



॥ मा 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 धोरण २०२० नुसार पदवी
द्वितीय वर्षाचे अभ्यासक्रम (Syllabus)
शैक्षणिक वर्ष २०२४-२५ पासून लागू
करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा-या सर्व संलग्नित महाविद्यालयामध्ये शैक्षणिक वर्ष २०२४-२५ पासून पदवीस्तरावर राष्ट्रीय शैक्षणिक धोरण -२०२० लागू करण्याच्या दृष्टीकोनातून मानवविज्ञान विद्याशाखे अंतर्गत येणा-या अभ्यासमंडळांनी तयार केलेल्या पदवी द्वितीय वर्षाचे अभ्यासक्रमांना मा. विद्यापरिपदेने दिनांक १५ मे २०२४ रोजी संपन्न झालेल्या बैठकीतील ऐनवेळचा विषय क्रमांक ०५/५९-२०२४ च्या ठरावाअन्वये मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील खालील बी. ए. द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) लागू करण्यात येत आहेत.

- 1) B. A. II year - History (New Model Degree College Hingoli)
- 2) B. A. II year - Economics (New Model Degree College Hingoli)
- 3) B. A. II year - Political Science (New Model Degree College Hingoli)
- 4) B. A. II year - Sociology (New Model Degree College Hingoli)

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.:शै-१/एनइपी/एनएमडीसी/२०२४-२५/११७

दिनांक १८.०६.२०२४

प्रत : १) मा. आधिष्ठाता, विज्ञान व तंत्रज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.

२) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.

३) मा. प्राचार्य, न्यू मॉडल डिग्री कॉलेज हिंगोली.

४) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, सदर परिपत्रक संकेतस्थळावर प्रसिध्द करण्यात यावे.

डॉ. सरिता लोसरवार

सहा.कुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग

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



**(Structure and Syllabus of Four Years Multidisciplinary Degree Program with
Multiple Entry and Exit Option)**

**NEW MODEL DEGREE COLLEGE, HINGOLI
SYLLABUS**

History

B. A. Second Year

Semester III & IV

Major in History DSC

Under the Faculty of Humanities

Effective from Academic Year 2024-2025

(As per NEP-2020)

From the Desk of the Dean:

Faculty of Humanities.....

National Education Policy 2020 has been announced on 29.07.2020. 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 Graduate centers of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

Dr. Parag Khadake,

Dean, Faculty of Humanities,

Dr. Shailaja Wadikar,

Associate Dean, Faculty of Humanities,

Swami Ramanand Teerth Marathwada University, Nanded.

From Desk of Chairman, 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 such like 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

Chairman,

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	Chairman	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. Shivraj Bokade	Member	Yashwant College, Nanded shivrajbokade@gmail.com	9421367352
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 Preeti Khandare	Member	Harisingh Gour University Sagar Madhya Pradesh dr.pritibagde@yahoo.com	9826933890
8	Dr. Govind Deshmukh	Member	B J R Govt. Degree College, Narayanguda, Hyderabad Telangana State govind996310@gmail.com	9963106485
9	Dr. Shweta Sharma	Member	Govt. College, Gaziabad Uttarpradesh	
10	Mr. Kirankumar Patro	Member	Orient Blackswan Pvt. Ltd. 3-6-252, Hymayat Nagar, Hyderabad, Telangana State	



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
 Second Year Structure - Subject: History **DSC** (Major) /**DSM** (Minor) we. 2024-25

