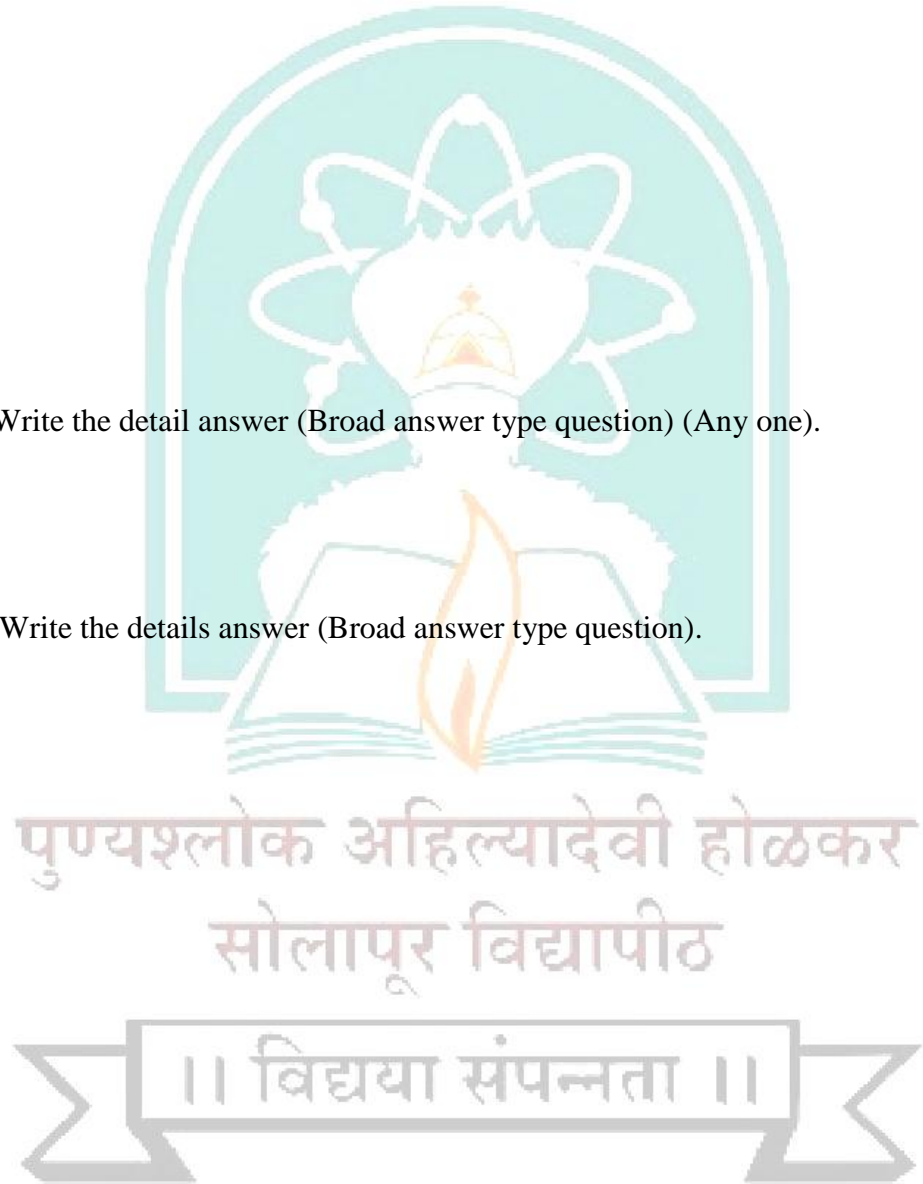
**12**

1)

2)

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

**12**



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

**As per NEP-2020 Structure for UG 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)

