



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Two Year Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

M.A.(History) Part-II Semester -IV

For Department of History TuljaramChaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2024-2025

Preamble

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge. At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels. Historical facts are not

static since new discoveries are constantly thrown up by archeology, genetics, climate sciences and so on. As with all fields of knowledge, existing hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly” a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation”. History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian, but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any ‘centric’ form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian’s choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions. The problems and issues pertaining to historical knowledge is

one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, OrientalOccidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of selfconscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order. As per changing times, the other core papers have also been remodeled with introduction of a newspaper like ‘Cultural heritage of India’ and ‘History of Communication and Media’ with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodeling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acustomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

Programme Outcomes (POs)

PO1. Comprehensive Knowledge and Understanding: Students will demonstrate a thorough understanding of their chosen disciplinary/interdisciplinary areas of study within a broader multidisciplinary context, including current and emerging developments, procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.

PO2. Application of knowledge and skills: The post graduates will be able to demonstrate the ability to apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,

PO3. Constitutional, humanistic, ethical, and moral values: The post graduates will be able to demonstrate the willingness and ability to embrace and practice constitutional, humanistic, ethical, and moral values in life adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice, present coherent arguments in support of relevant ethical and moral issues.

PO4. Employability and job-ready skills, and entrepreneurship skills: The graduates should be able to demonstrate the acquisition of knowledge and skills required for: adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes

PO5. Autonomy, Responsibility, and Accountability: should demonstrate independence, responsibility, and accountability in applying knowledge and skills, ensuring safety and security in work contexts.

PO6. Research Skills: The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant

research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships

PO7.Critical and Creative Thinking: Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations

PO8.Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches

PO9.Collaboration and Teamwork: The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

PO10.Digital and technological skills: The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

Programme Specific Outcomes (PSOs)

PSO1. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India, Maharashtra and world.

PSO2. Understand background of the religions, customs, institutions and administration and so on.

PSO3. By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.

PSO4. Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visits places of historical interests, archeological sites, museums and

archives, read historical maps, charts and write articles on historical topics.

PSO5. Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in History

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Dr. Tardalkar S.S	Chairman
2.	Dr. Lokhande S.S.	Member
3.	Mr. Mohite D.T.	Member
4.	Prof. Kanade S.B.	Member
5.	Mr. Dheshpande V.P.	Industry Expert
6.	Dr. More D.A.	Expert from S.P.P. University
7.	Prof. Katkar G.G.	Expert from other University
8.	Dr. Tike A.S.	Expert from other University
9.	Prof. Gawade V.R.	Meritorious Alumni
10.	Miss. Nawale S.S. (2024 – 2025)	Student Representative
11.	Mr. Damodare S.G. (2024 – 2025)	Student Representative

Anekant Education Society's
TuljaramChaturchand College of Arts, Science and Commerce, Baramati
(Autonomous)

Credit Distribution Structure for (M. A. History) Part-I (2023 Pattern)

Year	Level	Sem.	Major		Research Methodology (RM)	OJT/FP	RP	Cum. Cr.
			Mandatory	Electives				
I	6.0	Sem-I	HIS-501-MJM: History and Its Theory (Credit 04)	HIS-511-MJE: Social Background of Dalit Movement In Maharashtra (Credit04)	HIS-521-RM: Research Methodology in History (Credit 04)	--	--	22
			HIS-502-MJM: Evolution of Ideas and Institutions in Early India (Credit 04)					
			HIS-503-MJM: Maratha Polity (Credit 04)					
			HIS-504-MJM: Heritage Management (Credit 02)					
		Sem- II	HIS-551-MJM: Approaches To History (Credit 04)	HIS-561-MJE History of Dalit Movement In Maharashtra(Credit04)	--	HIS-581-OJT/FP Credit 04	--	22
			HIS-552-MJM: Socio-Economic and Cultural History of Medieval India (1206-1857) (Credit 04)					
			HIS -553-MJM: Socio-Economic History of the Maratha Period (Credit 04)					
			HIS -554-MJM:Numismatics (Credit 02)					
Cum. Cr.			28	8	4	4	--	44

Anekant Education Society's
TuljaramChaturchand College of Arts, Science and Commerce, Baramati
 (Autonomous)

Credit Distribution Structure for (M. A. History) Part-II (2023 Pattern)

Year	Level	Sem.	Major		Research Methodology (RM)	OJT/FP	RP	Cum. Cr.
			Mandatory	Electives				
II	6.0	Sem-III	HIS-601-MJM: British Administrative Policies in India 1765-1892 (Credit 04)	HIS-611-MJE:(A) Ancient Civilizations of the World (Credit04) Or HIS-611-MJE:(B) Medieval Civilizations of the World (Credit04)	HIS-621-RP: Research Project in History (Credit 04)	--	--	22
			HIS-602-MJM: Intellectual History of Modern World (Credit 04)					
			HIS-603-MJM: Economic History of Modern India(Credit 04)					
			HIS-604-MJM:(Credit 02) Musicology					
		Sem- IV	HIS-651-MJM Modern Maharashtra : A History of Ideas (1818-1960) (Credit 04)	HIS-661-MJE(A) History of Modern India (1857-1947) (Credit 04) Or	HIS-681-RP: Research Project in History (Credit 06)	--	22	
			HIS-652-MJM Debates in Indian Historiography (Credit 04)					
			HIS-653-MJM World after World War II (1945-2000) (Credit 04)					

