

Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur
(Autonomous)



**Structure and Curriculum of Four Year Multidisciplinary
Degree (Honors/Research) Programme with Multiple
Entry and Exit option**

**Undergraduate Programme of Humanities and Social
Sciences**

B.A. (Degree) in History

Board of Studies

in

History

Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

**Rajarshi Shahu Mahavidyalaya,
Latur (Autonomous)**

w.e.f. June, 2023

(In Accordance with NEP-2020)

CERTIFICATE

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of **B.A. (Degree) in History** Programme to be effective from the **Academic Year 2023-24**.

Date: 14/07/2023

Place: Latur



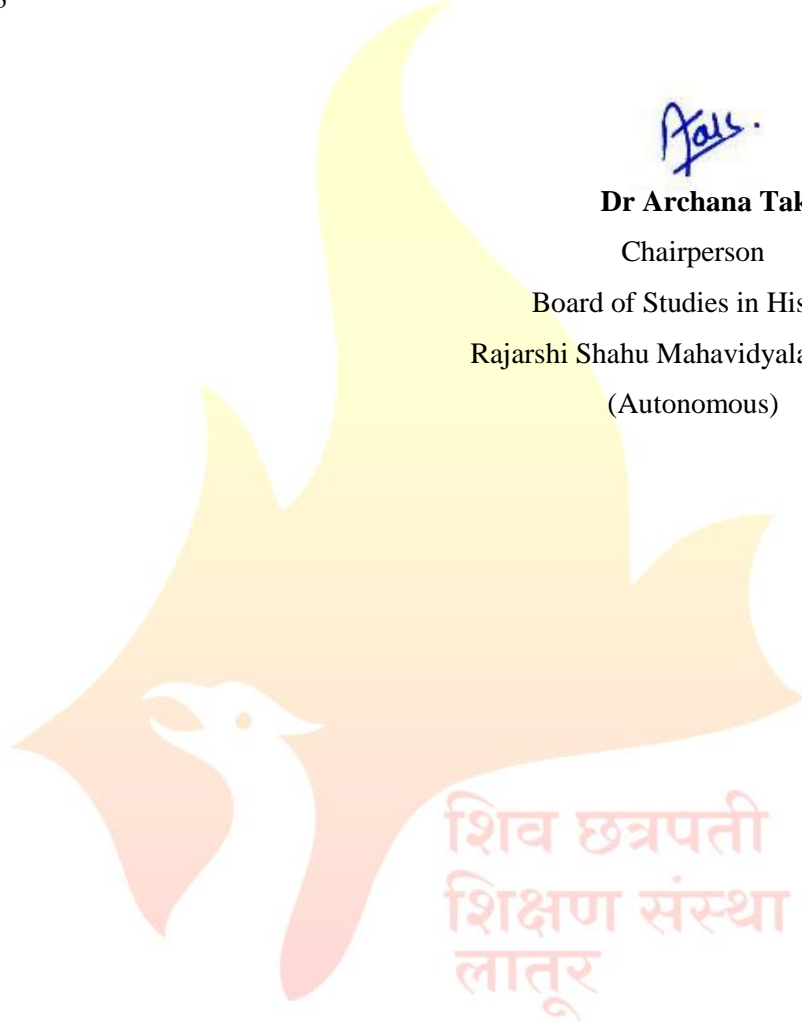
Dr Archana Tak

Chairperson

Board of Studies in History

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Review Statement

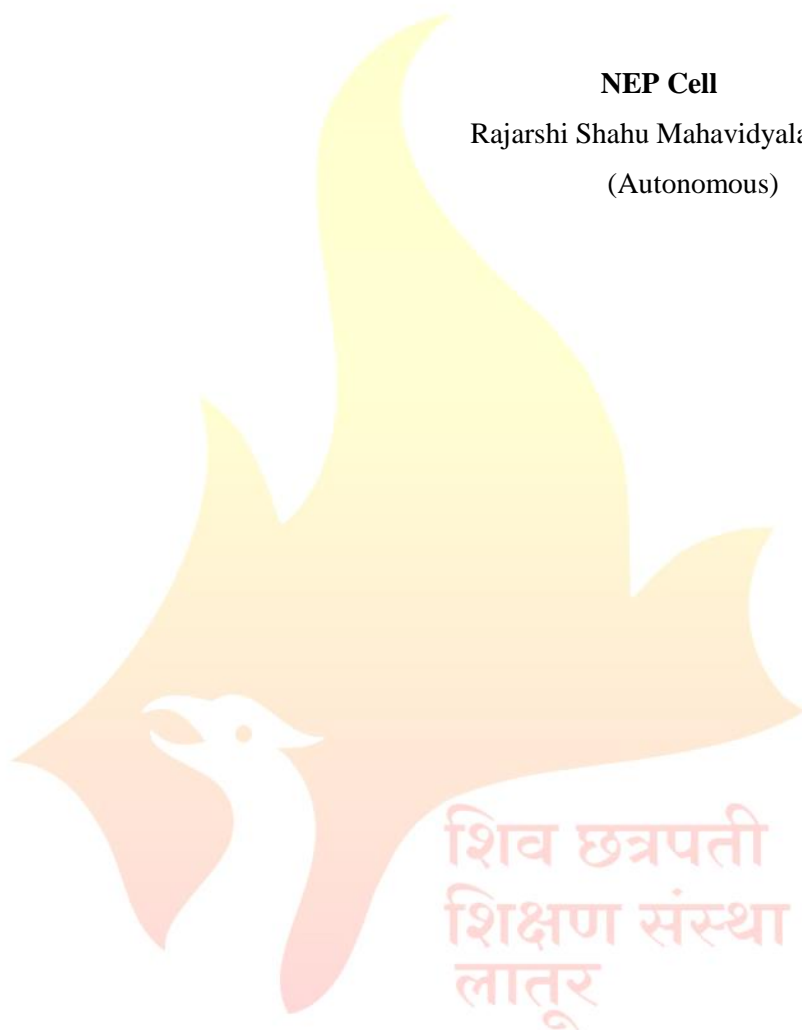
The NEP Cell reviewed the Curriculum of **B.A. (Degree) in History** Programme to be effective from the **Academic Year 2023-24**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

