



Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

F.Y.B.A. (History) Semester –I

For Department of History

Tuljaram Chaturchand College, Baramati

NEP – 2.0

Choice Based Credit System Syllabus (2024 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2024-2025

Title of the Programme: F.Y.B.A.(History)**Preamble**

AES's TuljaramChaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of History and related subjects, Board of Studies in History of TuljaramChaturchand College, Baramati - Pune has prepared the syllabus of FYBAHistory Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCrF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023.

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 academic 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, generics, 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 5 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, Oriental-Occidental 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 self-conscious 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 remodelled 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 remodelling 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 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.

PO2 Communication Skill: Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself.

PO3 Multicultural Competence: Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups.

PO4 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.

PO5 Environmental awareness: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate

actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

PO6 Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches.

PO7 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.

PO8 Value inculcation: The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

PO9 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.

PO10 Community Engagement and Service: The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

Programme Specific Outcomes (PSOs)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

PSO 01. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

PSO 2.To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

PSO 3.The ability to use bibliographical tools for the advanced study of history.

PSO 4.To understand & evaluate different historical ideas, various arguments and point of view.

PSO 5.To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

PSO 6. It instils an appreciation of the uniqueness of visual evidence and cultivates the particular skill of using visual evidence to understand human activity of the recent and distant past.

PSO 7: It enables the graduates to understand skill in research in history and cultural heritage.

PSO 8: The program is not only based on theory but also vocational approach, which enabling them to develop employable skills.

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. Sandeep Tardalkar	Chairman
2.	Dr. Sunil Lokhande	Member
3.	Mr. Digambar Mohite	Member
4.	Mrs. Shobha Kanade	Member
5.	Dr. Dinesh More	Vice-Chancellor Nominee
6.	Dr. Anil Tike	Expert from other University
7.	Prof. Gautam Katkar	Expert from other University
8.	Mr. Vivek Deshpande	Industry Expert
9.	Prof. Vishal Gawade	Meritorious Alumni
10.	Mr. Atul Rokade (M.A. II)	Student Representative
11.	Miss. Neelam Chavan (T.Y.B.A.)	Student Representative
12.	Mr. Mahesh Rathod	Student Representative
13.	Miss. Tehejib Tamboli	Student Representative

**Credit Distribution Structure for Three/Four Year Honours/Honours with Research Degree Programme
With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)**

Level/ Difficulty	Sem	Subject DSC-1				Subject DSC-2	Subject DSC-3	HS/OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100	I	4(T)				4(T)	4(T)	2(T)	2 (T)	2(T) (Generic)	2(T)	2(T)	--	22
	II	4(T)				4(T)	4(T)	2(T)	2 (T)	--	2(T)	2(T)	2(T)	22
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.														
Level/ Difficulty	Sem	Credits Related to Major				Minor	--	HS/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CE P/RP									
5.0/200	III	6(T)	--	2 (T)	2(FP)	4(T)	--	2(T)	--	2(T)	--	2(T)	22	
	IV	6(T)	--	2 (T)	2(CEP)	4(T)	--	2(P)	2 (T)	--	2(T)	2(T)	22	
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor														
5.5/300	V	12(T)	4(T)	2 (T)	2(FP/CEP)	2(T)	--	--	--	--	--	--	22	
	VI	12(T)	4(T)	2 (T)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0/400	VII	10(T)	4(T)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	22	
	VIII	10(T)	4(T)	--	6(RP)	--	--	--	--	--	--	--	22	
Total 4Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits														
6.0/400	VII	14(T)	4(T)	--	--	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	14(T)	4(T)	--	4 (OJT)	--	--	--	--	--	--	--	22	
Total 4Years		72	24	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with176 credits														

T = Theory **P** = Practical **DSC** = Discipline Specific Course **OE** = Open Elective **SEC** = Skill Enhancement Course
IKS = Indian Knowledge System **AEC** = Ability Enhancement Course **VEC** = Value Education Course **CC** = Co-curricular Course **VSC**= Vocational Skill Course **OJT**= On Job Training
CEP= Community Engagement Project **FP**= Field Project **RP**= Research Project

F.Y.B.A. History**NEP-2.0****Course Structure for F.Y.B.A. History (2024 Pattern)**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN	-----	Theory	04
	DSC-II (General)	-101-GEN	-----	Theory	04
	DSC-III(General)	HIS-101-GEN	Early India : B.C. 2500 to B.C. 600	Theory	04
	Open Elective (OE)	HIS-102-OE	History of the Marathas : A.D. 1630 to 1674	Theory	02
	Skill Enhancement Course (SEC)	HIS-103-SEC	19 th Century Social Reformers of Maharashtra	Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	-----	Theory	02
	Value Education Course (VEC)	GEO-105-VEC	-----	Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	-----	Theory	02
	Total Credits				
I	DSC-I (General)	-151-GEN	-----	Theory	04
	DSC-II (General)	-151-GEN	-----	Theory	04
	DSC-III (General)	HIS-151-GEN	Early India : B.C. 600 to A.D. 1206	Theory	04
	Open Elective (OE)	HIS-152-OE	History of the Marathas : A.D. 1674 to 1707	Theory	02
	Skill Enhancement Course (SEC)	HIS-153-SEC	20 th Century Social Reformers of Maharashtra	Theory	02
	Ability Enhancement Course (AEC)	ENG-154-AEC	----	Theory	02
	Value Education Course (VEC)	GEO-155-VEC	----	Theory	02
	CC	YOG/PES/CUL/NSS/NCC-156-CC	To be selected from the CC Basket	Theory	02
	Total Credits				
Grand Total Sem I + Sem II					44

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History
(2024 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: Major Mandatory
Course Name	: Early India : B.C.2500 To B.C.600
Course Code	: HIS 101 GEN
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

CO 1.Develop an understanding of the significance and relevance of studying early history in the broader context of historical inquiry.