				HIS-661-MJE (B) Economic History of Modern India(1947 - 1991)(Credit 04)				
	Cum. Cr.		26	8	10		--	44

Anekant Education Society's
TuljaramChaturchand College of Arts, Science and Commerce, Baramati
(Autonomous)

Course & Credit Structure for (M.A.) Part-II (2023 Pattern as per NEP-2020)

Sem	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
III	Major (Mandatory)	HIS-601-MJM	British Administrative Policies in India 1765-1892	Theory	04
	Major (Mandatory)	HIS-602-MJM	Intellectual History of Modern World	Theory	04
	Major (Mandatory)	HIS-603-MJM	Economic History of Modern India	Theory	04
	Major (Mandatory)	HIS-604-MJM	Musicology	Theory	02
	Major (Elective)	HIS-611-MJE(A)	Ancient Civilizations of the World	Theory	04
		HIS-611-MJE (B)	Medieval Civilizations of the World		
	Research Project (RP)	MAR-621-RP	Field Project	Theory/Practical	04
Total Credits Semester III					22
IV	Major (Mandatory)	HIS-651-MJM	Modern Maharashtra : A History of Ideas (1818-1960)	Theory	04
	Major (Mandatory)	HIS-652-MJM	Debates in Indian Historiography	Theory	04

	Major (Mandatory)	HIS-653-MJM	World after World War II (1945-2000)	Theory	04
	Major (Elective)	HIS-661-MJE(A)	History of Modern India (1857-1947)	Theory	04
		HIS-661-MJE(B)	Economic History of Modern India (1947 - 1991)		
	Research Project (RP)	HIS-681-RP	Field Project	Theory/Practical	06
Total Credits Semester-IV					22
Cumulative Credits Semester III and IV					44

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: IV
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-651-MJM
Course Title	: Modern Maharashtra :A History of Ideas (1818-1960)
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

CO 1.To conduct a critical reappraisal of various religions, including the examination of missionary activities and the reformist critiques of Hinduism, Islam, Jainism, and the Parsee religion.

CO 2.To explore the social thought of prominent reformers, including critiques of the caste system by figures such as MuktaSalave, JyotiraoPhule, ShahuMaharaj, V. R. Shinde, V.D. Savarkar, and B. R. Ambedkar.

CO 3.To analyze critiques of patriarchy in Indian society through the works and perspectives of figures like TarabaiShinde, JyotiraoPhule, Rukhmabai, and B.R. Ambedkar.

CO 4.To examine critiques of religious conversion, including the ideas presented by ShripatiSheshadri, PanditaRamabai, and the mass conversion to Buddhism in 1956.

CO 5.To study the economic thought of Indian thinkers, including their perspectives on economic nationalism, as reflected in works like the Char June ArthashastreeyaGranthand the

ideas of Lokhitwadi, Nowroji, Ranade, and Tilak.

CO 6.To understand the cultural thought in India, including both cultural nationalism represented by figures like Chiplunkar, Chapekar, Jinnah, Tilak, Golvalkar, and Savarkar, and alternative cultural thoughts from figures like MukundraoPatil, GanpatiMaharajAjaat, and PrabodhankarThakre.

CO 7.To explore political thought in India, focusing on reformist legislation, nationalism, electoral politics, politics of representation, and politics related to linguistic and cultural identity.

Course Outcomes:

CO 1. Students will critically assess various religions and their impact on Indian society, including missionary activities and reformist critiques, fostering a deeper understanding of religious dynamics.

CO 2. They will gain insights into the critiques of the caste system and patriarchy in Indian society through the perspectives of prominent reformers, enhancing their awareness of social issues

CO 3. The course will provide an understanding of the historical context and significance of religious conversion debates and movements in India.

CO 4. Students will appreciate the economic thought of Indian thinkers and their contributions to economic nationalism and development

CO 5. They will gain insights into cultural thought in India, including cultural nationalism and alternative perspectives, as well as their influence on literature, popular culture, and knowledge-making processes

CO 6. The course will enable students to analyze the impact of reformist legislation, nationalism, electoral politics, and issues related to representation and identity in Indian political thought.

CO 7. Students will develop critical thinking skills and a comprehensive understanding of the diverse perspectives and reform movements that have shaped Indian social, economic,cultural,

and political thought

Topics and Learning Points

Unit I . Critical Reappraisal of Religions **08**

- 1.1) Missionary
- 1.2) PrarthanaSamaj, SatyashodhakSamaj, AryaSamaj
- 1.3) Reformist Critiques of Hinduism, Islam, Jain and the Parsee Religion.

Unit II.Social Thought **10**

- 2.1) Caste Critiques of MuktaSalave, JyotiraoPhule,ShahuMaharaj, V. R. Shinde, V.D. Savarkar, B. R. Ambedkar.
- 2.2) Critiques of Patriarchy – TarabaiShinde, JyotiraoPhule, Rukhmabai, B.R.Ambedkar
- 2.3) Critiques of conversion – ShripatiSheshadri, Pandita Ramabai and Mass Conversion to Buddhism 1956.