Date: 09/08/2023

Place: Latur

NEP Cell

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**Members of Board of Studies in the Subject History
Under the Faculty of Humanities and Social Sciences**

Sr. No.	Name	Designation	In position
1	Lt. Dr. Archana Tak Head, Department of History, Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Chairperson	HoD
2	Dr. Sachin Hanchate Associate Professor, Research Guide & Head, Department of History, Master Deenanath Mangeshkar Mahavidyalaya, Aurad Shahjani, Tal. Nilanga, Dist. Latur.	Member	V.C. Nominee
3	Prof. Dr. Lahu Gaikwad Professor & Research Guide in History, Arts, Commerce & Science College, Narayangaon, Tal. Junnar, Dist. Pune.	Member	Academic Council Nominee
4	Dr. Shivraj Bokade Associate Professor, Research Guide & Head, Department of History, Yashawant Mahavidyalaya, Nanded.	Member	Academic Council Nominee
5	Dr. Satish Kadam Associate Professor, Research Guide & Head, Department of History, Yashawantrao Chavan Mahavidyalaya, Tuljapur, Dist. Osmanabad.	Member	Expert from outside for Special Course
6	Dr. Kamaji Dak Coordinator, Department of Archives, Government of Maharashtra, Chhatrapati Sambhaji Nagar.	Member	Expert from Industry
7	Dr. Sadashiv Dande Assist. Prof. & Research Guide in History, Mahatma Basveshwar Mahavidyalaya, Latur.	Member	P.G. Alumni
8	Dr. Priyadarshani Patil Assist. Teacher in History, Rajarshi Shahu Mahavidyalaya, Latur.	Member	Faculty Member
9	Dr. Rahul More Assist. Prof., Department of History, Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Member	Faculty Member
10	Principal Dr. Mahadev Gavhane Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Member	Member from same Faculty

From the Desk of the Chairperson...

Dear Students,

Shiv Chhatrapati Shikshan Sanstha is committed for the bright future of the students as well as society with the mission “Pursuit of Excellence”. Keeping this lofty goal in mind, the department of History always strives to achieve holistic development of the students through the curriculum. The syllabus has been designed in such a way that the students should get the glorious and splendid knowledge in Indian history. They should be proud of the civilizations, art, architecture, science, philosophy, administration etc. in ancient, medieval and modern Indian history. The Department of History is committed to make students not only in academic, but also social responsible and ready to the serve the nation which are some of the core values of the Sanstha.

Indian History is very profound compare to other nations in the world. The Department of History tries to provide each and every aspects of Indian history to the students through the syllabus. The students will learn in their three years and six semesters the Ancient India, Medieval India, Modern India, Modern Maharashtra, Marathwada, Modern World. They will get deep knowledge about civilizations, empires, the literature which consist each and every knowledge of the universe, architecture, art, education, society, religious and social movements, the great Indian freedom struggle, revolutions in the world history and many more.

The study of history is an excellent foundation for a number of careers. It offers job opportunities as Secondary and junior college teacher and senior college professor, employment in government museums, archives, tourist guide, Modi transcriber, Historical script writer etc. The history subject has a lot of importance in the preparation of Competitive examinations such as UPSC and MPSC. The students will also acquire valuable skills for further professional study and is an essential foundation for active citizenship. Many history majors also choose to work as journalists or writers. The study of history provides students with an interdisciplinary perspective and a strong foundation for careers in politics, economics, law, and business. Further, it helps students to develop good critical thinking and communication skills, two valuable attributes for any career. Besides the interdisciplinary nature of this major, students also develop critical thinking skills through the study of ancient and modern languages. Various scripts proficiency is a necessity for many graduate programs and jobs in history, making this degree a great choice for future students. Additionally, students may want to work in education, as many history graduates choose to teach in elementary or secondary schools. During their final year, students complete a senior capstone seminar that connects them with career services and faculty members


(Lt. Dr. Arcana Lak)

Chairperson
Board of Studies in History



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Faculty of Humanities and Social Sciences

Structure for Four Year Multidisciplinary Undergraduate Degree Programme in B. A. History

Multiple Entry and Exit (In accordance with NEP-2020)

Year & Level	Sem	Major		Minor	GE/OE	VSC/ SEC (VSEC)	AEC/ VEC	OJT,FP,CEP, RP	Credit per Sem.	Cum./Cr. per exit
		DSC	DSE							
1	2	3		4	5	6	7	8	9	10
I 4.5	I	DSC I: 04 Cr. DSC II: 04 Cr.	NA	NA	GE-I: 04 Cr.	VSC-I: 02 Cr. SEC-I: 02 Cr.	AEC-I MIL: 02 Cr. VEC-I: 02 Cr.	CC-I: 02 Cr. (NSS, NCC, Sports, Cultural)/ CEP-I: 02 Cr. (SES-I)/ OJT: 02 Cr. / Mini Project: 02 Cr.	22	44 Cr. UG Certificate
	II	DSCIII: 04 Cr. DSC IV: 04 Cr. (IKS)	NA	NA	GE-II: 04 Cr.	VSC-II: 02 Cr. SEC-II: 02 Cr.	AEC-II MIL: 02 Cr. VEC-II: 02 Cr.	CC-II: 02 Cr. (NSS, NCC, Sports, Cultural)/ CEP-II: 02 Cr. (SES-II)/ OJT: 02 Cr. / Mini Project: 02 Cr.	22	
	Cum. Cr.	16	-	-	08	04+04=08	04+02+02=08	04	44	
Exit Option: Award of UG Certificate in Major with 44 Credits and Additional 04 Credits Core NSQF Course/Internship or continue with Major and Minor										

