



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/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरणा-२०२० नुसार पदवी प्रथम वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २२ एप्रिल, २०२६ रोजी संपन्न झालेल्या मा. विद्यापरिषदेच्या बैठकीतील विषय क्र. ०५/६४-२०२६ च्या ठरावानुसार मानवविज्ञान विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण-२०२० नुसार बी.ए. पदवी प्रथम वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यास मा. विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील खालील अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यात येत आहेत.

1) B.A.F.Y. Economics Syllabus	9) B.A.F.Y. Pali
2) B.A. F.Y. English	10) B.A.F.Y. Public Administration
3) B.A.F.Y. Geography	11) B.A.F.Y. Military Science
4) B.A. F.Y. History	12) B.A. F.Y. NCC
5) B.A.F.Y. Marathi	13) B.A.F.Y. Administrative Services
6) B.A.F.Y. Political Science	14) B.A.F.Y. Sanskrit
7) B.A.F.Y. Sociology	15) B.A.F.Y. Sociology (NMDC Hingoli)
8) B.A.F.Y. Urdu	

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

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.:शैक्षणिक-१/परिपत्रक/एनईपी/मानवविज्ञान/२०२६-२७/
दिनांक : १७.०६.२०२६

आपला विश्वासू
सहाय्यक कुलसचिव
शैक्षणिक-१ अभ्यासमंडळे विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा.कुलगुरु महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- २) मा.प्र.कुलगुरु महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- ३) मा. अधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य/संचालक, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेतस्थळावर प्रसिध्द करण्यात यावे.

**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 2026-2027

(As per NEP-2020)

From the Desk of the Dean:

To meet the challenge of ensuring excellence in undergraduate programme Humanities education, the issue of quality needs to be addressed, debated and taken forward in a systematic manner. Accreditation is the principal means of quality assurance in higher education. The major emphasis of accreditation process is to measure the outcomes of the program that is being accredited. In line with this Faculty of Humanities of Swami Ramanand Teerth Marathwada University, Nanded has taken a lead in incorporating philosophy of outcome-based education in the process of curriculum development.

Faculty of Humanities , Swami Ramanand Teerth Marathwada University Nanded, in one of its meetings unanimously resolved that, each Board of Studies shall prepare some Program Educational Objectives (PEO's) and give freedom to affiliated Institutes to add few (PEO's) and course objectives and course outcomes to be clearly defined for each course, so that all faculty members in affiliated colleges understand the depth and approach of course to be taught, which will enhance learner's learning process. It was also resolved that, maximum senior faculty from colleges and experts from industry to be involved while revising the curriculum. We are happy to state that, each Board of studies has adhered to the resolutions passed by Faculty of Humanities, and developed curriculum accordingly. In addition to outcome-based education, semester-based credit and grading system is also introduced to ensure quality of education.

Semester based Credit and grading system enables a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning and not in teaching. It also focuses on continuous evaluation which will enhance the quality of education. Swami Ramanand Teerth Marathwada University, Nanded has taken a lead in implementing the system through its affiliated Institutes and Faculty of Technology has devised a transparent credit assignment policy and adopted ten points scale to grade learner's performance. Credit assignment for courses is based on 15 weeks teaching learning process, however content of courses is to be taught in 12-13 weeks and remaining 3-2 weeks to be utilized for revision, guest lectures, coverage of content beyond syllabus etc.

Credit and grading based system will be implemented for First Year of Humanities from the academic year 2024-2025. Subsequently this system will be carried forward for Second Year Humanities in the academic year 2025-2026, for Third Year and Final Year Humanities in the academic years 2026-2027 and 2027-2028 respectively.

Dr. Parag Khadake,

Dean, Faculty of Humanities,

Swami Ramanand Teerth Marathwada University, Nanded

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

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.

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	Pratibha Niketan Mahavidyalaya, Nanded rahulvarvantikar@ gmail.com	9422638877
2	Dr. Rambhau Mutkule	Member	Bahirji Samrak Mahavidyalaya, Basmat mutkuleram@gmail.com	9850639897
3	Dr. Ramesh Gangthade	Member	Karmyogi Tulshiram Pawar Mahavidyalaya, Hadolti, Tq. Ahmedpur, Dist. Latur rameshdg1971@gmail.com	9423350724
4	Dr. Shivraj Bokade	Member	Yeshwant Mahavidyalaya, Nanded shivrajbokade@gmail.com	9421367352
5	Dr. Vijaya Sakhare	Member	Shivaji Mahavidyalaya, Kandhar, Dist. Nanded vijayasakhare1969@gmail.com	9890749443
6	Dr. Dilip Paikrao	Member	Nagnath Mahavidyalaya, Aundha, Dist. Hingoli paikrao.da@gmail.com	9764064198
7	Dr. Rajesaheb Bhosale	Member	Sambhaji Mahavidyalaya, Murud, Dist. Latur 909671733az@gmail.com	9096717334
8	Dr. Hanuman Musale	Member	Late Nitin Mahavidyalya, Pathari, Dist. Parbhani musalehanuman20@gmail.com	9423841652
9	Dr. Nitin Bawale	Member	Sharada Mahavidyalaya, Parbhani bawale.nitin@gmail.com	9422110489
10	Dr. Vasant Kadam	Member	Hu. Jawanrao Patil Mahavidyalaya, 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	Lalbahadur Shastri College, Partur, Dist. Jalna- sptakle@gmail.com	9422796358
13	Dr. Omshiva Ligade	Invitee Member	Shivjgruti Mahavidyalaya, Nalegaon, Dist. Latur omshivaligade@gmail.com	9764046640
14	Dr. Balasaheb Kshirsagar	Invitee Member	Shivaji Mahavidyalaya, Hingoli drkbs003@gmail.com	9850864010

