



स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड

॥ मा विद्या या विमुक्तये ॥
स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994. Recognized by the UGC U-2(F) and 12(B). NAAC Re-accredited with 'B++' grade

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मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय
शैक्षणिक धोरण २०२० नुसार पदवी प्रथम
वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक
वर्ष २०२४-२५ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा-या सर्व संलग्नित
महाविद्यालयामध्ये शैक्षणिक वर्ष २०२४-२५ पासून पदवीगतक राष्ट्रिय शैक्षणिक धोरण -२०२० लागू करण्याच्या
दृष्टीकोनातून मानवविज्ञान विद्याशाखे अंतर्गत येणा-या अभ्यासमंडळांनी तयार केलेल्या पदवी प्रथम वर्षाचे
अभ्यासक्रमांना मा. विद्यापरिषदेने दिनांक १५ मे २०२४ रोजी संपन्न झालेल्या बैठकीतील विषय क्रमांक
१६/५९-२०२४ च्या ठरावाअन्वये मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील खालील वी. ए.
प्रथम वर्षाचे अभ्यासक्रम (Syllabus) लागू करण्यात येत आहेत.

- 1) B. A. 1 year English
- 2) B. A. 1 year - History
- 3) B. A. 1 year - Economics
- 4) B. A. 1 year - Sociology
- 5) B. A. 1 year - Public Administration
- 6) B. A. 1 year - Geography and Applied Geography
- 7) B. A. 1 year - Pali
- 8) B. A. 1 year - Sanskrit
- 9) B. A. 1 year - Philosophy
- 10) B. A. 1 year - Military Science
- 11) B. A. 1 year - NCC
- 12) B. A. 1 year - Political Science
- 13) B. A. 1 year - History (NMD College Hingoli)
- 14) B. Sc. 1 year - Political Science (NMD College Hingoli)
- 15) B. Sc. 1 year - Economics (NMD College Hingoli)

मदरील परिपत्रक व अभ्यासक्रम प्रसूत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध
आहेत. तरी मदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिषद,

विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.:शै-१/एनडपी/विवर्तविपदवी/२०२४-२५/५०६

दिनांक १०.०६.२०२४

- प्रत : १) मा. आधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रसूत विद्यापीठ
२) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रसूत विद्यापीठ
३) मा. प्राचार्य, सर्व संयुक्त संलग्नित महाविद्यालये, प्रसूत विद्यापीठ.
४) मा. संचालक, सर्व संकूल परिषद व उपपरिषद, प्रसूत विद्यापीठ
५) मा. प्राचार्य, न्यू मॉडेल डिग्री कॉलेज हिंगोली.
६) निम्नोक्त एकसपट, शैक्षणिक विभाग, प्रसूत विद्यापीठ. याना देवून कळविण्यात येते की, सदर
प्रसिध्द करण्यात यावे.

डॉ. मरिना लोमरवार
सहा.कुलसचिव
शैक्षणिक (२-अभ्यासमंडळ) विभाग

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Nutan Mahavidyalaya
SELU Dist. Parbhani



SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED-431606



SYLLABUS

History

B. A. FIRST YEAR


Semester I & II

Semester Pattern

Under the Faculty of Humanities

Effective from Academic Year 2024-2025

(As per NEP-2020)


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Message from Hon'ble Vice Chancellor

Dear Stakeholders,

A warm and affectionate welcome to the new entrant students, who are embarking on a new and exciting academic odyssey of higher education of Swami Ramanand Teerth Marathwada University, Nanded. SRTM University has a rich legacy of academic excellence and since its establishment has been striving hard to impart quality education to meet national and global challenges. As a result, SRTMU has become a preferred destination of higher education for the students from various parts of the country and beyond. SRTMU enduring to its vision statement **"Enlightened Student: A Source of Immense Power"** owes meteoric rise of the stakeholders through their empowerment and sustainable development. SRTMU aims to develop strategic action plans to focus its energies and resources on igniting the rural youth by transforming them into thoughtful, productive citizens on a local and global scale through high-quality academic, well-rounded, value-added and experiential learning opportunities.

Higher education is a dynamic process and is characterized to enhance the existing skills, interests, understandings and progress of the learners. In the present scenario it is incumbent for the higher education institutes (HEIs) to shake-up their curriculum and make it more of the learner-centric, skill oriented so that the learners are oriented for the self-employment and self-sustaining skills like start-ups. Such an opportunity is provided by the **National Education Policy 2020 (NEP-2020)**, which aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning.

I am delighted to present the **"Common Credit Framework developed by the university for 3 / 4year undergraduate programs as a part of the implementation of NEP-2020"** from academic year 2024-25. This credit framework offers a plethora of undergraduate, post-graduate, diploma, certificate and research programs. The credit framework is truly learner-centric and provide academic diversity to the learners with ample of opportunities and wide range of flexibility for selection of courses of their choice. As a result, students have options to choose different academic pathways of creative combinations of courses in cross-discipline and blended mode, with an opportunity of **Multiple Entry and Multiple Exit, Flexibility of completing courses at ease** based on his/her own pace. Owing to these characteristics, the new education policy is a path-breaking and transforming policy that enables the students to develop critical and innovative thinking with a major emphasis on acquiring skills and holistic development along with a healthy blend of academics. With a synergy of skill, education, research, training, curricular and extra-curricular activities, exposure to the work cultures in the leading industries through internships and On-Job-Training facilitates the movement of the students through a path of learning, exposure and attitude to becoming job ready professionals. The courses like Indian Knowledge System, Environmental Studies, Constitution of India, Culture Studies, NCC, NSS, Sports, Yoga, Health Fitness, etc, help students to acquire democratic attitude and sense of social and civic responsibilities. Thus, the credit framework

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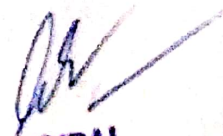


adopted by the University has been prepared after a series of rigorous discussions, meetings, interactions with the members of college managements, principals, teachers, parents and stakeholders and was further fine-tuned adopting suggestions from different components of society.