CO 2.Equip students with the knowledge of various historical sources and tools such as archaeology, epigraphy, numismatics, and literary sources, enabling them to critically analyze and reconstruct early historical periods.

CO 3.Provide a brief review of the cultural developments during the Palaeolithic, Mesolithic, Neolithic, and Chalcolithic periods, fostering an understanding of the evolution of human societies.

CO 4.Develop a comprehensive knowledge of the Harappan Civilization, covering its geographical extent, urban planning, trade networks, and religious practices.

CO 5.Explore the artistic, craft, and technological aspects of the Harappan Civilization, including pottery, seals, beads, images, terracotta figurines, metallurgy, and script.

CO 6.Investigate the factors contributing to the decline of the Harappan Civilization, fostering analytical skills in understanding historical transitions.

CO 7.Examine the characteristics of Vedic and Later Vedic cultures, including their original home, tribal polity, social divisions, rituals, and philosophy.

Course Outcomes:

CO1. Proficiency in Source Evaluation:

Develop proficiency in evaluating and utilizing archaeological, epigraphical, literary, numismatic, and foreign accounts as sources for studying Ancient Indian History.

CO2. Comprehensive Knowledge of Harappan Civilization:

Gain comprehensive knowledge of the Harappan Civilization, including its scope, features, socio-economic and religious aspects, and an understanding of the factors leading to its decline.

CO3. In-Depth Understanding of Vedic Culture:

Develop an in-depth understanding of Vedic culture, encompassing political, social, economic, and religious life, with a particular focus on Vedic literature.

CO4. Analysis of Economic and Religious Transformations:

Analyze the economic and religious transformations in Ancient India, including advancements in agriculture, iron technology, urbanization, and the emergence of new religious and philosophical beliefs.

CO5. Advanced Source Analysis Skills:

Demonstrate advanced skills in critically analyzing and interpreting various sources, contributing to a nuanced understanding of Ancient Indian history.

CO6. Awareness of Harappan Civilization Dynamics:

Develop awareness of the dynamics of socio-economic and religious aspects of the Harappan Civilization and their impact on the broader historical narrative.

CO7. Cultural and Philosophical Understanding of Vedic Literature:

Gain cultural and philosophical understanding by evaluating the impact of Vedic literature on different aspects of ancient Indian life, contributing to a comprehensive understanding of Vedic culture.

Topics and Learning Points

Unit I: Early India: Sources and Prehistory **16**

1.1) Importance of Early History

1.2) Sources and Tools of historical reconstruction – Archaeology (Material remains),

Epigraphy (Inscriptions), Numismatics (Coins), Literary Sources, Foreign

Accounts

1.3) Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures: A Brief Review

Unit II: Harappan Culture: Bronze Age Civilization **16**

2.1) Geographical Extent, Town Planning, Trade, Religious Practices

2.2) Art, Crafts and Technology: Pottery, Seals, Beads, Images, Terracotta Figurines
Metallurgy, Script and Decline

Unit III: Vedic Culture **12**

3.1) Vedic and Later Vedic Culture: Original home, Tribal Polity, Social Divisions,
Rituals and Philosophy

Unit IV Emergence of New Religions **16**

4.1) Buddhism

4.2) Jainism

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English

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Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem I)

Subject: History

Course: Early India :B.C.2500 To B.C.600

Course Code: HIS 101 GEN

Course Outcomes		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	Proficiency in Source Evaluation	1	2	1	3	2	1		1		1
CO2	Comprehensive Knowledge of Harappan Civilization	1	1	1	1	1	1	2		3	2
CO3	In-Depth Understanding of Vedic Culture	1	2	1	2		1	2	1		2
CO4	Analysis of Economic and Religious Transformations	1	2	1	2	1	1	1		1	
CO5	Advanced Source Analysis Skills	1	2		2		1		2		3
CO6	Awareness of Harappan Civilization Dynamics	1	2		2	1	1	1		2	
CO7	Cultural and Philosophical Understanding of Vedic Literature	1	2	1	2		1	1	2		2

Justifications:

Proficiency in Source Evaluation (CO 1): This course outcome aligns with PO 1 (Knowledge) as it aims to develop proficiency in evaluating and utilizing historical sources, contributing to a scientific understanding of the past.

Comprehensive Knowledge of Harappan Civilization (CO 2): This course outcome aligns with PO 1 (Knowledge) and PO 2 (Problem Analysis) by providing comprehensive knowledge of the Harappan Civilization, enabling students to make sense of societal problems in their historical context.

In-Depth Understanding of Vedic Culture (CO 3): This course outcome aligns with PO 1 (Knowledge) and PO 6 (History and Society) by developing an in-depth understanding of Vedic culture and its impact on various aspects of ancient Indian life.

Analysis of Economic and Religious Transformations (CO 4): This course outcome aligns with PO 2 (Problem Analysis) and PO 6 (History and Society) by analyzing economic and religious transformations in Ancient India, contributing to a logical understanding of the past.

Advanced Source Analysis Skills (CO 5): This course outcome aligns with PO 1 (Knowledge), PO 2 (Problem Analysis), and PO 3 (Historical Research) by demonstrating advanced skills in analyzing and interpreting various sources, enhancing students' ability to generate knowledge about the past.