Year & Level	Semester	Subject-1 Major (DSC/DSE) (Basket 1)	Subject-2 Minor (DSM)	Generic Elective (GE) (Basket 2) <i>Select one each from basket (different from DSC / DSM)</i>	Vocational & Skill Enhancement Course <i>(Related to DSC)</i>	Ability Enhancement Course (AEC) (Basket 3) Value Education Courses (VEC) / Indian Knowledge System (IKS) (Basket 4) <i>(Common across faculty)</i>	Field Work / Project/ Internship/ OJT/ Apprenticeship / Case Study Or Co-curricular Courses (CC) (Basket 5 for CC) <i>(Common across faculty)</i>	Credits	Total Credits
1	2	3	4	5	6	7	8	9	10
2 (5.0)	III	HHISC201 (4Cr) History of India (647 – 1226 AD) and HHISC202(4Cr) History of South India (Up to 1318 A.D.) 8 Credits	HHISM201 (4Cr) Applied History 4 Credits	HHISG201(2 Cr) Reform Movements in Modern India 2 Credits	HHISV201 (2Cr) Indian Art and Architecture 2 Credits	HXXXA201 (2Cr) HVECE 3201 (2Cr) <i>Environmental Studies</i> 4 Credits	HCXXX(FP/CS) 201(2Cr) HCXXX3202 2 Credits <i>(NCC/NSS/Sports/ Culture/Health Wellness/ Yoga Education / Fitness)</i> 2 Credits	22	44
	IV	HHISC251 (4 Cr) History of Medieval India (1226-1526 AD) and HHISC252 (4 Cr) History of Marathas (1707-1818 AD) 8 Credits	HHISM251 (4Cr) Applied History 4 Credits	HHISG251(2 Cr) Reform Movements in Modern India 2 Credits	HHISS251 Numismatics (2 Cr) 2 Credits	HXXXL251 (2Cr) <i>(X: Hin, Mar, Kan, Pal, etc)</i> 2 Credits	HCXXX(FP/CS) 251 (2Cr) HCXXX3251 (2Cr) <i>(any one of NCC/NSS/Sports/ Culture/Health Wellness/ Yoga Education / Fitness)</i> 4 Credits	2 2	
	Cum. Cr.	16	08	04	04	06	06		

Exit option: UG Diploma in Major DSC and Minor DSM on completion of 88 credits and additional 4 credits NSQF / internship in DSC

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
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Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

General Guidelines for course structure:

1. Subject CODE: HXXXXCxxx [First letter H-Humanities, next three letters – (First three letters of subject e.g. XXX, fourth letter C-Core/E-Elective, x-Year (ie. 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) :
 - a)English language may be offered Sem . I for 2 Credits and sem. III for 2 Cr. in AEC
 - b)Second languages may be offered Sem . II for 2 Credits and sem. IV for 2 Cr. in AEC
- 7.Column No. 7and 8 common for all faculties. Curriculum of VEC,IKS and basket No. 4 (Column - 8) will provide by university. (Column 7- AEC,VEC , IKS and Column 8 - OJT,FP,CEP,CC,RP)

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities. Major in History

Basket 1: Major/ Minor course for Semester III and IV (C): Each of 03 Credits

Semester	BOS proposing Minor (e g.)	Details of Major/Minor Course (M)	
		CODE	Title of the Course
Semester III	1. BOS in History	HHISC201	History of India (647 – 1226 AD)
		HHISC202	History of South India (Up to 1318 A.D.)
Semester IV	2. BOS in History	HHISC251	History of Medieval India (1226-1526 AD)
		HHISC252	History of Marathas (1707-1818 AD)
	3. etc.		



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

Basket 2: Generic/Open Elective course (GE)

Each BOS will suggest Generic Elective Courses (minimum one and maximum four) for semester III and IV

		CODE	Title of the Course
Sem III	BOS in History	HHISG201	Reform Movements in Modern India
Sem IV	BOS in History	HHISG251	Reform Movements in Modern India

Note: GE is to be chosen compulsory from faculty other than that of the Major.



Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities. Major in History

Under Graduate Second Year Programme, Semester III (Level 5.0)

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.= 60M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISC201	History of India (647 – 1226 AD)	04		04	04	----
	HHISC202	History of South India (Up to 1318 A.D.)	04		04	04	----
Minor	HHISM201	Applied History	04		04	04	----
Generic Electives	HHISG201	Reform Movements in Modern India	02		02	02	----
Vocational & Skill Enhancement Course	HHISV201	Indian Art and Architecture	02		02	02	----



Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities. Major in History

Under Graduate Second Year Programme ,Semester IV (Level 5.0)

