

**RAJARSHI SHAHU MAHAVIDYALAYA
(AUTONOMOUS), LATUR**



Syllabus for the B.A.F.Y.

(Semester I & II)

Course: History

Choice Based Credit System

[With Effective from Academic Year 2022-23]

1. Introduction –

Reckoning the modern trends and theories of history, we have framed new courses of study for the B. A. students. Only the digestible concepts, theories are introduced to the students. It's more practical, relevant, pleasurable and enterprising contents are included.

Our students prepare for competitive examinations we look after to make them aware of how to come in the streamline of the purpose.

The committee members of the BoS in History were experienced they are aware of the international trends and emerge in the discipline and it is the most important factor while setting the curriculum.

2. Title of the Programme - Bachelor of Arts

3. Learning Objectives of the Programme –

- i) To familiarize the students with landmarks in Indian and World history and to learn the contemporary developments in India various fields.
- ii) Introduce students with regional history I.e. Maharashtra in medieval and modern period to discuss Maratha power, freedom struggle, its leaders and important developments in regional level.

4. Programme Specific Outcomes –

1. History is not just the events of past, it is the producer of the entangled situation of the present. Hence we can say that History has surrounded us and waits for the right time to explode. It never lets one to forget past easily.
2. Present has its own need and facilities. Some try to forget History where as some we History as per their necessity.
3. All the sage and saints through their saying portray history is very good. It means that everyone is utilizing history according to their perspective only thing is we don't realize it as it is past and parcel of our life.
4. When it becomes violent and aggressive, then we realize that past is still alive and exists. None of the countries can history of its own and make a new beginning.
5. In this way, History always is alive giving a direction to presents hence history cannot be considered as only a syllabus to study.
6. Countries may be ruled or became independent anytime but the feeling of patriotism remains in the hearts of the people.
7. History proves people about going independence whenever they are ruled by.
8. One historical truth is past condition creating present and it can giving new birth to future and so it is important to remind it.

With this view the Board of Studies in History in Rajarshi Shahu Mahavidyalaya (Autonomous), Latur has included the following courses for the study of History.

5. Advantages of the course –

It will avail them to learn various new things regarding competitive examinations. It reflects the political, social, religious, economic aspects of ancient, medieval and modern India. The rich heritage of World, India and Maharashtra is helpful to become a good citizen of universe. The syllabus is different from other universities as many content in the syllabus have not been included these universities

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| 9. Duration of the Course | -Three Years. |
| 10. Eligibility of the Course | - As per UGC/University/College rules and Regulations. |
| 11. Fees for Course | - As per UGC/University/College rules and Regulations. |
| 12. Admission/Selection Procedure | -As per UGC/University/College rules and Regulations. |
| 13. Teachers Qualification | - As per UGC/University/College rules and Regulations. |
| 14. Standard of Passing | -As per UGC/University/College rules and Regulations. |
| 15. List of book recommended | - Included in the syllabus. |
| 16. Medium of the Language | - Marathi |

Rajarshi Shahu Mahavidyalaya (Autonomous), Latur

History

Structure of the Course

BAFY

Sr. No.	Class	Sem	Course No.	Course Code	Course Title	Credits	INT Marks	EXT Marks	Total Lectures	Periods in a per week
1	UG -I	I	I	U-HIS-116	History of Ancient India (up to 650 A.D.)	3	30	45	55	4
			II	U-HIS-117	History of Marathas (1600 to 1707 A. D.)	3	30	45	55	4
2	UG -I	II	III	U-HIS-216	History of Ancient India (up to 650 A.D.)	3	30	45	55	4
			IV	U-HIS-217	History of Marathas (1707 to 1818 A. D.)	3	30	45	55	4

Rajarshi Shahu Mahavidyalaya (Autonomous), Latur
History

B. A. First Year, Semester I, Course No. I

CBCS Pattern

Course Code: U-HIS-116

Course Title: History of Ancient India (Up to 650 A. D.)

Credit: 03

Lectures: 55

Marks: 75

Learning Objectives –

1. To familiarize the basic features of Indian culture and to learn the socio-economic and political development.
2. To discuss the growth and development of religion in ancient India.

