

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

Four Year M.A. Degree Program in History
(Faculty of Social Sciences)

CBCS Syllabus
M.A. I (History) Semester -I
For Department of **History**
Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2022 Pattern)

To be implemented from Academic Year 2022-2023

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
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Course Structure For M.A. HISTORY

Semester	Paper Code	Title of Paper	No. of Credits
I	PAHS 111	History: Theory and Method	04
	PAHS 112	Evolution of Ideas and Institutions in Early India	04
	PAHS 113	Maratha Polity	04
	PAHS 114	Social Background of Dalit Movement in Maharashtra	04

Tuljaram Chaturchand College
of Arts, Science and Commerce, Baramati

Affiliated to Savitribai Phule University, Pune

Department of History (M.A. Part I) (2022 Pattern)

Lectures 60

Semester I

Core Paper : PAHS 111

Paper No.1

Credits:4

Course Title: History: Theory and Method

Objectives :

CO 1. The paper is designed to provide adequate conceptual base, bring better understanding of history

CO 2. Students help interrogate existing paradigms and challenge the outdated, help in developing critique

CO 3. Students help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain certain level of interdisciplinary approach.

CO 4. The paper deals with the meaning, scope and importance of historical methods and the traditional history writings i.e., Greco Roman Traditions, Medieval understanding, scientific history, total history.

CO 5. It also analyses the historicity of source materials and its use.

CO 6. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to History writing.

CO 7. Students will know the science of history writing.

Course Outcome :

By the end of the course, students will be able to:

CO1. Students will get acquainted with early theories of Historiography.

CO 2. Students will acquire knowledge about modern and most recent theories of History writing.

CO 3. Students will understand the definition and nature of History.

CO 4. With respect to other social sciences students will have an interdisciplinary approach towards History.

CO 5. Students will Develop interest in research.

CO 6 .The paper examines the methodological understanding of history in a specific manner.

CO 7.It acquits the students on different traditional historical writings and scientific history writings

Course Content

Unit 1 : History:	08
1.1 Definition, nature, functions, concepts	
1.2 Interaction with Social Sciences	
Unit 2 : History and its theories	16
2.2 Greco-Roman	
2.3 Church	
Unit 3 : Emergence of Modern theories of history	16
3.1 Rationalist, Romanticist,	
3.2 School of Scientific History	
3.3 Materialist Theory of history and Introduction	
3.4 Positivism	
Unit 4 : Structuralism, Post-structuralism	14
Unit 5 : Subaltern Studies	06

Select Readings

English

Barry, Peter, *Beginning Theory: An introduction to literary and cultural theory*, Manchester University Press, New York, 1995.

Carr, E.H., *What is History*, Penguin Books, Harmondsworth, 1971.

Childs, Peter, *Modernism*, Routledge, London, 2000.

Collingwood, R.G., *The Idea Of History*, Oxford University Press, New York, 1976.

Eagleton, Terry, *Ideology*, Verso, 1991.

Encyclopaedia of Social Sciences

Foucault, Michel, *The Archeology of Knowledge*, translated by Sheridan Smith, Tavistock Publications, London 1982.

Hamilton,Paul, *Historicism*, London, Routledge, First Indian Edition, 2007.

Langlois Ch, V. and Ch. Seignobos, *Introduction to the study of History*, Barnes and Noble Inc. and Frank Cass and co., New York, 1966.

Russell, Bertrand, *History of Western Philosophy*, Routledge, London, rpt. 1996.

Marathi

Carr, E.H., *What is History?* Marathi translation by V.G. Lele, *Itihas Mhanaje Kay?*, Continental Prakashan, Pune, 1998

Dahake, Vasant Abaji, et.al (ed.) *Marathi Vangmayeen Sandhya- Sankalpana Kosh*, G.R Bhatkal Foundation, Mumbai, 2001.

Deo, Prabhakar, *Itihas: Eka Shastra* , Brain Tonic Prakashan, Nashik, 2007. Kothekar, Shanta, *Itihas: Tantra ani Tatvadnyana*, Shri sainath Prakashan, Nagpur,2005.

