

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



**FACULTY OF HUMANITIES
NEP- 2020 COMPLIANT CURRICULUM FOR
M.A.-I YEAR HISTORY**

With effect from- 2026-27



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

Faculty of Humanities

NEP- 2020 Compliant Curriculum For

M.A.-I Year 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 World 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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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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**Faculty of Humanities
NEP- 2020 Compliant Curriculum For
M.A.- I Year History
Program Specific Outcomes (PSOs)**

Students Post Graduating from M.A.-I Year 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.

PUNYASHLOK AHILYADEVI HOLKARSOLAPUR UNIVERSITY, SOLAPUR
Structure and Credit Distribution of PG Degree Program for Two Years/One Year
M.A. Part-I Year History under the Faculty of Humanities

| Year (2 Year PG) | Level | Sem. | Major | | RM | OJT/ FP | R P | Com . Cr. | Degree |
|---|-------|------------|--|--|---|---|--------|-----------------|---|
| | | | Mandatory | Electives | | | | | |
| I | 6.0 | Sem -I | DSC-I (4) Historiography-I | DSE-I (4) History of Ideas OR History of Solapur | RM -I (4) Research Methodolo gy in History | - | - | 22 | PG Diploma (After 3 Years Degree) |
| | | | DSC-II (4) History of Ancient India-I (Up to 1200 A.D.) | | | | | | |
| | | | DSC-III (4) History of Medieval India -I (1200 to 1526 A.D.) | | | | | | |
| | | | DSC-IV (2) Theory and Concepts of Modern World. -I | | | | | | |
| | | Sem -II | DSC-V (4) Historiography-II | DSE-II (4) Heritage and Management OR Applied History | - | OJT /FP (4) Field Visit and Project Writing | 22 | | |
| | | | DSC-VI (4) History of Ancient India-II (Up to 1200 A.D.) | | | | | | |
| | | | DSC-VII (4) History of Medieval India-II (1526 to 1707 A.D.) | | | | | | |
| | | | DSC-VIII (2) Theory and Concepts of Modern World-II | | | | | | |
| Com. Cr. For PG Diplom a | | | 28 | 08 | 04 | 04 | 44 | | |

Exit Option: PG Diploma (40-44 Credits) after Three Year UG Degree

PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR.

**Syllabus
(According to NEP 2020)
M. A. Part – I (History)
Choice Based Credit System
w. e. f. Academic Year-2026-27
Semester – I**

| LEVEL | SEMESTER I | TITLE OF THE PAPER | SEMESTER EXAM. | | | TOTAL CREDITS |
|-------|---------------------|--|----------------|-----------|------------|------------------|
| | | | UA THEORY | CA | TOTAL | |
| 6.0 | Subject Code | Major- Mandatory (DSC) | | | | |
| | M1026-DSC-11 | DSC-I Historiography-I | 60 | 40 | 100 | 4 |
| | M1026-DSC-12 | DSC-II History of Ancient India-I (Up to 1200 A. D.) | 60 | 40 | 100 | 4 |
| | M1026-DSC-13 | DSC-III History of Medieval India-I (1200 A. D. to 1526 A.D.) | 60 | 40 | 100 | 4 |
| | M1026-DSC-14 | DSC-IV Theory and Concepts of Modern World-I | 30 | 20 | 50 | 2 |
| | | DSE (Discipline Specific Elective) (Any One): - | | | | |
| | M1026-DSE-1A | DSE-I History of Ideas OR History of Solapur | 60 | 40 | 100 | 4 |
| | | RM (Research Methodology) | | | | |
| | M1026-RM-11 | RM-I Research Methodology in History | 60 | 40 | 100 | 4 |
| | | Total Credits | | | | |

PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR.

**Syllabus
(According to NEP 2020)
M. A. Part – I (History)
Choice Based Credit System
w. e. f. Academic Year-2026-27
Semester – II**

| LEVEL | SEMESTER II | TITLE OF THE PAPER | SEMESTER EXAM. | | | TOTAL CREDITS |
|-------|---------------------|---|----------------|-----------|------------|---------------|
| | | | UA THEORY | CA | TOTAL | |
| 6.0 | Subject Code | Major- Mandatory. (DSC) | | | | |
| | M1026-DSC-25 | DSC-V Historiography-II. | 60 | 40 | 100 | 4 |
| | M1026-DSC-26 | DSC-VI History of Ancient India-II (Up to 1200 A.D.) | 60 | 40 | 100 | 4 |
| | M1026-DSC-27 | DSC-VII History of Medieval India-II (1526 A. D. to 1707 A.D.) | 60 | 40 | 100 | 4 |
| | M1026-DSC-28 | DSC-VIII Theory and Concepts of Modern World-II | 30 | 20 | 50 | 2 |
| | | DSE (Discipline Specific Elective) (Any One): - | | | | |
| | M1026-DSE-2A | DSE-II Heritage and Management. OR Applied History. | 60 | 40 | 100 | 4 |
| | | OJT / FP | | | | |
| | M1026-FP-21 | FP Field Visit and Project Writing | 60 | 40 | 100 | 4 |
| | | Total Credits | | | | |



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-I

Vertical: DSC -I

Course Code: M1026-DSC-11

Course Name: Historiography – I

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture- 60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 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. They will also have a clear understanding of the nature of the evidence collected from primary and secondary sources.
2. To study the Produce written work that incorporates consideration of the relevant historiography along with theory that informs it.
3. To introduce the Construct original historical arguments based on primary source material research.
4. To study the develop an ability to convey verbally their thesis research and relevant historiography and theory.