Unit III.Economic Thought **12**

- 3.1) Char June Arthashastreeya Granth
- 3.2) Lokhitwadi, Nowroji, Ranade, Tilak and Economic Nationalism
- 3.3) Satyashodhak Thought, Gandhian Thought, Industrialists' Plans
- 3.4) PanjabraoDeshmukh, B. R. Ambedkar and Nehruvian Concepts of economic progress

Unit IV. Cultural Thought **14**

- 4.1) Cultural Nationalism- Chiplunkar, Chapekar, Jinnah, Tilak, Golvalkar, Savarkar.
- 4.2) Alternative Cultural Thoughts-MukundraoPatil, Ganpati Maharaj PrabodhankarThakre.
- 4.3) Critical Ideas in Literature and Popular Culture- SatyashodhakiJalse, Marathi Farces and Plays,Tamasha, RashtreeyaKirtan, and Mele, Film Industry, Literature.
- 4.4) Rationality and knowledge Making- Agarkar to Karve, Deccan College to BARC

Unit V.Political Thought **16**

- 5.1) Reformist Legislation- Education, Press, women, caste.
- 5.2)Nationalism, Electoral Politics
- 5.3) Politics of representation, Separate Electorates
- 5.4) Politics of Linguistic and Cultural Identity

Select Readings

1. Ballhatchet, Kenneth, Social Policy and Social Change in Western India: 1817-1830, Oxford

University Press, London, 1961.

2. Kumar, Ravinder, Western India in the Nineteenth Century, Routledge and Kegan Paul, London, 1968.

3. Lederle, Matthew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976. Phadke

4. Paranjpe, Shrikant, Dixit, Raja and Das, C.R. (ed.), Western India: History, Society and Culture, ItihasShikshakMahamandal, Maharashtra, Pune, 1997.

5. Satyanarayana, K. and Susie Tharu, The Exercise of Freedom, Navayana, 2013. 6.

Stokes, Eric, English Utilitarians in India, Oxford University Press, New Delhi, 1989 7.

Zealliot, Elenor, Ambedkar's World, Navayana Publications, 2013.

Marathi

1. Bagade Umesh, Maharashtra teel Varga Jati Prabodhan, Lokvangmay Gruha. 2.

Bhagwat Vidyut, Stree Prashnachi Vatchal

3. Dixit Raja, Ekonisavya Shatakateel Maharashtra – Madhyamavargacha Uday, Diamond Publications, Pune. 2008

4. Dixit Raja, Itihas, Samajvicharani Keshavsut, Lokavangmaya Gruha, Mumbai, 2nd edn., 2005.

5. Pandit Nalini, Maharashtra teel Rashtravadacha Vikas, Modern Book Depot Prakashan, Pune, 1972.

6. Phadke Y.D., Visavya Shatakateel Maharashtra, Vol. I., Saswad Ashram Vishvashta Mandal, Saswad, 1989.

7. Sardar G.B., Ranade Pranit Samajika Sudharanechi Tatvamimamsa, Pune University, Pune, 1973.

8. Talwalkar Govind, Sattantar, Vol. I to III Vohra Rajendra (Ed.), Adhunikta Ani Parampara, Dr. Ya. Di. Phadke Felicitation Volume, Pune.

Choice Based Credit System Syllabus

(As Per NEP 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: Modern Maharashtra: A History of Ideas (1818-1960)

Course Code: HIS-651-MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	1	1	1	2	1
CO 2	2	3	1	2	1	1	1
CO 3	1	1	3	1	1	1	1
CO 4	1	2	1	3	1	1	1
CO 5	1	1	1	1	3	1	1
CO 6	2	1	1	1	1	3	1
CO 7	1	1	1	1	1	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping

- PO2 has a strong alignment with CO2, emphasizing the critical ability through competing interpretations.
- PO1 has a strong alignment with CO1 as it directly relates to learning the basic narrative of historical events.
- PO6 has a strong alignment with CO6 as it focuses on using modern IT tools for the generation and dissemination of historical knowledge.
- PO4 has a strong alignment with CO4 as it involves constructing original historical arguments based on primary or secondary source material.
- PO5 has a strong alignment with CO5, which relates to acquiring basic historical research skills.
- PO7 has a moderate alignment with CO7 as it enables understanding the significance of the subject for competitive examinations.
- PO3 has a moderate alignment with CO3 as it emphasizes evaluation of historical ideas and arguments.

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: IV
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-652-MJM
Course Title	: Debates in Indian Historiography
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

CO 1. To critically evaluate the impact of Orientalism and epistemic violence on Indian historiography and its consequences for the study of Indian history.

CO 2. To analyze the responses of Indian nationalists to colonial historiography, examining how they contributed to the development of indigenous historical perspectives.

CO 3. To understand Marxist interpretations of Indian history and their influence on the analysis of class struggle, economic structures, and social dynamics in India.

CO 4. To explore Subaltern interpretations and their focus on marginalized voices, resistance movements, and the role of gender, caste, and community in shaping Indian history.

CO 5. To examine the naming debate surrounding the Harappa Civilization and its implications for the understanding of this ancient civilization's identity and history.

CO 6. To critically assess the debates concerning the presence or absence of the Vedic horse in the Harappa Civilization and their implications for our understanding of Vedic culture and its historical context.

CO 7.To analyze the debates surrounding the decline of the Harappa Civilization and the various theories proposed to explain its eventual decline and disappearance.

Course Outcomes:

CO 1.Students will develop a deep understanding of the impact of Orientalism and epistemic violence on the study of Indian history, enabling them to critically evaluate historical narratives.

CO 2.They will gain insights into the responses of Indian nationalists to colonial historiography and their contributions to shaping indigenous historical perspectives.