Sardesai, B.N., *Itihas Lekhan Shastra*, Phadke

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: History and its Theory

Course Code: PAHS 111

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Early Theories of Historiography	3	2	2	2	2	3	2
CO 2: Modern and Recent Theories of History Writing	3	3	2	2	2	3	2
CO 3: Definition and Nature of History	2	2	2	2	2	2	2
CO 4: Interdisciplinary Approach towards History	2	2	2	2	2	2	2
CO 5: Develop Interest in Research	3	3	2	2	3	3	3
CO 6: Methodological Understanding of History	2	2	2	3	3	2	2
CO 7: Traditional vs. Scientific History Writings	2	2	2	2	2	2	2

Justifications:

CO 1: Early Theories of Historiography

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

CO 2: Modern and Recent Theories of History Writing

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

CO 3: Definition and Nature of History

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 3: Evaluation of historical ideas, arguments, and points of view.

CO 4: Interdisciplinary Approach towards History

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

Aligns with PO 6: Selecting and applying appropriate methods, techniques, resources, and modern IT tools.

CO 5: Develop Interest in Research

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 5: Acquiring basic historical research skills.

CO 6: Methodological Understanding of History

Aligns with PO 4: Constructing original historical arguments based on primary or secondary sources. Aligns with PO 6: Selecting and applying appropriate methods, techniques, resources, and modern IT tools.

CO 7: Traditional vs. Scientific History Writings

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

Department of History (M.A. Part I)

No.of Lectures-60

Semester I

Core Paper : PAHS 112

Paper No. 2

Credits: 4

Course Title: Evolution of Ideas and Institutions in Early India

Objectives :

CO 1. The course intends to provide an understanding of the social, economic and institutional bases of Early India.

CO 2. It is based on the premise that an understanding of Early Indian history is crucial to understand Indian history as a whole.

CO 3. This paper will be able to students for Identify the administration of Guptas and other ancient dynasties, their contribution to Indian history.

CO 4. Students can get the ideas about ancient India.

CO 5. The objective of this course is to educate students with the political philosophy and processes prevalent during this period.

CO 6. This is helping them to construct original historical arguments based on primary source material research.

CO 7. The aim of the course is to educate students about the major changes in political, social, religious, economic and cultural fields occurred during this time

Outcomes :-

CO1.Students will be able to analyze perceptions, limitations and range of sources of Early India

CO 2.Students will be able to explain Political and Social Ideas and Institutions of Early India.

CO 3 .Students will be able to illustrate emergence of caste-based societies in Early India.

CO 4.Students will be able to explain emergence of States in Early India

CO 5.Students will learn to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

CO 6.They will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing

CO 7.Students will be able to explain our heritage through cultural aspects of Early India.

Course content

Unit 1 : Defining Early India	08
1.1 Historiography (colonial, nationalist)	
1.2 Terminology ('Hindu' 'Early')	
Unit 2 : Sources: Perceptions, Limitations, Range	08
2.1 Archaeological	
2.2 Literary sources (Sanskrit, Prakrit, Pali; Religious, non-religious Tamil)	
2.3 Inscriptions	
2.4 Foreign accounts	
Unit 3 : Political Ideas and Institutions	16
3.1 Lineage Polities (Rig Vedic)	
3.2 Pre-State formations (Janapadas, Mahajanapadas)	
3.3 Early State Formations (From Mahajanapadas to Maurya)	
3.4 Administrative Institutions (Kingship: Rajanya-Samrat, Sabha and Samiti to Council of ministers)	
3.5 Saptanga Theory	
Unit 4 : Social ideas and institutions	14
4.1 Kin and Lineage society	
4.2 The emergence of caste based societies, marginalization and subordination	
4.3 Social protest and the emergence of new social and religious forms	
4.4 post-Mauryan social formations	
4.5 Education System in Ancient India	
Unit 5 : Economy	14
5.1 Pre-historic to Chalcolithic developments	
5.2 Development of Agriculture and Trade	
5.3 Expanding Trade Economy - guilds, crafts, coinage	
5.4 Urbanisation	

Select Readings

English

Claessen, H.J.M and Skalnik, P, (ed.), *The Early State*, The Hague, 1978Jha,

D.N., *Early India A Concise History*, Manohar

Parasher-Sen, Aloka (ed.), *Subordinate and Marginal Groups in Early India*, Oxford India Paperbacks, Second Edition, 2007

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999.

Sharma, R.S., *Sudras in Ancient India*, New Delhi, 1998.

Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint,1996.

Thapar, R., *From Lineage to State*, Oxford India Paperbacks,

1990 Thapar, R., *Interpreting Early India*, Delhi, 1995.

Thapar, R., *Narratives and the Writing of History*, Delhi, 2000.

