



॥ 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

स्वामी रामानंद तीर्थ  
मराठवाडा विद्यापीठ, नांदेड

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 व तृतीय वर्षाचे  
अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष  
२०२५-२६ पासून लागू करण्याबाबत.

## प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २७ मे २०२५ रोजी संपन्न झालेल्या मा. विद्यापरिषद बैठकीतील विषय क्रमांक १७/६१-२०२५ च्या ठरावानुसार मानवविज्ञान विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण-२०२० नुसारचे पदवी द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२५-२६ पासून लागू करण्यास मा. विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील न्यु मॉडल डिग्री कॉलेज हिंगोली येथील बी. ए. द्वितीय व तृतीय वर्षाचे खालील विषयाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२५-२६ पासून लागू करण्यात येत आहेत.

01	B.A. II year Economics (NMD College Hingoli)
02	B.A. III year Economics (NMD College Hingoli)
03	B.A. II year Political Science (NMD College Hingoli)
04	B.A. III year Political Science (NMD College Hingoli)
05	B.A. II year History (NMD College Hingoli)
06	B.A. III year History (NMD College Hingoli)
07	B.A. II year Sociology (NMD College Hingoli)
08	B.A. III year Sociology (NMD College Hingoli)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://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/मानवविज्ञानपदवी/२०२५-२६/135 }  
दिनांक १६.०६.२०२५

  
सहाय्यक कुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत : माहितीस्तव तथा कार्यवाहीस्तव.

१) मा. कुलगुरू महोदयांचे कार्यलय, प्रस्तुत विद्यापीठ.

२) मा. प्र. कुलगुरू महोदयांचे कार्यलय, प्रस्तुत विद्यापीठ.

३) मा. आधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.

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

५) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.

६) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, परिपत्रक अभ्यासक्रम संकेतस्थळावर प्रसिध्द करण्यात यावेत.

**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 2025-2026  
(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,

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, Dr. Omshiva Ligade 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 10 members from different institute attended, who were either Heads or eminent persons of History Department. The program educational Objectives finalized for Under Graduate program in History is 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**

<b>Sr. No</b>	<b>Name of the Members</b>	<b>Designation</b>	<b>Address with mail ID</b>	<b>Contact No.</b>
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
6	Dr. Jagdish Sonawane	Member	Arts, Commerce and Science College, Sonai, Tq. Newasa, Dist. Ahmednagar 414105 sonawanejagdish31@gmail.com	9423210260
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 <b>Or</b> 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	HHISC3201 (4Cr) History of India (647 – 1226 AD) and HHISC3202(4Cr) History of South India (Up to 1318 A.D.) <b>8 Credits</b>	HHISM3201 (4Cr) Applied History <b>4 Credits</b>	HHISG3201(2 Cr) Reform Movements in Modern India <b>2 Credits</b>	HHISVC3201 (2Cr) Indian Art and Architecture <b>2 Credits</b>	AECENG3201 (2Cr) AECXXX3201 (2Cr) <i>(X: Hin, Mar, Kan, Pal, etc)</i> <b>4 Credits</b>	CCCXXX3201(2Cr)  <i>(NCC/NSS/Sports/ Culture/Health Wellness/ Yoga Education / Fitness)</i> <b>2 Credits</b>	22	44
	IV	HHISC3251 (4 Cr) History of Medieval India (1226-1526 AD) and HHISC3252 (4 Cr) History of Marathas (1707-1818 AD) <b>8 Credits</b>	HHISM3251 (4Cr) Applied History <b>4 Credits</b>	HHISG3251(2 Cr) Reform Movements in Modern India <b>2 Credits</b>	HHISVC3251 Numismatics (2 Cr) <b>2 Credits</b>	AECENG3251 (2Cr) AECXXX3251 (2Cr) <i>(X: Hin, Mar, Kan, Pal, etc)</i> VECEVS 3251 (2Cr) Environmental Studies <b>6 Credits</b>	----	22	
	Cum. Cr.	16	08	04	04	10	02		
Exit option: UG Diploma in Major <b>DSC</b> and Minor <b>DSM</b> on completion of 88 credits and additional 4 credits NSQF / internship in <b>DSC</b>									