CO 3.The course will equip students with a comprehensive knowledge of Marxist interpretations of Indian history and their influence on the analysis of socioeconomic structures.

CO 4.Students will appreciate the importance of Subaltern interpretations in highlighting marginalized voices and social dynamics often overlooked in mainstream historical narratives.

CO 5. They will be able to engage in informed discussions about the naming debate of the Harappa Civilization and its significance for archaeological and historical research.

CO 6. Students will critically evaluate the Vedic horse debate and its implications for understanding the Vedic culture's historical context.

CO 7.The course will enable students to assess the various theories proposed to explain the decline of the Harappa Civilization, fostering a nuanced understanding of this ancient civilization's history.

Topics and Learning Points

Unit I .Why study Debates in Indian Historiography? 10

1.1) Orientalism and epistemic violence

1.2) Nationalist Response to Colonial Historiography

1.3) Marxist and Subaltern Interpretations

Unit II .Harappa Civilization 12

2.1) Naming Debate – Indus, Harappa or Sindhu-Saraswati?

2.2) Debate about the Vedic Horse in Harappa

2.3) Debate about the decline

Unit III.The Aryan Debate **10**

3.1) Aryan Invasion or Migration?

3.2) Out of India Thesis

3.3) Aryan Race Fallacy

Unit IV.Debate on Patriarchy **06**

4.1) Uma Chakravarti,

4.2) Kumkum Sangari

Unit V.Urban Decay and Feudalism Debate **12**

5.1) Urban Decay or Urban Shift?

5.2) Was there Feudalism in Indian History?

5.3) How Feudal was Indian Feudalism?

Unit VI.Debates about the Indian National Movement **10**

6.1) Tara Chand and R.C. Mujumdar

6.2) Bipan Chandra and Sumit Sarkar

Select Readings:

1. Alam, M., and Subramanyam, S. (ed.), The Mughal State, OUP, 2000.
2. Alavi, Seema, The Eighteenth Century in India, OUP, New Delhi, 2002.
3. Aloysius, G. Nationalism Without a Nation,
4. Habib, Irfan, Essays in Indian History : Towards a Marxist Perspective, Tulika, New Delhi, 1995.
5. Hilton, Rodney, etc., The Transition from Feudalism to Capitalism.
6. Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Dehli, Fifth edition, Fifth impression, 1982.
7. Kosambi, D.D., Culture and Civilization of Ancient India in Historical Outline, Vikas, 1981.
8. Kosambi, D.D., Myth and Reality
9. Kulke, H. (ed.) The State in India, 1000-1700, OUP, 1998.

10. Marshall, P.J. (ed.) *The Eighteenth Century in India – Evolution or Revolution?*, OUP, 2002.
11. Mukhia, H., *Perspectives on Medieval India*, Delhi, 1994.
12. Said, Edward, *Orientalism*, Penguin, 1978.
13. Shah, K.K. and MeherjyotiSangle (ed.), *Historiography: Past and Present*, Rawat Publishers, Jaipur,2005.
14. Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999. Sharma, R. S., *Indian Feudalism*, Calcutta, 1965.
15. Sharma, R.S., *Urban Decay in India*, MunshiramManoharlal, Delhi.
16. Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint, 1996.
- Thapar, R., *Early India*, Penguin, 2003.
17. Thapar Romila (ed.) *The Aryan Debate*, National Book Trust.

Marathi

1. Dole Na. Ya., *RajkeeyaVicharanchaIitihis*, Continental Prakashan, Pune, 1969
2. Jha, D.N., tr. G.B. Deglurkar, *MauryottarwaGuptakalinRajavapadhati*, Diamond Publications, Pune, 2006.
3. Kosambi, D.D. tr. VasantTulpule, *PuranakathaaniVastavata*, LokavangmayaGruha, Mumbai,1977.

Choice Based Credit System Syllabus

(As Per NEP 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: Debates In Indian Historiography

Course Code:

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	1	1	1	2	1
CO 2	2	3	1	2	1	1	1
CO 3	1	1	3	1	1	1	1
CO 4	1	2	1	3	1	1	1
CO 5	1	1	1	1	3	1	1
CO 6	2	1	1	1	1	3	1
CO 7	1	1	1	1	1	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO2 has a strong alignment with CO2 because building critical ability through competing interpretations directly corresponds to the analysis of different historical perspectives.
- PO1 has a moderate alignment with CO1, focusing on learning the basic narrative of historical events, which indirectly relates to critically evaluating historiographical debates.
- PO3 has a strong alignment with CO3 since evaluating historical ideas and arguments directly relates to critically appraising Orientalism and colonial historiography.
- PO4 has a moderate alignment with CO4, as constructing original historical arguments aligns with understanding the impact of Marxist interpretations.
- PO5 has a strong alignment with CO5, reflecting the emphasis on acquiring basic research skills and examining Subaltern interpretations.
- PO6 has a moderate alignment with CO6, indicating that selecting and applying modern IT tools is partially related to various debates in Indian history.

- PO7 has a moderate alignment with CO7 as understanding the subject's significance for competitive examinations indirectly connects with analyzing debates on Indian history.

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: IV
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-653-MJM
Course Title	: World after World War II (1945 – 2000)
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

CO 1.To understand the origin and nature of the Cold War and its implications for global politics, with a focus on key events like the Berlin Crisis (1948), Korean War, and Cuban Crisis.

CO 2.To explore the dynamics of military alliances during the Cold War era, including NATO, CENTO, SEATO, ANZUS, and the Warsaw Pact.