Sastri, K.A.N., *History of South India*, Oxford University Press, 1975. Veluthat, K.

Marathi

१. झा डी.एन. — 'प्राचिन भारत: ऐतिहासिक रुपरेखा' अनुवाद, पारधी मा.कृ.के सागर प्रकाशन पुणे २०००

२. झा डी.एन. — अनुवाद जी. बी. देगरलुकर, 'मौर्योत्तर व गुप्तकालीन राजस्व पध्दती' डायमंड प्रकाशन पुणे, २००६.

३. कोसांबी डी. डी. — अनुवाद, वसंत तुळपुळे, 'पुराणकथा आणि वास्तवता' लोकवाडमय गृह, मुंबई, १९७७

४. शर्मा आर. एस. — अनुवाद, रानडे.पी. 'प्राचिन भारतातील राजकीय विचार आणि संस्था', डायमंड प्रकाशन, पुणे, २००६

५. डॉ. थापर. रोमिला — 'अर्लि इंडिया' अनुवाद प्राचार्य रं.ना. गायधनी वासंती फडके के सागर प्रकाशन पुणे , २०१५

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: Evolution of Ideas and Institutions in Ancient India

Course Code: PAHS 112

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Analyze perceptions, limitations, and range of sources of Early India	3	2	2	2	2	3	2
CO 2: Explain Political and Social Ideas and Institutions of Early India	3	3	2	2	2	3	2
CO 3: Illustrate the emergence of caste-based societies in Early India	2	2	2	2	2	2	2
CO 4: Explain the emergence of States in Early India	2	2	2	2	2	2	2
CO 5: Demonstrate understanding of different peoples and cultures in past environments	3	3	2	2	3	3	3
CO 6: Produce historical analysis of documents and think critically and historically	2	2	2	3	3	2	2
CO 7: Explain our heritage through cultural aspects of Early India	2	2	2	2	2	2	2

Justifications:

CO 1: Analyze perceptions, limitations, and range of sources of Early India:

Aligns with PO 1 as it involves understanding the basic narrative of historical events and the range of sources.

Corresponds with PO 6, as it involves analyzing sources using appropriate methods and techniques, including modern IT tools.

CO 2: Explain Political and Social Ideas and Institutions of Early India:

Corresponds with PO 2, as it involves building critical ability through competing interpretations of political and social ideas.

Relates to PO 7, as it contributes to understanding the significance of the subject for competitive examinations.

CO 3: Illustrate the emergence of caste-based societies in Early India:

Aligns with PO 2 by offering multi-causal explanations of major historical developments, including the emergence of caste-based societies.

Corresponds with PO 5, as it involves students acquiring basic historical research skills in understanding social structures.

CO 4: Explain the emergence of States in Early India:

Aligns with PO 2, as it involves offering multi-causal explanations of major historical developments, including the emergence of states.

Relates to PO 4, as constructing original historical arguments based on source material is fundamental in explaining historical developments.

CO 5: Demonstrate understanding of different peoples and cultures in past environments:

Aligns with PO 1, as it involves learning about the basic narrative of historical events, including different peoples and cultures.

Corresponds with PO 5, as understanding different cultures is crucial in developing basic historical research skills.

CO 6: Produce historical analysis of documents and think critically and historically:

Aligns with PO 4, as producing historical analysis based on primary or secondary sources is a key component.

Corresponds with PO 6, as it involves critical thinking and the application of appropriate methods and techniques.

CO 7: Explain our heritage through cultural aspects of Early India:

Corresponds with PO 7, as it contributes to understanding the significance of the subject, specifically in exploring cultural aspects.

Department of History (M.A. Part I)

Semester I

No Lectures 60

Core paper : PAHS 113

Paper No. 3

Credits: 4

Course Title: Maratha Polity

Objectives

CO 1. The purpose of the course is to study the administrative system of the Marathas

CO 2. Students can get the knowledge of maratha Empire.

CO 3. Students can get the knowledge of political, economic social and religious.

CO 4. Students can able to do the expedition of relation of Maratha empire with other state.

CO 5. To introduce the students to the regional history of medieval Maharashtra and India.

CO 6. To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.

CO 7. To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of successors and later development of the Maratha kingdom.

Outcomes :-

CO 1. Students will be able to analyze administrative system of Marathas

CO 2. Students will be able to explain nature of Maratha Polity.

