



॥ सा विद्या या विमुक्तये ॥
स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय
शैक्षणिक धोरणानुसार पदव्युत्तर स्तरावरील
प्रथम वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष
२०२३-२४ पासून लागू करण्याबाबत.

प रि प त्र क

संदर्भ:- जा.क्र.शै-१/एनईपी२०२०/मानवविज्ञान-अक्र-/२०२३-२४/१२९ दिनांक ३०/०६/२०२३.

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, संदर्भीय परिपत्रकान्वये दिनांक १६ जून २०२३ रोजी संपन्न झालेल्या मा. विद्यापरिषदेच्या बैठकीतील एनवेळचा विषय क्र. ०७/५६-२०२३ अन्वये मान्यता दिल्यानुसार मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरणानुसार अभ्यासक्रम शैक्षणिक वर्ष २०२३-२४ पासून लागू करण्यात आलेले आहेत. तथापी वरील संदर्भीय परिपत्रक अन्वये प्रकाशित केलेल्या अभ्यासक्रमामध्ये अभ्यासमंडळानी किरकोळ दुरुस्ती करून अभ्यासक्रम सादर केले आहेत. त्यानुसार दुरुस्तीसह खालील अभ्यासक्रम लागू करण्यात येत आहेत.

1. B. A. (Honours) Economics I year (New Model Degree College Hingoli)
2. B. A. (Honours) Sociology I year (New Model Degree College Hingoli)
3. B. A. (Honours) History I year (New Model Degree College Hingoli)
4. B. A. (Honours) Political Science I year (New Model Degree College Hingoli)
5. M. A. Political Science I year Affiliated college

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.:शैक्षणिक-१/परिपत्रक/एनईपीपीजी/मानवविज्ञान/
२०२३-२४/३३०



आपली विश्वासू
C. J. J.
डॉ. सरिता यन्नावार
सहाय्यक.कुलसचिव

दिनांक : १२.१०.२०२३.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ याचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. प्राचार्य, सर्व संबंधित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) मा. प्राचार्य, न्यू मॉडल डिग्री कॉलेज, हिंगोली.
- ४) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. यानां देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेतस्थळावर प्रसिध्द करण्यात यावे.

**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED-431606**



**NEW MODEL DEGREE COLLEGE, HINGOLI
SYLLABUS**

History

B. A. FIRST YEAR

Semester I & II

Semester Pattern

Under the Faculty of Humanities

**Effective from Academic Year 2023-2024
(As per NEP-2020)**

From the Desk of the Dean:

From the Desk of Dean

NEP 2020 proposes a new and forward-looking vision for India's Higher Education System through quality universities and colleges. Its key is in the curriculum and its practical implementation.

The curriculum must be exciting, relevant, and regularly updated to align with the latest knowledge requirements and meet specified learning outcomes. High-quality pedagogy is necessary to impart the curricular material to students successfully; pedagogical practices determine the learning experiences provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to improve learning continuously test the knowledge application.

The university's proper framing and development of syllabi will result in the upbringing and nourishment of multidisciplinary and holistic citizens. Emphasis is on outcome-based learning. Every course has well-defined objectives and outcomes. The assessment guidelines also provide clarity and precision to the vision behind prescribing the particular course content.

NEP foresees more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The introduction of Research Methodology and ethics will widen the vision and broaden the perspectives of the learners.

Introducing Case Studies and Field Projects has created a unique opportunity for the higher education institute to bridge the gap between the academia, industry and the community NEP believes effective learning requires a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

We are sure that the Postgraduate centers of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

Prof. Ajay Tengse,

Dean, Faculty of Humanities,

Dr. Vikas Sukale,

Asso. Dean, Faculty of Humanities,

Swami Ramanand Teerth Marathwada University, Nanded.

***From Desk of Coordinator, Board of Studies of the Subject
History***

Preamble:

Humanities disciplines, such as history, other social sciences, literature, and cultural studies, provide a deep understanding of human experiences throughout different periods, societies, and cultures. They allow students to explore and appreciate the diverse range of human thoughts, emotions, values, and actions. Studying humanities fosters critical thinking and analytical skills. It encourages students to analyze complex texts, interpret different perspectives, and develop logical arguments based on evidence. These skills are invaluable in various professions, such as law, journalism, research, policy-making, and business. Humanities education promotes cultural and historical awareness, enabling students to grasp the foundations of their own society and others.

Studying Indian history is of paramount importance as it fosters cultural identity, promotes national unity, provides insights into social structures and diversity, examines historical events and movements, offers a global perspective, develops critical thinking skills, and contributes to the preservation of India's cultural heritage. These outcomes empower individuals with a deeper understanding of their roots, a broader perspective on the world, and the tools to contribute meaningfully to society.

I, as Chairman, Board of Studies in History in New Model Degree College, Hingoli, am happy to state here that, Program Educational Objectives were finalized in a meeting where near about 11 members from different institute attended, who were either Heads or eminent persons of History Department. The programme educational Objectives finalized for Under Graduate program in History are listed below.