Course Outcomes –

1. The course intends to provide an understanding of the social, economic and institutional bases of Ancient India.
2. It is based on the premise that an understanding of Ancient Indian history is crucial to understand Indian history as a whole.
3. The ancient Indian concepts and paradigms relating to mental health are holistic and cover aspects that have been neglected by the modern mental health.
4. The current trend in mental health research is heavily based in favor of biological aspects of psychological phenomena neglecting the basic entity, the mind. Correction of this partisan tilt is urgently needed.
5. Ancient Indian concepts prevalent in any culture have always influenced the development of knowledge, especially in the field of psychology.

Pedagogy:

Lectures/Visual presentation/ Critical analysis/Assignments/Tests/Quiz/ e-learning

Unit 1. Nature of Sources

15

- a) Meaning - Sources
- b) Archaeological Sources
- c) Literary sources – religious & non-religious literature, Travellers Accounts.

Unit 2. The Indus Valley Civilization

10

- a) Indus Valley Civilization – Discovery & Spread.

- b) Town Planning, Social, Economic & Religious Condition.
- c) Causes of Decline

Unit 3.The Vedic Culture

18

- a) Home land
- b) Early Vedic Culture – Social, Political, Economic, Religious condition
- c) Later Vedic Culture – Social, Political, Economic, Religious condition

Unit 4. Social-Religious reform movements

12

- a) Emergence of Jainism, Buddhism
- b) Roles of Mahavir and Gautam Buddha their teaching and philosophy

Readings

English –

1. Dutt R. C., A History of Civilization in Ancient India Vol I, Arihant Publishing House, Jaipur, 2012.
2. Dutt R. C., A History of Civilization in Ancient India Vol II, Arihant Publishing House, Jaipur, 2012.
3. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
4. Sastri, K.A.N., History of South India, Oxford University press, 1975.
5. B.N. Luniya, Evolution of Indian Culture, Lakshmi Narain publications, Agra, 2005.
6. L.R. Sharma, Ancient History of India, Vikas publisher, New Delhi, 1981.

हिंदी:

१. गुप्त आर. के., प्राचीन भारत में समाज, धर्म, कला एवं वास्तुकला, पॉइन्टर पब्लिकेशंस, जयपूर, २००७.
२. शुक्ल विजय, ऋग्वेदकालीन समाज और संस्कृति, शारदा पब्लिशिंग हाऊस, दिल्ली, २००१.
३. विमला देवी राय, वेदकालीन समाज और संस्कृति, कला प्रकाशन, वाराणसी, २००५.
४. गजेन्द्र सिंह, एस. एन. द्विवेदी, प्राचीन भारत एक तथ्यपूर्ण विवेचन, ज्योति इन्टरप्राइजिज, दिल्ली, २००६.
५. महाजन वी. डी., प्राचीन भारत का इतिहास, एस. चन्द अँड कंपनी, दिल्ली, २०१५.

मराठी:

१. कोसंबी डी. डी., प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड प्रकाशन, पुणे, २००६.
२. सिंगारे, लिगाडे, दक्षिण भारताचा इतिहास (सातवाहन ते यादव), अरूणा प्रकाशन, लातूर, २०१३.
३. जोशी पी. जी., प्राचीन भारताचा इतिहास, अभय प्रकाशन, नांदेड, १९९४.
४. मोरवंचीकर रा. श्री. प्राचीन भारत, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर, १९९०.
५. भिडे गजानन, प्राचीन भारत, फडके प्रकाशन, कोल्हापूर, १९९६.
६. देगलूरकर गो. बं., प्राचीन भारत आणि संस्कृती, अपरांत प्रकाशन, पुणे, २०१५.
७. देव प्रभाकर, प्राचीन भारताचा इतिहास, मंजे प्रकाशन, १९९८.

Rajarshi Shahu Mahavidyalaya (Autonomous), Latur
History

B. A. First Year, Semester I, Course No. II

CBCS Pattern

Course Code: U-HIS-117

Course Title: History of Marathas (1600 To 1707 A.D.)