Abbreviations:

1. DSC : Discipline Specific Core (Major)
2. DSE : Discipline Specific Elective (Major)
3. DSM : Discipline Specific Minor
4. GE/OE : Generic/Open Elective
5. VSEC : Vocational Skill and Skill Enhancement Course
6. VSC : Vocational Skill Courses
7. SEC : Skill Enhancement Course
8. AEC : Ability Enhancement Course
9. MIL : Modern Indian Languages
10. IKS : Indian Knowledge System
11. FSRCE : Fostering Social Responsibility & Community Engagement
12. VEC : Value Education Courses
13. OJT : On Job Training
14. FP : Field Projects
15. CEP : Community Engagement and Service
16. CC : Co-Curricular Courses
17. RP : Research Project/Dissertation
18. SES : Shahu Extension Services



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Department of History

B.A. (Degree)

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.
I 4.5	I	101HIS1101 (DSC-I)	Ancient Indian Civilization (Up to 6 th Century B.C.)	04	60
		101HIS1102 (DSC-II)	Deccan India: Vakataka to Yadava	04	60
		GE-I	From Basket	04	60
		101HIS1501 (VSC-I)	Introduction to Indian Art & Architecture	02	30
		(SEC-I)	From Basket	02	30
		(AEC-I)	From Basket	02	30
		(VEC-I)	Constitution of India	02	30
		AIPC/OJT-I	Case Study	02	60
	Total Credits			22	
	II	101HIS2101 (DSC-III)	Ancient Indian Dynasties	04	60
		101HIS2102 (DSC-IV) IKS	History of Scientific Revolution in Ancient India	04	60
		GE-II	From Basket	04	60
		101HIS2501 (VSC-II)	Historical Script Studies	02	30
		(SEC-II)	From Basket	02	30
		(AEC-II)	From Basket	02	30
		(VEC-II)	FSRCE (CBPR)	02	30
		AIPC/OJT-II	Mini Project	02	60
	Total Credits			22	
Total Credits (Semester I & II)				44	



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Faculty of Humanities and Social Sciences

Programme Outcomes (POs) for B.A. Degree Programme	
PO No.	Upon completion of this programme the students will be able to
PO 1	To prepare for various types of Competitive Examinations.
PO 2	To get higher education in the field of history and archaeology.
PO 3	Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and traditions of their own country and the others.
PO 4	Awareness will be created in the minds of students regarding the preservation of historical, cultural and heritage sites.
PO 5	Students will be able to work in tourism industry.
PO 6	The students will become a responsible and sensible citizen after the curriculum of BA History.
PO 7	It will be helpful to the students to get government job opportunities in the government or private museums.
PO 8	The students will become employable due to the study of Modi and Brahmi Script.



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Semester - I



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Department of History

Course Type: DSC-I

Course Title: Ancient Indian Civilization (Up to 6th Century B. C.)

Course Code: 101HIS1101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To familiarize the basic features of Indian culture and to learn the socio-economic and political development.
- LO 2. To discuss the growth and development of religion in ancient India.
- LO 3. To learn the change in the ancient India from early civilization and urbanization.
- LO 4. To understand the relationship that link between the ancient India and Modern World.
- LO 5. To introduce the humanitarian ideas of peace and non-violence, which were the gift of ancient Indians to the world.
- LO 6. To study the social, religious, economic and political revolutions in ancient India in sixth century B. C.
- LO 7. To study the wisdom of ancient Indians.

Course Outcomes:

After completion of course the student will be able to-

- CO 1. To provide an understanding of the social, economic and institutional bases of Ancient India.
 - CO 2. To Understand Indian history as a whole is based on an understanding of Ancient Indian History.
 - CO 3. To correct the partisan tilt is urgently needed in the current trend in mental health research which is heavily based in favor of biological aspects of psychological phenomena neglecting the basic entity, the mind.
 - CO 4. To spread and promote Indian culture by being a link between society and education.
 - CO 5. To inculcate the value of ancient Indian Nobel culture and philosophy in the modern lifestyle.
 - CO 6. To understand that the ancient Indian concept prevalent any culture have always influence the development of knowledge.
-

Unit No.	Title of Unit & Contents	Hrs.
I	Sources of Ancient Indian History	15
	<ol style="list-style-type: none"> 1. Meaning –Sources 2. Archaeological Sources <ol style="list-style-type: none"> 2.1 Inscriptions, Copperplate 2.2 Coins 2.3 Remains 3. Literary Sources <ol style="list-style-type: none"> 3.1 Religious Literature 3.2 Non-Religious Literature 3.3 Travelers Accounts 	
	Unit Outcomes: UO 1. To study history scientifically with the help of archeological and literary sources. UO 2. To understand that the architecture and literature of ancient India was superior to the architecture and literature of modern times.	
II	The Indus Valley Civilization	14
	<ol style="list-style-type: none"> 1. The Indus Valley Civilization <ol style="list-style-type: none"> 1.1 Discovery 1.2 Spread 2. Town Planning 3. Life of People in The Indus Valley Civilization <ol style="list-style-type: none"> 3.1 Social Condition 3.2 Economic Condition – Agriculture and Trade 3.3 Religious Condition 4. Causes of Decline 	
	Unit Outcome: UO 1. To analyze the culture, geography, history and daily life of India valley civilization. UO 2. To describe how the physical characteristics of river valleys supported permanent settlements and the rise of early civilizations in India.	
III	The Vedic Culture	16
	<ol style="list-style-type: none"> 1. Home Land 2. Early Vedic Culture <ol style="list-style-type: none"> 2.1 Social Condition 	