1. To provide students with a comprehensive understanding of the historical development of the Indian subcontinent. This includes exploring various periods, civilizations, empires, socio-political movements, and cultural transformations that have shaped the region.
2. To develop students' critical thinking skills by encouraging them to critically analyze historical sources, interpretations, and debates
3. To provide a contextual understanding of Indian history by examining the social, economic, political, and cultural factors that influenced historical events and processes.
4. To explore the coexistence and interactions of different religious, linguistic, and cultural communities, and emphasize the contributions and experiences of marginalized and underrepresented groups.
5. To promote an interdisciplinary approach to the study of Indian history. This involves incorporating insights and methodologies from related disciplines such as archaeology, anthropology, sociology, literary studies, art history, and political science to gain a holistic understanding of historical processes.

6. To preserve and promote the rich cultural heritage of India. By studying the historical development of art, architecture, literature, music, dance, and other cultural forms, individuals can appreciate and safeguard these traditions for future generations.
7. To analyze the political and governance systems that has prevailed in different periods. This includes examining the structures and functioning of ancient republics, monarchies, empires, regional states, and the impact of colonial rule.

In addition to above, we can include suchlike more programs for meeting our educational objectives which the affiliated Institute deems fit.

The affiliated Institute shall also ensure that the Program Educational Objectives are attained through the perspective of the learners to be included in the curriculum.

The philosophy of outcome based education should ably support in providing quality education. Thus, a step in the right direction shall definitely help the stake holders to flourish in the field of education.

Dr. Omshiva V. Ligade

**Coordinator, Board of Studies of the History,
New Model Degree College, Hingoli, Dist. Hingoli.**

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Members of the Board of Studies in the subject of History

Under the faculty of Humanities

Sr. No	Name of the Members	Designation	Address with mail ID	Contact No.
1	Dr. Omshiva Ligade	Coordinator	Shivjagruti Senior College, Nalegaon, Dist. Latur 413524 omshivaligade@gmail.com	9764046640
2	Dr. Gajanan Patil	Member	Indira Gandhi College, CIDCO, Nanded gspatilgm8@gmail.com	9420336378
3	Dr. Atish Kadam	Member	New Model Degree College Hingoli atishkadam2011@gmail.com	9552288295
4	Dr. Rajendra Dhaye	Member	Sant Ramdas Swami College Ghansangvi Dist Jalna drrajendradhaye@gmail.com	9421654453
5	Dr. Sadashiv Kamalkar	Member	Swami Vivekanand College, Mantha Dist. Jalana skamalkar2010@gmail.com	9423106013
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7	Dr. Prashant Arwey	Member	Ramjas College, University of Delhi, Delhi 110007 prashantarwey@ramjas.du.ac.in	8888624969
8	Dr Preeti Khandare	Member	Harisingh Gour University Sagar Madhya Pradesh dr.pritibagde@yahoo.com	9826933890
9	Dr Anirudh Deshpande	Member	Professor, Department of History, Delhi University Delhi anirudh62@gmail.com	9810254253
10	Mr. Bhujang Bobade	Member	Director, KRC, RFRF, Nagpur 440022 directorkrcrfrf@gmail.com	7875790134

Abbreviations:

1. **DSC:** Department/Discipline Specific Core (Major)
2. **DSE:** Department/Discipline Specific Elective (Major)
3. **DSM:** Discipline Specific Minor
4. **GE/OE:** Generic/Open Elective
5. **VSEC:** Vocational Skill and Skill Enhancement Course
6. **VSC:** Vocational Skill Courses
7. **SEC:** Skill Enhancement Courses
8. **AEC:** Ability Enhancement courses
9. **MIL:** Modern Indian languages
10. **IKS:** Indian Knowledge System
11. **VEC:** Value Education Courses
12. **OJT:** On Job Training: (Internship/Apprenticeship)
13. **FP:** Field Projects
14. **CEP:** Community Engagement and Service
15. **CC:** Co-Curricular Courses
16. **RM:** Research Methodology
17. **RP:** Research Project/Dissertation



Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities

Structure for Four Year Multidisciplinary Degree Program with Multiple Entry and Exit (For Award of Certificate) (First Year Structure, Major in History (DSC) w. e. f. 2023-24)