Course Outcomes:

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

1. Identify the relationship of history with its allied disciplines.
2. Understand various phases of the Theory and analysis.
- 3 Students will be able to Interpretation of history.
4. Understand about the Research process in Historical research.

| | | |
|---|---------------------------|---------------------------|
| Unit- I Meaning and Definitions of History | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) History and various definitions B) History and Importance | | |
| Unit- II Nature and Scope of History | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Kinds of History. B) Auxiliary Science | | |
| Unit- III Sources | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Primary & Secondary Sources. B) Sources of Modern Technique | | |
| Unit- IV Theory and Analysis | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Causation, Theory and Laws of History. B) Interpretation of History: Marxist and Hegel | | |

List of reference books:

1. Carr, E. H.: What is History, Penguin Books, New York, 1964.
2. Marwick, Arthur: The Nature of History, London, 1970.
3. Collingwood, R.G.: The Idea of History, Oxford, 1961.
4. Walsh, W. H, An Introduction to the Philosophy of History, London, 1963.
5. Dray William, Philosophy of History, New Delhi, 1964.
6. Seignobos and Langlois: Introduction to the Study of History, 1966.
7. B., Sheik Ali: History: Its Theory and Method, Madras,1978.
8. Renier, C. J, History: Its Purpose and Method, Boston,1963.
9. Gottschalk Louis: Understanding History, New York, 1958.
10. Majumdar, R. K., and Srivastava, A. N., Historiography, Surjeet Book Depot. Delhi, 1980.
11. Sen, S. P, Historians and Historiography in Modern India, Institute of Historical Studies, Calcutta,1973.
12. Webster, J.C.E.: An Introduction to History, Delhi,1977.
13. Elton, G. R., The Concept of History, Collins, 1970.
14. Sharma, T. R., The Concept of History, Hyderabad,1978.
15. Barnes, H. E., A History of Historical Writings, New York,1963.
16. Mohan Robert Paul, Philosophy of History: An Introduction, New York,1958.
17. Gooch, G. P., History and Historians in 19thCentury, London, 1952.
18. Tikekar, S. R., On Historiography, Bombay,1964.
19. Nevins Allen, Gate Way to History.
20. Gardiner Patrick, Theories of History, New York,1969.
21. Commager Henry Steel, The Nature and Study of History.
22. Chitins, K. N., Research Methodology in History, Pune,1987.
23. Bajaj Satish, History: Its Philosophy, Theory and Methodology, Patiala,1987.
24. Bajaj Satish, Recent Trends in Historiography.
25. Jeyapalan., : Historiography, Atlantic Publisher and Distributors, New Delhi,1999.
26. Arnold David, Subaltern Studies, Vol. I, VI, VII and VIII, Delhi, 1996.
27. Bears, G. D., British Attitude Towards India, and 1784 –1858.
28. Holden Furber, Bombay Presidency in the Mid 18thCentury.
29. Guha Ranjeet, Shahid Ammen (ed), Subaltern Studies, OUP, 1994.
30. Habib Irfan, Essays in Indian History, New Delhi, 1995.
31. Mill James, History of British India, New Delhi, 1972.
32. Sharma, R. S.: Perspectives in Social and Economic History of Early India, New Delhi,1983.
33. Toynbee, A. J., A Study of History, London,1946.
34. Pathan Zaker, Historiography an Introduction, Chandralok Prakashan, Kanpur-21.



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-I

Vertical: DSC-II

Course Code: M1026-DSC-12

Course Name: History of Ancient India-I (Up to 1200 A.D.)

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture- 60

Credits-04

***Examination Scheme**

UA: 60 Marks

CA: 40 Marks

Course Preamble:

India has a rich history. From this history, we can draw a graph of human progress. Along with this, the ancient culture and its progress, as well as the impact on human life today, can be linked. In the history of ancient India, a new perspective is gained from the glorious history of various rulers through their policies, administration and their history. The spread of Buddhism and Jainism continued during this period, and Hinduism underwent significant transformation.

Course Objectives:

During this course, the student is expected to:

1. To Introduce Indian and foreign Sources to the students.
2. To introduce Ancient Civilization Polity, socio, economy and religion to the student
3. To Study the ancient dynasty and empire of ancient India.
4. Students can know about religious, economic and Political thoughts of period.

Course Outcomes:

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

1. Identify the Classification of sources.
2. The student will able to acquire knowledge about Pre-history, Indus valley civilization and Vedic period.
3. Student will able to gather knowledge about the society, culture, religion and political history of Ancient India.
4. Students will be able to religious movement.

| | | |
|---|---------------------------|---------------------------|
| Unit- I Sources of Ancient India | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Archaeological Sources B) Literary Sources C) Foreign Accounts | | |
| Unit- II Indus Valley Civilization | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Invention and characteristic of Indus Civilization B) Social, Economic and Religious life. C) Decline of Indus Civilization | | |
| Unit- III Vedic Period | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Origin of Aryas B) Polity and Religious life C) Social, and Economical life | | |
| Unit- IV Religious Movements | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Emergence of Jainism and Buddhism B) Jainism C) Buddhism | | |

List of Reference Books:

- 1) Allchin, R. and Bridget, (1983), Rise of Civilization in India and Pakistan, CUP, Delhi.
- 2) Ghosh A, (1989), Encyclopedia of Indian Archaeology, Vol. I&II, Munshi ram & Manohar Lal New Delhi.
- 3) Singh, Upinder, (2009), A History of Ancient and Early Medieval India, Pearson Longman, Delhi.
- 4) Agarwal D. P., The Archeology of India, 1985
- 5) Jayswal Vidula, Bhartiya Itihas ke Adi Charan Ki Roop Rekha, Delhi, 1987
- 6) Mujumdar R. C., The History and Culture of Indian People Vol. I, Vedic Age.
- 7) Mujumdar R. C., The History and culture of Indian People Vol. II, The Age of Imperial UNITY
- 8) Pandey Rajbali, Parchin Bharat VishvavidyalayaPrakashan, Revised edition, Varanasi, 2010
- 9) Ray Chaudhary H. C., Political History of Ancient India, rev edition, 1996 by B. N. Mukherji
- 10) Sankaliya H. D. Prehistory and Proto-history of India and Pakistan, Poona 1974
- 11) पी.जी.जोशी, (१९९२), प्राचीन भारताचा इतिहास, कॉटिनेन्टल प्रकाशन, पुणे.
- 12) भिडे पाटील, (१९९७), प्राचीन भारत, फडके प्रकाशन, कोल्हापूर.
- 13) रोमिला थापर, (२०१७), अर्ली इंडिया, के सागर प्रकाशन, पुणे.
- 14) आर.एस.शर्मा, (१९७८), प्राचीन भारताचा इतिहास, नॅशनल पब्लिकेशन हाउस, न्यूदिल्ली.
- 15) देव प्रभाकर, (१९९०), प्राचीन भारत, विद्या बुक पब्लिकेशन नागपूर.
- 16) डॉ. धनंजय आचार्य, भारताचा इतिहास प्रारंभापासून 1526 पर्यंत, श्री साईनाथ प्रकाशन नागपूर, 2003
- 17) देगलूरकर, ढवळीकर, प्राचीन भारतीय इतिहास व संस्कृती, पॉप्युलर प्रकाशन, मुंबई, 1973