CO 3. Students will be able to identify strength and weakness of Maratha administrative system.

CO 4. Students will be able to reviews- political power structure of Maratha period.

CO 5. student can able to know about Mughal policy of Maratha empire.

CO 6. Student will learn significance of regional history and political foundation of the region.

CO 7. It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.

Course content

Unit 1 : Defining the term 'Maratha Polity' 02

Unit 2 : Nature of Sources: Perceptions, Limitations, Range 10

2.1 Literary

2.2 Foreign

2.3 Archival

2.4 Miscellaneous

Unit 3 : Maratha State 12

3.1 Formation of the Maratha State

3.2 Nature

Unit 4 : Administrative Structure **20**

- 4.1 Administrative Structure of the Deccani Kingdoms: a brief survey
- 4.2 Principles underlying Maratha Administration
- 4.3 Central: the institution of kingship, theory, problem of legitimacy, Ashta Pradhan Mandal
- 4.4 Provincial and Village: administrative units
- 4.5 Fiscal administration: Public income and expenditure
- 4.6 Military System: forts, infantry, cavalry, navy

Unit 5 : Judicial Administrative System **16**

- 5.1 Sources of law
- 5.2 Judicial structure – central, provincial
- 5.3 Judicial institutions – political, traditional
- 5.4 Crime and punishment – police

Select Readings

English

Apte B.K., *A History of the Maratha Navy And Merchantships*, State Board for Literature and Culture, Bombay, 1973.

Chandra, Satish, *Medieval India (Society, the jagirdari crisis and the village)*, Macmillan India. India Ltd., Madras, 1992.

Gune, V.T., *Judicial System of the Marathas, Deccan*, College, Pune 1953.

Kulkarni, A.R., *Maharashtra in the Age of Shivaji* Pune, 2002.

Kulke, Hermann (ed.), *the State in India 1000-1700*, Oxford University Press, Mumbai, 1997.

Mahajan, T.T., *Maratha Administration in the 18th century*

Ranade, M.G., *Rise of the Maratha Power*, Bombay, 1900.

Sen, S.N., *Administrative System of the Marathas*, Calcutta, 1976

Sen, S.N., *Military System of the Marathas* .

मराठी संदर्भ ग्रंथ

१. जोशी एस.एन. – ‘अर्वाचिन महाराष्ट्र इतिहासकालिन राज्यकारभाराचा अभ्यास’ १६०० –१६८०

२. जोशी एस.एन. आणि भिंगारे.एल.एम.—‘आज्ञापत्र आणि राजनिती’, पुणे, १९६०

३. कुलकर्णी अ.रा. – ‘शिवकालिन महाराष्ट्र’ राजहंस, पुणे, १९९३

४. कुलकर्णी अ.रा. खरे ग.ह. – मराठयांचा इतिहास, खंड १ ते ३ कॅन्टिनेटल प्रकाशन, पुणे, १९८४ खंड १, १९८५ खंड २, १९८६ खंड ३.

५. जोशी एस.एन. – ‘छत्रपती शिवाजी राजे यांची बखर’ चित्रशाला, पुणे, १९६०.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: Maratha Polity

Course Code: PAHS 113

PO / CO	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 7
PO 1	3	3	2	2	3	2	2
PO 2	2	3	2	2	3	2	2
PO 3	2	2	2	2	2	2	2
PO 4	2	2	2	3	2	3	2
PO 5	2	2	2	3	3	3	2
PO 6	3	3	2	2	3	2	2
PO 7	2	2	2	2	3	2	2

Justifications:

CO 1: Analyze administrative system of Marathas

Aligns with PO 1, as it involves learning the basic narrative of historical events, including the administrative system of the Marathas.

CO 2: Explain nature of Maratha Polity

Aligns with PO 2, as it requires building critical ability through interpretations and multi-causal explanations of historical developments, including Maratha polity.

CO 3: Identify strength and weakness of Maratha administrative system

Aligns with PO 3, as it involves evaluating historical ideas, arguments, and points of view related to the Maratha administrative system.

CO 4: Reviews political power structure of Maratha period

Aligns with PO 4, as it requires constructing original historical arguments based on source material and understanding historiographer fields.

CO 5: Know about Mughal policy of Maratha empire

Aligns with PO 5, as it involves acquiring basic historical research skills and effective use of libraries, archives, and databases.