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.= 60M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISC251	History of Medieval India (1226-1526 AD)	04		04	04	----
	HHISC252	History of Marathas (1707-1818 AD)	04		04	04	----
Minor	HHISM251	Applied History	04		04	04	----
Generic Electives	HHISG251	Reform Movements in Modern India	02		02	02	----
Vocational & Skill Enhancement Course	HHISS251	Numismatics	02		02	02	----



Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History

Under Graduate Second Year Programme, Semester III (Level 5.0)

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	HHISC201	History of India (647 – 1226 AD)	20	20	20	20	80	100
	HHISC202	History of South India (Up to 1318 A.D.)	20	20	20	20	80	100
Minor	HHISM201	Applied History	20	20	20	20	80	100
Generic Electives	HHISG201	Reform Movements in Modern India	10	10	10	10	40	50
Vocational & Skill Enhanceme nt Course	HHISV201	Indian Art and Architecture	10	10	10	10	40	50



Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities Major in History
Under Graduate Second Year Programme, Semester IV (Level 5.0)

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	HHISC251	History of Medieval India (1226-1526 AD)	20	20	20	20	80	100
	HHISC252	History of Marathas (1707-1818 AD)	20	20	20	20	80	100
Minor	HHISM251	Applied History	20	20	20	20	80	100
Generic Electives	HHISG251	History of Marathas (1707-1818 AD)	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISS251	Numismatics	10	10	10	10	40	50



S. R. T. M. Universty, Nanded, New Model Degree College, Hingoli

Under Graduate Second Year Programme, Semester III & IV

**Course Structure: *Major, Minor, GE, VSEC (History) - Teaching Scheme*
(for 4 credits)**

CourseCode	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	CA	Theory	CA	Total
HHISC201	History of India (647 – 1226 AD)	60	---	04	---	04
HHISC202	History of South India (Up to 1318 A.D.)	60	---	04	---	04
HHISC251	History of Medieval India (1226-1526 AD)	60	---	04	---	04
HHISC252	History of Marathas (1707-1818 AD)	60	---	04	---	04
HHISM201	Applied History	60	---	04	---	04
HHISM251	Applied History	60	---	04	---	04
(for 2 credits)						
CourseCode	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	CA	Theory	CA	Total
HHISG201	Reform Movements in Modern India	30	---	02	--	02
HHISV201	Indian Art and Architecture	30	---	02	--	02
HHISG251	Reform Movements in Modern India	30	---	02	--	02
HHISS251	Numismatics	30	---	02	--	02

Minor - Assessment Scheme

Course Code (2)	Course Name (3)	Theory					ESE (8)	Total [Col (7+8)]
		CA						
		Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)			
HHISM201	Applied History	20	20	20	20	80	100	
HHISM251	Applied History	20	20	20	20	80	100	

Major - Assessment Scheme

Course Code (2)	Course Name (3)	Theory					ESE (8)	Total [Col (7+8)]
		CA						
		Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)			
HHISC201	History of India (647 - 1226 AD)	20	20	20	20	80	100	
HHISC202	History of South India (Up to 1318 A.D.)	20	20	20	20	80	100	
HHISC251	History of Medieval India (1226-1526 AD)	20	20	20	20	80	100	
HHISC252	History of Marathas (1707-1818 AD)	20	20	20	20	80	100	

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-III

Paper Code- HHISC201 Title: History of India (647

– 1226 AD) (*Major*) Curriculum Details

Course pre-requisite

1. Students must be known about the archaeological and literary sources. Students involve analyzing and interpreting historical sources, Students to develop analytical and critical thinking skills to comprehend and critically assess historical evidence and interpretations.
2. Students should possess a genuine curiosity and interest in exploring the Indian History. Students can be complex and diverse, requiring students to delve into different aspects of political history of India.
3. This curriculum is creating a bridge to learn the history from Ancient India to Medieval India. Student will study the contribution of different dynasties in Indian History.