Unit No.	Title of Unit & Contents	Hrs.
	2.2 Political Condition 2.3 Economic Condition 2.4 Religious Condition 3. Later Vedic Culture 3.1 Social Condition 3.2 Political Condition 3.3 Economic Condition 3.4 Religious Condition Unit Outcomes: UO 1. To understand that the Vedic literature is not mere a religious text but it is a scientific text. UO 2. To make the world aware that India is a mother of democracy and the Vedic period bears witness to this.	
IV	Revolutions in Ancient India	15
	1. Socio-Religious Revolution 1.1 Jain Philosophy 1.2 Buddhist Philosophy 2. Economic Revolution 2.1 Agriculture 2.2 Trade and Industries 3. Political Revolution Unit Outcomes: UO 1. To inculcate the message of peace and brotherhood in Jain and Buddhist philosophy in the society. UO 2. To follow the ideas of truth and non-violence to establish peace in the world in the modern age.	

Learning Resources:

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.
७. गुप्त आर. के., प्राचीन भारत में समाज, धर्म, कला एवं वास्तुकला, पोइन्टर पब्लिकेशर्स, जयपुर, २००७.
८. शुक्ल विजय, ऋग्वेदकालीन समाज और संस्कृति, शारदा पब्लिशिंग हाऊस, दिल्ली, २००१.
९. विमला देवी राय, वेदकालीन समाज और संस्कृति, कला प्रकाशन, वाराणसी, २००५.
१०. गजेन्द्र सिंह, एस. एन. द्विवेदी, प्राचीन भारत एक तथ्यपूर्ण विवेचन, ज्योति इंटरप्राइजिज, दिल्ली, २००६.
११. महाजन वी. डी., प्राचीन भारत का इतिहास, एस. चन्द अँड कंपनी, दिल्ली, २०१५.
१२. कोसंबी डी. डी., प्राचीन भारतीय संस्कृति व सभ्यता, डायमंड प्रकाशन, पुणे, २००६.
१३. सिंगारे, लिगाडे, दक्षिण भारताचा इतिहास(सातवाहन ते यादव), अरुणा प्रकाशन, लातूर, २०१३.
१४. जोशी पी. जी., प्राचीन भारताचा इतिहास, अभय प्रकाशन, नांदेड, १९९४.
१५. मोरवंचीकर रा. श्री., प्राचीन भारत, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर, १९९०.
१६. भिडे गजानन, प्राचीन भारत, फडके प्रकाशन, कोल्हापुर, १९९६.



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Department of History

Course Type: DSC-II

Course Title: Deccan India: Vakataka to Yadava

Course Code: 101HIS1102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives

- LO 1. To motivate the students to preserve and conserve the architecture in their region.
- LO 2. To study the contribution of regional kingdoms in Indian history.
- LO 3. To encourage the students to take pride in local history.
- LO 4. To honor local culture and traditions.
- LO 5. To visit the southern heritage sites to know the history.

Course Outcomes:

After completion of course the student will be able to-

- CO 1. To get knowledge about the regional kingdoms in Deccan.
- CO 2. To understand the importance of Latur and local region as a historical place.
- CO 3. To know the glorious and marvelous architecture in Deccan.
- CO 4. To spread awareness in the society to preserve the local architecture.

Unit No.	Title of Unit & Contents	Hrs.
I	Vakataka Dynasty	16
	<ul style="list-style-type: none">1. Foundation<ul style="list-style-type: none">1.1 Vindhyashakti1.2 Pravarsen I2. Nandivardhan Branch<ul style="list-style-type: none">2.1 Pruthvisen I2.2 Pravarsen II2.3 Narendrasen3. Vastgurm Branch<ul style="list-style-type: none">3.1 Sarvsen3.2 Harishen	

Unit No.	Title of Unit & Contents	Hrs.
	<p>4. Cultural Contribution of the Vakatakas</p> <p>Unit Outcome:</p> <p>UO 1. The students will learn the history of Vakataka dynasty.</p> <p>UO 2. The students will get information about the excellent administration of the Vakatakas.</p>	
II	Rashtrakuta Dynasty	14
	<p>1. Political History</p> <p>1.1 Dantidurga</p> <p>1.2 Krushna I</p> <p>1.3 Govind III</p> <p>1.4 Amoghvarsha I</p> <p>1.5 Krushna II</p> <p>2. Capitals of Rashtrakutas</p> <p>2.1 Kandhar</p> <p>2.2 Latur</p> <p>2.3 Malkhed</p> <p>3. Cultural Contribution of the Rashtrakutas</p> <p>Unit Outcome:</p> <p>UO 1. Latur has the long history as the city was the capital of the Rashtrakutas.</p> <p>UO 2. The students will understand the political history of the Rashtrakutas who ruled over the local region.</p>	
III	Chalukyas at Kalyani	15
	<p>1. Political History of Chalukyas</p> <p>1.1 Tailap II</p> <p>1.2 Satyashraya</p> <p>1.3 Someshwar I</p> <p>1.4 Vikramaditya VI</p> <p>2. Cultural History of Chalukyas</p> <p>2.1 Vitthal Rukmini Temple</p> <p>2.2 Kedareshwar Temple at Dharmapuri</p> <p>2.3 Nilkantheshwar Temple at Nilanga</p> <p>2.4 Anantpaleshwar Temple at Shirur Anantpal</p> <p>Unit Outcomes:</p> <p>UO 1. The students will learn the history of the Cholas and Pallavas the</p>	