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
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**M.A.-I History
Semester-I**

Vertical: DSC- III

Course Code: M1026-DSC-13

**Course Name: History of Medieval India-I
(1200 A. D. to 1526 A.D.)**

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture- 60

Credits-04

***Examination Scheme**

UA: 60 Marks

CA: 40 Marks

Course Preamble:

We see many changes in the history of medieval India. This will help in understanding the impact of contemporary society, economy, religion and culture on human life. One can understand the power struggle of the time and the progress they made in various fields and their legacy.

Course Objectives:

During this course, the student is expected to:

1. To know the political, social and economic history of Medieval Period.
2. To Study the sources of the Delhi Sultanate.
3. To introduce the Administration of Delhi Sultanate.
4. To study of the Bhakti and Sufi movements.

Course Outcomes:

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

1. Identify the strategies of Medieval Administration Policies.
2. Understand various phases of the reforms Delhi Sultanate.
- 3 Students will be able to analyze the work of Vijayanagar and Bahamani empire.
4. Students will be able to condition of women and education system.

| | | |
|--|---------------------------|---------------------------|
| Unit- I Sources for the study of Delhi Sultanate | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Sources for the study of Delhi Sultanate. | | |
| Unit- II Establishment of Delhi Sultanate, Polity and Administration | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Establishment and Decline of Delhi Sultanate B) Administration Under the Delhi Sultanate C) The Vijayanagar and the Bahamani Empire. | | |
| Unit- III Society and Economy | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Caste and Slavery B) Condition of Women and Education System C) Agriculture, Trade and Commerce | | |
| Unit- IV Religion and Culture | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Bhakti and Sufi Movement. B) Literature. C) Art and Architecture | | |

List of Reference Books:

- 1) The Delhi Sultanate A political and military History: Peter Jackson, Cambridge University Press.
- 2) The sultanate Of Delhi (1206-1526) Polity, Economy, Society and Culture: Aniruddha Ray, Routledge publication.
- 3) The Delhi Sultanate: R C Mujumdar, Bhartiya vidya Bhavan.
- 4) Medieval India: Irfan Habib
- 5) Studies in Medieval Indian History: k S Lal
- 6) The Sultanate of Delhi: A L Srivastava
- 7) Socio Economic History of Medieval India; K N Chitnis.
- 8) The Bahamani Kingdom; Haroon Khan Sherwani, National Information and Publications.
- 9) The History of Vijayanagar Empire; M.H. Ram Sharma.
- 10) Delhi Sultanate cha itihash; Dr Anil Kathare and Dr Ambadas Manjulkar.
- 11) Vijay Nagarchya samrajyacha itihash; Lele, Madhavrao V.
- 12) Delhi Sultanshahi cha itihash; M.M. Deshmukh
- 13) Madhyugin Bhartiya sankalpana v sanstha, Part I to IV; Chitnis, K. N.
- 14) Sulnatkalin shasanpranali; Saxena R K,
- 15) Allaudin Khilji; Dhouhan Devi Singh.
- 16) Devgiri Yadav Raja, Bora Rajmal
17. Pathan Zaker, History of Medieval India, Chandralok Prakashan, Kanpur-21.



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
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M.A.-I History

Semester-I

Vertical: DSC- IV

Course Code: M1026-DSC-14

Course Name: Theory and Concepts of Modern World- I

***Teaching Scheme**

Lectures: 02 Hours/week

Total Lecture-30

Credits-02

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Course Preamble:

A fascinating topic! Imperialism and Socialism are two significant concepts that have shaped the modern world. Imperialism refers to the policy of extending a country's power and influence through colonization, use of military force, or other means. It often involves the subjugation of one country or people by another, with the dominant power exploiting the resources and labor of the subordinate territory. Socialism is an economic and political system in which the means of production are collectively owned and controlled by the community as a whole. The goal of socialism is to promote greater economic and social equality, often through the redistribution of wealth and resources.

Course Objectives:

During this course, the student is expected to:

1. To study the historical background of Imperialism and socialism.

2. To study the causes and thoughts of Imperialism and socialism.

Course Outcomes:

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

1. Understand various phases of the Imperialism and socialism.

2. Students will be able to evaluate Imperialism and socialism concepts.

| | | |
|--|---------------------------|---------------------------|
| Unit- I Imperialism | No. of lectures-15 | Weightage:15 Marks |
| Unit content A) Historical Background of Imperialism B) Meaning and Definition of Imperialism C) Causes of Imperialism D) Effect of Imperialism | | |
| Unit- II Socialism | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Historical Background of Socialism B) Meaning and Definition of Socialism C) Important Pioneers of Socialism D) Flow of thoughts in Socialism | | |

List of reference books:

1. Greville, A. A.: History of the World in the 20th 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: 20th 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 Mograw, 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.



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M.A.-I History

Semester-I

Vertical: DSE -I

Course Code: M1026-DSE-1A

Course Name: History of Ideas

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble:

British colonial rule in India had a profound impact on Indian society, leading to the emergence of new political ideas, social reform movements, and cultural synthesis. Indian thinkers and leaders responded to colonialism in various ways, including Liberalism and Modernization, Nationalism and Anti-Colonialism, Social Reform and Revivalism, Cultural Synthesis and Hybridist.