Year & Level	Semester	Subject-1 Major (DSC/DSE)	Subject-2 Minor (DSM) (Basket 1)	Generic Elective(GE) (Basket 2) (Select one each from Group A and B of Basket2, not related to DSC/DSM in col. 3 and 4)	Vocational Skill Course (VSC) and Skill Enhancement Course (SEC) VSEC (Related to DSC)	Ability Enhancement Course (AEC) (Basket 3 for L2) Value Education Courses (VEC) / Indian Knowledge System (IKS) (Common across faculty)	OJT, FP, CEP, CC, RP. (On Job Training / Field Project /Community Eng. Services / Co-curricular courses / Research Project) (Basket 4 for CES) (Common across faculty)	Credits	Total Credits
1	2	3	4	5	6	7	8	9	10
I 4.5	I	HHISC111 (3 Cr) An Introduction to Ancient Indian History (Up to 322BC) -I HHISC112(3 Cr) History of Marathas (1630-1673 AD)	- -	HHISG111(2 Cr) A. Reform Movements in Modern Maharashtra HHISG112 (2Cr) B. Reform Movements in Modern India	HHISV111 (2Cr) Tourism management HHISS112 (2Cr) Numismatics	HAECE111- (Eng.) (2 Cr.) HVECC111 (2 Cr.) Constitution of India HIKS111 (2 Cr.)	HCXXX111 (2Cr) XXX- NCC/NSS/SPT/CUL (NCC/NSS/Sports/ Culture ----	22	44
	II	HHISC161 (3 Cr) An Introduction to Ancient Indian History (322 BC to 647 AD) -I HHISC162 (3 Cr) History of Marathas (1674-1707 AD)	HHISM161: (2 Cr) Heritage of Ancient Indian Culture	HECOG161 (2 Cr) (A) A. Reform Movements in Modern Maharashtra HHISG161 (2Cr) B. Reform Movement in Modern India	HHISV161 (2 Cr) Tourism management HHISS162 (2 Cr) Numismatics	HAECX161-SL (2 Cr.) HVECX161 (2 Cr.)	HCXXX161 (2Cr) NCC/NSS/SPT/CUL (NCC/NSS/Sports/ Culture	22	
Total I		12	02	08	4+4	10	4		
Exit option: Award of Certificate in Major & Minor on completion of 40-44 credits and additional 4 core NSQF Course / Internship during Summer Vacation OR Continue with Major and Minor.									



Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities.

Major in History (DSC) / GE/ VSE/SEC

Under Graduate First Year Program- Semester I (*Level 4.5*) Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.= 60M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISC111	An Introduction to Ancient Indian History (Up to 322BC)	03		03	03	----
	HHISC112	History of Marathas (1630-1673 AD)	03		03	03	----
Generic Electives	HHISG111	Reform Movements in Modern Maharashtra	02		02	02	----
	HHISG112	Reform Movements in Modern India	02		02	02	----
Vocational & Skill Enhancement Course	HHISV111	Tourism management	02		02	02	----
	HHISS112	Numismatics	02		02	02	----



Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities.

Major in History (DSC) / GE/ VSE/SEC

Under Graduate First Year Programme, Semester II (Level 4.5) Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week, 1 Hrs.=60 M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISC161	An Introduction to Ancient Indian History (Up to 322BC)	03		03	03	
	HHISC162	History of Marathas (1674-1707 AD)	03		03	03	
Minor	HHISM161	Heritage of Ancient Indian Culture	02		02	02	
Generic Electives	HHISG161	Reform Movements in Modern Maharashtra	02		02	02	
	HHISG162	Reform Movements in Modern India	02		02	02	
Vocational & Skill Enhancement Course	HHISV161	Tourism management	02		02	02	
	HHISS162	Numismatics	02		02	02	



Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities

Major in History (DSC)/ GE/VSE/SEC

Under Graduate First Year Programme, Semester I (Level 4.5)

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)				ESE	
			Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+As i./3 (7)	Total (8)	
Major	HHISC111	An Introduction to Ancient Indian History (Up to 322BC)	15	15	15	15	60	75
	HHISC112	History of Marathas (1630-1673AD)	15	15	15	15	60	75
Generic Electives	HHISG111	Reform Movements in Modern Maharashtra	10	10	10	10	40	50
	HHISG112	Reform Movements in Modern India	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISV111	Tourism management	10	10	10	10	40	50
	HHISS122	Numismatics	10	10	10	10	40	50

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities

Major in History (DSC)/ GE/VSE/SEC

Under Graduate First Year Programme, Semester I (Level 4.5)

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Subject(1)	CourseCode (2)	Course Name(3)	Theory					Total Col (7+8) (9)
			Continuous Assessment (CA)				ESE	
			Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+ Assi. /3 (7)	Total (8)	
Major	HHIsC161	An Introduction to Ancient Indian History (Up to 322BC)	15	15	15	15	60	75
	HHISC162	History of Marathas (1674-1707AD)	15	15	15	15	60	75
Minor	HHISM161	Heritage of Ancient Indian Culture	10	10	10	10	40	50
Generic Electives	HHISG161	Reform Movements in Modern Maharashtra	10	10	10	10	40	50
	HHISG162	Reform Movements in Modern India	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISV161	Tourism management	10	10	10	10	40	50
	HHISS162	Numismatics	10	10	10	10	40	50

General Guidelines for course structure:

1. Subject CODE: HXXXCxxx [First letter H-Humanities, next three letters – (First three letters of subject e.g., XXX, fourth letter C-Core/E-Elective, x-Year (i.e. 1 for First year) and last two numbers represent xx-paper no.).
 2. The Minor subject may be from the different disciplines of the same faculty of DSC Major (Core) or they can be from different faculty altogether.
 3. GE Select one each from Group A and B of Basket 2.
 4. GE is to be chosen compulsory from faculty other than that of the Major.
 5. Vocational and Skill Enhancement Courses (VSEC or VSC and SEC) are related to Major Course (DSC)
 6. Ability Enhancement Courses (AEC):
 7. English language may be offered Sem. I for 2 Credits and sem. III for 2 Cr. in AEC
 8. Second languages may be offered Sem. II for 2 Credits and sem. IV for 2 Cr. in AEC
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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History