Credit: 03

Lectures: 55

Marks: 75

Learning Objectives –

- 1) To make aware students to regional History of Maharashtra.
- 2) To introduce students literary, archeological and foreign sources of history of Marathas.
- 3) To help students to understand the contemporary situation this leads to establishment of swarajya.
- 4) To familiarize students with administration of Marathas.

Course Outcomes –

- 1) Students will get the knowledge of the history of the Maratha
- 2) Students will be acquainted with the culture and traditions of the Maratha Empire.
- 3) Students can relate and understand their life with the life of the Marathas.
- 4) Students will get motivated to read at their own about the Maratha Empire.
- 5) Students will develop their interest in Historical studies of Maratha Empire.
- 6) Students will develop interest to discover India through its study of Maratha Empire.
- 7) Appreciate the skills of leadership and the administrative system of the Marathas.

Pedagogy:

Lectures/Visual presentation/ Critical analysis/Assignments/Tests/Quiz/ e-learning

Unit 1.	Introduction to the Sources of Maratha History	10
	a) Indian sources	
	b) Foreign Sources	

Unit 2.	Shivaji and Establishment of Swarajya	15
	a) Causes for rise of Maratha power	
	b) Role of Shahaji Raje and Rajmata Jijau	
	b) Shivaji's Relation: Bijapur, Mughals, Europeans	
Unit 3.	Coronation and Administration	15
	a) Coronation of Shivaji Karnataka Campaign	
	b) Administration of Chhatrapati Shivaji Maharaj	
	c) Water Management and Environmental Approach	
Unit 4.	Role of Maratha Power after Chhatrapati Shivaji Maharaj	15
	a) Chhatrapati Sambhaji's relation: Mughal, Siddhi, Portugues	
	b) Chhatrapati Rajaram	
	c) Maharani Tarabai	

Reading

English –

1. Patil shalini, Maharani Tarabai of Kolhapur, S. Chand and Company, New Delhi, 1987.
2. Mahajan T. T., Shivaji and his Diplomats, Commonwealth Publishers, New Delhi, 1991.
3. Sardesai G. S., New History of the Marathas Vol I, Phoenix Publications, 1957.
4. Chaurasia R. S., History of the Marathas, Atlantic Publishers and distributors, Delhi, 2004.
5. More R. V., The Role of Chhatrapati's in the Peshwa Administration, Ph. D. Thesis (Unpublished), 2021.

मराठी:

१. पगडी सेतूमाधवराव, मराठयांचे स्वातंत्र्ययुद्ध (खाफिखानाचा साधनग्रंथ), जोशी आणि लोखंडे प्रकाशन, पुणे, १९६२.
२. कोळपे उद्धव, विश्ववद्य जिजाऊ, संस्कृती प्रकाशन, लातूर, २००८.
३. पवार जयसिंगराव, महाराणी ताराबाई, ताराणी विद्यापीठ प्रकाशन, कोल्हापूर, १९७५.
४. पवार जयसिंगराव, सेनापती संताजी घोरपडे, मंजुश्री प्रकाशन, कोल्हापूर, १९८७.
५. पवार जयसिंगराव, छत्रपती शिवाजी महाराज स्मृतीग्रंथ, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे, २०११.
६. बेंद्रे वा. सी., श्री छत्रपती राजाराम महाराज आणि नेतृत्वहीन हिंदवी स्वराज्याचा मोगलांशी झगडा, लोक गृह वाङ्मय प्रकाशन, मुंबई, १९७५.
७. कुलकर्णी अ. रा., खरे ग. ह., मराठयांचा इतिहास खंड पहिला, कॉन्टिनेन्टल प्रकाशन, पुणे, १९८४.
८. कुलकर्णी अ. रा., खरे ग. ह., मराठयांचा इतिहास खंड दुसरा कॉन्टिनेन्टल प्रकाशन, पुणे, १९८४.
९. कुलकर्णी अ. रा., खरे ग. ह., मराठयांचा इतिहास खंड तिसरा कॉन्टिनेन्टल प्रकाशन, पुणे, १९८४.
१०. बेंद्रे वा. सी. छत्रपती शिवाजी महाराजांचे चिकित्सक चरित्र, पार्श्व पब्लिकेशन्स, कोल्हापूर, २०१३.
११. बेंद्रे वा. सी. छत्रपती संभाजी महाराजांचे चिकित्सक चरित्र, मनोरमा प्रकाशन.
१२. कुलकर्णी अ. रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे, १९९७.
१३. गोखले कमल, शिवपुत्र संभाजी, ज्ञान विज्ञान विकास मंडळ, पुणे, १९७१.
१४. डॉ. रोडे सोमनाथ, मराठयांचा इतिहास, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर, १९९६.