Awareness of Harappan Civilization Dynamics (CO 6): This course outcome aligns with PO 2 (Problem Analysis) and PO 6 (History and Society) by developing awareness of the dynamics of socio-economic and religious aspects of the Harappan Civilization and their impact on the broader historical narrative.

Cultural and Philosophical Understanding of Vedic Literature (CO 7): This course outcome aligns with PO 1 (Knowledge) and PO 6 (History and Society) by evaluating the impact of Vedic literature on different aspects of ancient Indian life, contributing to a comprehensive understanding of Vedic culture.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History
(2024 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: Open Elective (OE)
Course Name	: History of the Marathas : 1630 To 1674
Course Code	: HIS 102 OE
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

CO 1. Examining the socio-political conditions in the Deccan region that led to the emergence of the Marathas.

CO 2. Understanding the mechanisms of governance, revenue administration, and military organization

CO 3. Studying the military strategies employed by the Marathas in their expansion

CO 4. Analyzing key military campaigns and battles, including those fought by Shivaji and his successors.

CO 5. Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.

CO 6. Analyzing diplomatic ties, conflicts, and treaties with other regional powers, such as the Deccan Sultanates and the Portuguese.

CO 7. Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.

Course Outcomes:

CO 1. Students should demonstrate a thorough understanding of the historical events, socio-political context, and key personalities associated with the rise and expansion of the Maratha Empire from 1630 to 1707.

CO 2. Develop the ability to critically analyze primary and secondary sources related to the Maratha history, evaluating their reliability, biases, and historical significance.

CO 3. Acquire knowledge of the military strategies, campaigns, and battles that played a pivotal role in the expansion of the Maratha Empire during the specified period.

CO 4. Understand the diplomatic relationships between the Marathas and other regional powers, particularly with the Mughal Empire and the Deccan Sultanates.

CO 5. Explore the economic policies and social developments during the Maratha rule, including the impact on different communities.

CO 6. Recognize the cultural and artistic contributions of the Marathas, including literature, music, and architecture, and understand the patronage of arts and culture by Maratha rulers

CO 7. Develop an awareness of different historiography perspectives and interpretations related to the Maratha history, and the ability to critically engage with diverse viewpoints.

Topics and Learning Points

Unit-I: Rise of the Maratha Power 08

1.1 Background of the rise of Maratha Power

1.2 ShahajiRaje, RajmataJijabai and Early Life of ChhatrapatiShivajiMaharaj

Unit-II: Foundation of Swarajya 10

2.1 Relations with Adilshahi :Javali and Afzal Khan episode and its importance

Unit-III: Relations with Mughals 12

3.1 Campaign of Shayasta Khan

3.2 First Sack of Surat

3.3 Expedition of Jaisingh

3.4 Visit To Agra

3.5 Second Sack of Surat

References:

Reference Books : English

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2. Apte B.K., ed. Chatrapati :Shivaji' s Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.

3. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt.Ltd.,New Delhi, 2000.

4. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.

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7. Deshmukh, R.G., History of Marathas, Nimesh Agencies,Bombay,1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambay& Co., Calcutta,1912.
9. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – SixteenthtoEighteenthCenturies, Oxford UniversityPress, NewDelhi, 1991
10. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge UniversityPress,New Delhi, 1998.
11. Gune ,VithalTrimbak, The Judicial System of the Marathas, Deccan College,Pune,1953
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13. Kulkarni,A.R., Maharashtra : Society and Culture, Books and Books, New Delhi, 2000.
14. Kumar,Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi,2004.
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18. Ranade,M.G., Rise of the Maratha Power,University of Bombay, 1961.
19. Sardesai,G.S.,The Main Currents of Maratha History,Phoenix Publications, Bombay,1959.
20. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971
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22. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay,1978.
23. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi& Company, Calcutta,1923.
24. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta,1958.

25. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.

26. Sherwani, H.K. and Joshi P.M. History of Medieval Deccan. 2 Vols. Hyderabad : Govt. of Andhra Pradesh, 1973.

संदर्भ: मराठी

१. आत्रे.त्रिं.ना.गावगाडा, गोखलेइन्स्ट्यूटपुणे, १९६२ (प्रथमावृत्ती १९११)
२. आपटे द.वी, न.चि.केळकर (संपा.) शिवकालीनपत्रसारसंग्रह, खंड १
३. कुलकर्णी अ.रा., शिवकालीनमहाराष्ट्र, शिवाजीविद्यापीठप्रकाशन, कोल्हापूर १९७८
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५. मेहेंदळे गजानन, श्री.राजेशिवछत्रपती, खंड १ —भाग १, खंड २, मेहेंदळे, पुणे, १९९९.

Choice Based Credit System Syllabus (2024 Pattern)**Mapping of Program Outcomes with Course Outcomes****Class:** F.Y.B.A. (Sem I)**Subject:** History**Course:** History of the Marathas : 1630 To 1674**Code:** HIS 102 OE

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	2		2	3	2		2	2
CO 2	3	3	2	2		3	2	3	1	2
CO 3	2	2	1	2	2	2		2	2	
CO 4		2	2	2	1	2	2	1	2	2
CO 5	3	3	2	1	3	3	3	3		2
CO 6	2		2	3	3		2	2	2	3
CO 7	2	2	2		2	2		2	2	

Justifications:

CO 1: Thorough Understanding of Maratha Empire (PO 1, PO 6):

PO 1: Thorough understanding aligns with developing knowledge about historical events, socio-political context, and key personalities.

PO 6: Recognizing cultural and artistic contributions aligns with understanding the patronage of arts and culture by Maratha rulers.