Basket 1(For Semester II) Minor Course (M)

Semester	BOS proposing Minor. (e g.)	Details of Minor Course (M)	
		CODE	Title of the Course
Semester I	-----	-----	-----
Semester II	1. BOS in HIS	HHISM161	Heritage of Ancient Indian Culture

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History

Basket 2 Generic Elective Course (GE)

Semester	BOS Proposing GE	Group A		Group B	
		CODE	Titles of the Course	CODE	Titles of the Course
Sem I	BOS in HIS	HHISG111	Reform Movements in Modern Maharashtra	HHISG112	Reform Movements in Modern India
Sem II	BOS in HIS	HHISG161	Reform Movements in Modern Maharashtra	HHISG162	Reform Movements in Modern India

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: An Introduction to Ancient Indian History (*Major*)

Curriculum Details

Course pre-requisite

1. Students should possess a genuine curiosity and interest in exploring the past. Ancient Indian history can be complex and diverse, requiring students to delve into different aspects of society, culture, politics, and religion.
2. Ancient Indian history is interconnected with various disciplines such as archaeology, anthropology, sociology, linguistics, and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of ancient Indian history.
3. Ancient Indian history involves analyzing and interpreting historical sources, evaluating different perspectives, and constructing well-reasoned arguments. Students to develop analytical and critical thinking skills to comprehend and critically assess historical evidence and interpretations.

Course objectives

1. To familiarize students with different types of historical sources such as inscriptions, archaeological remains, literary texts, and accounts of foreign travelers. Students will learn to critically evaluate these sources and understand their limitations in reconstructing ancient Indian history.
2. To provide them with a comprehensive understanding of the ancient history of the Indian subcontinent. This includes the study of ancient civilizations, societies, cultures, political systems, and major historical events that shaped India's past.
3. To present ancient Indian history in a chronological order, starting from the early prehistoric period and progressing through various periods such as the Indus Valley Civilization, Vedic age,

Mauryan Empire, Gupta Empire, and other significant historical epochs.

4. To foster an understanding and appreciation of the cultural diversity that existed in ancient India, including religious practices, art, architecture, literature, and social customs.
5. To gain a deeper understanding of the social, political, and economic contexts that shaped ancient Indian society. This includes exploring the social hierarchies, governance structures, economic systems,

Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the major ancient Indian civilizations, including the Indus Valley Civilization, Vedic age, Mauryan Empire, Gupta Empire. They will learn about the social, political, economic, and cultural aspects of these civilizations.
2. Students will become familiar with key historical events and developments that shaped ancient Indian history. They will gain an understanding of significant battles, political transitions, religious and philosophical movements, and other transformative events in ancient Indian society.
3. Students will develop an appreciation for the cultural and religious diversity that existed in ancient India. They will gain insights into the beliefs, practices, and artistic expressions of ancient Indian societies, including their religious rituals, literature, architecture, and visual arts.
4. Students will gain a contextual understanding of ancient Indian history by exploring the social, political, economic, and geographic factors that influenced the development of ancient Indian civilizations.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

**Paper Code- HHISC111 Paper Title: An Introduction to Ancient Indian History (Up to 322 BC)
(Major)**

Curriculum Details (For 3 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Sources	
	1.1	Meaning of Sources	12
	1.2	Archaeological Sources	
	1.3	Literary Sources	
	1.4	Importance of the Sources	
2.0		Stone age and Indus Valley Civilization	
	2.1	Stone age- Various stages	11
	2.2	Indus Valley Civilization: Discovery, Major sites	
	2.3	Salient Features of Indus Valley Civilization	
	2.4	Decline of Indus Valley Civilization	
3.0		Vedic Period	
	3.1	Pre Vedic Period- Political and Social life,	11
	3.2	Pre Vedic Period -Religious and Economic life	
	3.3	Post Vedic Period - Political and Social life,	
	3.4	Post Vedic Period -Religious and Economic life	
4.0		Jain and Bouddha Religions	
	4.1	Causes for the rise of New Religions	11
	4.2	Mahavir Vardhaman : Early life and his Philosophy	
	4.3	Gautam Buddha: Early life and his Philosophy	
	4.4	Similarities and Differences between Jainism and Buddhism	
		Total	45

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISC161 Paper Title: An Introduction to Ancient Indian History (322 BC to 647 AD) (Major)

Curriculum Details (For 3 Credits)