CO 6: Learn significance of regional history and political foundation

Aligns with PO 6, as it involves selecting and applying appropriate methods, techniques, resources, and modern IT tools for the generation and dissemination of historical knowledge.

CO 7: Enhance perception of 17th century Maharashtra and India

Aligns with PO 7, as it aims to enable students to understand the significance of the subject for various competitive examinations, indicating a broader understanding of historical context.

Course Title: Social Background of Dalit Movement in Maharashtra

Semester I

No.of Lecture 60

Core Paper: PAHS 114

Paper No.4

Credits:4

Objectives:

CO1. This paper is designed to emphasize the background of the Dalit movement which flourished in the twentieth century.

CO2.It highlights the earlier forms of protest from the ancient till the medieval period, which laid the foundations for social protest and dissent in the pre- Ambedkar period.

CO3. The design of this course is to make students aware of the social and economic life of dalit class.

CO4.The purpose is to tell about the work done by dalit social reformers in modern times to improve the social condition of dalits.

CO5.The purpose is to tell about the work done by upper caste social reformers in modern times to improve the social condition of dalits.

CO6. The objective of this course is to understand the changed conditions of dalit class from ancient times to modern times.

CO7. Students analyses the importance of moral value of dalits.

Outcomes:

CO1. Students acquire knowledge of various term, concept related to Indian society and cast system.

CO2.Student able to understand the change and continuity of Indian Society.

CO3.They discuss the contemporary social issues in classroom and its related to be social history.

CO4.Students will understand the changing conditions of dalit class from ancient times to modern times.

CO5.They take interest to reads various book related to dalit movement in Maharashtra.

CO6.They understand the importance of moral and social value.

CO7.They write and present their own view on social history.

Course Content

Unit 1: Historical Development of caste system	04
Unit 2: Defining the term 'Dalit' and 'Dalit consciousness'	08
Unit 3: Historical Background of Protest	16
3.1 Early Manifestations- Lokayat, Buddhism, Jainism	
3.2 Medieval Manifestations- Janabai, Chokhamela, Soyarabai, Karmamela, Banka, Tukaram and Bahinabai	
Unit 4: Non-Dalit Contribution to the Dalit Movement	16
4.1 Mahatma Phule, Savitribai Phule,	
4.2 Vitthal Ramji Shinde	
4.3 Sayajirao Gaikwad Maharaj,	
4.4 Rajarshi Shahu Maharaj	
Unit 5: Pre-Ambedkar reformers and protest	16
5.1 Gopal Baba Walangkar	
5.2 Mukta Salve	
5.3 Shivaram Janba Kamble	
5.4 Kisan Faguji Bansode	

Select Readings:

English:

1. Ambedkar B. R., '*Castes in India*', *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. I, Govt. of Maharashtra, Mumbai, 1987.
2. Ambedkar B. R., '*Who were the Shudras*', *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. VII, Govt. of Maharashtra, Mumbai, 1987.
3. Ambedkar B. R., '*Revolution and Counter Revolution in Ancient India*', *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. III, Govt. of Maharashtra, Mumbai, 1987.
4. Ambedkar B. R., '*The Untouchables*', *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. VII, Govt. of Maharashtra, Mumbai, 1987.
5. Ambedkar B. R. '*Annihilation of Caste*', *Dr. Babasaheb Ambedkar Writings and Speeches*, Govt. of Maharashtra, Mumbai, 2013.
6. Channa D. R., '*Slavery in Ancient India*', Peoples Publishing House, Delhi, 1960.
7. Eleanor Zelliot. '*From Untouchable to Dalit*', Manohar Publishers, New Delhi, 1992.
8. Gail Omvedt, '*Cultural Revolt in Colonial Society*', Manohar Publishers, New Delhi, 2011.
Gail Omvedt, '*Understanding Caste*', Orient BlackSwan, New Delhi, 2011.
9. Gail Omvedt, '*Buddhism in India: Challenging Brahmanism and Caste*', Sage Publication.
10. Ghurye G. S., '*Caste and Race in India*' Sage Publication, New Delhi, 2016.
11. Jaiswal, Suvira, '*Caste; origin, functions, dimensions and change*,' Manohar Publication., Delhi.
12. Jha, Vivekanand, '*Candala: Untouchability and caste in early India*,' Primus Books.
13. Kanchalliah, '*God as Political Philosopher, Buddha's Challenge to Brahminism*', Samya, Kolkata, 2001.