Course Objectives:

During this course, the student is expected to:

1. To know the social ideas in Indian History.
2. To study the religious thoughts and cultural synthesis.
3. To introduce the colonialism and political ideas.
4. To study of the movements during the colonial period.

Course Outcomes:

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

1. Grasp the details of social ideas and hierarchy.
2. Analyze and compare the religious status cultural status of colonial India.
- 3 Understand the issues in representing political ideas.
4. Student will able to regional development.

| | | |
|--|---------------------------|---------------------------|
| Unit- I Social Ideas | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Formation of early ideas in hierarchy. B) Regionalization and Justification of hierarchy. C) Varna, Jati. D) Family, Women. | | |
| Unit- II Forms of Religious thought and Cultural Synthesis | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Bhakti Movement: Shaivism and Vaishnavism. B) Regional Development. C) Sufism. D) Sikhism. | | |
| Unit- III Movements during the Colonial period | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Satya Shodhak Samaj. B) Shree Narayana Movement. C) Self Respects Movement. D) Social Basis of Nationalism | | |
| Unit- IV Colonialism and the emergence of new Political Ideas | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Liberalism B) Utilitarian. C) Positivism. D) Democracy | | |

List of reference book:

- 1) Bashan,A.L. : The Wonder That was Indian, Sidgwick & Jackson, 1953, Rupa and Com.Bombay,1971, Fontana, Calcutta,1971.
- 2) Studies in India History and Culture, Calcutta, 1963.
- 3) Sharma Ram Sharma, History of Ancient India, O.U.P. India Delhi
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- 9) Altekar,A.S., State and Government in Ancient India, Delhi,1958.
- 10) Chitins,KN., Socio-Economic Aspects of Medieval India, Poona,1979.
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**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-I

Vertical: DSE- I

Course Code: M1026-DSE-1A

Course Name: History of Solapur

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| *Teaching Scheme Lectures: 04 Hours/week Total Lecture-60 Credits-04 | *Examination Scheme UA: 60 Marks CA: 40 Marks |
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Course Preamble:

Local history is both fascinating and important because it allows us to understand how global events have impacted specific regions and communities. It helps preserve the stories, traditions, and cultural heritage of a community, which in turn helps us appreciate the uniqueness of different places. Exploring local history encourages community involvement and promotes a sense of ownership and pride. For example, by delving into the history of Solapur, we can learn about how the region was shaped by larger historical events and how its people have contributed to the local culture and traditions, Indian Freedom movement.

Course Objectives:

During this course, the student is expected to:

1. Students Prepared with a view to acquainting students with the Solapur in Ancient period.
2. To study the Solapur in medieval period.
3. To study the Solapur in colonial period.
4. To study the Solapur and freedom movement.

Course Outcomes:

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

1. Grasp the details of Satavahana to Yadava period.
2. Analyze and compare the Maratha period and Peshwa period.
- 3 Understand the issues in colonial period.
4. Student will able to non-cooperation, civil disobedience and Quit India movement.

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|---|---------------------------|---------------------------|
| Unit- I Solapur in Ancient period | No. of lectures-15 | Weightage:15 Marks |
| Unit contents: A) Solapur in Satavahana to Yadava period B) Solapur reflect through to archaeological sources C) Ancient temple in Solapur | | |
| Unit- II Solapur in Medieval period | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Solapur and Maratha period B) Solapur in Peshwa period C) Solapur and Bhakti Movement | | |
| Unit- III Solapur in Colonial period | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Textile Mills B) Workers Organizations C) Freedom fighter of Solapur | | |
| Unit- IV Solapur and Freedom Movement | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Non-cooperation movement B) Civil disobedience movement C) Quit India movement | | |

List of reference book:

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2. Basic Questions of Contemporary in the Program Draft at Vijayawada, 1963. Gazetteer of India, Solapur District Gazetteer, Maharashtra Government Publication, Mumbai. Second edition 1977.
3. Gazetteer of the Bombay Presidency Solapur District Volume 20, 1984.
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5. Bombay Archives Home Department, Special Branch File No. 550 (14).
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10. Districts in Maharashtra, Solapur (Handbook), Government of Maharashtra Publication, Mumbai-The Trade Union Record March 1934.
11. Chandele Channusingh Kalyansingh's Official Paper of 1957 Bombay Assembly Elections, dt. 12 March 1957.
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15. Ranavre D. D., History of Soalpur, (1852-1952) Abhay Prakashan, Akaluj, Eirst Edition, 2004.
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17. Punde nilkanth, solapuracha rajkiya jagruticha itihias, Suvidya Prakashan, 2012.
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20. Fadake Y. D., Visavya Shatakatil Maharashtra, Khand Tiasara, Vidya Prakashan, Pune.
21. Deshmukh Gopal, Solapur Jilhyacha Itihias, Kaushalya Prakashan, Solapur.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-I

Vertical: RM-I

Course Code: M1026-RM-11

Course Name: Research Methodology in History

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture- 60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble:

Research methodology in history involves systematic approaches to gathering, analyzing, and interpreting historical information. Historians use a variety of methods to explore the past, including archival research, primary source analysis, oral history interviews, and quantitative data analysis. They also employ techniques such as source criticism, historiography, and critical analysis to evaluate historical sources and construct narratives based on evidence. Research methodology provides history students with the tools and techniques to conduct rigorous and effective research, enabling them to reconstruct and understand the past with accuracy and insight.

Course Objectives:

During this course, the student is expected to:

1. Students will research process in history.
2. Students will develop data collection and analysis of sources.
3. Students shall be able to significance of research.
4. To the study of Research methodology.

Course Outcomes:


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

1. Grasp the details of apply historical methods.
2. Analyze the historical and scientific research methods.
- 3 Students understand the Research Process.
4. Student will able to report writing.