Course objectives:

1. To familiarize students with different types of historical sources such as inscriptions, archaeological remains, literary texts, and accounts of foreign travelers.
2. To provide them with a comprehensive understanding of the cultural and political history of India. This includes the study of the contribution of different dynasties in Indian History.
3. To present history of Indian in a chronological order, starting from the Rashtakuta, Pallawa, Chola and Rajput dynasties.
4. To gain a deeper understanding of the social, political, and economic contexts that shaped 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 contribution of different dynasties in Indian history, including the Rashtakuta, Pallawa, Chola and Rajput

dynasties. They will learn about the social, political, economic, and cultural aspects of this historic period.

2. Students will become familiar with key historical events and developments that shaped history of India. They will gain an understanding of significant battles, political transitions, religious movements and other transformative events in Indian society.

3. Students will develop an appreciation for the political, cultural and religious diversity that existed in Indian history.

4. Students will gain a contextual understanding of Indian history by exploring the social, political, economic, and geographic factors that influenced the development of Indian Society & Culture.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-III

Paper Code- HHISC201 Paper Title: History of India (647 – 1226 AD) (*Major*)
Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Sources	
	1.1	Meaning of Sources	15
	1.2	Archaeological Sources	
	1.3	Literary Sources	
	1.4	Reliability & Importance of Sources	
2.0		Rashtrakuta and Pallava Dynesty	
	2.1	Rashtakutas– Dantidurg, Krishna I, Amoghavarsh I	15
	2.2	Cultural Contribution of Rashtrakutas	
	2.3	Pallavas- Mahendravarman I, Narsinghvarman I	
	2.4	Administration of Pallavas	
3.0		Chola and Rajput Dynasty	
	3.1	Chola Dynasty- Rajaraj Chola, Rajendra I	15
	3.2	Socio-economic condition under Cholas	
	3.3	Rajput Dynesty- Pratihar, Chouhan, Parmar	
	3.4	Decline of Rajput Dynasty	
4.0		Muslim Invasion's	
	4.1	Mohamad bin Kashim	15
	4.2	Mohamad Gazani	
	4.3	Mohamad Ghori	
	4.4	Effects of Muslim Invasion on India	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-III

Paper Code- HHISC202 Title: History of South India (Up to 1318 A.D.)

(Major) Curriculum Details

Course pre-requisite

1. Students should possess a genuine curiosity and interest in exploring the past. South Indian history can be complex and diverse, requiring students to delve into different aspects of society, culture, politics, and religion.
2. South Indian history is interconnected with various disciplines such as archaeology, sociology, and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of South Indian history.
3. South 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. Students will learn to critically evaluate these sources and understand their limitations in reconstructing South Indian history.
2. To provide them with a comprehensive understanding of the South history of the Indian subcontinent. This includes the study of South Indian civilizations, societies, cultures, political systems, and major historical events that shaped India's past.

3. To foster an understanding and appreciation of the cultural diversity that existed in South India, including religious practices, art, architecture, literature, and social customs.
4. To explain the major events of ancient south India and to explain the achievements of various dynasties of south India.

Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the major South Indian dynasties. They will learn about the social, political, economic, and cultural aspects of these dynasties.
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 South India. They will gain insights into the beliefs, practices, and artistic expressions of South Indian societies, including their religious rituals, literature, art and architecture.
4. Students will gain a contextual understanding of South Indian history by exploring the social, political, economic, and geographic factors that influenced the development of South Indian culture.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-III

Paper Code- HHISC202 Paper Title: History of South India (Up to 1318 A.D.) (Major)

Curriculum Details (For 4 Credits)

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Sources of the South Indian History	
	1.1	Meaning of Sources	15
	1.2	Literary Sources	
	1.3	Archaeological Sources	
	1.4	Importance and reliability of Sources	
2.0		Satvahana Dynasty	
	2.1	Brief history of Satvahanas	15
	2.2	Satkarni I, Raja Hala	
	2.3	Gautamiputra Satkarni	
	2.4	Declne of Satvahanas	
3.0		Vakatakas and Rashtrakutas	
	3.1	Vakatakas of Nandivardhan- Rudrasen I, Pruthvisen I	15
	3.2	Vakatakas of Vatsagulm- Sarvasen, Harishen	
	3.3	Rashtrakutas- Dantidurg, Krishna I, Govind- III	
	3.4	Capitals of Rashtrakutas	
4.0		Chalukyas and Yadavas	
	4.1	Chalukyas of Badami- Manglesh, Pulkeshi- II	15
	4.2	Chalukyas of Kalyani- Someshwar II, Vikramaditya II	
	4.3	Yadavas of Devgiri- Singhan, Ramdevaraya	
	4.4	Decline of Yadavas	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme,