I appreciate the sincere efforts made by the NEP Cell of the University in developing this Framework. I also acknowledge the contribution of the stakeholders, members of Board of Studies of various subjects, Academic Council, the Management Council and Examination Section of the University. I am sure, effective implementation of NEP-2020 certainly enables the learners from this region to harness full human potential and develop well-rounded individuals.

As the Vice Chancellor of this university, while you begin your academic voyage, I urge you to embrace this opportunity with enthusiasm and a sense of determination to make the most of it to learn and grow. I wish every success in future endeavors the students to plant their dreams and see them grow into reality.

(Dr. Manohar G. Chaskar)
Vice Chancellor


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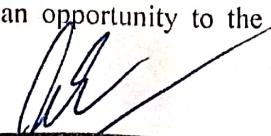
From the Desk of the Dean:

Swami Ramanand Teerth Marathwada University, Nanded, enduring to its vision statement "***Enlightened Student: A Source of Immense Power***", is trying hard consistently to enrich the quality of science education in its jurisdiction by implementing several quality initiatives. Revision and updating curriculum to meet the standard of the courses at national and international level, implementing innovative methods of teaching-learning, improvisation in the examination and evaluation processes are some of the important measures that enabled the University to achieve ***the 3Es, the equity, the efficiency and the excellence*** in higher education of this region. To overcome the difficulty of comparing the performances of the graduating students and also to provide mobility to them to join other institutions the University has adopted the cumulative grade point average (CGPA) system in the year 2014-2015. Further, following the suggestions by the UGC and looking at the better employability, entrepreneurship possibilities and to enhance the latent skills of the stakeholders the University has adopted the Choice Based Credit System (CBCS) in the year 2018-2019 at graduate and post-graduate level. This provided flexibility to the students to choose courses of their own interests. To encourage the students to opt the world-class courses offered on the online platforms like, NPTEL, SWAYM, and other MOOCS platforms the University has implemented the credit transfer policy approved by its Academic Council and also has made a provision of reimbursing registration fees of the successful students completing such courses.

SRTM University has been producing a good number of high calibre graduates; however, it is necessary to ensure that our aspiring students are able to pursue the right education. Like the engineering students, the youngsters pursuing science education need to be equipped and trained as per the requirements of the R&D institutes and industries. This would become possible only when the students undergo studies with an updated and evolving curriculum to match global scenario.

Higher education is a dynamic process and in the present era the stakeholders need to be educated and trained in view of the self-employment and self-sustaining skills like start-ups. Revision of the curriculum alone is not the measure for bringing reforms in the higher education, but invite several other initiatives. Establishing industry-institute linkages and initiating internship, on job training for the graduates in reputed industries are some of the important steps that the University would like to take in the coming time. As a result, revision of the curriculum was the need of the hour and such an opportunity was provided by the New Education Policy 2020. National Education Policy 2020 (NEP 2020) aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning. As a result the students will acquire expertise in specialized areas of interest, kindle their intellectual curiosity and scientific temper, and create imaginative individuals.

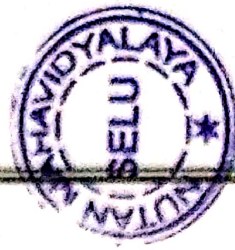
The NEP-2020 envisages a student-centric educational system with an opportunity to learn multiple courses and programmes and provides a comparable and globally competitive educational system. It transforms the existing Higher Educational System into creative, innovative and research oriented system. In addition to the traditional and time-tested system of continuing with the 3-year educational programme, the NEP provides an opportunity to the


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young minds to move up the ladder of knowledge stream by entering into the Honors and Research qualifications. The undergraduate programme envisage to equip students with the capacities in fields across arts, humanities, languages, natural sciences, and social sciences; an ethic of social engagement, soft skills such as complex problem solving, critical thinking, creative thinking, and communication skills, along with rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).


The curriculum given in this document has been developed following the guidelines of NEP-2020 and is crucial as well as challenging due to the reason that it is a transition from general science based to the discipline-specific-based curriculum. All the recommendations of the *Saksham Samiti* given in the *NEP Curriculum Framework-2023* have been followed, keeping the disciplinary approach with rigor and depth, appropriate to the comprehension level of learners. All the Board of Studies (BoS) under various faculties of this university have put in their tremendous efforts in making this curriculum of international standard. They have taken care of maintaining logical sequencing of the subject matter with proper placement of concepts with their linkages for better understanding of the students. We take this opportunity to congratulate the Chairman(s) and all the members of various Boards of Studies for their immense contributions in preparing the revised curriculum for the benefits of the stakeholders in line with the guidelines of the Government of Maharashtra regarding NEP-2020. We also acknowledge the suggestions and contributions of the academic and industry experts of various disciplines.