CO 2: Critical Analysis of Sources (PO 2, PO 7):

PO 2: Critical analysis aligns with the ability to critically analyze primary and secondary sources.

PO 7: Developing an awareness of different historiographical perspectives aligns with evaluating sources for reliability, biases, and historical significance.

CO 3: Knowledge of Military Strategies (PO 1, PO 3):

PO 9: Knowledge of historical events aligns with acquiring knowledge of military strategies, campaigns, and battles.

PO 3: Acquiring knowledge about diversified issues aligns with understanding military strategies.

CO 4: Understand Diplomatic Relationships (PO 1, PO 6):

PO 1: Understanding socio-political context aligns with understanding diplomatic relationships.

PO 8: Recognizing cultural and artistic contributions aligns with understanding the cultural aspects of diplomatic relationships.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History
(2024 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: Skill Enhancement Course (SEC)
Course Name	: 19 th Century Social Reformers of Maharashtra
Course Code	: HIS-103-SEC
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

- CO 1. Understand the socio-political and economic conditions in 19th-century Maharashtra.
- CO 2. Assess the motivations, ideologies, and methodologies of these reformists in their pursuit of social change.
- CO 3. To understand the role of these organizations in promoting education, social equality, and religious reform.
- CO 4. Encourage critical thinking and analysis of primary and secondary sources related to the reform movements.
- CO 5. To evaluate the long-term impact of 19th-century reform movements on Maharashtra and the broader Indian society.
- CO 6. To engage with biographical studies, historical accounts, and primary texts to gain in-depth insights into the lives and works of the reformists.
- CO 7. To provide opportunities for field visits to significant sites related to the reformist movement for a practical understanding of their historical context.

Course Outcomes:

- CO 1. Demonstrate a thorough understanding of the socio-political landscape of 19th-century Maharashtra.
- CO 2. Identify and describe the contributions of key reformists and their impact on society. Critically analyse the methods and ideologies of different reform movements and their leaders.
- CO 3. Assess the challenges faced by reformists and their strategies to overcome them.

CO 4. Evaluate the long-term significance of the reform movements in shaping modern Maharashtra and India.

CO 5. Engage with historical texts and sources to extract, interpret, and present information effectively.

CO 6. Reflect on the continuing relevance of 19th-century reforms in addressing contemporary social issues.

CO 7. Critically analyse the methods and ideologies of different reform movements and their leaders.

Topics and Learning Points

Unit 01. Introduction to 19th-Century Maharashtra 08

- 1.1) Overview of socio-political conditions
- 1.2) Introduction to major social issues: caste system, gender inequality, education

Unit 02. Key Reformists and Their Contributions 16

2.1) Jyotirao Phule

- a) Early life and education
- b) Establishment of Satyashodhak Samaj
- c) Efforts in women's education and emancipation
- d) Work against the caste system and untouchability

2.2) Gopal Hari Deshmukh (Lokhitwadi)

- a) Advocacy for social and religious reforms
- b) Writings and influence on contemporary society

2.3) Justice Mahadev Govind Ranade and Agarkar

- a) Contributions to women's education and social reform

Unit 03. Impact and Legacy 06

- a) Long-term impact of 19th-century reforms on Maharashtra
- b) Influence on the Indian independence movement

References:

1. Mahatma Phule: Collected Works" by Government of Maharashtra
2. Savitribai Phule: Selected Writings" by S. V. Sathe
3. Ranade: A Biography" by A. K. Bagchi
4. The Social Reforms in Maharashtra" by S. R. Tikekar
5. Gopal Hari Deshmukh (Lokhitwadi) and His Writings" by R. S. Gupte

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** F.Y.B.A. (Sem I)**Subject:** History**Course:** Reformists in Maharashtra in 19th Century**Code:** HIS 103 SEC

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	2	1	2		2	2		
CO 2	1	2	2	2		1		1	3	2
CO 3	1	2	3	2	1	1	3	1		1
CO 4	1	2		1		1	1	1	2	1
CO 5	1	2	1	2	2	1	2	1		3
CO 6	1	2		1	2	1			1	
CO 7	1	2	1		1		1	2		1

Justifications:

- CO1: Understand the socio-political and economic conditions in 19th-century Maharashtra.**
 - PO1: Critical and Creative Thinking (Strength 1): Understanding complex socio-political and economic conditions requires critical and creative thinking.
 - PO2: Communication Skill (Strength 2): Effectively communicating these conditions requires strong communication skills.
 - PO3: Multicultural Competence (Strength 2): Understanding historical conditions involves understanding diverse cultural contexts.
 - PO4: Research Skills (Strength 1): Investigating historical conditions requires strong research skills.
- CO2: Assess the motivations, ideologies, and methodologies of these reformists in their pursuit of social change.**
 - PO1: Critical and Creative Thinking (Strength 1): Assessing motivations and ideologies requires critical thinking.
 - PO2: Communication Skill (Strength 2): Communicating these assessments effectively requires communication skills.
 - PO3: Multicultural Competence (Strength 2): Understanding diverse ideologies involves multicultural competence.
 - PO6: Problem-solving Abilities (Strength 1): Analyzing methodologies involves problem-solving skills.
 - PO8: Value Inculcation (Strength 1): Understanding ideologies and motivations aligns with value inculcation.