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| Unit- I Research Methodology | No. of lectures-15 | Weightage:15 Marks |
| Unit contents: A) Meaning and Objectives of Research Methodology. B) Types of Research C) Significance of research | | |
| Unit- II Nature of Historical Sources, Data Collection and Analysis | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Types of Sources- Primary, Secondary and oral. B) Analysis of sources- External and Internal criticism C) Collection of data- Archives, Library, Government sources, E-sources, Media- Newspapers, Magazines, Radio, TV, Internet. | | |
| Unit- III Research Process in History | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Formulation of problems and selection of Research topic. B) Formulation of objectives and Hypothesis. C) Data collection and analysis. D) Examination of documents and interpretation. E) Report writing and preparation of foot notes, Bibliography, Reference, Observation and Indexing | | |
| Unit- IV Report Writing | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Objectives of Report writing. B) Steps of Report Writing C) Essentials of Ideal Report | | |

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.

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|  <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p> | <p>PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR</p> <p>M.A.-I History</p> <p>Semester-II</p> <p>Vertical: DSC - V</p> <p>Course Code: M1026-DSC-25</p> <p>Course Name: - Historiography - II</p> |
| <p>*Teaching Scheme</p> <p>Lectures: 04 Hours/week</p> <p>Total Lecture-60</p> <p>Credits-04</p> | <p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p> |

Course Preamble:

Historiography involves the study of the methods and concepts used in writing history. It encompasses the examination of chronology and periodization, which are essential for organizing historical events within specific time frames. Historiography also explores the various theories and themes of history, such as political, social, economic, and cultural perspectives, which historians use to interpret and analyze the past. Furthermore, historiography addresses the concept of the rewriting of history, which involves the reexamination and reinterpretation of historical events and narratives. It also involves the study of historians and their role in shaping historical accounts through their perspectives, biases, and interpretations. Understanding the complexities of historiography is crucial for critically engaging with historical narratives and acquiring a nuanced understanding of the past.

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| <p>Course Objectives:</p> |
| <p>During this course, the student is expected to:</p> |
| <p>1. They will also have a clear understanding of the chronology and period.</p> |
| <p>2. To study the Produce written work that incorporates consideration of the relevant historiography along with theory that informs it.</p> |
| <p>3. To introduce the theories and themes.</p> |
| <p>4. To study the develop rewriting history.</p> |
| <p>Course Outcomes:</p> |
| <p>At the end of this course, students will be able to:</p> |
| <p>1. Students able to Indian themes.</p> |
| <p>2. Understand various phases of the Theory and analysis.</p> |
| <p>3 Students will be able to subaltern approach to writing of history.</p> |
| <p>4. Understand about the Eminent Historian.</p> |

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| Unit- I Chronology and Period. | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Chronology B) Period. | | |
| Unit- II Theories and Themes of History | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Cyclical Theory, Sociological Theory, Ecological Theory. B) Indian Themes: Labor and Peasant, Varna, Jati, Religion and Culture | | |
| Unit- III Rewriting of History. | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Medieval Period: Arab, Persian and Indian. B) Modern Period: Nationalist and subaltern approach to writing history | | |
| Unit- IV Eminent Historians | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) E. H. Carr B) V.K. Rajwade C) Romila Thapar D) G. H. Khare | | |

List of reference books:

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2. Marwick, Arthur,;The Nature of History, London,1970.
3. Collingwood,R.G., The Idea of History, Oxford,1961.
4. Walsh, W. H., An Introduction to the Philosophy of History, London,1963.
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9. Gottsechalk Louis, Understanding History, New York,1958.
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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-II

Vertical: DSC- VI

Course Code: M1026-DSC-26

**Course Name: - History of Ancient India-II
(Up to 1200 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 period from up to 1200 A.D., ancient India witnessed significant political, cultural, and religious developments. The construction of intricate temple complexes. Such as the Khajuraho and Konark temples, reflects the flourishing of temple architecture and sculpture. Furthermore, Indian trade with other regions, particularly with Southeast Asia, flourished, leading to the exchange of goods, ideas, and cultural practices. The period also saw advancements in literature, art, science, and mathematics, with notable contributions from scholars and polymaths in various fields. The political landscape of ancient India during this time reflects a combination of regional kingdoms and empires, each leaving a lasting impact on the social, cultural, and religious fabric of the subcontinent.

Course Objectives:

During this course, the student is expected to:

1. To Introduce Mauryan and Guptas period literature to the students.
2. To introduce Mauryan period and Post Mauryan period to the student.
3. To Study the ancient Guptas and Vardhan dynasty and empire of Ancient India.
4. Students can know about culture, architecture and Bhakti movement of period.

Course Outcomes:

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

1. Identify the Classification of the Mauryan and Guptas empire.
2. The student will able to get the knowledge of ancient middle period.
3. Student will able to gather knowledge about the society, culture, religion and political history of Ancient India.
4. Students will be able to culture of early Medieval India Period.

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| Unit-I Mauryan Period | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Mauryan Empire B) Mauryan Administration C) Ashoka and his Dhamma | | |
| Unit-II Post Mauryan Period | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Shungas and Kanvas B) Satavahanas C) Kushanas | | |
| Unit-III Gupta and Vardhan Preid | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Gupta Empire B) Literature, Trade, Art and Architecture C) Vardhan Dynasty | | |
| Unit-IV Culture of Early Medieval India | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Society and Religion B) Architecture, Sculpture & Painting C) Emergence of Bhakti Movement | | |

List of Reference Books:

1. Mujumdar R. C., The History of Indian People Vol. V, The Struggle for Empire
2. Mujumdar R. C., The History of Indian People Vol. IV, The Age of Imperial Kanauj
3. Singh, Upinder, (2009), A History of Ancient and Early Medieval India, Pearson Longman, Delhi.
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5. Pathak Vishuddhanand, Uttar Bharat ka Rajnaitik Itihas, (600-1200 AD), Hindi Sansthan Uttar Pradesh
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8. Pandey Rajbali, Prachin Bharat VishvavidyalayaPrakashan, Revised edition, Varanasi, 2010
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11. Shrivastav B., Dakshin Bharat ka Itihas, Chaukhamba Prakashan, Varanasi, 2010
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13. पी.जी.जोशी, (१९९२), प्राचीन भारताचा इतिहास, कॉटिनेन्टल प्रकाशन, पुणे.
14. भिडे पाटील, (१९९७), प्राचीन भारत, फडके प्रकाशन, कोल्हापूर.
15. रोमिला थापर, (२०१७), अर्ली इंडिया, के सागर प्रकाशन, पुणे.
16. आर.एस.शर्मा, (१९७८), प्राचीन भारताचा इतिहास, नॅशनल पब्लिकेशन हाउस, न्यू दिल्ली.
17. देव प्रभाकर, (१९९०), प्राचीन भारत, विद्या बुक पब्लिकेशन नागपूर.
18. डॉ. धनंजय आचार्य, भारताचा इतिहास प्रारंभा पासून 1526 पर्यंत, श्री साईनाथ प्रकाशन नागपूर, 2003
19. देगलूरकर, ढवळीकर, प्राचीन भारतीय इतिहास व संस्कृती, पॉप्युलर प्रकाशन, मुंबई, 197



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-II

Vertical: DSC- VII

Course Code: M1026-DSC-27

**Course Name: - History of Medieval India-II
(1526 A. D. to 1707 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 period from 1526 A.D. to 1707 A.D., Medieval India experienced significant political, cultural, and social changes. This era witnessed the establishment and expansion of the Mughal Empire under prominent rulers such as Babur, Akbar, Jahangir, and Shahjahan. The Mughals introduced Persian art, culture, and architectural styles, leaving a lasting influence on the Indian subcontinent. The period also saw the emergence of other powerful dynasties such as the Suris and the Lodis, who had a significant impact on the region's political landscape. The Mughal rule marked a period of remarkable architectural developments, as seen in the construction of iconic structures such as the Taj Mahal, Agra Fort, and Fatehpur Sikri. Furthermore, the medieval era in India was characterized by flourishing trade and commerce, particularly with European powers such as the Portuguese, Dutch, French, and English. This period also witnessed the synthesis of Indian and Persian cultures, leading to the evolution of a distinct Indo-Islamic art and architecture style.

Course Objectives:

During this course, the student is expected to:

1. To Introduce Archaeological, literary and foreign Sources to the students.
2. To Study the Mughal Dynasty.
3. To introduce the Administration of Mughal.
4. To study of the art and architecture during the Mughal period.

Course Outcomes:

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

1. Identify the strategies of Mughal Administration Policies.
2. Understand various phases of the economy system under the Mughal period.
- 3 Students will be able to analyze the work Akbar and Aurangzeb empire.
4. Students will be able Painting, music and architecture views.

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| Unit- I Sources for the study of Mughal Dynasty | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Archaeological Sources B) Literary Sources - Persian, Sanskrit, Marathi C) Foreign Traveler Account | | |
| Unit- II Mughal Dynasty | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Establishment of Mughal power- Babar, Humayun, Shershah B) Akbar, Golden age of Shahjahan and Aurangzeb-Religion and Deccan policy C) Downfall of Mughal empire . | | |
| Unit- III Administration System and Economy | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Shershah Suri Administration B) Akbar Administration. C) Agricultural, Trade, Bazar and Commerce. | | |
| Unit- IV Art and Architecture during the Mughal period | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Painting during in the Mughal period B) Music and Singing during the Mughal period C) Architecture during in the Mughal period | | |

List of reference books:

1. Ali, M. Athar, : Mughal Nobility under the Aurangzeb, (Mumbai, Asia,1970).
2. Arasaratnam, S. Maritime, : India in the Seventeenth Century (Delhi, OUP,1994).
3. Asther Catherine: Architecture of Mughal India (Cambridge, 1992).
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5. Dasgupta, Ashin, : Indian Merchant and the Decline of Surat, e, 1700- 1750 (Delhi, Manohar,1994).
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9. Irfan Habib, : Agrarian System of Mughal India.
10. Hasan, S. Nural, : Thoughts on Agrarian Relations in Mughal India, (Delhi, PPH,1973).
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12. Khan, A. R.,: Chieftains in the Mughal Empire during the reign of Akbar (Simla, II AS,1977).
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15. Chitins, K. N., : Ideas & Institutions in Medieval India, Vol. I to IV, (Pune, 1982) (Marathi).
16. Bargal&Dhavale, : Medieval India (Vidya Publication, Nagpur,1987) (Marathi).
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**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-II

Vertical: DSC- VIII

Course Code: M1026-DSC-28

Course Name: -Theory and Concepts of Modern World-II

***Teaching Scheme**

Lectures: 02 Hours/week

Total Lecture-30

Credits-02

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Course Preamble:

Nationalism and communism are two significant ideologies that emerged in the modern world. Nationalism, which gained prominence in the 19th and 20th centuries, is centered on the idea of a nation as a community with a shared history, culture, and aspirations for self-governance. On the other hand, communism is a socio-political theory that advocates for the establishment of a classless society, where the means of production are owned and controlled by the community as a whole. The ideologies of nationalism and communism continue to shape contemporary global politics and have left a lasting legacy on the development of societies and nations around the world.

Course Objectives:

During this course, the student is expected to:

1. To study the historical background of Nationalism and Communism.
2. To study the causes and thoughts of Nationalism and Communism.