I am sure adoption of the revised credit framework under NEP-2020 shall be advantageous for the stakeholders to elevate their skills and employability capabilities. Introduction of the mandatory *On Job Training, Internship program* for science background students is praise worthy and certainly help the students to imbibe firsthand work experience, team work management. These initiatives will also help the students to inculcate the workmanship spirit and explore the possibilities of setting up of their own enterprises.

Dr. Parag Khadake,

Dean, Faculty of Humanities,

Swami Ramannand Teerth Marathwada University, Nanded


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From Desk of Chairman, Board of Studies of the Subject History

Preamble:

Humanities disciplines, encompassing history, social sciences, literature, and cultural studies, offer a profound insight into the tapestry of human experiences across diverse periods, societies, and cultures. They provide a platform for students to delve into and appreciate the myriad dimensions of human thoughts, emotions, values, and actions. The study of humanities is a catalyst for the development of critical thinking and analytical skills, empowering students to dissect complex texts, interpret varied perspectives, and construct compelling arguments grounded in evidence. These skills transcend academia, proving invaluable in professions ranging from law and journalism to research, policy-making, and business. Beyond professional applications, humanities education cultivates cultural and historical awareness, equipping students with the tools to comprehend the underpinnings of their own society and others.

Exploring Indian history holds profound significance as it not only nurtures cultural identity but also serves as a catalyst for national unity. By delving into the annals of the past, students gain invaluable insights into the rich tapestry of social structures and diversity that have shaped the Indian subcontinent. The study of historical events and movements not only unveils the evolution of the nation but also provides a global perspective, connecting local narratives to wider historical currents. Engaging with Indian history fosters critical thinking skills, enabling individuals to analyze and interpret the complexities of the past. Moreover, it plays a pivotal role in the preservation of India's cultural heritage, ensuring that the collective memory endures through generations. These outcomes collectively empower individuals with a profound understanding of their roots, a broader worldview, and the intellectual tools to make meaningful contributions to society.

I, Dr. Rahul Varvantikar, proudly serve as the Chairman of the Board of Studies in History at Swami Ramanand Teerth Marathwada University in Nanded. I am pleased to announce that we recently conducted a collaborative meeting with distinguished individuals, including Heads and eminent figures from various institutes, totaling 13 members. This gathering resulted in the finalization of the Program Educational Objectives for the Undergraduate program in History. The collective efforts and insights of these esteemed participants have contributed to the formulation of the following Program Educational Objectives, which are now ready for implementation.

1. To offer students a thorough insight into the historical evolution of the Indian subcontinent, the curriculum will delve into diverse epochs, civilizations, empires, socio-political movements, and cultural shifts that have played pivotal roles in shaping the region.
2. To cultivate critical thinking skills in students, the curriculum will actively promote the examination and analysis of historical sources, interpretations, and debates, fostering a

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- discerning approach to understanding the past.
3. To provide a contextual understanding of Indian history by examining the social, economic, political, and cultural factors that influenced historical events and processes.
 4. To explore the coexistence and interactions of different religious, linguistic, and cultural communities, and emphasize the contributions and experiences of marginalized and underrepresented groups.
 5. To promote an interdisciplinary approach to the study of Indian history. This involves incorporating insights and methodologies from related disciplines such as archaeology, anthropology, sociology, literary studies, art history, and political science to gain a holistic understanding of historical processes.
 6. To preserve and promote the rich cultural heritage of India. By studying the historical development of art, architecture, literature, music, dance, and other cultural forms, individuals can appreciate and safeguard these traditions for future generations.
 7. To scrutinize the political and governance systems across different historical periods, the curriculum will involve a comprehensive examination of structures and operations within ancient republics, monarchies, empires, and regional states.

- Moreover, additional programs aligned with our educational objectives may be incorporated as deemed appropriate by the affiliated Institute. It is the responsibility of the affiliated Institute to ensure that the Program Educational Objectives are achieved by considering the learners' perspectives and integrating them into the curriculum.

The philosophy of outcome-based education is instrumental in delivering quality education. Taking a step in the right direction will undoubtedly contribute to the flourishing success of stakeholders in the field of education.

Dr. Rahul Varvantikar,
Chairman, Board of Studies in History,
Swami Ramanand Teerth Marathwada University,
Nanded.


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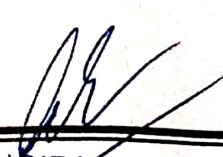