## 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: HXXXCxxx [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. 7 and 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 Corse
<b>Semester III</b>	<b>1. BOS in History</b>	<b>HHISC3201</b>	<b>History of India (647 – 1226 AD)</b>
		<b>HHISC3202</b>	<b>History of South India (Up to 1318 A.D.)</b>
<b>Semester IV</b>	<b>2. BOS in History</b>	<b>HHISC3251</b>	<b>History of Medieval India (1226-1526 AD)</b>
		<b>HHISC3252</b>	<b>History of Marathas (1707-1818 AD)</b>
	<b>3. etc.</b>		





**Swami Ramanand Teerth Marathwada University, Nanded**

**New Model Degree College, Hingoli**

**Faculty of Humanities Major in Hstory**

**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 Corse
<b>Sem III</b>	<b>BOS in History</b>	<b>HHISG3201</b>	<b>Reform Movements in Modern India</b>
<b>Sem IV</b>	<b>BOS in History</b>	<b>HHISG3251</b>	<b>Reform Movements in Modern India</b>

**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	HHISC3201	History of India (647 – 1226 AD)	04		04	04	----
	HHISC3202	History of South India (Up to 1318 A.D.)	04		04	04	----
Minor	HHISM3201	Applied History	04		04	04	----
Generic Electives	HHISG3201	Reform Movements in Modern India	02		02	02	----
Vocational & Skill Enhancement Course	HHISVC3201	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	HHISC3251	History of Medieval India (1226-1526 AD)	04		04	04	----
	HHISC3252	History of Marathas (1707-1818 AD)	04		04	04	----
Minor	HHISM3251	Applied History	04		04	04	----
Generic Electives	HHISG3251	Reform Movements in Modern India	02		02	02	----
Vocational & Skill Enhancement Course	HHISVC3251	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	HHISC3201	History of India (647 – 1226 AD)	20	20	20	20	80	100
	HHISC3202	History of South India (Up to 1318 A.D.)	20	20	20	20	80	100
Minor	HHISM3201	Applied History	20	20	20	20	80	100
Generic Electives	HHISG3201	Reform Movements in Modern India	10	10	10	10	40	50
Vocational & Skill Enhanceme nt Course	HHISVC3201	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	HHISC3251	History of Medieval India (1226-1526 AD)	20	20	20	20	80	100
	HHISC3252	History of Marathas (1707-1818 AD)	20	20	20	20	80	100
Minor	HHISM3251	Applied History	20	20	20	20	80	100
Generic Electives	HHISG3251	History of Marathas (1707-1818 AD)	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHIVC3251	Numismatics	10	10	10	10	40	50





**S. R. T. M. Unversty, 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
HHISC3201	History of India (647 – 1226 AD)	60	---	04	---	04
HHISC3202	History of South India (Up to 1318 A.D.)	60	---	04	---	04
HHISC3251	History of Medieval India (1226-1526 AD)	60	---	04	---	04
HHISC3252	History of Marathas (1707-1818 AD)	60	---	04	---	04
HHISM3201	Applied History	60	---	04	---	04
HHISM3251	Applied History	60	---	04	---	04

*(for 2 credits)*

CourseCode	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	CA	Theory	CA	Total
HHISG3201	Reform Movements in Modern India	30	---	02	--	02
HHISVC3201	Indian Art and Architecture	30	---	02	--	02
HHISG3251	Reform Movements in Modern India	30	---	02	--	02
HHISVC3251	Numismatics	30	---	02	--	02



### *Minor - Assessment Scheme*

Course Code (2)	Course Name (3)	Theory					Total [Col (7+8)]
		CA				ESE (8)	
		Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)		
HHISM3201	Applied History	20	20	20	20	80	100
HHISM3251	Applied History	20	20	20	20	80	100