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**

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) <i>(Select one each from Group A and B of Basket 2, not related to DSC / DSM in col. 3 and 4)</i>	Vocational Skill Course (VSC) and Skill Enhancement Course (SEC) VSEC <i>(Related to DSC)</i>	Ability Enhancement Course (AEC) (Basket 4) Value Education Courses (VEC) / Indian Knowledge System (IKS)Basket 5 <i>(Common across faculty)</i>	OJT, FP, CEP, CC, RP. <i>(On Job Training / Field Project / Community Eng. Services / Co-curricular courses / Research Project) (Basket 4 for CES) (Common across faculty)</i>	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) IKS1101 (2Cr) 4 Credits	CC1101 (2Cr) <i>(NSS/NCC/Sports/Culture/Health Wellness/Fitness/Yoga Edu.)</i>	22	44
I 4.5	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	AECMIL1151(2Cr) <i>(Hin, Mar, Kan, Pal, etc)</i> VEC1151(2 Cr) <i>Constitution of India</i> 4 Credits	CC1151 (2Cr) <i>(NSS/NCC/Sports/Culture/Health Wellness/Fitness/Yoga Edu.)</i>	22	
Total		08	08	08	04	04	08	04		
Exit option: UG Certificate in Opt.1, Opt.2, Opt. 3 on completion of 44 credits and additional 4 credits from NSQF Course / Internship										



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities.

Major in History (DSC) / GE/ VSE/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	----



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities.

Major in History (DSC) / GE/ VSE/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	----



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

Major in History (DSC)/ GE/VSE/SEC

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

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory						Total Col. (8+9 =(10)
			Continuous Assessment (CA)					ESE	
			Test I (4)	Test II (5)	Assignment and others (6)	Attendance (7)	Total (8)	Total (9)	
Optional	HHISCT1101	History of Ancient India (Up to 322BC)	05	05	06	04	20	30	50
	HHISCT1102	History of Maratha Power (1630-1673 AD)	05	05	06	04	20	30	50
Generic Electives	HHISGE1101	Social Reformers in Maharashtra	05	05	06	04	20	30	50
Vocational & Skill Enhancem ent Course	HHISSC1101	Tourism	05	05	06	04	20	30	50



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

Major in History

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

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory						Total Col. (8+9) = (10)
			Continuous Assessment (CA)				ESE		
			Test I (4)	Test II (5)	Assignment and others (6)	Attendance (7)	Total (8)	Total (9)	
Optional	HHISCT1151	History of Ancient India (322 BC to 647 AD) -I	05	05	06	04	20	30	50
	HHISCT1152	History of Maratha Power (1674-1707 AD)	05	05	06	04	20	30	50
Generic Electives	HHISGE1151	Social Reformers in Maharashtra	05	05	06	04	20	30	50
Vocational & Skill Enhancement Course	HHISSC1151	Tourism	05	05	06	04	20	30	50

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.

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.

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.

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

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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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 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.

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.

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	07
	1.2	Literary	
	1.3	Foreign Accounts	
2.0		Causes of the Rise of Maratha Power	
	2.1	Causes	07
	2.2	Shahaji Raje	
	2.3	Rajmata Jijau	
3.0		Chhatrapati Shivaji's relation with Adilshahi	
	3.1	Javali Episode	08
	3.2	Afjal Khan Episode	
	3.3	Panhala Episode	
4.0		Chhatrapati Shivaji Maharaj's relation with Mughal	
	4.1	Shahiste khan Episode	08
	4.2	Attack on Surat	
	4.3	Agra Visit	
		Total	30

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, Siddi's	
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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Swami Ramanand Teerth Marathwada University, Nanded

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.

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.

Swami Ramanand Teerth Marathwada University, Nanded

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		Gopal Ganesh Agarkar	07
	4.1	Early Life	
	4.2	Social Contribution	
	4.3	Sudharak	
		Total	30

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 known 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.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

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

Swami Ramanand Teerth Marathwada University, Nanded

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

References:

1. गो. नी. दांडेकर, 2001, महाराष्ट्र दर्शन, पुणे, मण्मयी प्रकाशन,
2. एस बी शिंदे, 2000, पर्यटन भुगोल, पुणे, फडके बुक हाउस.
3. शैला कामत, संपुर्ण महाराष्ट्र पुणे, उन्मेश प्रकाशन.
4. डॉ. राहुल वरवंटीकर, डॉ. रामभाऊ मुटकुळे, 2025, भारतीय इतिहाचे पैलू, प्राचीन भारत, मराठ्यांचा इतिहास आणि पर्यटनशास्त्र, छत्रपती संभाजी नगर, चिन्मय प्रकाशन
5. साखरे विजया, 2012, ऐतिहासिक पर्यटन, अक्षरलेण प्रकाशन.
6. डॉ. लिगाडे ओमशिवा, डॉ कदम अरविंद, प्रा. साकोळे संगमेश्वर, 2018 पर्यटन शास्त्र, लातूर, अरुणाप्रकाशन.
7. प्रा. चव्हाण प्रमोद, 2017, पर्यटन, लातूर, संकल्प प्रकाशन.
8. Dulari Qureshi, T.V. Pathy, 1984, Stone Sculpture in the History Museum Marathwada University Aurangabad.

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 2026-2027

1) Write short's note (each 2.5 marks) **(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)**

Total = 30 Marks

Note:

1. Question 1 shall be mandatory and shall be based on entire Syllabus

2. Students need to solve **Any Two** of the remaining four Questions (Q. 2 to Q.5)