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Maurya Empire	
	1.1	Chandragupta Maurya- Career and Achievement	12
	1.2	Samrat Ashoka- Career, Achievement and his Dhamma	
	1.3	Administration of Mauryas	
	1.4	Causes of Decline of Maurya Empire	
2.0		Satvahana Dynasty	
	2.1	Brief history of Satvahanas	11
	2.2	Satkarni I	
	2.3	Raja Hala	
	2.4	Gautamiputra Satkarni	
3.0		Gupta Empire	
	3.1	Chandra Gupta I	11
	3.2	Samudra Gupta	
	3.3	Chandragupta II	
	3.4	Golden Age and Decline of Gupta Empire	
4.0		Vakataka and Vardhana Dynasty	
	4.1	Brief history of Vakatakas	11
	4.2	Vindhyashakti and Pravarsen	
	4.3	Brief history of Vardhanas	
	4.4	Harshavardhana -Career and Achievement	
		Total	45

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New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: History of Marathas (1630-1673 AD) (*Major*)

Curriculum Details (For 3 Credits)

Course pre-requisite

1. Familiarity with key historical concepts, events, and timelines will aid in grasping the significance of Shivaji Maharaj and the Maratha Empire.
2. Students should possess a genuine curiosity and interest in exploring the history of Maratha. A passion for learning about this period and the historical figure of Shivaji Maharaj will enhance the student's engagement with the subject matter.

Course objectives

1. To provide students with a comprehensive understanding of the life, achievements, and legacy of Shivaji Maharaj. Students will study his early life, military strategies, administrative reforms, and contributions to the Maratha Empire.
2. To situate Shivaji Maharaj within the broader historical context of medieval India. Students will explore the political, social, and cultural conditions prevailing during Shivaji Maharaj's time and analyze how he navigated these challenges to establish an independent Maratha kingdom.
3. To analyze the military strategies employed by Marath and their impact on the expansion and consolidation of the Maratha Empire. Students will study his guerrilla warfare tactics, naval expeditions, fortification techniques, and diplomatic alliances.
4. To foster an appreciation of Shivaji Maharaj's enduring legacy. Students will analyze how his ideals of courage, leadership, and governance continue to resonate in contemporary Maharashtra and India. They will also examine the role of Shivaji Maharaj in shaping the regional and national consciousness.

Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the life, achievements, and reign of Shivaji Maharaj. They will develop a detailed understanding of his

early years, military campaigns, administrative reforms, and his role in establishing the Maratha Empire.

2. Students will gain a deeper understanding of the socio-political context in which Shivaji Maharaj operated. They will learn about the political landscape of medieval India, including the Mughal Empire, the Deccan Sultanates, and other regional powers, and how Shivaji Maharaj navigated these dynamics.
3. Students will explore the administrative reforms introduced by Shivaji Maharaj. They will analyze the decentralized administrative system, revenue administration, justice administration, and policies promoting religious tolerance.
4. Students will engage in comparative studies by analyzing Shivaji Maharaj's reign in relation to other contemporary and preceding rulers and empires. They will understand the different historiographical perspectives on Shivaji Maharaj and his legacy, and evaluate the influence of political, social, and cultural factors on historical interpretations.

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISC112 Paper Title: History of Marathas (1630-1673 AD) (Major)

Curriculum Details (For 3 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Sources for the study of Maratha History	
	1.1	Archaeological	12
	1.2	Literary	
	1.3	Foreign Accounts	
	1.4	Importance of Sources	
2.0		Causes of the Rise of Maratha power	
	2.1	Background of Maharashtra	11
	2.2	Causes	
	2.3	Shahaji Raje	
	2.4	Rajmata Jijau	
3.0		Chhatrapati Shivaji's relation with Adilshahi	
	3.1	Early movement of Shivaji Maharaj	11
	3.2	Javali Episode	
	3.3	Afjal Khan Episode	
	3.4	Panhala Episode	
4.0		Shivaji Maharaj's relation with Mughal	
	4.1	Shahistakhan Episode	11
	4.2	Attack on Surat	
	4.3	Treaty of Purandar	
	4.4	Agra Visit	
		Total	45

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISC162 Paper Title: History of Marathas (1674-1707 AD) (Major)

Curriculum Details (For 3 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0	1	Coronation of Chhatrapati Shivaji Maharaj	12
	1.1	Causes	
	1.2	Course	
	1.3	Importance	
	1.4	Effects of Coronation	
2.0	2	Karnataka Expedition	11
	2.1	Causes	
	2.2	Course	
	2.3	Importance	
	2.4	Effects Karnataka Expedition	
3.0	3	Chhatrapati Sambhaji Maharaj	11
	3.1	Relation with Adilshahi	
	3.2	Relation with Qutubshahi	
	3.3	Relation with Mughal	
	3.4	Relation with Portuguese, British, Siddi's	
4.0	4	Maratha War of Independence	11
	4.1	Chhatrapati Rajaram Maharaj	
	4.2	Contribution of Maharani Tarabai	
	4.3	Ramchandrapant Amatya, Santaji Ghorpade and Dhanaji Jadhav	
	4.4	Importance of Maratha War of Independence	
		Total	45

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New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISM161 Paper Title: Heritage of Ancient Indian Culture (Minor)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have a general understanding of Indian history, including major historical periods, events, and civilizations. This background will provide a broader context for studying ancient civilizations and facilitate comparative analysis.
2. Understanding of ancient civilizations. Familiarity with diverse cultures, religions, and social structures will enable students to appreciate the complexities of ancient societies and engage with historical narratives from multiple perspectives.