3. **CO3: Understand the role of these organizations in promoting education, social equality, and religious reform.**
 - PO1: Critical and Creative Thinking (Strength 1): Understanding the role of organizations in social reforms requires critical thinking.
 - PO2: Communication Skill (Strength 2): Communicating the roles effectively requires communication skills.
 - PO3: Multicultural Competence (Strength 3): Understanding the promotion of social equality involves multicultural competence.
 - PO4: Research Skills (Strength 2): Investigating these roles requires research skills.
 - PO6: Problem-solving Abilities (Strength 1): Analyzing the impact of reforms involves problem-solving skills.
 - PO8: Value Inculcation (Strength 1): Understanding the promotion of values like social equality aligns with value inculcation.
4. **CO4: Encourage critical thinking and analysis of primary and secondary sources related to the reform movements.**
 - PO1: Critical and Creative Thinking (Strength 1): Analyzing primary and secondary sources requires critical thinking.
 - PO2: Communication Skill (Strength 2): Effectively discussing analyses requires communication skills.
 - PO4: Research Skills (Strength 1): Analyzing sources involves research skills.
 - PO6: Problem-solving Abilities (Strength 1): Analyzing and interpreting sources involves problem-solving skills.
 - PO8: Value Inculcation (Strength 1): Engaging with historical texts can foster value inculcation.



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of SocialSciences)

CBCS Syllabus

F.Y.B.A. (History) Semester –II

For Department of History

TuljaramChaturchand College, Baramati

NEP – 2.0

Choice Based Credit System Syllabus (2024 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2024-2025

Title of the Programme: F.Y.B.A.(History)**Preamble**

AES's TuljaramChaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of History and related subjects, Board of Studies in History of TuljaramChaturchand College, Baramati - Pune has prepared the syllabus of FYBAHistory Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCrF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023.

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 academic 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, generics, 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 5 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, Oriental-Occidental 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 self-conscious 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 remodelled 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 remodelling 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 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.

PO2 Communication Skill: Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself.

PO3 Multicultural Competence: Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups.

PO4 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.

PO5 Environmental awareness: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate

actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

PO6 Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches.

PO7 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.

PO8 Value inculcation: The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

PO9 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.

PO10 Community Engagement and Service: The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

Programme Specific Outcomes (PSOs)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

PSO 01. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

PSO 2.To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

PSO 3.The ability to use bibliographical tools for the advanced study of history.

PSO 4.To understand & evaluate different historical ideas, various arguments and point of view.

PSO 5.To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

PSO 6. It instils an appreciation of the uniqueness of visual evidence and cultivates the particular skill of using visual evidence to understand human activity of the recent and distant past.

PSO 7: It enables the graduates to understand skill in research in history and cultural heritage.

PSO 8: The program is not only based on theory but also vocational approach, which enabling them to develop employable skills.

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. Sandeep Tardalkar	Chairman
2.	Dr. Sunil Lokhande	Member
3.	Mr. Digambar Mohite	Member
4.	Mrs. Shobha Kanade	Member
5.	Dr. Dinesh More	Vice-Chancellor Nominee
6.	Dr. Anil Tike	Expert from other University
7.	Prof. Gautam Katkar	Expert from other University
8.	Mr. Vivek Deshpande	Industry Expert
9.	Prof. Vishal Gawade	Meritorious Alumni
10.	Mr. Atul Rokade (M.A. II)	Student Representative
11.	Miss. Neelam Chavan (T.Y.B.A.)	Student Representative
12.	Mr. Mahesh Rathod	Student Representative
13.	Miss. Tehejib Tamboli	Student Representative

**Credit Distribution Structure for Three/Four Year Honours/Honours with Research Degree Programme
With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)**

Level/ Difficulty	Sem	Subject DSC-1				Subject DSC-2	Subject DSC-3	HS/OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100	I	4(T)				4(T)	4(T)	2(T)	2 (T)	2(T) (Generic)	2(T)	2(T)	--	22
	II	4(T)				4(T)	4(T)	2(T)	2 (T)	--	2(T)	2(T)	2(T)	22
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.														
Level/ Difficulty	Sem	Credits Related to Major				Minor	--	HS/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CE P/RP									
5.0/200	III	6(T)	--	2 (T)	2(FP)	4(T)	--	2(T)	--	2(T)	--	2(T)	22	
	IV	6(T)	--	2 (T)	2(CEP)	4(T)	--	2(P)	2 (T)	--	2(T)	2(T)	22	
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor														
5.5/300	V	12(T)	4(T)	2 (T)	2(FP/CEP)	2(T)	--	--	--	--	--	--	22	
	VI	12(T)	4(T)	2 (T)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0/400	VII	10(T)	4(T)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	22	
	VIII	10(T)	4(T)	--	6(RP)	--	--	--	--	--	--	--	22	
Total 4Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits														
6.0/400	VII	14(T)	4(T)	--	--	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	14(T)	4(T)	--	4 (OJT)	--	--	--	--	--	--	--	22	
Total 4Years		72	24	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														

T = Theory **P** = Practical **DSC** = Discipline Specific Course **OE** = Open Elective **SEC** = Skill Enhancement Course
IKS = Indian Knowledge System **AEC** = Ability Enhancement Course **VEC** = Value Education Course **CC** = Co-curricular Course **VSC** = Vocational Skill Course **OJT** = On Job Training
CEP = Community Engagement Project **FP** = Field Project **RP** = Research Project