Semester-IV Paper Code HHISC251, Paper Title:

History of Medieval India (1226-1526 AD (Major)

Curriculum Details

(For 4 Credits)

Course Prerequisite:

1. Students should possess a genuine curiosity and interest in exploring the past. Medieval Indian history is complex and diverse, requiring students to delve into different aspects of society, culture, politics and religion.
2. Medieval Indian history is interconnected with various disciplines such as archaeology, sociology and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of Medieval Indian history.
3. Medieval Indian history involves analysing and interpreting historical sources evaluating different perspectives and constructing well-reasoned arguments. Students have 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. Students will learn to critically evaluate these sources and understand their limitations in reconstructing Medieval Indian history.
2. To provide them with a comprehensive understanding of the Medieval Indian history of the Indian subcontinent. This includes the study of Medieval Indian societies, cultures, political systems and major historical events that shaped India's past.
3. To foster an understanding and appreciation of the cultural diversity that existed in Medieval India, including religious practices, art, architecture, literature and social customs.

4. To explain the major events of the Medieval Indian history and to explain the achievements of various dynasties of the Delhi Sultanate and other local dynasties.

Course Outcomes:

1. Students will acquire a comprehensive knowledge and understanding of the major dynasties of the Delhi Sultanate and local dynasties. They will understand the social, economic, political and cultural aspects of these dynasties.
2. Students will become aware with key historical events and developments that shaped Medieval Indian history. They will gain an understanding of significant battles, political transitions, religious and philosophical movements, and other transformative events in Medieval Indian history.
3. Students will develop an appreciation for cultural and religious diversity that existed in Medieval India. They will gain insights into the beliefs, practices and artistic expressions of Medieval Indian societies, including their rituals, literature, art and architecture.
4. Students will gain a contextual understanding of Medieval Indian history by exploring social, political, economic and geographic factors that influenced the Medieval Indian cultures.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-I

Paper Code- HHISC251 Paper Title: History of Medieval India (1226-1526 AD)

(Major)Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Sources of Medieval Indian History	15
	1.1	Archaeological	
	1.2	Literary	
	1.3	Reliability of Sources	
	1.4	Importance of Sources	
2.0		Delhi Sultanate	15
	2.1	Slave Dynesty- Qutubuddin Aibak, Razia	
	2.2	Khilaji Dynesty- Allauddin Khilaji and his Reforms	
	2.3	Tughlak Dynesty- Mohmmad Bin Tughlak and his Experiments	
	2.4	Decline of Sultanate	
3.0		Deccan Powers: Vijaynagar and Bahamani	15
	3.1	Vijaynagar Empire – Harihar-Bukka, Devrai II	
	3.2	Administration System of Vijaynagar	
	3.3	Bahamani Empire – Ala-ud-Din Bahman Shah, Mahmud Gawan	
	3.4	Disintegration of the Bahamani Empire	
4.0		Social-Economic-Religious Life and Art & Architecture	15
	4.1	Social Life- Social Structure and Position of Women	
	4.2	Economic Life- Agriculture, Trade and Industry	
	4.3	Religious Life- Sufi and Bhakti Movement	
	4.4	Art and Architecture- Qutubminar, Alai Darwaja	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-IV

Paper Code HHISC252, Paper Title: : History of Marathas (1707-

1818 AD) (*Major*) Curriculum Details

(For 4 Credits)

Course pre-requisite

1. Familiarity with key historical concepts, events, and timelines will aid in grasping the significance of Peshwa period.
2. Students should possess a genuine curiosity and interest in exploring the history of Peshwai.