Course objective

1. To develop an understanding of the historical context of Ancient Indian civilization. Students should grasp the chronological development of different periods.
2. To gain knowledge about the social, political, and economic structures that characterized Ancient Indian society.
3. To delve into the rich cultural and religious heritage of Ancient India. Students should analyze various aspects such as art, architecture, literature, philosophy, religion, and their impact on society and the individual.
4. To understand the roles and experiences of different social groups, including women, in shaping the socio-cultural fabric of ancient societies.

Course Outcomes

- 1.** This course will help the students to gain a comprehensive understanding of Ancient Indian history, including the major political, social, and economic developments that shaped the civilization.
- 2.** Studying Ancient Indian civilization allows students to explore the rich cultural heritage of India. They will delve into various aspects of art, architecture, literature, philosophy, religion, and language, gaining insights into the diverse cultural practices that flourished during different periods of history.
- 3.** Through the study of Ancient Indian civilization, students will gain insights into the social structures, gender roles, religious practices, and everyday life of people in ancient times. This knowledge can contribute to a better understanding of contemporary Indian society and its historical roots.
- 4.** Exploring Ancient Indian civilization can help students understand India's historical significance and its contributions to the broader global context. They will gain a

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISM161 Paper Title: Heritage of Ancient Indian Culture (Minor)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Ancient Indian civilization	08
	1.1	Introduction to Ancient Indian Civilization	
	1.2	Chronological framework and major period	
	1.3	Indus valley civilization and Urban development	
2.0		Ancient Literary Traditions	08
	2.1	Vedic literature- Vedas, Upnishadas, Puranas, Epics	
	2.2	Bouddh Literature- Tripitkas, Dhammapad, Milindpanho, Therigatha	
	2.3	Jain Literature- Jainagam, Bhadrabhaupurva, Parishistapurva	
3.0		Philosophers	07
	3.1	Goutama Buddha,	
	3.2	Vardhaman Mahaveera	
	3.3	Arya Chankya and Charvaka	
4.0		Education Mathematics and Astronomy	07
	4.1	Value Education – Nalanda, Takshashila, Vallabhi	
	4.2	Mathematician -Aryabhata, Brahma Gupta	
	4.3	Astronomy – Varahmihira, Bhaskaracharya	
		Total	30

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New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: Reform Movements in Modern Maharashtra (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have some knowledge of Maharashtra's society, culture, and traditions, including its diverse communities, languages, and religious practices.
2. Social reformers often challenge existing norms, traditions, and practices. Students should cultivate an open-minded and empathetic approach to appreciate the reformers perspectives, motivations, and contributions.
3. Students should have a basic knowledge of Maharashtra's history, including its political, social, and cultural developments. This will provide a framework for understanding the specific context in which Social Reformers emerged and operated.

Course objective

1. To familiarize students with the significant social reformers who have played a pivotal role in shaping Maharashtra's society
2. To gain a deeper understanding of the historical, cultural, and societal context in which these reformers emerged. The objective is to cultivate an appreciation for the rich heritage of Maharashtra and its impact on social transformation.
3. To delve into the ideologies and philosophies espoused by social reformers of Maharashtra. By examining their beliefs and principles.
4. This paper intends to foster an active engagement with contemporary social issues by drawing connections between the work of Social Reformers and current challenges faced by society

Course Outcomes

- 1.** Students will gain a thorough understanding of the lives, contributions, and ideologies of prominent social reformers of Maharashtra. They will be able to identify key reformers and their significant role in shaping the social, cultural, and political landscape of Maharashtra.
- 2.** Students will develop a deeper appreciation for the historical and cultural context in which social reforms took place in Maharashtra. They will gain insights into the social challenges prevalent during different periods and understand how social reformers responded to these challenges.
- 3.** Students will gain a comprehensive understanding of various social issues prevalent in Maharashtra, such as caste discrimination, women's rights, education, and social inequalities. They will explore the transformative reforms initiated by social reformers in these areas and evaluate their outcomes.
- 4.** The paper aims to inspire students to develop a sense of social responsibility and engagement. By learning about the struggles, achievements, and perseverance of social reformers, students will be motivated to actively participate in social causes and contribute to positive change in their communities.