Unit No.	Title of Unit & Contents	Hrs.
	southernmost kingdoms. UO 2. While learning the administration of the Cholas and the Pallavas. They will study the first naval force in India by the Cholas.	
IV	Yadava Dynasty	15
	1. Political History of Yadava 1.1 Bhillam 1.2 Jaitrapal 1.3 Singhan 1.4 Mahadevraya 1.5 Ramdevraya 2. Cultural Contribution 2.1 Devgiri Fort 2.2 Hemadpanthi Style in Temple Architecture Unit Outcome: UO 1. Most of the temples in Maharashtra are in the Hemadpanthi Style of architecture. The students will study the style of architecture while learning the history of Yadavas.	

Learning Resources:

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.
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9. विमला देवी राय, वेदकालीन समाज और संस्कृति, कला प्रकाशन, वाराणसी, 2005.
10. गजेन्द्र सिंह, एस. एन. द्विवेदी, प्राचीन भारत एक तथ्यपूर्ण विवेचन, ज्योति इंटरप्राइजिज, दिल्ली, 2006.
11. महाजन वी. डी., प्राचीन भारत का इतिहास, एस. चन्द अँड कंपनी, दिल्ली, 2015.

12. कोसंबी डी. डी., प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड प्रकाशन, पुणे, 2006.
13. सिंगारे, लिगाडे, दक्षिण भारताचा इतिहास(सातवाहन ते यादव), अरूणा प्रकाशन, लातूर, 2013.
14. जोशी पी. जी., प्राचीन भारताचा इतिहास, अभय प्रकाशन, नांदेड, 1994.
15. मोरवंचीकर रा. श्री., प्राचीन भारत, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर, 1990.
16. भिडे गजानन, प्राचीन भारत, फडके प्रकाशन, कोल्हापुर, 1996.



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Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

Department of History

Course Type: VSC-I

Course Title: Introduction to Indian Art & Architecture

Course Code: 101HIS1501

Credits: 02

Max. Marks: 50

Lectures: 30 Hrs.

Learning Objectives:

- LO 1. To Introduce the Students to the Indian Art and Architecture in Ancient India.
- LO 2. To appreciate the various contexts of Ancient Indian Art and Architecture.
- LO 3. The course intends to strengthen the understanding of cultural history through the study forms, techniques and growth of Ancient Indian Art and Architecture.

Course Outcomes:

After completion of course the student will be able to-

- CO 1. Enhance the views regarding the Ancient Indian Art and Architecture.
- CO 2. Get jobs in Tourism Industries.
- CO 3. Get conserve the historical monuments and places in their local areas.

Unit No.	Title of Unit & Contents	Hrs.
I	Early Indian Art and Architecture	11
	<ul style="list-style-type: none">1. Mauryan Art and Architecture<ul style="list-style-type: none">1.1 Capital City – Pataliputra1.2 Palace of Chandragupta Maurya1.3 Cave Temples1.4 Pillar Edicts – Lauriya Nandangad, Sarnath, Rampurva1.5 Yaksha and Yakshini Sculptures – Parkham, Patana, Didarganj1.6 Characteristics of Mauryan Art and Architecture2. Shunga Art and Architecture<ul style="list-style-type: none">2.1 Stupa – Meaning and Structure2.2 Barhuta Stupa2.3 Bodhagaya Stupa2.4 Sanchi Stupa3. Satvahan Art and Architecture<ul style="list-style-type: none">3.1 Chaityagruha and Vihar – Meaning and Structure	

	3.2 Bhaje Chaitya 3.3 Karle Chaitya 3.4 Stupa at Amaravati 3.5 Paintings	
	Unit Outcome: UO 1. Students will understand the importance of archaeological sources for the study of history. UO 2. The students will get the locations of ancient rock edicts and caves in India.	
II	Temple Architecture	11
	1. Nagara Style 1.1 Chandela 1.2 Solanki 1.3 Gang 2. Dravid Style 2.1 Chalukya 2.2 Chola 2.3 Pallava 2.4 Nayak 3. Vesar Style 3.1 Hoysala	
	Unit Outcome: UO 1. The students will get the locations of ancient temples in India.	

Learning Resources:

1. वाळिंबे रा. रा., प्राचीन भारतीय कला, इतिहास व रूपदर्शन.
2. कठारे अनिल, भारतीय कलेचा इतिहास.
3. पाटणकर र. ना., कलेचा इतिहास.
4. खोले ग. शं., भारतीय तीर्थक्षेत्रे.
5. जगताप जयप्रकाश, भारतीय कलेचा इतिहास.
6. शहाणे श्री. ह., भारतीय कलेचा इतिहास.
7. पाटणकर पांडुरंग, पाटणकर मानसी, चला दक्षिण भारताच्या सहलीला.

Semester - II



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Department of History

Course Type: DSC-III

Course Title: Ancient Indian Dynasties

Course Code: 101HIS1102101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 8. To familiarize the basic features of Indian culture and to learn the socio-economic and political development.
- LO 9. To discuss the growth and development of religion in ancient India.
- LO 10. To learn the change in the ancient India from early civilization and urbanization.
- LO 11. To understand the relationship that link between the ancient India and Modern World.
- LO 12. To introduce the humanitarian ideas of peace and non-violence, which were the gift of ancient Indians to the world.
- LO 13. To study the social, religious, economic and political revolutions in ancient India in sixth century B. C.
- LO 14. To study the wisdom of ancient Indians.