### *Major - Assessment Scheme*

Course Code (2)	Course Name (3)	Theory					Total [Col (7+8)]
		CA				ESE (8)	
		Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)		
HHISC3201	History of India (647 – 1226 AD)	20	20	20	20	80	100
HHISC3202	History of South India (Up to 1318 A.D.)	20	20	20	20	80	100
HHISC3251	History of Medieval India (1226-1526 AD)	20	20	20	20	80	100
HHISVC3252	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- HHISC3201 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- HHISC3201 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.
<b>1.0</b>		<b>Sources</b>	
	<b>1.1</b>	Meaning of Sources	<b>15</b>
	<b>1.2</b>	Archaeological Sources	
	<b>1.3</b>	Literary Sources	
	<b>1.4</b>	Reliability & Importance of Sources	
<b>2.0</b>		<b>Rashtrakuta and Pallava Dynesty</b>	
	<b>2.1</b>	Rashtakutas– Dantidurg, Krishna I, Amoghavarsh I	<b>15</b>
	<b>2.2</b>	Cultural Contribution of Rashtrakutas	
	<b>2.3</b>	Pallavas- Mahendravarman I, Narsinghvarman I	
	<b>2.4</b>	Administration of Pallavas	
<b>3.0</b>		<b>Chola and Rajput Dynasty</b>	
	<b>3.1</b>	Chola Dynasty- Rajaraj Chola, Rajendra I	<b>15</b>
	<b>3.2</b>	Socio-economic condition under Cholas	
	<b>3.3</b>	Rajput Dynesty- Pratihara, Chouhan, Parmar	
	<b>3.4</b>	Decline of Rajput Dynasty	
<b>4.0</b>		<b>Muslim Invasion's</b>	
	<b>4.1</b>	Mohamad bin Kashim	<b>15</b>
	<b>4.2</b>	Mohamad Gazani	
	<b>4.3</b>	Mohamad Ghorī	
	<b>4.4</b>	Effects of Muslim Invasion on India	
		<b>Total</b>	<b>60</b>



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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- HHISC3202 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- HHISC3202 Paper Title: History of South India (Up to 1318 A.D.) (Major)**

**Curriculum Details (For 4 Credits)**

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



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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 HHISC3251, 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**

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**Faculty of Humanities Major in History (DSC)**

**Under Graduate-Second Year Programme, Semester-IV**

**Paper Code- HHISC3251 Paper Title: History of Medieval India (1226-1526 AD)**

**(Major)Curriculum Details (For 4 Credits)**

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



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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 HHISC352, 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.



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## New Model Degree College, Hingoli

### Faculty of Humanities Major in History (DSC)

#### Under Graduate-Second Year Programme, Semester-IV

Paper Code- HHISC3252 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		<b>Chhatrapati Shahu Maharaj and Balaji Vishwanath</b>	
	1.1	Career and achievement of Chhatrapati Shahu Maharaj	15
	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	<b>Peshwa Bajirao First (1720 to 1739 AD)</b>	
	2.1	Early life of Peshwa Bajirao First	15
	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	<b>Peshwa Balaji Bajirao alias Nanasaheb (1740 to 1761 AD)</b>	
	3.1	Early life of Peshwa Balaji Bajirao	15
	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	<b>Post Panipat Revival and Downfall</b>	
	4.1	Peshwa Madhavrao First	15
	4.2	Swavai Madhavrao , Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis	
	4.3	Second Bajirao	
	4.4	Downfall of Maratha Power.	
		<b>Total</b>	<b>60</b>



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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- HHISC3201 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		<b>Concept of Applied History</b>	
	1.1	Meaning of Applied History	15
	1.2	Application of Applied History	
	1.3	Importance of Applied History	
	1.4	Utility of Applied History	
2.0		<b>History and Media</b>	
	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		<b>History and Entertainment Media</b>	
	3.1	Akashwani, Television	15
	3.2	Drama, Cinema	
	3.3	Mobile, Laptop	
	3.4	Utility of Entertainment Media	
4.0		<b>Tourism and History</b>	
	4.1	Tourism: Meaning	15
	4.2	Tourism: Types	
	4.3	Importance of Historical Tourism	
	4.4	Career Opportunities in Tourism	
		<b>Total</b>	<b>60</b>



# 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- HHISC3251 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		<b>History and Museums</b>	
	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		<b>History and Excavation</b>	
	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		<b>History and Education</b>	
	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		<b>History and Competitive Examination</b>	
	4.1	Role of History in Competitive Examination	15
	4.2	MPSC	
	4.3	UPSC	
	4.4	Other Competitive Examination	
		<b>Total</b>	<b>60</b>



## References:

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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



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**Under Graduate- Second Year Programme, Semester-III**