CO 3.To analyze the principles and evolution of the Non-Aligned Movement and its role in shaping international relations during the Cold War.

CO 4.To examine developments in Southeast Asia, particularly the Vietnam War, and its significance in the context of the Cold War.

CO 5.To assess the transition towards a uni-polar world with the reunification of Germany and the disintegration of the USSR, along with the consequences of these events.

CO 6.To study the intricate dimensions of oil diplomacy, including its impact on Iran's modernization, Iraq's political development, and conflicts like the Kuwait-Iraq war.

CO 7.To analyze the phenomenon of globalization and its impact on international relations, with a focus on the European Union and BRIC countries (Brazil, Russia, India, China).

Course Outcomes:

CO 1. Students will develop a comprehensive understanding of the Cold War's historical context, including key events and their impact on global politics.

CO 2. They will gain insights into the complex system of military alliances that characterized the Cold War era and their role in maintaining global stability.

CO 3. The course will enable students to appreciate the principles and significance of the Non-Aligned Movement in international diplomacy.

CO 4. Students will critically assess the Vietnam War and its implications for Cold War politics in Southeast Asia.

CO 5 They will understand the transformative effects of the reunification of Germany and the disintegration of the USSR on the global power structure.

CO 6 The course will equip students with knowledge of oil diplomacy, including its role in shaping the political landscape of Iran, Iraq, and the Middle East.

CO 7 Students will analyze the phenomenon of globalization and its implications for international relations, including the roles of the European Union and BRIC countries in the evolving global order.

Topics and Learning Points

Unit I. Cold War: Origin and Nature, Issues	20
1.1) Berlin Crisis (1948)	
1.2) Korean War	
1.3) Cuban Crisis	
1.4) Military Alliances: NATO, CENTO, SEATO, ANZUS, Warsaw Pact	
Unit II. Non-Aligned movement	08
Unit III. Developments in South-east Asia	04
3.1 Vietnam War	
Unit IV. Towards a Uni-polar World	06
4.1) Reunification of Germany	
4.2) Disintegration of the USSR and its consequences	
Unit V. Oil Diplomacy	14

5.1) Iran – Reza shah Pahlavi and Modernization of Iran, Iran and Second World War, Iran and Oil Diplomacy.

5.2) Political development in Iraq, Rise of Rashid Ali, 1958 Revolution, Iraq – Iran Conflict.

5.3) Kuwait – Iraq war and its Impact.

Unit VI. Globalisation and its Impact

08

6.1) European Union

6.2) BRIC

Select Readings

English

1. Buzan Barry and Richard Little, International Systems in World History, OUP, 2000.
2. Cornwall R.D., World History in 20th Century, Longman, London, 1976. Halle, Cold War a History.
3. Knapp Wilfrid, A History of War and Peace, Oxford, 1967 Langsam W.C., The World Since 1919.
4. Nanda B.R. (ed.), Indian Foreign Policy, Nehru Era.

Marathi

1. Kadam, Y.N., Adhunik Jaga 1945-2000, Kolhapur, 2001
2. Kulkarni, A.R., Adhunik Jagacha Itihas, 1987
3. Kothekar, Shanta, Amerikecha Itihas, Nagpur
4. Vaidya, Suman, Adhunik Jaga, Vols. 1 and 2, Nagpur, 1997 Vaidya, Suman, Russiacha Itihas, Nagpur, 1997

Choice Based Credit System Syllabus

(As Per NEP 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: World After World War II (1945-2000)

Course Code: HIS 653 MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	1	1	1	1	1	1
CO 2	3	2	1	1	1	2	2
CO 3	2	1	1	2	1	1	1
CO 4	1	1	1	1	1	1	1
CO 5	2	1	1	2	1	1	1
CO 6	2	2	2	2	1	3	2
CO 7	2	1	1	1	1	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO2 has a strong alignment with CO1 and CO2 because understanding the Cold War's origin, nature, and implications aligns directly with building critical abilities through interpreting key events and exploring military alliances.
- PO3 has a partial alignment with CO3 because analyzing the Non-Aligned Movement relates to evaluating historical ideas and arguments.
- PO4 has a weak alignment with CO4 since the course doesn't primarily focus on constructing original historical arguments.
- PO5 has a partial alignment with CO5 as studying the Cold War era's developments indirectly connects to acquiring basic research skills.
- PO6 has a strong alignment with CO6 because studying oil diplomacy and globalization aligns directly with selecting and applying modern IT tools and resources.
- PO7 has a moderate alignment with CO7 as understanding the impact of the Cold War on international relations partly relates to its significance for competitive

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: IV
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-661 – MJM - (A)
Course Title	: History of Modern India (1857-1947)
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

CO 1. To examine the Indian Revolutionary Movement, both within India and in foreign countries, and its role in shaping the struggle for independence.

CO 2. To analyze the various issues and movements in modern India, including a comprehensive survey of the National Movement, land issues, peasant movements, labor movements, tribal movements, Dalit movement, and women's issues up to 1920.

CO 3. To explore the period of "Towards Freedom" from 1920 to 1947, with a specific focus on understanding the Gandhian Movement, the Indian National Army, and the significance of the Naval Mutiny of 1946.

CO 4. To critically assess the attainment of independence, including the Transfer of Power and the complexities of merging princely states into an independent India.