१५. डॉ. कदम सतिश, अष्टयोगांत शिवराय, अक्षरलेणे प्रकाशन, सोलापूर, २०१२.
१६. कुरुंदकर नरहर, शिवाजी महाराजांचे जीवन रहस्य, देशमुख अँड कंपनी पब्लिशर्स, प्रा. लि., २०१२.
१७. गवळी पी. ए., मराठ्यांचा इतिहास, कैलास प्रकाशन, औरंगाबाद, १९९९.
१८. डॉ. मुटकुळे रामभाऊ, डॉ. धाये राजेंद्र, मराठ्यांचा इतिहास, चिन्मय प्रकाशन, औरंगाबाद, २०१३.
१९. डॉ. जमाले हरिभाऊ, शिवाजी आणि शिवकाल, अक्षरलेणे प्रकाशन, सोलापूर, २०१४.
२०. अत्रे त्रि. ना., गावगाडा, गोखले इन्स्टिट्युट, पुणे, १९६२.
२१. गायकवाड, सरदेसाई, थोरात, हनमाने, मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, १९८७.
२२. जोशी एस. एन., मराठेकालीन समाजदर्शन, अ. वि. गृह प्रकाशन, पुणे, १९६०.
२३. देशमुख शारदा, शिवकालीन व पेशवेकालीन स्त्रीजीवन, टिळक महाराष्ट्र विद्यापीठ, पुणे, १९७३.
२४. सरदेसाई गो. स., मराठी रिसायती, खंड १ ते ८, पॉप्युलर प्रकाशन, मुंबई.

Rajarshi Shahu Mahavidyalaya (Autonomous), Latur
History

B.A. First Year, Semester II, Course No. III

CBCS Pattern

Course Code: U-HIS-216

Course Title: History of Ancient India

Credit: 03

Lectures: 55

Marks: 75

Learning Objectives –

1. To familiarize the basic features of Indian culture and to learn the socio-economic and political development.
2. To discuss the growth and development of religion in ancient India.

Course Outcomes –

1. The course intends to provide an understanding of the social, economic and institutional bases of Ancient India.
2. It is based on the premise that an understanding of Ancient Indian history is crucial to understand Indian history as a whole.
3. The ancient Indian concepts and paradigms relating to mental health are holistic and cover aspects that have been neglected by the modern mental health.
4. The current trend in mental health research is heavily based in favor of biological aspects of psychological phenomena neglecting the basic entity, the mind. Correction of this partisan tilt is urgently needed.
5. Ancient Indian concepts prevalent in any culture have always influenced the development of knowledge, especially in the field of psychology.

Pedagogy:

Lectures/Visual presentation/ Critical analysis/Assignments/Tests/Quiz/ e-learning

Unit 1. Mauryan Empire

15

- a) Rise of the mauryan Empire : Chandragupta
- b) Mauryan Administration
- c) Ashoka : his Dharma, Decline of Maurya
- d) Decline of the Mauryan empire

Unit 2. Satavahana Dynasty

10

- a) Political History – Simukh, Satkarni I, Hal, Gautamiputra Satkarni
- b) Cultural Contribution

Unit 3. Gupta Age

15

- a) Political history- Chandragupta I, Samudragupta
- b) Chandragupta-II
- c) Golden Age

Unit 4. Post Gupta Period

15

- a) Vakatah and Kadamb – Introduction, Art and Architecture
- b) Chalukya at Badami
- c) Vardhan – Harshvardhan

Readings

English –

1. Dutt R. C., A History of Civilization in Ancient India Vol I, Arihant Publishing House, Jaipur, 2012.
2. Dutt R. C., A History of Civilization in Ancient India Vol II, Arihant Publishing House, Jaipur, 2012.
3. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
4. Sastri, K.A.N., History of South India, Oxford University press, 1975.
5. B.N. Luniya, Evolution of Indian Culture, Lakshmi Narain publications, Agra, 2005.
6. L.R. Sharma, Ancient History of India, Vikas publisher, New Delhi, 1981.