Course objectives

1. To understand changed nature of Maratha Polity during the Peshwa Period.
2. To examine the dynamics of Maratha Confederacy and reciprocity.
3. To examine role of Marathas and rationality in National politics of 18th Century India.
4. To study the career and achievement of peshwa's.

Course Outcome:

1. Students will be able to analyze the Marathas policy of expansionism and its consequences.
2. They will understand the role played by the Marathas in the 18th century India.
3. They will be acquainted with the art of diplomacy in the Deccan region.
4. They will introduce with career and achievement of peshwa's.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-IV

Paper Code- HHISC252 Paper Title: History of Marathas (1707-1818 AD)

(Major)Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Chhatrapati Shahu Maharaj and Balaji Vishwanath	15
	1.1	Career and achievement of Chhatrapati Shahu Maharaj	
	1.2	Conflict between Chh. Shahu Maharaj and Maharani Tarabai	
	1.3	Rise of the Peshwas: Balaji Vishwanath - Chouthai and Sardeshmukhi	
	1.4	Achievements of Balaji Vishwanth.	
2.0	2	Peshwa Bajirao First (1720 to 1739 AD)	15
	2.1	Early life of Peshwa Bajirao First	
	2.2	Imperial expansion of Maratha Empire in North and South.	
	2.3	Peshwa Bajirao First and Nizam Relations	
	2.4	Evaluation of work of Peshawa Bajirao First	
3.0	3	Peshwa Balaji Bajirao alias Nanasaheb (1740 to 1761 AD)	15
	3.1	Early life of Peshwa Balaji Bajirao	
	3.2	Third Battle of Panipat: Causes	
	3.3	Third Battle of Panipat: Effects	
	3.4	Causes of the defeat of the Marathas	
4.0	4	Post Panipat Revival and Downfall	15
	4.1	Peshwa Madhavrao First	
	4.2	Swavai Madhavrao , Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis	
	4.3	Second Bajirao	
	4.4	Downfall of Maratha Power.	
		Total	60

References:

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-III & IV

Paper Title: Applied History (*Minor*)

Curriculum Details

Course pre-requisite

1. To broaden the perspective of the present-day students towards the history subject.
2. To create awareness about the protection of historical instruments and structures and to convey the importance of their preservation.
3. To develop awareness about environmental protection. To show the direction of progress according to the changing times in the country.

Course objectives

1. To create in students the ability to face the present and anticipate the future in the context of past events through applied curriculum in today's competitive era.
2. To inculcate in the students the attitude of standing against globalization, neo-nationalism, equality between men and women, superstition and injustice.
3. Building confidence to face the computer and competition. To create hope for preservation and conservation of historical objects and architecture.

Course Outcome

1. Students will develop the professional applicability of history and the ability to leap into the future with an awareness of the present.
2. Nationally and internationally students will not be left behind.
3. Students will realize the applicability of history and the importance of history in a competitive world.
4. The movement towards becoming self-reliant of the student will begin.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-III

Paper Code- HHISC201 Paper Title: Applied History (*Minor*)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Concept of Applied History	
	1.1	Meaning of Applied History	15
	1.2	Application of History	
	1.3	Importance of Applied History	
	1.4	Utility of Applied History	
2.0		History and Media	
	2.1	News Papers: Darpan, Kesari, Maratha, Mumbai Samachar	15
	2.2	Electronic Media: Radio, T. V.	
	2.3	Electronic Media: Computer, Mobile	
	2.4	Application of Media	
3.0		History and Entertainment Media	
	3.1	Akashwani, Television	15
	3.2	Drama, Cinema	
	3.3	Mobile, Laptop	
	3.4	Utility of Entertainment Media	
4.0		Tourism and History	
	4.1	Tourism: Meaning	15
	4.2	Tourism: Types	
	4.3	Importance of Historical Tourism	
	4.4	Career Opportunities in Tourism	
		Total	60