F.Y.B.A. History**NEP-2.0****Course Structure for F.Y.B.A. History (2024 Pattern)**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN	-----	Theory	04
	DSC-II (General)	-101-GEN	-----	Theory	04
	DSC-III(General)	HIS-101-GEN	Early India : B.C. 2500 to B.C. 600	Theory	04
	Open Elective (OE)	HIS-102-OE	History of the Marathas : A.D. 1630 to 1674	Theory	02
	Skill Enhancement Course (SEC)	HIS-103-SEC	19 th Century Social Reformers of Maharashtra	Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	----	Theory	02
	Value Education Course (VEC)	GEO-105-VEC	-----	Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	-----	Theory	02
Total Credits					22
I	DSC-I (General)	-151-GEN	----	Theory	04
	DSC-II (General)	-151-GEN	----	Theory	04
	DSC-III (General)	HIS-151-GEN	Early India : B.C. 600 to A.D. 1206	Theory	04
	Open Elective (OE)	HIS-152-OE	History of the Marathas : A.D. 1674 to 1707	Theory	02
	Skill Enhancement Course (SEC)	HIS-153-SEC	20 th Century Social Reformers of Maharashtra	Theory	02
	Ability Enhancement Course (AEC)	ENG-154-AEC	----	Theory	02

Value Education Course (VEC)	GEO-155-VEC	----	Theory	02
CC	YOG/PES/CUL/N SS/NCC-156-CC	To be selected from the CC Basket	Theory	02
Total Credits				22
Grand Total Sem I + Sem II				44

**CBCS Syllabus as per NEP 2020 for S.Y.B.A History
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: II
Course Type	: Major Mandatory
Course Name	: Early India : B.C. 600 To A.D.1206
Course Code	: HIS 151 GEN
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. Analyze the Mauryan Empire:

Develop a comprehensive understanding of the rise, expansion, administration, socio-economic conditions, religious life, and factors contributing to the decline of the Mauryan Empire.

2. Examine the Satavahans:

Investigate the socio-economic conditions, religious practices, and cultural aspects of the Satavahans, gaining insights into their historical significance.

3. Study the Age of Imperial Guptas:

Analyze the political backgrounds, administrative systems, socio-economic conditions, religious life, and scientific advancements during the Age of Imperial Guptas.

4. Evaluate Harshavardhana and his Achievements:

Explore the political landscape and achievements of Harshavardhana, understanding the socio-economic and cultural developments during his reign.

5. Understand South Indian Dynasties and their Socio-Cultural Life:

Conduct a brief survey of the Sangam Age and examine the socio-cultural life of South Indian dynasties including the Chalukyas, Pallavas, Rashtrakutas, and Cholas.

6. Develop Skills in Historical Analysis:

Enhance skills in historical analysis, enabling students to critically examine primary and secondary sources to reconstruct the political, socio-economic, and cultural landscapes of ancient Indian dynasties.

7. Explore Connections Between Political and Socio-Cultural Aspects:

Understand the interplay between political and socio-cultural aspects in ancient Indian history, analyzing how governance and cultural developments influenced each other.

Course Outcomes:

CO1: Analyze the socio-economic, religious, and cultural aspects of Indo-Greeks, Shakas, Parthians, and Kushanas, demonstrating an understanding of their impact on early Indian history.

CO 2: Evaluate the political structures, administrative systems, societal norms, economic conditions, and cultural developments during the Age of Shung-Satvahanas, contributing to a nuanced understanding of this historical period.

CO 3: Examine the societal and cultural aspects portrayed in Sangam Literature, and analyze the early political structures during this period, providing insights into South Indian history.

CO 4: Assess the economic dynamics, including towns, trade, and crafts, during the early history of South India, demonstrating an understanding of economic activities in the region.

CO 5: Investigate the political history, administrative structures, societal characteristics, trade activities, and advancements in science and technology during the Gupta Empire, contributing to a comprehensive view of North Indian history.

CO 6: Examine the administration, religious practices, and educational developments during the Harshvardhan period, providing insights into the socio-cultural aspects of North Indian history.

CO 7: Analyze the historical struggle for supremacy among the Chalukyas, Pallavas, and Pandya dynasties, focusing on political, social, and cultural dimensions in peninsular India.

Topics and Learning Points

Unit I: Emergence of the Mahajanpadas and the Age of the Mauryas [16]

- 1.1) The Mahajanpadas, Rise and Growth of the Magadhan Empire
- 1.2) The Age of the Mauryas: Chandragupta, Ashoka and his policy of Dhamma
- 1.3) The Mauryan Administration, Economy, Decline and Significance

Unit II: Early History of South India [14]

- 2.1) Satavahana

2.2) Period of Sangam Literature –Society and Culture, early polities

Unit III: North India: Gupta and Harshvardhan

[14]

- 3.1) The Gupta Empire – Brief Political History, Administration, Society, Trade
- 3.2) Harshvardhan: Administration, Religion, Education

Unit IV: Regional Kingdoms: A Brief History

[16]

- 4.1) TheChalukyas, Pallavas, Pandya - Struggle for Supremacy over Peninsular India
- 4.2) Rashtrakutas, Palas, Parmaras- Tripartite Struggle

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१२. शिरगावकर शरावती, 'अशोक आणि मौर्यांचा न्हास', महाराष्ट्र ग्रंथ निर्मिती मंडळ
१३. गॅझेटीअर ऑफ महाराष्ट्र.

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: Early India : B.C.600 To A.D.1206

Course Code: HIS 151 GEN

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1: Analyze the Mauryan Empire	1	2	2	2	1	1		1		
CO2: Examine the Satavahans	1	2	2	2		1	2	1	1	2
CO3: Study the Age of Imperial Guptas	1	2	2	2	2	1		1	2	
CO4: Evaluate Harshavardhana and his Achievements	1	2	2	2		1	1	1	2	1
CO5: Understand South Indian Dynasties and their Socio-Cultural Life	1	2	2	2	1	1		1	3	2
CO6: Develop Skills in Historical Analysis	1		2	1		2	1	1	1	
CO7: Explore Connections Between Political and Socio-Cultural Aspects	1	2	2	2	1	1		1	2	1

Justifications:

CO 1: Understanding Central Asian Contacts

PO 1 Knowledge: The course emphasizes knowledge acquisition regarding Central Asian contacts, aligning with the program outcome of developing a scientific understanding of the past.