Swami RamanandTeerthMarathwada University, Nanded

Members of the Board of Studies in the subject of History

Under the faculty of Humanities

Sr. No	Name of the Members	Designation	Address with mail ID	Contact No.
1	Dr. Rahul Varvantikar	Chairman	PratibhaNiketanMahavidyalaya, Nanded rahulvarvantikar@ gmail.com	9422638877
2	Dr. Rambhau Mutkule	Member	BahirjiSamrakMahavidyalaya, Basmat mutkuleram@gmail.com	9850639897
3	Dr. Ramesh Gangthade	Member	KarmyogiTulshiramPawarMahavid yalaya, Hadolti, Tq. Ahmedpur, Dist. Latur rameshdg1971@gmail.com	9423350724
4	Dr. Shivraj Bokade	Member	YeshwantMahavidyalaya, Nanded shivrajbokade@gmail.com	9421367352
5	Dr. Vijaya Sakhare	Member	Shivaji Mahavidyalaya, Kandhar, Dist. Nanded vijayasakhare1969@gmail.com	9890749443
6	Dr. Dilip Paikrao	Member	NagnathMahavidyalaya, Aundha, Dist. Hingoli paikrao.da@gmail.com	9764064198
7	Dr. Rajesaheb Bhosale	Member	SambhajiMahavidyalaya, Murud, Dist. Latur 909671733az@gmail.com	9096717334
8	Dr. Hanuman Musale	Member	Late Nitin Mahavidyalaya, Pathari, Dist. Parbhani musalehanuman20@gmail.com	9423841652
9	Dr. Nitin Bawale	Member	SharadaMahavidyalaya, Parbhani bawale.nitin@gmail.com	9422110489
10	Dr. Vasant Kadam	Member	Hu. JawntraoPatilMahavidyalaya, Himayatnagar, Dist. Nanded dr.vasantkadam1975@gmail.com	9960597069
11	Dr. Arvind Sontakke	Member	D. B. College, Bhoker, Dist. Nanded arvindsontakke72@gmail.com	9423139676
12	Dr. Sakharam Takle	Member	LalbahadurShastri College, Partur, Dist. Jalna- sptakle@gmail.com	9422796358
13	Dr. Omshiva Ligade	Invitee Member	ShivjgrutiMahavidyalaya, Nalegaon, Dist. Latur omshivaligade@gmail.com	9764046640
14	Dr. Balasaheb Kshirsagar	Invitee Member	ShivajiMahavidyalaya, Hingoli drkbs003@gmail.com	9850864010

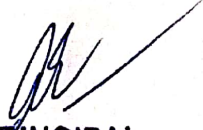

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Abbreviations:

1. **DSC:** Department/Discipline Specific Core (Major)
2. **DSE:** Department/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 Courses
8. **AEC:** Ability Enhancement courses
9. **MIL:** Modern Indian languages
10. **IKS:** Indian Knowledge System Courses
11. **VEC:** Value Education
12. **OJT:** On Job Training: (Internship/Apprenticeship)
13. **FP:** Field Projects
14. **CEP:** Community Engagement and Service
15. **CC:** Co-Curricular Courses
16. **RM:** Research Methodology
17. **RP:** Research Project/Dissertation


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SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

Faculty of Humanities

for Four Year Multidisciplinary Degree Program with Multiple Entry and Exit (For Award of Certificate)

(First Year Structure, Major in History (DSC) w. e. f. 2024-25)

Year & Level	Semester	Optional Subject-1	Optional Subject-2	Optional Subject-3	Generic Elective (GE) (Basket 2) (Select one each from Group A and B of Basket 2, not related to DSC / DSM in col. 3 and 4)	Vocational Skill Course (VSC) and Skill Enhancement Course (SEC) VSEC (Related to DSC)	Ability Enhancement Course (AEC) (Basket 4) Value Education Courses (VEC) / Indian Knowledge System (IKS) Basket 5 (Common across faculty)	OJT, FP, CEP, CC, RP. (On Job Training / Field Project / Community Eng. Services / Co-curricular courses / Research Project) (Basket 4 for CES) (Common across faculty)	Credits	Total Credits
1	2	3	4		5	6	7	8	9	10
I 4.5	I	HHISCT1101 (2 Cr) History of Ancient India (Up to 322BC) HHISCT1102 (2 Cr) History of Maratha Power (1630-1673 AD)	----	----	HHISGE1101 (2 Cr) A. Social Reformers in Maharashtra	HHISSC1101 (2Cr) Tourism	AECENG1101 (2Cr) AECMIL1102 (2Cr) (Hin, Mar, Kan, Pal, etc) IKS3101 (2Cr) 6 Credits	----	22	44
	II	HHISCT1151 (2 Cr) History of Ancient India (322 BC to 647 AD) -I HHISCT1152 (2 Cr) History of Maratha Power (1674-1707 AD)	----	----	HHISGE1151 (2 Cr) A. Social Reformers in Maharashtra	HHISSC1151 (2Cr) Tourism	AECENG1151 (2Cr) AECMIL1152 (2Cr) (Hin, Mar, Kan, Pal, etc) VEC151 (2 Cr) Constitution of India 6 Credits	----	22	
Total		08	08	08	04	04	12			
Exit option: UG Certificate in Opt.1, Opt.2, Opt. 3 on completion of 44 credits and additional 4 credits from NSQF Course / Internship										

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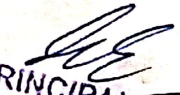


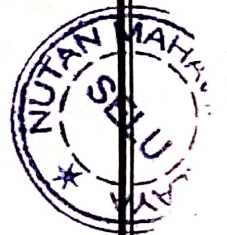


Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities.
Major in History (DSC) / GE/SEC

Under Graduate First Year Programme, Semester I (Level 4.5) Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.= 60M.)	
			Theory	Practical	Total	Theory	Practical
Optional	HHISCT1101	History of Ancient India (Up to 322BC)	02	----	02	02	----
	HHISCT1102	History of Maratha Power (1630-1673 AD)	02	----	02	02	----
Generic Electives	HHISGE1101	Social Reformers in Maharashtra	02	----	02	02	----
Vocational & Skill Enhancement Course	HHISSC1101	Tourism	02	----	02	02	----


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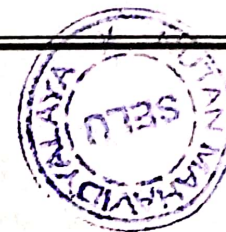





Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities.