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-IV

Paper Code- HHISC251 Paper Title: Applied History (Minor)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		History and Museums	
	1.1	Museum: Meaning	15
	1.2	Museum: Types	
	1.3	Importance of Museum in terms of History	
	1.4	Career Opportunities in Museum	
2.0		History and Excavation	
	2.1	Excavation: Meaning	15
	2.2	Excavation: Nature	
	2.3	Importance of Excavation in terms of History	
	2.4	Career Opportunities in Excavation	
3.0		History and Education	
	3.1	Education: Meaning	15
	3.2	Role of Teacher in Education	
	3.3	Importance of Education in terms of History	
	3.4	Career Opportunities in Education	
4.0		History and Competitive Examination	
	4.1	Role of History in Competitive Examination	15
	4.2	MPSC	
	4.3	UPSC	
	4.4	Other Competitive Examination	
		Total	60

References:

1. डॉ देववृत्त सिंह, भारतीय इलेक्ट्रॉनिक मीडिया
2. डॉ संजीव भानावत (संपा.) इलेक्ट्रॉनिक मीडिया
3. कोलाटकर संजय आणि कुलकर्णी प्रसाद, महाराष्ट्रातील प्रसारमाध्यमे काल आणि आज
4. वाळवेकर समीरण, आजच्या ठळक बातम्या
5. दळवी जयमती, भारतातील प्रसारमाध्यमे काल आणि आज
6. कोंडे पुरुषोत्तम, मराठीतील नभोवाणी पत्रकारिता इतिहास आणि स्वरूप
7. अनुजा मंगला, भारतीय पत्रकारिता न्यू के पत्थर
8. कानडे रा. गो., मराठी नियतकालिकाचा इतिहास
9. लेले रा. के., मराठी वृत्तपत्रांचा इतिहास
10. जोशी तर्कतीर्थ लक्ष्मण शास्त्री, मराठी विश्वकोश खंड 1,5,8,12,13.
11. ढवळीकर म. के., पुरातत्त्वविद्या
12. गोखले शोभना, पुराभिलेख विद्या
13. देशपांडे ब्रह्मानंद, शोधमुद्रा खंड 1,2
14. बेंद्रे वा. सी., साधन चिकित्सा
15. आठवले सदाशिव, इतिहासाचे तत्त्वज्ञान
16. डॉ पाटील माया, पुरातत्त्व एक पर्यालोचन
17. हसमुख धीरजलाल संकलिया, पुरातत्त्व परिचय
18. खरे ग. ह., नाणकशास्त्र
19. ढवळीकर एम के, प्राचीन नाणकशास्त्र
20. प्रभुणे पद्माकर, महाराष्ट्रातील चलनाचा इतिहास
21. प्रा. पाटील व इतर ऐतिहासिक कागदपत्रे व स्थळे
22. प्रा. लोखंडे डॉ. जावळे, ऐतिहासिक दस्तऐवज व स्थळे
23. डॉ मंजुळकर डॉ. वाघ इतिहासाचे विभाग (पुरातत्त्वशास्त्र, संग्रहालय, पर्यटन)
24. डॉ. लिगाडे, डॉ.कदम, प्रा.साकोळे, पर्यटन शास्त्र
25. पत्की श्री. मा., इतिहासाचे अध्यापन पद्धती व तंत्र
26. देव प्रभाकर, इतिहास एक शास्त्र
27. कृष्णकुमार पाटील (प्रकाशक) उपयोजित इतिहास

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate- Second Year Programme, Semester-III & IV

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

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate- Second Year Programme, Semester-III

Paper code- HHISGE201

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	
	2.3	Achievements	
3.0	3	Arya Samaj	07
	3.1	Swami Dayanand Saraswati	
	3.2	Philosophy	
	3.3	Achievements	
4.0	4	Ramrisha Mission	07
	4.1	Swami Vivekanand	
	4.2	Philosophy	
	4.3	Achievements	
		Total	30