CO 2: Economic Dynamics in South India

PO 2 Problem Analysis: Analyzing economic dynamics in South India contributes to problem analysis in a historical context, aligning with the program outcome of logical understanding of the past.

CO 3: Sangam Literature and Society

PO 3 Historical Research: Studying Sangam literature and society involves historical research methods, aligning with the program outcome of using historical research methods to generate knowledge.

CO 4: Economic Dynamics in South India

PO 4 Conservation and Preservation: The study of economic dynamics in South India may involve aspects that contribute to the conservation and preservation of historical and cultural heritage.

CO 5: Synthesis and Comparative Analysis

PO 5 Modern Methods Usage: The synthesis and comparative analysis involve the application of modern methods for historical knowledge generation and dissemination.

CO 6: Chalukyas, Pallavas, and Pandya Kingdoms

PO 6 History and Society: Examining the struggle for supremacy over Peninsular India and its contributions involves reasoning informed by contextual knowledge, aligning with the program outcome of history and society.

CO 7: Administration during the reign of Harshvardhan

PO 7 Career Prospects: Evaluating administration, policies, and advancements during Harshvardhan's reign can contribute to understanding the historical context relevant to competitive examinations and career prospects.

CBCS Syllabus as per NEP 2020 for F.Y.B.A History (2023 Pattern)

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: II
Course Type	: Open Elective (OE)
Course Name	: History of the Marathas : 1674 To 1707
Course Code	: HIS 152 OE
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

- CO 1.** Examining the socio-political conditions in the Deccan region that led to the emergence of the Marathas.
- CO 2.** Understanding the mechanisms of governance, revenue administration, and military organization
- CO 3.** Studying the military strategies employed by the Marathas in their expansion
- CO 4.** Analyzing key military campaigns and battles, including those fought by Shivaji and his successors.
- CO 5.** Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.
- CO 6.** Analyzing diplomatic ties, conflicts, and treaties with other regional powers, such as the Deccan Sultanates and the Portuguese.
- CO 7.** Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.

Course Outcomes:

- CO 1.** Students should demonstrate a thorough understanding of the historical events, socio-political context, and key personalities associated with the rise and expansion of the Maratha Empire from 1630 to 1707.
- CO 2.** Develop the ability to critically analyze primary and secondary sources related to the Maratha history, evaluating their reliability, biases, and historical significance.
- CO 3.** Acquire knowledge of the military strategies, campaigns, and battles that played a pivotal role in the expansion of the Maratha Empire during the specified period.

CO 4. Understand the diplomatic relationships between the Marathas and other regional powers, particularly with the Mughal Empire and the Deccan Sultanates.

CO 5. Explore the economic policies and social developments during the Maratha rule, including the impact on different communities.

CO 6. Recognize the cultural and artistic contributions of the Marathas, including literature, music, and architecture, and understand the patronage of arts and culture by Maratha rulers

CO 7. Develop an awareness of different historiography perspectives and interpretations related to the Maratha history, and the ability to critically engage with diverse viewpoints.

Topics and Learning Points

Unit-I: Coronation of Chhatrapati Shivaji Maharaj 10

1.1 First Coronation

1.2 Second Coronation

1.3 Karnataka Expedition

Unit-II: Administration under Chhatrapati Shivaji Maharaj 08

2.1) Military administration

2.2) Civil administration

Unit-III: Chhatrapati Sambhaji Maharaj to the Maratha War of Independence 12

3.1) Chhatrapati Sambhaji Maharaj: Consolidation of power, Relations with Mughals

3.2) Chhatrapati Rajaram Maharaj, Maharani Tarabai and Mughals

3.3 Santaji Ghorpade, Dhanaji Jadhav and Ramchandrapant Amatya

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Choice Based Credit System Syllabus (2024 Pattern)**Mapping of Program Outcomes with Course Outcomes****Class:** F.Y.B.A. (Sem II)**Subject:** History**Course:** History of the Marathas 1674 To 1707**Code:** HIS 152 OE

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	2		2	3	2		2	2
CO 2	3	3	2	2		3	2	3	1	2
CO 3	2	2	1	2	1	2		2	2	
CO 4	1	2	2	2		2	2	1	2	2
CO 5	3	3	2		3	3	3	3	1	2
CO 6	2		2	3	3		1	2	2	3
CO 7	2	2	2	1	2	2	3	2	2	

Justifications:

CO 1: Thorough Understanding of Maratha Empire (PO 1, PO 6):

PO 1: Thorough understanding aligns with developing knowledge about historical events, socio-political context, and key personalities.

PO 6: Recognizing cultural and artistic contributions aligns with understanding the patronage of arts and culture by Maratha rulers.

CO 2: Critical Analysis of Sources (PO 2, PO 7):

PO 2: Critical analysis aligns with the ability to critically analyze primary and secondary sources.

PO 7: Developing an awareness of different historiographical perspectives aligns with evaluating sources for reliability, biases, and historical significance.

CO 3: Knowledge of Military Strategies (PO 1, PO 3):

PO 9: Knowledge of historical events aligns with acquiring knowledge of military strategies, campaigns, and battles.

PO 3: Acquiring knowledge about diversified issues aligns with understanding military strategies.

CO 4: Understand Diplomatic Relationships (PO 1, PO 6):

PO 1: Understanding socio-political context aligns with understanding diplomatic relationships.