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper code- HHISGE111

Paper Title: Reform Movements in Modern Maharashtra (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Reform Movement in Maharashtra	08
	1.1	Causes	
	1.2	Effects	
	1.3	Importance	
2.0		Prarthana Samaj	08
	2.1	Establishment of Prarthana Samaj	
	2.2	Philosophy of Prarthana Samaj	
	2.3	Achievement of Prarthana Samaj	
3.0		Satyashodhak Samaj	07
	3.1	Mahatma Jotirao Phule	
	3.2	Philosophy of Satyashodhak Samaj	
	3.3	Achievement of Satyashodhak Samaj	
4.0		Karmaveer Bhaurao Patil	07
	4.1	Early life	
	4.2	Social Reforms	
	4.3	Educational Reforms	
		Total	30

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper code- HHISGE161

Paper Title: Reform Movements in Modern Maharashtra (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0	1	Rajarshi Shahu Maharaj	08
	1.1	Early Life	
	1.2	Social Reforms	
	1.3	Educational Reforms	
2.0	2	Maharshi Dhondo Keshav Karve	08
	2.1	Early Life	
	2.2	Social Reforms	
	2.3	Educational Reforms	
3.0	3	Dr. Panjabrao Deshmukh	07
	3.1	Early Life	
	3.2	Social Reforms	
	3.3	Educational Reforms	
4.0	4	Karmayogi Baba Aamte	07
	4.1	Early Life	
	4.2	Social Reforms	
	4.3	Educational Reforms	

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: Reform Movements in Modern India (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should be familiar with the social, cultural, and political dynamics of modern Indian society. This includes understanding social hierarchies, gender roles, caste system, religious practices, and socio-economic factors that influenced the need for social reforms.
2. Students should be aware of the policies, ideologies, and practices of the British Raj and how they influenced the socio-cultural fabric of India, sparking social reform movements.
3. Students should be acquainted with concepts like social inequality, discrimination, patriarchy, and social justice. This will enable them to critically analyze the reformers' responses to these issues.

Course objective

1. To familiarize students with the various social reform movements that took place in modern India. It aims to provide an overview of the major reformers, their ideas, and the context in which these movements emerged.
2. To highlight the contributions and achievements of social reformers in addressing social, cultural, and economic issues prevalent in Indian society. It seeks to showcase the reformers' efforts to bring about positive change and transform societal norms.
3. It aims to develop students' ability to assess the effectiveness of different reform movements, their successes, limitations, and their relevance in contemporary society.
4. To provide students with an understanding of the social, cultural, and economic challenges faced by the reformers during their time. It aims to explore the factors that shaped their ideologies, the obstacles they encountered, and the strategies they employed to bring about change.

Course Outcomes

- 1.** Students will become familiar with the key reformers, their ideas, and the historical and social contexts in which these movements emerged.
- 2.** Students will become acquainted with the significant contributions and achievements of social reformers in addressing social, cultural, and economic issues in Indian society.
- 3.** Students will explore the social factors that influenced reformers' ideologies, understand the obstacles they encountered, and evaluate the strategies they employed to bring about societal transformation.
- 4.** Students will develop an appreciation for the importance of social change, social justice, and equality in building a progressive society. They will recognize the transformative power of social reform movements and their relevance in addressing contemporary

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper code- HHISGE111

Paper Title: Reform Movements in Modern India (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0	1	Reform Movements in India	08
	1.1	Causes	
	1.2	Effects	
	1.3	Importance	
2.0	2	Brahmo Samaj	08
	2.1	Raja Ram Mohan Roy	
	2.2	Philosophy of Brahmo Samaj	
	2.3	Achievement of Brahmo Samaj	
3.0	3	Arya Samaj	07
	3.1	Sami Dayanand Saraswati	
	3.2	Philosophy of Arya Samaj	
	3.3	Achievement of Arya Samaj	
4.0	4	Ramrisha Mission	07
	4.1	Swami Vivekanand	
	4.2	Philosophy of Ramkrishna Mission	
	4.3	Achievement of Ramkrishna Mission	
		Total	30

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper code- HHISGE161

Paper Title: Reform Movements in Modern India (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0	1	Sir Sayyed Ahmed Khan	08
	1.1	Aligarh Movement	
	1.2	Social Reforms	
	1.3	Educational Reforms	
2.0	2	Dr. Babasaheb Ambedkar	08
	2.1	Early Life	
	2.2	Social Reforms	
	2.3	Educational Reforms	
3.0	3	Ishwar Chandra Vidyasagar	07
	3.1	Early life	
	3.2	Social Reforms	
	3.3	Educational Reforms	
4.0	4	Periyar E.V. Ramasamy	07
	4.1	Early life	
	4.2	Reforms of Periyar Ramaswamy	
	4.3	Justice Party	
		Total	30

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New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: Numismatics (VSC)

Curriculum Details (For 2 Credits)

Pre-requisite

1. To Comprehend the importance of Numismatics to historical studies
2. To Understand the characteristics of the coins of various periods

Course Objectives

1. To Comprehend the importance of Coins
2. To Elucidate the information from coins across various streams of history
3. A chronological coverage of Indian coins from the Ancient period to the latest coins with due focus on non-political aspects such as economy, religion, metallurgy etc.
4. To provide Income source or employment opportunity

Course Outcomes

1. Coins from different eras can be identified
2. To define a coin – identify the basic characteristics of coin.
3. A source Income or employment opportunities may be available