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-IV

Paper code- HHISGE251

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	Socio-Religious Reforms	
	1.3	Educational Reforms	
2.0	2	Ishwar Chandra Vidyasagar	08
	2.1	Early Life	
	2.2	Socio-Religious Reforms	
	2.3	Educational Reforms	
3.0	3	Dr. Babasaheb Ambedkar	07
	3.1	Early life	
	3.2	Socio-Religious Reforms	
	3.3	Educational Reforms	
4.0	4	Periyar E.V. Ramasamy	07
	4.1	Early life	
	4.2	Socio-Religious Reforms	
	4.3	Justice Party	
		Total	30

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8. डॉ. एन .एन .तांबोळी व व्ही .पी .पवार,2010,आधुनिक भारत (1750 ते 2009), पुणे, निराळी प्रकाशन,
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11. Narain V. A., Social History and India in 19th century
12. Tara Chand, History of Freedom Movement in India
13. Desai A. R., Social background of Indian Nationalism
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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate Second Year Programme, Semester-III & IV

Paper Title: Indian Art and Architecture (VEC)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have basic knowledge of Indian Art and Architecture.
2. Students also know the historical place for Indian Art and Architecture.
3. Enrich the Historical understanding of the students with reference to Art and Architecture

Course objectives

1. To introduce the students about Indian Art and Architecture
2. Students should aware about role of Archaeology department, Museums and Youths in conversation of Indian Art and Architecture
3. Students understand the Caves, Stupas, Temples, Forts, Monuments, World Heritage Sites and importance of these places.
4. To create awakening to conserve the Indian Art and Architecture by way of establishing Tourist places.
5. To provide Income source or employment opportunity

Course outcomes

1. Students will understand about conservation of Indian Art and Architecture.
2. Students will able for their vocational career through Indian Art and Architecture.
4. Students will help to conserve Indian Art and Architecture nearby them.
5. 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-Second Year Programme, Semester-III

Paper Code- HHISSEC201

Paper Title: Indian Art and Architecture (VEC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Introduction to Indian Art and Architecture	
	1.1	Meaning of Art and Architecture	08
	1.2	Fine, Decorative, Religious and Folk Art	
	1.3	Secular and Religious Architecture	
2.0		Caves, Stupas, Temples and Forts	
	2.1	Ajantha, Ellora caves and Stup of Sanchi	08
	2.2	Aundha Nagnath, Hottal	
	2.3	Devgiri and AUSA Fort	
3.0		World Heritage Sites	
	3.1	Hampi	07
	3.2	Taj Mahal	
	3.3	Sun Temple	
4.0		Conservation of Indian Art and Architecture	
	4.1	Role of Researchers and Students	07
	4.2	Role of Museums	
	4.3	Role of Archaeology Department	
		Total	30

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4. साखरे विजया, 2012, ऐतिहासिक पर्यटन, सोलापूर, अक्षरलेण प्रकाशन
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6. पाटील माया, 2011, पुरातत्व- एक पर्यालोचन, सोलापूर, सुविद्या प्रकाशन
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Marathwada University Aurangabad.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate Second Year Programme, Semester- IV

Paper Title: Numismatics (SEC)

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-Second Year Programme, Semester-IV
Paper Code- HHISS251
Paper Title: Numismatics (SEC)
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	07
	1.1	Meaning, Nature and Scope of Numismatics	
	1.2	Origin of Coins	
	1.3	Importance of Numismatics	
2.0		Ancient and Medieval Period and Coins	08
	2.1	Coins under Ancient Period	
	2.2	Coins under Sultanate Period	
	2.3	Coins under Mughal Period	
3.0		Marathas and Modern Coins	08
	3.1	Coins under Maratha Period	
	3.2	Coins under British Period	
	3.3	Coins under Republic India	
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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2. Gupta Parmeshwari Lal, (2013), Coins, New Delhi, National Book Trust.
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Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (4 Credits)

Semester Pattern with Effective from 2023-2024

1. Write short's note (Any Four) (20 Marks)

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

2) Descriptive Question (20 Marks)

3) Descriptive Question (20 Marks)

4) Descriptive Question (20 Marks)

5) Descriptive Question (20 Marks)

6) Descriptive Question (20 Marks)

Total = 80 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
New Model Degree College, Hingoli

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)