PO 8: Recognizing cultural and artistic contributions aligns with understanding the cultural aspects of diplomatic relationships.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: II
Course Type	: Skill Enhancement Course (SEC)
Course Name	: 20 th Century Social Reformers of Maharashtra
Course Code	: HIS 153 SEC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

CO1: Understand the socio-political and economic conditions in 20th-century Maharashtra.

CO2: Assess the motivations, ideologies, and methodologies of the reformists in their pursuit of social change.

CO3: Analyze the role of reformist organizations in promoting education, social equality, and religious reform.

CO4: Encourage critical thinking and analysis of primary and secondary sources related to the reform movements.

CO5: Evaluate the long-term impact of 20th-century reform movements on Maharashtra and the broader Indian society.

CO6: Engage with biographical studies, historical accounts, and primary texts to gain in-depth insights into the lives and works of the reformists.

CO7: Provide opportunities for field visits to significant sites related to the reformist movement for a practical understanding of their historical context.

Course Outcomes:

CO1: Understand the socio-political and economic conditions in 20th-century Maharashtra.

CO2: Assess the motivations, ideologies, and methodologies of the reformists in their pursuit of social change.

CO3: Analyze the role of reformist organizations in promoting education, social equality, and religious reform.

CO4: Encourage critical thinking and analysis of primary and secondary sources related to the reform movements.

CO5: Evaluate the long-term impact of 20th-century reform movements on Maharashtra and the broader Indian society.

CO6: Engage with biographical studies, historical accounts, and primary texts to gain in-depth insights into the lives and works of the reformists.

CO7: Provide opportunities for field visits to significant sites related to the reformist movement for a practical understanding of their historical context.

Topics and Learning Points

Unit 1: Rajarshi Chhatrapati Shahu Maharaj 08

- 2.1) Biography and Early Life
- 2.2) Social and Educational Reforms
- 2.3) Efforts to promote education, especially among the lower castes

Unit 2: Dr. B.R. Ambedkar 08

- 2.1) Biography and Early Life
- 2.2) Formation of Bahishkrit Hitakarini Sabha
- 2.3) Dalit movement and campaigns against untouchability

Unit 3: Maharshi Vitthal Ramji Shinde 08

- 3.1) Biography and Early Life
- 3.2) Social and Religious Reforms
- 3.3) Work against untouchability and caste discrimination

Unit 04. Maharshi Dhondo Keshav Karve 06

- 4.1) Personal journey and commitment to social reform
- 4.2) Women's Education and Empowerment
- 4.3) Establishment of SNDT Women's University

References:

1. Chhatrapati Shahu: Social Reform in Maharashtra" by A. R. Kulkarni
2. Dr. Babasaheb Ambedkar: Writings and Speeches" by the Government of Maharashtra
3. Maharshi Vitthal Ramji Shinde: His Life and Work" by S. D. Pillai
4. Maharshi Karve: His Life and Mission" by D. K. Karve
5. Social and Religious Reform: The Hindus of British India' by A.R. Desai
6. Social Reformers of Maharashtra" by Dhananjay Keer
7. Chhatrapati Shahu Maharaj: Social and Educational Reformer" by S.R. Sharma
8. Shahu Chhatrapati and Social Justice" edited by V.B. Kolte

Choice Based Credit System Syllabus (2024 Pattern)**Mapping of Program Outcomes with Course Outcomes****Class:** F.Y.B.A. (Sem II)**Subject:** History**Course:** 20th Century Social Reformers of Maharashtra**Code:** HIS 153 SEC

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	2	3	2	3	2		2	2
CO 2	3	3	1	2	1	3	2	3	1	2
CO 3	2	2		2	2	2		2	2	3
CO 4		2	2	2	1	2	2		2	2
CO 5	3	3	2	1	3	3	3	3	2	2
CO 6	2	2	2	3	3		2	2	2	3
CO 7	2	2	2	1	2	2	1	2	2	

Justifications:

CO1: Understand the socio-political and economic conditions in 20th-century Maharashtra.

PO1: Critical and Creative Thinking (Strength 1): Understanding complex socio-political and economic conditions requires critical and creative thinking.

PO2: Communication Skill (Strength 3): Communicating the understanding of these conditions effectively.

PO3: Multicultural Competence (Strength 2): Understanding socio-political and economic conditions involves appreciating multicultural aspects.

PO6: Problem-solving Abilities (Strength 2): Analyzing these conditions requires problem-solving skills.

CO2: Assess the motivations, ideologies, and methodologies of the reformists in their pursuit of social change.

PO1: Critical and Creative Thinking (Strength 1): Assessing motivations and ideologies requires critical and creative thinking.

PO3: Multicultural Competence (Strength 2): Understanding ideologies and methodologies involves appreciating different cultural perspectives.

PO6: Problem-solving Abilities (Strength 2): Analyzing methodologies involves problem-solving skills.

CO3: Analyze the role of reformist organizations in promoting education, social equality, and religious reform.

PO1: Critical and Creative Thinking (Strength 1): Analyzing the role of reformist organizations requires critical thinking.

PO3: Multicultural Competence (Strength 1): Promoting social equality and religious reform involves multicultural competence.

PO4: Research Skills (Strength 2): Analyzing requires research skills.

CO4: Encourage critical thinking and analysis of primary and secondary sources related to the reform movements.

PO1: Critical and Creative Thinking (Strength 1): Encouraging critical thinking directly aligns with this PO.

PO4: Research Skills (Strength 1): Analyzing sources involves research skills.

PO6: Problem-solving Abilities (Strength 2): Analyzing sources can involve solving complex issues.