**Paper code- HHISGE3201**

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

**Curriculum Details (For 2 Credits)**

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



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**Under Graduate-Second Year Programme, Semester-IV**

**Paper code- HHISGE3251**

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

*Curriculum Details (For 2 Credits)*

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



## References

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2. कीर धनंजय, 1992, महात्मा ज्योतिराव फुले, मुंबई, पॉपुलर प्रकाशन.
3. डॉ. अनिल कठारे, भारतातील सामाजिक ,धार्मिक सुधारणा चळवळी.
4. डॉ. साहेबराव गाठळ ,2015, महाराष्ट्रातील समाज सुधारक, जळगाव, प्रशांत पब्लिकेशन.
5. डॉ.बी.एल.गोवर व डॉ.एन. के. बेलेकर ,2010, आधुनिक भारताचा इतिहास.
6. डॉ. अनिल कठारे, 2014,आधुनिक भारताचा इतिहास (1600 ते1986, नांदेड, कल्पना प्रकाशन.
7. डॉ. सुमन वैद्य व शांता कोठेकर,आधुनिक भारताचाइतिहास
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9. Ranade M. G., Religious and Social Reformers
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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 (VC)**

#### **Curriculum Details (For 2 Credits)**

#### **Course pre-requisite**

1. Students should have basic knowledge of Indian Art and Architecture.
2. Students also known 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



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**New Model Degree College, Hingoli**

**Faculty of Humanities Major in History (DSC)**

**Under Graduate-Second Year Programme, Semester-III**

**Paper Code- HHISVC3201**

**Paper Title: Indian Art and Architecture (VC)**

**Curriculum Details (For 2 Credits)**

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



## References:

1. गो. नी. दांडेकर, 2001, महाराष्ट्र दर्शन, पुणे, मृण्मयी प्रकाशन,
2. एस बी शिंदे, 2000, पर्यटन भूगोल, पुणे, फडके बुक हाउस
3. शैला कामत, संपूर्ण महाराष्ट्र, पुणे, उन्मेश प्रकाशन
4. साखरे विजया, 2012, ऐतिहासिक पर्यटन, सोलापूर, अक्षरलेख प्रकाशन
5. डॉ. लिगाडे ओमशिवा, डॉ कदम अरविंद, प्रा. साकोळे संगमेश्वर, 2018, पर्यटन शास्त्र, लातूर, अरुणा प्रकाशन
6. पाटील माया, 2011, पुरातत्व- एक पर्यालोचन, सोलापूर, सुविद्या प्रकाशन
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**Faculty of Humanities Major in History (DSC)**

**Under Graduate Second Year Programme, Semester- IV**

**Paper Title: Numismatics (VC)**

**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



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**Faculty of Humanities Major in History (DSC)**  
**Under Graduate-Second Year Programme, Semester-IV**  
**Paper Code- HHISVC3251**  
**Paper Title: Numismatics (VC)**  
**Curriculum Details (For 2 Credits)**

<b>Module No.</b>	<b>Unit No.</b>	<b>Topic</b>	<b>Hrs. Required to cover the contents 1 Hrs.=60 M.</b>
<b>1.0</b>		<b>Introduction of Numismatics</b>	<b>07</b>
	<b>1.1</b>	Meaning, Nature and Scope of Numismatics	
	<b>1.2</b>	Origin of Coins	
	<b>1.3</b>	Importance of Numismatics	
<b>2.0</b>		<b>Ancient and Medieval Period and Coins</b>	<b>08</b>
	<b>2.1</b>	Coins under Ancient Period	
	<b>2.2</b>	Coins under Sultanate Period	
	<b>2.3</b>	Coins under Mughal Period	
<b>3.0</b>		<b>Marathas and Modern Coins</b>	<b>08</b>
	<b>3.1</b>	Coins under Maratha Period	
	<b>3.2</b>	Coins under British Period	
	<b>3.3</b>	Coins under Republic India	
<b>4.0</b>		<b>Numismatics and Career Opportunities</b>	<b>07</b>
	<b>4.1</b>	Coins Exhibition and Rare coin Selling	
	<b>4.2</b>	Help to Research and Researcher	
	<b>4.3</b>	Career as a Numismatist	
		<b>Total</b>	<b>30</b>



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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  
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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)