हिंदी:

१. गुप्त आर. के., प्राचीन भारत में समाज, धर्म, कला एवं वास्तुकला, पॉइन्टर पब्लिकेशर्स, जयपूर, २००७.
२. शुक्ल विजय, ऋग्वेदकालीन समाज और संस्कृति, शारदा पब्लिशिंग हाऊस, दिल्ली, २००१.
३. विमला देवी राय, वेदकालीन समाज और संस्कृति, कला प्रकाशन, वाराणसी, २००५.
४. गजेन्द्र सिंह, एस. एन. द्विवेदी, प्राचीन भारत एक तथ्यपूर्ण विवेचन, ज्योति इन्टरप्राइजिज, दिल्ली, २००६.
५. महाजन वी. डी., प्राचीन भारत का इतिहास, एस. चन्द अँड कंपनी, दिल्ली, २०१५.

मराठी:

१. कोसंबी डी. डी., प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड प्रकाशन, पुणे, २००६.
२. सिंगारे, लिगाडे, दक्षिण भारताचा इतिहास (सातवाहन ते यादव), अरूणा प्रकाशन, लातूर, २०१३.
३. जोशी पी. जी., प्राचीन भारताचा इतिहास, अभय प्रकाशन, नांदेड, १९९४.
४. मोरवंचीकर रा. श्री. प्राचीन भारत, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर, १९९०.
५. भिडे गजानन, प्राचीन भारत, फडके प्रकाशन, कोल्हापूर, १९९६.
६. देगलूरकर गो. बं., प्राचीन भारत आणि संस्कृती, अपरांत प्रकाशन, पुणे, २०१५.
७. देव प्रभाकर, प्राचीन भारताचा इतिहास, मंजे प्रकाशन, १९९८.

Rajarshi Shahu Mahavidyalaya (Autonomous), Latur
History

B.A. First Year, Semester II Course No. IV

CBCS Pattern

Course Code: U-HIS-217

Course Title: History of Marathas (1707 To 1818 A.D.)

Credit: 03

Lectures: 55

Marks: 75

Learning Objectives –

- 1) To make aware students to regional History of Maharashtra.
- 2) To introduce students literary, archeological and foreign sources of history of Marathas.
- 3) To help students to understand the contemporary situation this leads to establishment of Swarajya.
- 4) To familiarize students with administration of Marathas.

Course Outcomes -

- 1) Students will get the knowledge of the history of the Maratha
- 2) Students will be acquainted with the culture and traditions of the Maratha Empire.
- 3) Students can relate and understand their life with the life of the Marathas.
- 4) Students will get motivated to read at their own about the Maratha Empire.
- 5) Students will develop their interest in Historical studies of Maratha Empire.
- 6) Students will develop interest to discover India through its study of Maratha Empire.

Pedagogy:

Lectures/Visual presentation/ Critical analysis/Assignments/Tests/Quiz/ e-learning

Unit I - Chattrapati Shahu

- a) Shahu and Tarabai
- b) Rise of peshwa – Balaji Vishwanath
- c) Bajirao - I

Unit II - Chhatrapati Ramraje and Peshwa

- a) Introduction and Coronation of Chhatrapati Ramraje
- b) Life and achievement of Balaji Bajirao
- c) IIIrd Battle of Panipat: causes, effects

Unit III - Chhatrapati Shahu II and Peshwa

- a) Introduction of Shahu II
- b) Madhavrao - I
- c) Sawai Madharao

Unit IV - Chhatrapati Pratapsingh and Peshwa

- a) Role of Chhatrapati Pratapsingh Maharaj
- b) Bajirao – II
- b) Anglo – Maratha wars and Decline of Maratha Power

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