Course Outcomes:

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

1. Understand various phases of the Nationalism and Communism.
2. Students will be able to evaluate Nationalism and Communism concepts.

| | | |
|---|---------------------------|---------------------------|
| Unit- I Nationalism | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Historical Background of Nationalism B) Meaning and Definition of Nationalism C) Causes for Development of Nationalism D) Development of Nationalism | | |
| Unit- II Communism | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Historical Background of Communism B) Meaning and Definition of Communism C) Marxian Communism D) Communism after Marx | | |

List of reference books:

- 1.Greville, A. A., : History of the World in the 20th 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. : 20thCentury 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 Mograw, 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 Polities, Relations, London,1957.
- 10.Kim, Y. H., : Twenty Years of Crisis: The Cold War.
- 11.Sharp, W. R., : Contemporary International Polities.
- 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 AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-II

Vertical: DSE-II

Course Code: M1026-DSE-2A

Course Name: - Heritage and Management

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble:

Heritage management involves the conservation, preservation, and promotion of cultural, natural, and historic resources for present and future generations. It encompasses the protection of tangible and intangible heritage, such as historical landmarks, artifacts, traditions, and landscapes, to maintain their significance and value. Effective heritage management also involves the development of sustainable strategies for tourism, education, and community engagement to ensure that heritage sites and resources are utilized responsibly and respectfully. That Object is skill develop in student for employment.

Course Objectives:

During this course, the student is expected to:

1. To know the Heritage concepts and issue.
2. To study the Heritage policy and legal framework.
3. To introduce the heritage interpretation, presentation and promotion.
4. To study of the Heritage tourism and economy.

Course Outcomes:

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

1. Grasp the details of concepts of heritage.
2. Analyze and compare the Indian heritage and foreign heritage.
- 3 Understand the issues in interpretation, presentation and promotion heritage.
4. Student will able to development of heritage.

| | | |
|--|---------------------------|---------------------------|
| Unit- I Heritage: Concepts and issues | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) a) What is Heritage? b) What is Heritage Value? B) Type of Heritage: Definition, Scope a) Cultural, Natural and mixed Heritage b) Local Heritage: Concept and issues c) National Heritage: Concept and issues d) World Heritage: Concept and scope. | | |
| Unit- II Heritage: Policy and legal framework | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) a) Heritage: International Scenario and Issues b) Heritage: National Scenario and Issues B) a) National laws regarding cultural heritage Part I b) National laws regarding cultural heritage Part II | | |
| Unit-III Heritage Interpretation, Presentation and Promotion | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) a) Understanding heritage b) Research in heritage B) a) Heritage Interpretation for Sites and b) Museums, Cultural Heritage, Other Heritage c) Public Education and Awareness Raising | | |
| Unit- IV Heritage Tourism & Economics | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) a) Heritage Tourism: Concept & Scope b) Promotion, marketing of heritage site and heritage walk/tour, Tourist Agency B) Heritage Economics a) Heritage and sustainable development b) Funding, sponsorship for heritage projects c) Business model for Heritage Tourism | | |

List of reference books:

1. Kernal Balsara, The concept of the common heritage of Mankind, Vol. 30 Martinus Nijhoff.
 2. Richard Harrison (Ed), Manual of Heritage Management, Butterworth Heineman.
 3. Bhatia A, Tourism in Indian history & development, Delhi, 1978
 4. Davide T Herbert (ed), Heritage Tourism & society, Mausell.
 5. Agarwal Rajesh K & Nangia Sudesh, Economic & Employment potential of archaeological Monuments in India. Birla Institute of Scientific research, New Delhi 1974
 6. Nagar S. L., Protection, Conservation & preservation of India's monuments. Aryan books International, New Delhi 1998.
 7. Chainani. S., Heritage conservation, legislative and organizational policies for India. New Delhi: INTACH. 2007
 8. UNESCO World Heritage website: <https://whc.unesco.org/>
 9. Convention Concerning the Protection of the World Cultural and Natural Heritage (UNESCO 1972) URL: <https://whc.unesco.org/en/convention/>
 10. UNESCO Intangible Cultural Heritage Website URL: <https://ich.unesco.org/>
 11. UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage 2003 https://www.icomos.org/images/DOCUMENTS/Charters/GA2017_6-3
 12. ICOMOS Charter for Protection and Management of Archaeological Heritage URL: https://www.icomos.org/charters/arch_e.pdf
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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

M.A.-I History

Semester-II

Vertical: DSE-II

Course Code: M1026-DSE-2A

Course Name: - Applied History

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble:

Applied history involves the practical application of historical knowledge, methods, and perspectives to address contemporary issues and challenges. It seeks to utilize insights from the past to inform and guide present-day decision-making, policy formulation, and problem-solving across various fields, including governance, diplomacy, business, and public administration. By drawing on historical precedents, case studies, and analyses, applied history offers valuable context, perspective, and lessons that can inform strategic planning, conflict resolution, and the development of effective solutions to complex societal, economic, and political issues. Furthermore, it encourages the interdisciplinary engagement of historians with practitioners and decision-makers in diverse professional domains to apply historical insights in practical contexts. Overall, applied history leverages the depth of historical knowledge and research to inform contemporary endeavors and enhance informed decision-making in a wide range of practical settings.

Course Objectives:

During this course, the student is expected to:

1. To study the Applied history and application of history in various subjects.
2. To the study of tourism history.
3. To study the Mass media and history.
4. To the study of Historical research.

Course Outcomes:


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

1. Grasp the details of meaning and nature of applied history.
2. Analyze and compare the professional opportunities in the tourism.
- 3 Understand the issues in mass media and electronic media.
4. Student will able to identify the Historical research and tourism history.

| | | |
|---|---------------------------|---------------------------|
| Unit- I Applied History | No. of lectures-15 | Weightage:15 Marks |
| Unit contents: A) Definition, Meaning and Suitability of Applied History B) Applied History and Application of History in various subjects. C) Applied History and our past and present. D) Meaning and Nature of Contemporary History. | | |
| Unit- II Tourism and History | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Meaning and Scope of Tourism. B) Development of Tourism. C) Types of Tourism. D) Professional opportunities in the Tourism | | |
| Unit- III Mass Media and History | No. of lectures-15 | Weightage:15 Marks |
| Unit content: A) Meaning and Types of Mass Media. B) Print Media: Rise and Development of Indian printing press. C) Newspaper: Definition, Rise and Review of Newspaper India and Maharashtra. D) Electronic Media: Radio, Door darshan, E-Media. | | |
| Unit- IV Historical Research | No. of Lectures-15 | Weightage:15 Marks |
| Unit content: A) Archaeology and Archives: Definition, Types and Development. B) Sources of Archives: Ancient, Medieval and Modern. C) Museum: Meaning and Types of Museums, Importance of Museum. D) Heritage: Types of Heritage, Conservation and Preservation of Heritage. | | |