CO 5. To understand India's post-independence phase, including a detailed examination of the salient features of the Indian Constitution, economic development through mixed economy and Five Year Plans, and India's foreign policy initiatives such as the Non-aligned Movement, India-Pakistan relations (1947-1971), and the India-China War (1962).

CO 6. To encourage critical thinking and historical analysis, allowing students to assess the impact of various movements, policies, and historical events on India's historical trajectory.

CO 7. To foster an in-depth understanding of modern Indian history, encompassing the colonial period, the struggle for independence, and the complexities of post-independence nation-building.

Course Outcomes:

CO 1. Students will gain a comprehensive understanding of the Indian Revolutionary Movement and its pivotal role in India's struggle for independence, both domestically and on the global stage.

CO 2. They will develop a nuanced appreciation of the multifaceted issues and movements that characterized modern India up to 1920 and their social, political, and economic implications.

CO 3. The course will equip students with a deep understanding of the key events and personalities during the "Towards Freedom" period, enabling them to assess their contributions to India's quest for independence.

CO 4. Students will critically analyze the challenges and intricacies of achieving independence, including the processes of Transfer of Power and the integration of princely states.

CO 5. They will gain comprehensive insights into post-independence India, including the foundational principles of the Indian Constitution, economic development strategies, and India's evolving foreign policy.

CO 6. The course will enhance students' critical thinking and historical analysis skills, enabling them to evaluate the lasting impact of historical events and movements.

CO 7. Students will emerge with a holistic understanding of modern Indian history, encompassing the colonial legacy, the struggle for freedom, and the nation-building efforts

in post-independence India, contributing to their historical knowledge and analytical abilities.

Topics and Learning Points	
Unit I. Indian Revolutionary Movement	12
1.1) In India	
1.2) In foreign countries	
Unit II. Issues and Movements in Modern India	20
2.1) National Movement: a brief survey	
2.2) Land issues and Peasant movements upto 1920	
2.3) Labour movements	
2.4) Tribal movements	
2.5) Dalit movement	
2.6) Women's issues	
Unit III. Towards Freedom: 1920-1947	18
3.1) Gandhian Movement	
3.2) Indian National Army	
3.3) Naval Mutiny, 1946	
3.4) Netaji Subhash Chandra Bose – Azad Hind Sena	
Unit IV. Attainment of Independence	10
4.1) Transfer of Power	
4.2) Merger of States	

Select Readings

English

1. Chandra, Bipan, Essay on Contemporary India, Har Anand Publications, New Delhi, 1993. Chandra,
2. Bipan, Mukherjee, Mridula, Mukherjee, Aditya, Panikkar, K.N. and Mahajan, Sucheta, India's Struggle for Independence, Penguin Books (India) Ltd., 1990.
3. Chandra, Bipan, Mukherjee, Mridula, and Mukherjee, Aditya, India After Independence. Penguin Books (India)
4. Desai, A.R., Social Background of Indian Nationalism Popular Prakashan, Bombay, 1984. Nanda, B.R. (ed.), Indian Foreign Policy Nehru Years, New Delhi.
5. Sarkar, Sumit, Modern India: 1885-1947, Macmillan India Ltd., Madras, 1986.
6. Tara Chand, History of Freedom Movement, Vol. I-IV, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 1983.

Marathi

1. Javadekar, AcharyaSh.D., Aadhunik Bharat, Continental Prakashan, Pune,1979
2. Kothekar,Shanta,AadhunikBharatachaItihas(1947-2000),ShriSainathPrakashan,

Choice Based Credit System Syllabus

(As Per NEP 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: History of Modern India (1857-1971)

Course Code: HIS-661-(A) - MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	2	2	2	2	2
CO 2	2	3	3	3	2	3	2
CO 3	2	2	3	2	1	2	1
CO 4	1	2	2	3	2	2	2
CO 5	1	1	2	2	3	2	2
CO 6	3	2	2	2	2	3	2
CO 7	2	2	2	2	3	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO2 has a strong alignment with CO1, CO2, and CO3 as examining the Indian Revolutionary Movement, various issues, and movements directly relates to building critical abilities through understanding multiple narratives and historical developments.
- PO3 has a strong alignment with CO4 as it directly pertains to assessing the attainment of independence and the complexities of merging princely states.
- PO4 has a strong alignment with CO5, which is about understanding India's post-independence phase, including constitutional features and foreign policy initiatives.
- PO5 has a strong alignment with CO6 as it emphasizes critical thinking and historical analysis related to various movements, policies, and historical events.
- PO1 has a strong alignment with CO7 because fostering an in-depth understanding of modern Indian history aligns with enabling students to comprehend the subject's significance for competitive examinations.

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: IV
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-661 -MJM- (B)
Course Title	: Economic History of Modern India (1947 – 1991)
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

C01: To examine the major economic policies and reforms implemented in India from 1947 to 1991, including industrialization, land reforms, and trade policies.

C02: To analyze the role of government institutions and planning in shaping India's economic landscape, focusing on the Planning Commission, Five-Year Plans, and state intervention in various sectors.

C03: To explore the impact of global economic trends and international relations on India's economy, including aspects such as foreign aid, trade agreements, and global economic crises.

C04: To assess the socio-economic consequences of economic policies on various segments of Indian society, including poverty, inequality, and regional disparities.

C05: To evaluate the contributions of key economic figures and leaders in India's post-independence economic development, such as Jawaharlal Nehru, Indira Gandhi, and Manmohan Singh.