Major in History (DSC) / GE/SEC

Under Graduate First Year Programme, Semester II (Level 4.5) Teaching Scheme



	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week, 1 Hrs.=60 M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISCT1151	History of Ancient India (322 BC to 647 AD) -I	02	----	02	02	----
	HHISCT1152	History of Maratha Power (1674-1707 AD)	02	----	02	02	----
Generic Electives	HHISGE1151	Social Reformers in Maharashtra	02	----	02	02	----
Vocational & Skill Enhancement Course	HHISSC1151	Tourism	02	----	02	02	----


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Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

Major in History (DSC)/ GE/SEC

Under Graduate First Year Programme, Semester I (Level 4.5)

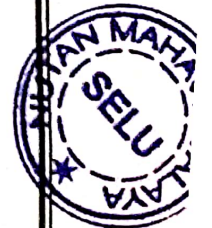
Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)			ESE		
			Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)	Total (8)	
Optional	HHISCT1101	History of Ancient India (Up to 322BC)	10	10	10	10	40	50
	HHISCT1102	History of Maratha Power (1630-1673 AD)	10	10	10	10	40	50
Generic Electives	HHISGE1101	Social Reformers in Maharashtra	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISSC1101	Tourism	10	10	10	10	40	50


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Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

Major in History

Under Graduate First Year Programme, Semester II (Level 4.5)

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col (7+8) (9)
			Continuous Assessment (CA)				ESE	
			Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+ Assi. /3 (7)		
Optional	HHISCT1151	History of Ancient India (322 BC to 647 AD) -I	10	10	10	10	40	50
	HHISCT1152	History of Maratha Power (1674-1707 AD)	10	10	10	10	40	50
Generic Electives	HHISGE1151	Social Reformers in Maharashtra	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISSC1151	Tourism	10	10	10	10	40	50

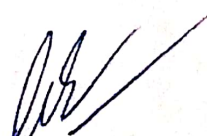
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General Guidelines for course structure:

- i. **Major subject** is the discipline or course of main focus, **Bachelors'** degree shall be awarded in that Discipline / subject.
- ii. **Minor Subject(s)** is/are the subjects from the same discipline / faculty and shall act as supporting subjects to the Major.
- iii. At the entry level of the 3/4-year UG program students shall be required to choose any **THREE** of the available subjects in a college/institute as **Optional 1, Optional 2 and Optional 3 subjects, respectively**
- iv. No. of credits assigned to the **Optional 1, Optional 2 and Optional 3 shall be same in Semesters I and II.**
- v. *In the second year of the degree program students shall have to select one of the three subjects (Optional 1, 2 and 3) as a Major Subject and one as Minor Subject, while third optional shall be discontinued.*
- vi. Students shall have option to switch over from **Major to Minor or vice-versa after first year.**
- vii. Once they finalize their **Major subject** in the beginning of the second year of the programme, they shall pursue their further education in that particular subject as the **Major** course. Therefore, from second year onwards curriculum of the **Major and Minor** subjects shall be different.
- viii. Students are required to select **Generic /Open Elective (vertical 3 in the credit framework)** compulsorily from the **faculties different from their Major / Minor subjects** (select from **Basket 3**).
- ix. *Content and other details of the GE are available in the document prepared by the respective BOS from which the candidate has chosen his/her GE.*
- x. Students shall be required to complete the **Skill based courses of 06 credits** in the first two years.
- xi. **Vocational Courses (VSEC or VSC)** shall be related to the **Major** course
- xii. **Ability Enhancement Courses (AEC):**
 - a) **English Communication Course (Language)** of 2 credits shall be offered in Semester I and III
 - b) **Modern Indian Languages** shall be of 2 credits and shall be offered in Semester II and IV
- xiii. Courses marked as **VEC, CI, IKS and CCC** in Column Nos. 7 and 8 shall be common for all the students irrespective of their faculties of studies.
- xiv. Curriculum of **VEC, CI, IKS and CCC** shall be provided by the University separately.


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Basket 1(For Semester I & II)

Major / Minor (Optional) Course for Semester I & II (C): Each of 02 Credits

Semester	BOS proposing Minor. (e.g.)	Details of Minor Course (M)	
		CODE	Title of the Course
Semester I	BOS in HIS	HHISCT1101	History of Ancient India (Up to 322BC)
		HHISCT1102	History of Maratha Power (1630-1673 AD)
Semester II	BOS in HIS	HHISCT1151	History of Ancient India (322 BC to 647 AD) -I
		HHISCT1152	History of Maratha Power (1674-1707 AD)


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Faculty of Humanities. Major in History

Basket 2: Generic Elective Course (GE)

		CODE	Titles of the Course
Sem I	BOS in HISTORY	HHISGE1101	Social Reformers in Maharashtra
Sem II	BOS in HISTORY	HHISGE1151	Social Reformers in Maharashtra

Note: GE is to be chosen compulsory from faculty other than that of Major


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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: History of Ancient India

Curriculum Details

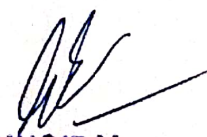
Course pre-requisite

1. Students should possess a genuine curiosity and interest in exploring the past. Ancient Indian History can be complex and diverse, requiring students to delve into different aspects of society, culture, politics, and religion.
2. Ancient Indian history is interconnected with various disciplines such as archaeology, anthropology, sociology, linguistics, and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of ancient Indian history.
3. Ancient Indian history involves analyzing and interpreting historical sources, evaluating different perspectives, and constructing well-reasoned arguments. Students to develop analytical and critical thinking skills to comprehend and critically assess historical evidence and interpretations.