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISVSC161

Paper Title: Numismatics (VSC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Introduction of Numismatics	08
	1.1	Meaning, Nature and Scope of Numismatics	
	1.2	Origin of Coins	
	1.3	Importance of Numismatics	
2.0		Ancient period and Coins	08
	2.1	Ahata Coins	
	2.2	Coins under Maurya period	
	2.3	Coins under Gupta period	
3.0		Sultanat Period and Coins	07
	3.1	Coins under Shamsudddin Altamash	
	3.2	Coins under Alluddin Khilji	
	3.3	Coins under Mohammad Tughlak	
4.0		Mughal Period and Coins	07
	4.1	Coins under Shershaha Suri	
	4.2	Coins under Akbar and Shahajahan	
	4.3	Coins under Aurangzeb	
		Total	30

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISVSC161

Paper Title: Numismatics (VSC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Coins under Maratha, Nizam and British	08
	1.1	Maratha-Shivrai and Hon	
	1.2	Nizam-Osmania Shikka	
	1.3	British-Annas	
2.0		Coins in Republic India	08
	2.1	Decimal Coins	
	2.2	Currency Coins	
	2.3	Commemorative Coins	
3.0		Globalization and Coins	07
	3.1	Dollar and Euro	
	3.2	Debit and Credit Cards	
	3.3	Electronic Money and Cashless	
4.0		Numismatics and Career Opportunities	07
	4.1	Coins Exhibition and Rare coin Selling	
	4.2	Help to Research and Researcher	
	4.3	Career as a Numismatist	
		Total	30

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: Tourism Management (SEC)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have the brief introduction of Tourism.
2. Students have knowledge about tourist place and transport.
3. Students also known the historical place for tourism.

Course objectives

1. To introduce the students about Tourism history, types.
2. Students should aware about MTDC and ITDC and their function
3. Students understand the Caves, Temples, Forts, Monuments and importance of these places.
4. To create awakening to conserve the heritage by way of establishing Tourist places.
5. To provide Income source or employment opportunity

Course outcomes

1. Students will understand about conservation of tourist places.
2. Students will able for their vocational career through Tourism.
4. Students will help to conserve tourist places nearby them.
5. A source Income or employment opportunities may be available

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISSEC111

Paper Title: Tourism Management (SEC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Introduction to Tourism	08
	1.1	Definition and Historical background	
	1.2	Types of Tourism	
	1.3	Nature and scope of Tourism	
2.0		Development of Tourism	08
	2.1	Purpose and importance	
	2.2	Sargant Committee, Atulya Bharat	
	2.3	MTDC, ITDC	
3.0		Transport and Accommodation	07
	3.1	Transport- Nature- Travel Agency	
	3.2	Accommodation – Nature and Types	
	3.3	Importance of Transport and Accommodation	
4.0		Planning and Management	07
	4.1	Planning	
	4.2	Marketing	
	4.3	Advertising	
		Total	30

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISSEC161

Paper Title: Tourism Manegament (SEC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Caves, Temples and Forts	08
	1.1	Caves- Ellora, Ajantha	
	1.2	Temples- Aundha Nagnath, Parli Vaijanath	
	1.3	Forts- Devgiri, Udgir	
2.0		Monuments and Museums	08
	2.1	Monuments - Sachkhand Gurudwara Nanded, Dikshabhumi Nagpur	
	2.2	Monuments -Bibi Ka Makbara, Gomteshwara(Bahubali)	
	2.3	Museums-Hyderabad(Salajang), Ter (Ramlingappa Lamture)	
3.0		Rural and Industrial Tourism	07
	3.1	Ralegan Sidhhi (Ideal Village)	
	3.2	Paithani of Paithan (Ancient Industrial Centre)	
	3.3	Warna (Dairy Farming)	
4.0		Tourism & Employment Opportunities	07
	4.1	Travel Agencies	
	4.2	Transport and Accommodation	
	4.3	Guide and Curator	
		Total	30

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Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (3 Credits)

Semester Pattern with Effective from 2023-2024

1. Write short's note (Any three) (15 Marks)

- a)
- b)
- c)
- d)
- e)

2) Descriptive Question (15 Marks)

3) Descriptive Question (15 Marks)

4) Descriptive Question (15 Marks)

5) Descriptive Question (15 Marks)

6) Descriptive Question (15 Marks)

Total = 60 Marks

Note:

1. Question 1 shall be mandatory.
2. Students need to solve **Any Three** of the remaining Five Questions (Q. 2 to Q.6 and shall be based on entire Syllabus)

Swami Ramanand Teerth Marathwada University, Nanded
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Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (2 Credits)

Semester Pattern with Effective from 2023-2024

1) Write short's note (Any Two) (10 Marks)

- a)
- b)
- c)
- d)

2) Descriptive Question (10 Marks)

3) Descriptive Question (10 Marks)

4) Descriptive Question (10 Marks)

5) Descriptive Question (10 Marks)

6) Descriptive Question (10 Marks)

Total Marks = 40

Note:

1. Question 1 shall be mandatory.
2. Students need to solve **Any Three** of the remaining Five Questions (Q. 2 to Q.6 and shall be based on entire Syllabus)