C06: To investigate the transformation of India's economic structure, including shifts from a closed economy to a more market-oriented economy leading up to the 1991 economic liberalization.

C07: To critically evaluate the economic impact of key events and policies such as the Green Revolution, the Emergency period, and the 1991 economic reforms.

Course Outcomes:

C01: Analyze the major economic policies and reforms introduced between 1974 and 1991, including their objectives, implementations, and impacts on India's economy.

C02: Evaluate the impact of the Green Revolution, its success, and limitations on Indian agriculture and rural economy during this period.

C03: Examine the role of the Indian government and institutions in shaping economic policy, focusing on the influence of the Planning Commission, state governments, and key political leaders.

C04: Assess the socio-economic consequences of key events such as the 1979 oil crisis, the 1984 anti-Sikh riots, and the 1991 balance of payments crisis on India's economy.

C05: Investigate the economic liberalization process that began in 1991, including the factors leading up to it, the key reforms introduced, and their immediate impacts on India's economy.

C06: Explore the development and impact of industrial policies, including the shift from a state-controlled to a more market-oriented industrial sector.

C07: Analyze the role and impact of foreign aid, debt, and international economic relations on India's economic policies and development during this period.

Topics and Learning Points

Unit 01) Introduction to Post-Independence Indian Economy **12**

1.1 Overview of the economic conditions at the time of independence.

1.2 The economic impact of partition.

1.3 Challenges faced by the new government: poverty, unemployment, infrastructure, etc.

Unit 02) Planning and Development Strategies **06**

2.1 The adoption of a planned economy: reasons and objectives.

2.2 Five-Year Plans: First to Seventh (1951-1990).

Unit 03) Agricultural Development **16**

3.1 Land reforms and their impact

3.2 Zamindari abolition, land ceiling, and tenancy reforms.

3.3 The Green Revolution: causes, development, impacts (positive and negative).

Unit 04) Foreign Trade and Investment **16**

- 4.1 India's trade policies post-independence.
- 4.2 Import substitution strategy and its implications.
- 4.3 Role of foreign aid and foreign direct investment.
- 4.4 The issue of foreign exchange reserves.

Unit 05) Towards Economic Liberalization (1991) **10**

- 5.1 Factors leading to the balance of payments crisis of 1991.
- 5.2 structural weaknesses in the Indian economy.
- 5.3 Precursors to the economic reforms of 1991.

Select Readings

English

- 1) V.M.Dhangekar – Indian Economy 1947 – 1992 Vol I and II
- 2) Tirthankar Roy – The Economic History of India 1857 – 1947
- 3) Government of India –Economic Surveys

Marathi

- 1) चंद्र बिपन- इंडिया सिन्स इंडिपेडन्स के सागर प्रकाशन

Choice Based Credit System Syllabus

(As Per NEP 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: Economic History of Modern India (1947 – 1991)

Course Code: HIS-661-(B) - MJM

Mapping of Course Outcomes (COs) to Program Outcomes (POs)

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	2	2	2	2	2
CO 2	2	3	3	3	2	3	2
CO 3	2	2	3	2	1	2	1
CO 4	1	2	2	3	2	2	2
CO 5	1	1	2	2	3	2	2
CO 6	3	2	2	2	2	3	2
CO 7	2	2	2	2	3	2	3

Justifications

CO 1: Analyze major economic policies

- **PO 1 & PO 2 (3):** Strong emphasis on comprehensive knowledge and application, as analyzing policies requires both understanding and practical skills.
- **PO 3 (2):** Some ethical considerations in economic reforms are addressed.
- **PO 4-7 (2):** Moderate relevance in job-ready skills, autonomy, research skills, and critical thinking.

CO 2: Evaluate the Green Revolution

- **PO 2 (3):** Application of knowledge is critical in evaluating the success of agricultural policies.
- **PO 3 (3):** High relevance due to the humanistic impacts of the Green Revolution.
- **PO 4 (3):** Direct connection to employability through agricultural skills and knowledge.

- **PO 6 (3):** Strong research skills needed for evaluation.

CO 3: Examine government roles

- **PO 3 (3):** High relevance due to ethical considerations in government actions.
- **PO 1 & PO 2 (2):** Moderate relevance in knowledge and skills application.
- **PO 5 (1):** Limited autonomy as this focuses on institutional roles.

CO 4: Assess socio-economic consequences

- **PO 4 (3):** High relevance for employability and understanding social impacts.
- **PO 3 (2):** Ethical dimensions are significant.
- **PO 2 (2):** Application of knowledge is important, though less than CO 2.

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: III
Course Type	: Skill Development
Course Code	: HIS-651-SDC
Course Title	: Travel and Tourism
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

CO 1. To give students a comprehensive overview of the travel and tourism sector, including its structure, operations, and the key players involved, such as travel agencies, tour operators, and hospitality providers.

CO 2. To train students in delivering high-quality customer service, ensuring that they can meet the needs and expectations of travelers

CO 3. To educate students about various travel products and services, including transportation, accommodation, tour packages, and ancillary services.

CO 4. To equip students with the skills to market and promote travel and tourism services effectively, using different sales techniques and digital marketing tools.

CO 5. To foster an understanding of different cultures and customs, ensuring that students can cater to a diverse clientele.

CO 6. To promote awareness of sustainable tourism practices and teach students how to implement environmentally friendly and responsible tourism initiatives.