Course objectives

1. To familiarize students with different types of historical sources such as inscriptions, archaeological remains, literary texts, and accounts of foreign travelers. Students will learn to critically evaluate these sources and understand their limitations in reconstructing ancient Indian History.
2. To provide them with a comprehensive understanding of the ancient history of the Indian subcontinent. This includes the study of ancient civilizations, societies, cultures, political systems, and major historical events that shaped India's past.

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3. To present ancient Indian history in a chronological order, starting from the early prehistoric period and progressing through various periods such as the Indus Valley Civilization, Vedic age, Mauryan Empire, Gupta Empire, and other significant historical epochs.

4. To foster an understanding and appreciation of the cultural diversity that existed in ancient India, including religious practices, art, architecture, literature, and social customs.

5. To gain a deeper understanding of the social, political, and economic contexts that shaped Ancient Indian Society. This includes exploring the social hierarchies, governance structures, economic systems,


Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the major ancient Indian civilizations, including the Indus Valley Civilization, Vedic age, Mauryan Empire, Gupta Empire. They will learn about the social, political, economic, and cultural aspects of these civilizations.

2. Students will become familiar with key historical events and developments that shaped ancient Indian history. They will gain an understanding of significant battles, political transitions, religious and philosophical movements, and other transformative events in ancient Indian society.

3. Students will develop an appreciation for the cultural and religious diversity that existed in Ancient India. They will gain insights into the beliefs, practices, and artistic expressions of ancient Indian societies, including their religious rituals, literature, architecture, and visual arts.

4. Students will gain a contextual understanding of ancient Indian history by exploring the social, political, economic, and geographic factors that influenced the development of ancient Indian civilizations.


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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)
Under Graduate-First Year Programme, Semester-I

Paper Code- HHISCT1101

Paper Title: History of Ancient India (Up to 322 BC)
(Major)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Sources	
	1.1	Meaning of Sources	07
	1.2	Archaeological Sources	
	1.3	Literary Sources	
2.0		Indus Valley Civilization	
	2.1	Indus Valley Civilization	07
	2.2	Salient Features	
	2.3	Causes of Decline	
3.0		Vedic Age	
	3.1	Pre Vedic-Age- Political, Social, Religious and Economic life	08
	3.2	Post Vedic Age- Political and Social life	
	3.3	Post Vedic Age-Religious and Economic life	
4.0		Jainism and Buddhism in India	
	4.1	Sixteen Mahajanapada	08
	4.2	Mahavir Vardhaman: Early life and his Philosophy	
	4.3	Gautam Buddha: Early life and his Philosophy	
		Total	30

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISCT1151

Paper Title: History of Ancient India (322 BC to 647 AD)

(Major)

Curriculum Details (For 2 Credits)


Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Maurya Empire	
	1.1	Chandragupta Maurya- Career and Achievement	08
	1.2	Samrat Ashoka- Career and Achievement	
	1.3	Causes of Decline of Maurya Empire	
2.0		Satvahana Dynasty	
	2.1	Brief history of Satvahanas	07
	2.2	Satkarni I & Raja Hal	
	2.3	Gautamiputra Satkarni	
3.0		Gupta Dynasty	
	3.1	Chandra Gupta I	08
	3.2	Samudra Gupta	
	3.3	Chandragupta II & Golden Age	
4.0		Vakataka and Vardhana Dynasty	
	4.1	Vindhyashakti	07
	4.2	Pravarsena	
	4.3	Harshavardhana -Career and Achievement	
		Total	30


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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: History of Maratha Power (1630-1673 AD)

Curriculum Details (For 2 Credits)

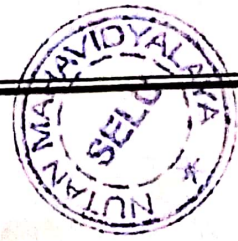
Course pre-requisite

1. Familiarity with key historical concepts, events, and timelines will aid in grasping the significance of Shivaji Maharaj and the Maratha Empire.
2. Students should possess a genuine curiosity and interest in exploring the history of Maratha. A passion for learning about this period and the historical figure of Shivaji Maharaj will enhance the student's engagement with the subject matter.