Course Outcomes:

After completion of course the student will be able to-

- CO 7. To provide an understanding of the social, economic and institutional bases of Ancient India.
- CO 8. To Understand Indian history as a whole is based on an understanding of Ancient Indian History.
- CO 9. To correct the partisan tilt is urgently needed in the current trend in mental health research which is heavily based in favor of biological aspects of psychological phenomena neglecting the basic entity, the mind.
- CO 10. To spread and promote Indian culture by being a link between society and education.
- CO 11. To inculcate the value of ancient Indian Nobel culture and philosophy in the modern lifestyle.
- CO 12. To understand that the ancient Indian concept prevalent any culture have always influence the development of knowledge.

Unit No.	Title of Unit & Contents	Hrs.
I	The Mahajanpadas	15
	1. Sixteen Mahajanpadas 2. The First Five Dynasties that Ruled Magadha 3. Reasons for Success of Magadha Unit Outcomes: UO 3. The students will be able to learn that the roots of present democracy and republic are in age of Mahajanpadas.	
II	Mauryan Empire	14
	5. Rise of the Mauryan Empire: Chandragupta 6. Mauryan Administration 7. Ashoka: his Dharma, Decline of Maurya 8. Decline of the Maurya empire Unit Outcome: UO 3. The students will learn the contribution of the Mauryan empire in the prosperity of Ancient Indian History.	
III	Satavahan Dynasty	16
	4. Political History 4.1 Hal 4.2 Gautamiputra Satkarni 4.3 Satavahan Sites in Marathwada 4.3.1 Pratishtan 4.3.2 Tagar 4.3.3 Bhogvardhan Unit Outcomes: UO 3. The students will learn that the regional places were the important international centers of trade and business in Ancient India.	
IV	Gupta Age	15
	4. Political history-Chandragupta- I, Samundragupta 5. Chandragupta-II 6. Golden Age Unit Outcomes: UO 3. The golden age in Ancient India motivate the students to feel proud of ancient Indian culture.	
V	Post Gupta Period	

Unit No.	Title of Unit & Contents	Hrs.
	1.Chalukya Dynasty at Badami 1.1Political History-Pulkeshi II 1.2 Cultural Contribution 2.Vardhan Dynasty 2.1 Political History-Harshavardhan 2.2 Harshavardhan's Religious Policy	
	Unit Outcomes: UO 1.The students will come to know the contribution of regional kingdom in the glory of Indian history.	

Learning Resources:

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.
7. गुप्त आर. के., प्राचीन भारत में समाज, धर्म, कला एवं वास्तुकला, पोइन्टर पब्लिकेशंस, जयपुर, 2007.
8. शुक्ल विजय, ऋग्वेदकालीन समाज और संस्कृति, शारदा पब्लिशिंग हाऊस, दिल्ली, 2001.
9. विमला देवी राय, वेदकालीन समाज और संस्कृति, कला प्रकाशन, वाराणसी, 2005.
10. गजेन्द्र सिंह, एस. एन. द्विवेदी, प्राचीन भारत एक तथ्यपूर्ण विवेचन, ज्योति इंटरप्राइजिज, दिल्ली, 2006.
11. महाजन वी. डी., प्राचीन भारत का इतिहास, एस. चन्द अँड कंपनी, दिल्ली, 2015.
12. कोसंबी डी. डी., प्राचीन भारतीय संस्कृति व सभ्यता, डायमंड प्रकाशन, पुणे, 2006.
13. सिंगारे, लिगाडे, दक्षिण भारताचा इतिहास(सातवाहन ते यादव), अरूणा प्रकाशन, लातूर, 2013.
14. जोशी पी. जी., प्राचीन भारताचा इतिहास, अभय प्रकाशन, नांदेड, 1994.
15. मोरवंचीकर रा. श्री., प्राचीन भारत, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर, 1990.
16. भिडे गजानन, प्राचीन भारत, फडके प्रकाशन, कोल्हापुर, 1996.



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Department of History

Course Type: DSC - IV

Course Title: History of Scientific Revolution in Ancient India

Course Code: 101HIS2102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the student with the scientific progress made by Indians in Ancient age.
- LO 2. To analyze and assess the nature of ancient Indian science and technology and its social Impact in modern age.
- LO 3. To motivate the students to study the ancient Indian science and technology.
- LO 4. To create the sense of pride in students about the ancient Indian glory.
- LO 5. To provide a platform of inspiration for the students to study the ancient Indian knowledge in the field of science and technology.

Course Outcomes:

After completion of course the student will be able to-

- CO 1. Follow one of the fundamental duties, to value and preserve the rich heritage of our composite culture.
- CO 2. Aware the society about the great ancient Indian heritage and glory.
- CO 3. Through the students, the Indian citizens will understand that our ancient science and technology was ahead of the modern western countries.
- CO 4. Enhance the views regarding the Ancient Indian Art and Architecture.

Unit No.	Title of Unit & Contents	Hrs.
I	Development of Mathematics in Ancient India	15
	1.Vedic Period 2.Post-Vedic Mathematics 3.Arithmetic 4. Algebra 5.Geometry 6.Trigonometry	
	Unit Outcome:	

	UO 1. Ancient Indian literature will be studied from a scientific point of view.	
II	Development of Astronomy in Ancient India	14
	1.Astronomy during Vedic Period 2. Post-Vedic Astronomy 3. The Originality of Indian Astronomy Unit Outcome: UO 1. Students will be proud to know that ancient Indians knew about astronomy in the absence of well-equipped instruments.	
III	Development of Medicines-Ayurveda in Ancient India	15
	1.Scope of Ayurveda 2.Origine and Antiquity 3.Development of Ayurveda 4.Application of Ayurveda to other forms of life 5.Spread of Ayurveda Outside India Unit Outcome: UO 1. The students will understand the importance of Ayurveda compare to modern medicines.	
IV	Ancient Indian Prominent Scientists and Their Contribution	16
	1.Mathematicians and Astronomers 1.1 Aryabhatta 1.2 Varahamihir 1.3 Bramagupta 1.4 Bhaskara I 1.5 Bhaskara II 1.6 Baudhayana 2.Physicians 2.1 Sushruta 2.2 Charaka 2.3 Jivak 2.4 Nagarjun Unit Outcome: UO 1. The students will get the knowledge of ancient Ancient Indian Scientists.	