CO 7. To develop strong communication skills necessary for interacting with clients, colleagues, and stakeholders in the tourism industry.

Course Outcomes:

CO 1. Graduates will have a thorough understanding of the travel and tourism industry, including its key sectors, trends, and the various roles within the industry.

CO 2. Students will be able to provide exceptional customer service, understanding and meeting the diverse needs of travelers, ensuring customer satisfaction and loyalty.

CO 3. Graduates will be knowledgeable about different travel products and services, such as accommodation options, transportation modes, and tour packages, enabling them to effectively plan and sell travel experiences.

CO 4. Students will be able to develop and implement marketing strategies, using both traditional and digital platforms, to promote travel destinations and services. They will also be proficient in sales techniques to convert inquiries into bookings.

CO 5. Graduates will be culturally aware and sensitive, able to interact with clients and colleagues from diverse backgrounds and provide inclusive tourism experiences.

CO 6. Students will understand the principles of sustainable tourism and be capable of applying practices that minimize environmental impact and promote responsible tourism.

CO 7. Graduates will be familiar with the legal, ethical, and safety considerations in the travel and tourism industry, ensuring compliance with regulations and ethical standards.

Topics and Learning Points

Unit 01 :- Tourism : Nature and Scope (12)

1.1 Introduction

1.2 Concept of Tourism

1.3 Definition of Tourism

1.4 Essential Elements for Tourism

1.5 Evolution of Tourism

1.6 Nature of Tourism

1.7 Scope of Tourism

1.8 Tourism as an Industry

Unit 02 : Factors Influencing Tourism (10)

2.1 Nature Factors Influencing Tourism

2.2 Historical Factors affecting Tourism

2.3 Social and Cultural Influencing Tourism

2.4 Economic Factors Influencing Tourism

2.5 Motivating Factors Influencing Tourism

Unit 03 : Indian Tourism

(08)

3.1 Basic Factors of Indian Tourism

3.2 Evolution of Tourism in India

3.3 Development of Tourism during Plan Period

Select Readings

English

1. "Tourism: Principles, Practices, Philosophies" by Charles R. Goeldner and J.R. Brent Ritchie A c
2. "The Geography of Travel and Tourism" by Brian G. Boniface, Christopher P. Cooper, and Robyn Cooper
3. "Sustainable Tourism" by David Weaver.
4. "Marketing for Hospitality and Tourism" by Philip Kotler, John T. Bowen, and James C. Mak

CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

Name of the Programme	: M.A. History
Programme Code	: PAHIS
Class	: M.A. II
Semester	: IV
Course Type	: Skill Development
Course Code	: HIS-691-SDC
Course Title	: Yoga and its Practices
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

- CO 1.** Understand the historical roots of yoga, tracing its origins from ancient Indian civilization.
- CO 2.** Explore the development and evolution of yoga through different periods, including Vedic, Pre-Classical, Classical, Post-Classical, and Modern periods.
- CO 3.** Examine the philosophical principles that underlie yoga, including concepts such as Patanjali's Eight Limbs of Yoga and the Bhagavad Gita.
- CO 4.** Understand how different schools of thought, such as Vedanta and Samkhya, have influenced the philosophy of yoga.
- CO 5.** Study key yogic texts, such as the Yoga Sutras of Patanjali, Hatha Yoga Pradipika, and Bhagavad Gita, to gain insights into the theoretical foundations of yoga.
- CO 6.** Examine the role of asanas (physical postures) and pranayama (breath control) in traditional and contemporary yoga practices.
- CO 7.** Analyze the impact of yoga on health, wellness, and lifestyle choices in modern society

Course Outcomes:

- CO 1.** Develop a comprehensive understanding of the historical origins and evolution of yoga, including its roots in ancient Indian philosophy and its development over the centuries.
- CO 2.** Explore the philosophical foundations of yoga, including key concepts from classical yoga philosophy such as Patanjali's Yoga Sutras and the Bhagavad Gita.
- CO 3.** Familiarize students with different paths of yoga, such as Hatha Yoga, Bhakti Yoga, Karma Yoga, and Jnana Yoga, understanding the unique principles and practices associated with each.

CO 4. Develop skills in meditation techniques, including mindfulness meditation, mantra meditation, and concentration practices.

CO 5. Explore the therapeutic aspects of yoga, including its potential benefits for physical health, stress reduction, and mental well-being.

CO 6. Explore the relationship between yoga and various religious traditions, recognizing both its spiritual roots and its adaptability to diverse belief systems.

CO 7. Introduce research skills related to yoga, encouraging critical analysis of scientific studies and evidence-based practices in the field.

Topics and Learning Points

Unit 01) Introduction to Yoga **04**

Unit 02) Historical Evolution Philosophy and Principles **10**

Unit 03) Study of key texts like Patanjali's Yoga Sutras **08**

3.1) Bhagavad Gita

3.2) Asanas (Postures)

3.3) Pranayama (Breath Control):

Unit 04) Proper techniques **08**

4.1) Benefits and precautions

4.2) Meditation and Mindfulness:

Select Readings

Reference Books (Marathi):

1. योगा आणि प्राणायाम (Yogadarshan) by Swami Vivekananda
2. योग शिक्षण – डॉ. कारंनडकर
3. योग – जीवनशैली – डॉ. उल्लास दामले

Reference Books (English):

1. "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
2. "Light on Yoga" by B.K.S. Iyengar
3. "The Key Muscles of Yoga" by Ray Long