Course objectives

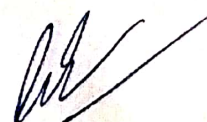
1. To provide students with a comprehensive understanding of the life, achievements, and legacy of Shivaji Maharaj. Students will study his early life, military strategies, administrative reforms, and contributions to the Maratha Empire.
2. To situate Shivaji Maharaj within the broader historical context of medieval India. Students will explore the political, social, and cultural conditions prevailing during Shivaji Maharaj's time and analyze how he navigated these challenges to establish an independent Maratha kingdom.
3. To analyze the military strategies employed by Maratha and their impact on the expansion and consolidation of the Maratha Empire. Students will study his guerrilla warfare tactics, naval expeditions, fortification techniques, and diplomatic alliances.
4. To foster an appreciation of Shivaji Maharaj's enduring legacy. Students will analyze how his ideals of courage, leadership, and governance continue to resonate in contemporary Maharashtra and India. They will also examine the role of Shivaji Maharaj in shaping the regional and national consciousness.

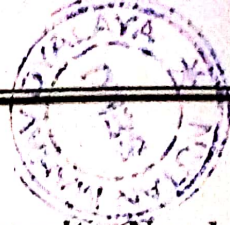
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Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the life, achievements, and reign of Shivaji Maharaj. They will develop a detailed understanding of his early years, military campaigns, administrative reforms, and his role in establishing the Maratha Empire.
2. Students will gain a deeper understanding of the socio-political context in which Shivaji Maharaj operated. They will learn about the political landscape of medieval India, including the Mughal Empire, the Deccan Sultanates, and other regional powers, and how Shivaji Maharaj navigated these dynamics.
3. Students will explore the administrative reforms introduced by Shivaji Maharaj. They will analyze the decentralized administrative system, revenue administration, justice administration, and policies promoting religious tolerance.
4. Students will engage in comparative studies by analyzing Shivaji Maharaj's reign in relation to other contemporary and preceding rulers and empires. They will understand the different historiographical perspectives on Shivaji Maharaj and his legacy, and evaluate the influence of political, social, and cultural factors on historical interpretations.


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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISCT1102


Paper Title: History of Maratha Power (1630-1673 AD)

(Major)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Sources for the study of Maratha History	
	1.1	Archaeological	
	1.2	Literary	07
	1.3	Foreign Accounts	
2.0		Causes of the Rise of Maratha Power	
	2.1	Causes	
	2.2	Shahaji Raje	07
	2.3	Rajmata Jijau	
3.0		Chhatrapati Shivaji's relation with Adilshahi	
	3.1	Javali Episode	
	3.2	Afjal Khan Episode	08
	3.3	Panhala Episode	
4.0		Chhatrapati Shivaji Maharaj's relation with Mughal	
	4.1	Shahiste khan Episode	
	4.2	Attack on Surat	08
	4.3	Agra Visit	
		Total	30

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)
Under Graduate-First Year Programme, Semester-II

Paper Code- HHISCT1152

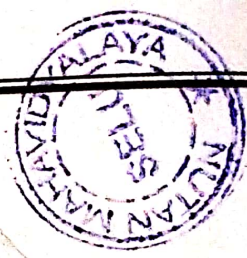
Paper Title: History of Maratha Power (1674-1707 AD)

(Major)

Curriculum Details (For 2 Credits)


Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1.0		Coronation of Chhatrapati Shivaji Maharaj	07
	1.1	Causes	
	1.2	Course	
	1.3	Effects of Coronation	
2.0		Karnataka Expedition	07
	2.1	Causes	
	2.2	Course	
	2.3	Effects Karnataka Expedition	
3.0		Chhatrapati Sambhaji Maharaj	08
	3.1	Relation with Adilshahi	
	3.2	Relation with Mughal	
	3.3	Relation with Portuguese, British and Siddi	
4.0		Maratha War of Independence	08
	4.1	Chhatrapati Rajaram Maharaj	
	4.2	Maharani Tarabai	
	4.3	Santaji Ghorpade and Dhanaji Jadhav	
		Total	30

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Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: Social Reformers in Maharashtra (Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have some knowledge of Maharashtra's society, culture, and traditions, including its diverse communities, languages, and religious practices.
2. Social reformers often challenge existing norms, traditions, and practices. Students should cultivate an open-minded and empathetic approach to appreciate the reformers perspectives, motivations, and contributions.
3. Students should have a basic knowledge of Maharashtra's history, including its political, social, and cultural developments. This will provide a framework for understanding the specific context in which Social Reformers emerged and operated.

Course objective

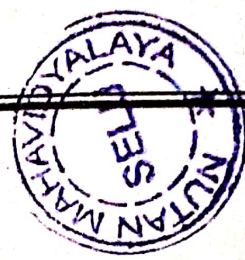
1. To familiarize students with the significant social reformers who have played a pivotal role in shaping Maharashtra's society
2. To gain a deeper understanding of the historical, cultural, and societal context in which these reformers emerged. The objective is to cultivate an appreciation for the rich heritage of Maharashtra and its impact on social transformation.
3. To delve into the ideologies and philosophies espoused by social reformers of Maharashtra, by examining their beliefs and principles.
4. This paper intends to foster an active engagement with contemporary social issues by drawing connections between the work of Social Reformers and current challenges faced by society.

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Course Outcomes

1. Students will gain a thorough understanding of the lives, contributions, and ideologies of prominent social reformers of Maharashtra. They will be able to identify key reformers and their significant role in shaping the social, cultural, and political landscape of Maharashtra.
2. Students will develop a deeper appreciation for the historical and cultural context in which social reforms took place in Maharashtra. They will gain insights into the social challenges prevalent during different periods and understand how social reformers responded to these challenges.
3. Students will gain a comprehensive understanding of various social issues prevalent in Maharashtra, such as caste discrimination, women's rights, education, and social inequalities. They will explore the transformative reforms initiated by social reformers in these areas and evaluate their outcomes.
4. The paper aims to inspire students to develop a sense of social responsibility and engagement. By learning about the struggles, achievements, and perseverance of social reformers, students will be motivated to actively participate in social causes and contribute to positive change in their communities.