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 Traveler,
- 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, 1988
- 9) Bhatia A, Tourism in Indian history & development, Delhi, 1978
- 10) Davide T Herbert (ed), Heritage Tourism & society, Maunsell.
- 11) Agarwal Rajesh K & Nangia Sudesh, Economic & Employment potential of archaeological monuments in India. Birla Institute of Scientific research, New Delhi 1974
- 12) Nagar S. L., Protection, Conservation & preservation of India's monuments. Aryan books International, New Delhi 1998.
- 13) Chainani. S., Heritage conservation, legislative and organizational policies for India. New Delhi: INTACH. 2007
- 14) UNESCO World Heritage website: <https://whc.unesco.org/>
- 15) Convention Concerning the Protection of the World Cultural and Natural Heritage.
- 16) Patil Sulochana, Applied History, Atharv Publication, Jalgaon.
- 17) Shirsat Dipak & Deshmukh Prashant, Upayojit Itihas, Atharv Publication, Jalgaon.
- 18) Shende Nishant, Upayojit Itihas, Atharv Publication, Jalgaon.
- 19) Shende Nishant, Bharat Pravasaani Paryatan, Atharv Publication, Jalgaon.

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|  <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p> | <p>PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR</p> <p>M.A.-I History</p> <p>Semester-II</p> <p>Vertical: FP</p> <p>Course Code: M1026-FP-21 Course Name: Field visit and Project Writing</p> |
| <p>*Teaching Scheme</p> <p>Lectures: 04 Hours/week</p> <p>Total Lectures 60</p> <p>Credits-04</p> | <p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p> |

Course Preamble:

Field visits and project writing are essential components of learning and research. Students can develop a deeper understanding of their subject through practical experience gained during field visits. Additionally, project writing allows students to demonstrate their learning and analytical skills by presenting their research in a structured and coherent manner. These activities help students apply theoretical knowledge to real-world situations and enhance their overall learning experience.

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| <p>Course Objectives:</p> <p>During this course, the student is expected to:</p> |
| <p>1. Students will research Field process in history.</p> |
| <p>2. Students will develop data collection.</p> |
| <p>3. Students shall be able to significance of Field projects</p> |
| <p>4. To the study of field visit and project writing.</p> |
| <p>Course Outcomes:</p> <p>At the end of this course, students will be able to:</p> |
| <p>1. Grasp the details of survey methods.</p> |
| <p>2. Students the field visit management.</p> |
| <p>3 Students understand the field projects writing Process.</p> |
| <p>4. Student will able to history field projects writing skill.</p> |

| <p>All the students should prepare the Field Project only one of the following areas with the consideration of research supervisor at the P.G. center</p> | <p>No. of lectures- 60</p> | <p>Weightage: 60 Marks</p> |
|---|-----------------------------------|-----------------------------------|
| <p>Unit contents: A) Ancient History</p> <p>B) Medieval History</p> <p>C) Modern History</p> <p>D) World History</p> <p>E) Local History</p> <p>F) Subaltern History</p> <p>G) Environmental/ Sustainable Development</p> <p>H) Field visit at any Historical Places</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.

EVALUATION AND NATURE OF QUESTION PAPER PATTERN

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

W.e.f.- 2026-27

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.**

EQUIVALENT SUBJECTS FOR OLD SYLLABUS

Name of the Course: - M.A. Part-I History (Semester-I & II)

W.e.f.- 2026-27

Semester-I

| Sr. No. | Paper No. | Name of the Old Paper | Paper No. | Name of the Old Paper |
|---------|-----------|---|-----------|---|
| 1 | DSC-I | Historiography-I | DSC-I | Historiography-I |
| 2 | DSC-II | History of Ancient India-I (Up to 650 A.D.) | DSC-II | History of Ancient India-I (Up to 1200 A.D.) |
| 3 | DSC-III | History of Medieval India-I (1200 A. D. to 1526 A.D.) | DSC-III | History of Medieval India-I (1200 A. D. to 1526 A.D.) |
| 4 | DSC-IV | Theory and Concepts of Modern World-I | DSC-IV | Theory and Concepts of Modern World-I |
| 5 | DSE-A | History of Ideas | DSE-I | History of Ideas |
| 6 | DSE-B | History of Solapur | DSE-II | History of Solapur |
| 7 | DSE-C | History of USSR (1917 to 1977 AD) | - | ----- |
| 8 | RM | Research Methodology in History | RM | Research Methodology in History |

Semester-II

| Sr. No. | Paper No. | Name of the Old Paper | Paper No. | Name of the Old Paper |
|---------|-----------|--|-----------|--|
| 1 | DSC-V | Historiography-II. | DSC-V | Historiography-II. |
| 2 | DSC-VI | History of Ancient India-II (650 A.D. to 1200 A.D.) | DSC-VI | History of Ancient India-II (Up to 1200 A.D.) |
| 3 | DSC-VII | History of Medieval India-II (1526 A. D. to 1707 A.D.) | DSC-VII | History of Medieval India-II (1526 A. D. to 1707 A.D.) |
| 4 | DSC-VIII | Theory and Concepts of Modern World-II | DSC-VIII | Theory and Concepts of Modern World-II |
| 5 | DSE-A | Heritage and Management. | DSE-II | Heritage and Management. |
| 6 | DSE-B | B) History of Science and Technology in India. | ----- | ----- |
| 7 | DSE-C | Applied History. | DSE-II | Applied History. |
| 8 | FP | Field Visit and Project Writing | FP | Field Visit and Project Writing |

Nature of Question Paper Pattern: - 04 Credits Paper

As per NEP-2020 Structure for PG Course

W.e.f.- 2026-27

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. -2026-27

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)