Learning Resources:

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.
7. गुप्त आर. के., प्राचीन भारत में समाज, धर्म, कला एवं वास्तुकला, पोइन्टर पब्लिकेशर्स, जयपुर, 2007.
8. शुक्ल विजय, ऋग्वेदकालीन समाज और संस्कृति, शारदा पब्लिशिंग हाऊस, दिल्ली, 2001.
9. विमला देवी राय, वेदकालीन समाज और संस्कृति, कला प्रकाशन, वाराणसी, 2005.
10. गजेन्द्र सिंह, एस. एन. द्विवेदी, प्राचीन भारत एक तथ्यपूर्ण विवेचन, ज्योति इंटरप्राइजिज, दिल्ली, 2006.
11. महाजन वी. डी., प्राचीन भारत का इतिहास, एस. चन्द अँड कंपनी, दिल्ली, 2015.
12. कोसंबी डी. डी., प्राचीन भारतीय संस्कृति व सभ्यता, डायमंड प्रकाशन, पुणे, 2006.
13. सिंगारे, लिगाडे, दक्षिण भारताचा इतिहास(सातवाहन ते यादव), अरुणा प्रकाशन, लातूर, 2013.
14. जोशी पी. जी., प्राचीन भारताचा इतिहास, अभय प्रकाशन, नांदेड, 1994.
15. मोरवंचीकर रा. श्री., प्राचीन भारत, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर, 1990.
16. भिडे गजानन, प्राचीन भारत, फडके प्रकाशन, कोल्हापुर, 1996.

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Department of History

Course Type: VSE-II

Course Title: Historical Script Studies

Course Code: - 101HIS2501

Credits: 02

Max. Marks: 50

Lectures: 30 Hrs.

Learning Objectives:

- LO 4. To introduce students to Modi and Brahmi script.
- LO 5. To Studying Modi and Brahmi script from a historical perspective.
- LO 6. To introduce students to historical documents in Modi script and inscriptions in Brahmi Script.
- LO 7. To provide information on political, social, cultural, economic topics in Modi Script.
- LO 8. To develop transcription skills in students.
- LO 9. Trying to bring out the hidden history of Modi and Brahmi script.
- LO 10. To preserve, promote and disseminate the endangered Modi and Brahmi script.

Course Outcomes:

After completion of course the student will be able to-

- CO 5. Students will be introduced to Modi and Brahmi script.
- CO 6. Students will develop ability to perform transcription work.
- CO 7. Students will know about the documents of Shiv era, Peshwa era.
- CO 8. Students will know about the inscriptions of Samrat Ashoka's era.
- CO 9. Students will develop a sense of preservation, conservation and dissemination of the declining Modi and Brahmi Script.

Unit No.	Title of Unit & Contents	Hrs.
I	Brahmi Script	15
	1. Vowels 2. Consonants 3. Compounds Words 4. Brahmi Barakhadi 5. Sentences	

	Unit Outcome: UO 1. The study of Brahmi script will provide job opportunities to the students. UO 2. The students will get knowledge about the rise and the history of the historical Brahmi script. The students will get knowledge about the rise and the history of the historical Brahmi script.	
II	Modi Script	15
	1. Vowels 2. Consonants 3. Compounds Words 4. Modi Barakhadi 5. Sentences	
	Unit Outcome: UO 1. The study of Modi script will provide job opportunities to the students. UO 2. The students will get knowledge about the rise and the history of the historical Modi script. The students will get knowledge about the rise and the history of the historical Modi script.	

Learning Resources:

१. मोडी प्रशिक्षण वर्ग पुस्तिका – पुराभिलेख संचालनालय, महाराष्ट्र राज्य शासन.
२. चला मोडी शिकूया – कृष्णाजी म्हात्रे
३. तुम्हीच मोडी शिका – मधुकर कुलकर्णी
४. मोडी वाचन लेखन – जी. आर. वाळिंबे
५. लेखनप्रशस्ती – अनुराधा कुलकर्णी
६. सहज सोपी मोडी लिपी – लक्ष्मण टिळक
७. मोडी शिका – गंगाधर महांबरे
८. धम्मलिपी – डॉ. भीमराव पाटील

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UG First Year

Basket I: Generic/Open Elective (GE/OE)

(GEs offered to the Commerce and Management students in Sem.-I/II)

Sr. No.	BoS Proposing GE/OE	Code	Course Title	Credits	Hrs.
1	English	101ENG1401	Business Communication & Grammar	04	60
2	Computer Science	101COS1401	Fundamentals of Computers	04	60
3	Information Technology	101COA1401	Web Designing	04	60
4	Marathi	101MAR1401	स्पर्धा परीक्षा आणि मराठी भाषा	04	60
5	Mathematics	101MAT1401	Fundamentals of Mathematics	04	60
6	Political Science	101POL1401	Human Rights	04	60
7	Biotechnology	101BIO1401	Nutrition, Health and Hygiene	04	60
8	Information Technology	101COM1401	MS-Office	04	60
9	Music	101MUS1401	Indian Vocal Classical & Light Music	04	60
10	NCC Studies	101NCC1401	Introduction to NCC	04	60
11	Sports	101SPO1401	Counseling and Psychotherapy	04	60