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Swami Ramanand Teerth Marathwada University, Nashik

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper code- HHISGE1101

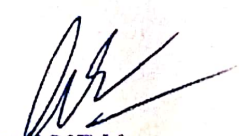
Paper Title: Social Reformers in Maharashtra

(Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Social Reform Movement in Maharashtra	08
	1.1	Causes	
	1.2	Effects	
	1.3	Importance	
2.0		Gopal Hari Deshmukh (Lokhitwadi)	08
	2.1	Early life	
	2.2	Social contribution	
	2.3	Shatpatre	
3.0		Mahatma Jotirao Phule	07
	3.1	Early life	
	3.2	Social contribution	
	3.3	Educational Contribution	
4.0		Gapal Ganesh Agarkar	07
	4.1	Early Life	
	4.2	Social Contribution	
	4.3	Sudharak	
		Total	30

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II


Paper Code- HHISGE1151

Paper Title: Social Reformers in Maharashtra

(Generic Elective) (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0	1	Rajarshi Shahu Maharaj	08
	1.1	Early Life	
	1.2	Social Contribution	
	1.3	Educational Contribution	
2.0	2	Dr. Babasaheb Ambedkar	08
	2.1	Early Life	
	2.2	Social Contribution	
	2.3	Educational Contribution	
3.0	3	Maharshi Vitthalrao Ramji Shinde	07
	3.1	Early Life	
	3.2	Social Contribution	
	3.3	Depressed Class Mission	
4.0	4	Dr. Panjabrao Deshmukh	07
	4.1	Early Life	
	4.2	Social Contribution	
	4.3	Educational Contribution	
Total			30


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Swami Ramanand Teerth Marathwada University, Nanded



Faculty of Humanities Major in History) DSC(
Under Graduate-First Year Programme, Semester-I & II

Paper Title: Tourism (SEC)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have the brief introduction of Tourism.
2. Students have knowledge about tourist place and transport.
3. Students also know the historical place for tourism.

Course objectives

1. To introduce the students about Tourism history, types.
2. Students should aware about MTDC and ITDC and their function
3. Students understand the Caves, Temples, Forts and importance of these places.
4. To create awakening to conserve the heritage by way of establishing Tourist places.

Course outcomes

1. Students will understand about conservation of tourist places.
2. Students will able for their vocational career through Tourism.
3. Students have jobs in MTDC and ITDC.
4. Students will help to conserve tourist places nearby them.

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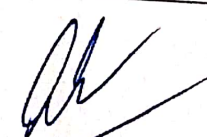
Under Graduate-First Year Programme, Semester-I

Paper Code- HHISSC1101

Paper Title: Tourism (SEC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Introduction to Tourism	08
	1.1	Definition and Historical background	
	1.2	Types of Tourism	
	1.3	Nature and scope of Tourism	
2.0		Development of Tourism	08
	2.1	Purpose and Importance	
	2.2	Maharashtra Tourism Development Corporation	
	2.3	Indian Tourism Development Corporation	
3.0		Transport and Accommodation	07
	3.1	Transport- Nature- Travel Agency	
	3.2	Accommodation – Nature and Types	
	3.3	Importance of Transport and Accommodation	
4.0		Impact of Tourism	07
	4.1	Role of History in Tourism	
	4.2	Social and Cultural Impact	
	4.3	Environmental Impact	
		Total	30


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Faculty of Humanities Major in History) DSC(

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISSC1151

Paper Title: Tourism (SEC)

Curriculum Details (For 2 Credits)

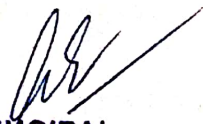
Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Caves	08
	1.1	Introduction of Caves	
	1.2	Ajanta, Ellora (Verul),	
	1.3	Shiur, Mahur	
2.0		Temples	08
	2.1	Introduction of Temple	
	2.2	Hottal, Aundha Nagnath,	
	2.3	Parli Vaijanath, Nilkantheshwar (Nilanga)	
3.0		Forts	07
	3.1	Introduction of Forts and their Types	
	3.2	Devgiri, Kandhar,	
	3.3	Mahur, Udgir	
4.0		Memorials	07
	4.1	Introduction of Memorials	
	4.2	Bibi ka Makabara, Dikshabhumi	
	4.3	Gurudwara (Nanded), Manstambha (Parbhani)	
		Total	30

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (2 Credits)

Semester Pattern with Effective from 2024-2025

1) Write short's note (Any Two) (10 Marks)

a)

b)

c)

d)

2) Descriptive Question (10 Marks)

3) Descriptive Question (10 Marks)

4) Descriptive Question (10 Marks)


5) Descriptive Question (10 Marks)

6) Descriptive Question (10 Marks)

Total = 40 Marks

Note:

1. Question 1 shall be mandatory and shall be based on entire Syllabus
2. Students need to solve Any Three of the remaining Five Questions (Q. 2 to Q.6)


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