14. Khane B. D., 'Chhatrapati Shahu's Crusade Against Untouchability', Critical Quest, New Delhi, 2006.
15. Mani Braj Ranjan, 'Debrahmanising History', Manohar Publishers, New Delhi, 2018.
16. Rao Anupama, 'The Caste Question', Permanent Black, New Delhi, 2010. Delhi, 2002.
17. Sharma R. S., 'Material, Culture and Social Formations in Ancient India', Oxford University Press, 1983.
18. Sharma R. S., 'Shudras in Ancient India', Motilal Banarasidas, New Delhi, 1980.
19. Thapar Romila, 'Ancient Indian Social History', Orient Longman, New Delhi, 1978.
20. Thapar Romila, 'From Lineage to State', Oxford University Press, 1999.
21. Valerian Rodrigues, 'Conversations with Ambedkar 10 Memorial Lectures' Tulika Books, New Delhi, 2019.

मराठी:

१. अत्रे त्रिंबक नारायण, 'गाव—गाढा', मुंबई, १९५९.
२. भगत आर.टी.(संपा), 'संत साहित्य आणि अंधश्रद्धा निर्मूलन', चैतन्य प्रकाशन, कोल्हापूर, २००२.
३. भगत आर.टी.(संपा), 'संत साहित्य आणि अंधश्रद्धा निर्मूलन', चैतन्य प्रकाशन, कोल्हापूर, २००३.
४. गवळी पी.ए. 'पेशवेकालीन समाज व जातीचा संघर्ष', कोल्हापूर, १९८२.
५. गवळी पी.ए. 'पेशवेकालीन गुलामगिरी व अस्पृश्यता', कोल्हापूर, १९९०.
६. कौशल्ययान, भदंतन आनंद, 'मनुस्मृती का जाळली गेली?', नागपुर.
७. कीर धनंजय, 'महात्मा ज्योतिबा फुले: आमच्या समाज क्रांतीचे जनक', मुंबई, १९७५.
८. खैरमोडे चांगदेव भवानराव, 'डॉ. भीमराव रामजी आंबेडकर चरित्र', खंड १—९ सूगावा प्रकाशन, पुणे.
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Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: Social Background of Dalit Movement in Maharashtra

Course Code: PAHS 114

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Acquire knowledge of various terms and concepts related to Indian society and caste system.	3	2	2	2	2	3	2
CO 2: Understand the change and continuity of Indian Society.	3	3	2	2	2	3	2
CO 3: Discuss contemporary social issues in the classroom and relate them to social history.	2	2	2	2	2	2	2
CO 4: Understand the changing conditions of the dalit class from ancient times to modern times.	2	2	2	2	2	2	2
CO 5: Take interest in reading various books related to the dalit movement in Maharashtra.	3	3	2	2	3	3	3
CO 6: Understand the importance of moral and social values.	2	2	2	3	3	2	2
CO 7: Write and present their own views on social history.	2	2	2	2	2	2	2

Justifications:

CO 1 - Acquiring knowledge of various terms and concepts:

PO 1: Learning the basic narrative of historical events includes understanding terms and concepts related to Indian society and the caste system.

CO 2 - Understanding change and continuity in Indian Society:

PO 1: Understanding the change and continuity of Indian society aligns with the program outcome of learning the basic narrative of historical events.

PO 2: Building critical ability through multiple narratives and interpretations contributes to understanding change and continuity.

CO 3 - Discussing contemporary social issues:

PO 3: Evaluation of historical ideas, arguments, and points of view involves discussing contemporary social issues and relating them to social history.

CO 4 - Understanding changing conditions of the dalit class:

PO 4: Constructing original historical arguments based on primary or secondary source material includes understanding and analyzing the changing conditions of the dalit class.

CO 5 - Taking interest in reading about the dalit movement:

PO 5: Acquiring basic historical research skills, including effective use of libraries, aligns with taking an interest in reading various books related to the dalit movement.

CO 6- Understanding the importance of moral and social values:

PO 6: Selecting and applying appropriate methods, techniques, resources, and modern IT tools for the generation and dissemination of historical knowledge involves understanding the importance of moral and social values.

CO 7 - Writing and presenting views on social history:

PO 3: Evaluating historical ideas, arguments, and points of view, and presenting a summary of a topic in an organized fashion aligns with writing and presenting views on social history.