Note: Student can choose any one GE from the basket

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Basket II: Skill Enhancement Courses (SEC)

(SEC offered to the Commerce and Management students in Sem.-I/II)

Sr. No.	BoS Proposing SEC	Code	Course Title	Credits	Hrs.
1	Commerce	101MAE1601	Office Management	02	30
2	Computer Science	101COS1601	Data Analysis and Computer Application	02	30-45
3	English	101ENG1601	Proof Reading and Editing	02	30
4	English	101ENG1602	Communication Skills	02	30
5	Geography	101GEO1601	Tourism & Travel Management	02	30-45
6	Information Technology	101COA1601	PC Assemble and Installation	02	30-45
7	Marathi	101MAR1601	कथा/पटकथालेखन	02	30
8	English	101ENG1603	Leadership and Personality Development	02	30
9	Zoology	101ZOO1601	Bee Keeping	02	30-45

Note: Student can choose any one SEC from the basket

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Basket III: Ability Enhancement Courses (AEC)

(AEC offered to the Science & Technology students in Sem.-I/II)

Sr. No.	BoS Proposing AEC	Code	Course Title	Credits	Hrs.
1	Marathi	101MAR7101	भाषिक कौशल्य भाग – १	02	30
2	Hindi	101HIN7101	हिंदी भाषा शिक्षण भाग – १	02	30
3	Sanskrit	101SAN7101	व्यावहारिक व्याकरण व नितिसुभाषिते	02	30
4	Pali	101PAL7101	उपयोजित व्याकरण	02	30
5.	English			02	30

Note: Student can choose any one AEC from the basket



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Extra Credit Activities

Sr. No.	Course Title	Credits	Hours T/P
1	MOOCs	Min. of 02 credits	Min. of 30 Hrs.
2	Certificate Courses	Min. of 02 credits	Min. of 30 Hrs.
3	IIT Spoken English Courses	Min. of 02 credits	Min. of 30 Hrs.

Guidelines:

Extra -academic activities

1. All extra credits claimed under this heading will require sufficient academic input/contribution from the students concerned.
2. Maximum 04 extra credits in each academic year will be allotted.
3. These extra academic activity credits will not be considered for calculation of SGPA/CGPA but will be indicated on the grade card.

Additional Credits for Online Courses:

1. Courses only from SWAYAM and NPTEL platform are eligible for claiming credits.
2. Students should get the consent from the concerned subject Teacher/Mentor/Vice Principal and Principal prior to starting of the course.
3. Students who complete such online courses for additional credits will be examined/verified by the concerned mentor/internal faculty member before awarding credits.
4. Credit allotted to the course by SWAYAM and NPTEL platform will be considered as it is.

Additional Credits for Other Academic Activities:

1. One credit for presentation and publication of paper in International/National/State level seminars/workshops.
2. One credit for measurable research work undertaken and field trips amounting to 30 hours of recorded work.
3. One credit for creating models in sponsored exhibitions/other exhibits, which are approved by the concerned department.
4. One credit for any voluntary social service/Nation building exercise which is in collaboration with the outreach center, equivalent to 30 hours
5. All these credits must be approved by the College Committee.

Additional Credits for Certificate Courses:

1. Students can get additional credits (number of credits will depend on the course duration) from certificate courses offered by the college.
2. The student must successfully complete the course. These credits must be approved by the Course Coordinators.
3. Students who undertake summer projects/ internships/ training in institutions of repute through a national selection process, will get 2 credits for each such activity. This must be done under the supervision of the concerned faculty/mentor.

Note:

1. The respective documents should be submitted within 10 days after completion of Semester End Examination.
2. No credits can be granted for organizing or for serving as office bearers/ volunteers for Inter-Class / Associations / Sports / Social Service activities.
3. The office bearers and volunteers may be given a letter of appreciation by the respective staff coordinators. Besides, no credits can be claimed for any services/ activities conducted or attended within the college.
4. All claims for the credits by the students should be made and approved by the mentor in the same academic year of completing the activity.
5. Any grievances of denial/rejection of credits should be addressed to Additional Credits Coordinator in the same academic year.
6. Students having a shortage of additional credits at the end of the third year can meet the Additional Credits Coordinator, who will provide the right advice on the activities that can help them earn credits required for graduation.

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Examination Framework

Theory:

40% Continuous Assessment Tests (CATs) and 60% Semester End Examination (SEE)

Practical:

50% Continuous Assessment Tests (CATs) and 50% Semester End Examination (SEE)

Course	Marks	CAT & Mid Term Theory				CAT Practical		Best Scored CAT & Mid Term	SEE	Total
1	2	3				4		5	6	5 + 6
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
DSC/DSE/GE/OE/Minor	100	10	10	20	10	-	-	40	60	100
DSC	75	05	10	15	10	-	-	30	45	75
Lab Course/AIPC/OJT/FP	50	-	-	-	-	05	20	-	25	50
VSC/SEC/AEC/VEC/CC	50	05	05	10	05	-	-	20	30	50

Note:

1. All Internal Exams are compulsory
2. Out of 02 CATs best score will be considered
3. Mid Term Exam will be conducted by the Exam Section
4. Mid Term Exam is of Objective nature (MCQ)
5. Semester End Exam is of descriptive in nature (Long & Short Answer)
6. CAT Practical (20 Marks): Lab Journal (Record Book) 10 Marks, Overall Performance 10 Marks