

Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution



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

Undergraduate Programme of Humanities and Social Sciences

B.A. IV Year (Honors)/M.A. I Year in History

Board of Studies

in

History

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

[UG IV Year/PG I Year]

Rajarshi Shahu Mahavidyalaya,
Latur (Autonomous)

w.e.f. June, 2026

(In Accordance with NEP-2020)

Review Statement

The NEP Cell reviewed the Curriculum of **B.A. Four Year Degree (Honors)/ M.A. Degree in History** to be effective from the **Academic Year 2026-27**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

Date: 13/04/2026

Place: Latur

NEP CELL

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CERTIFICATE

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of **B.A. Four Year Degree (Honors)/_M.A. Degree in History** to be effective from the **Academic Year 2026-27**.

Date: 09/04/2026

Place: Latur



(Lt. Dr. Archana Tak)

Chairperson

Board of Studies in History

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Members of Board of Studies in 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	Prof. Shivraj Bokade Professor & Head, PG Department of History, Yeshwant Mahavidyalaya, Nanded.	Member	V.C. Nominee
3	Prof. Prashant Deshmukh Principal, Swami Ramanand Teerth Mahavidyalaya, Parli Road, Ambajogai, Tq. Ambajogai, Dist. Beed.	Member	Academic Council Nominee
4	Lt. Dr. Khobraji Pawade Assistant Professor & Head, Department of History, Shikshan Maharshi Dnyandeo Mohekar Mahavidyalaya, Kalamb, Tq. Kalamb, Dist. Dharashiv.	Member	Academic Council Nominee
5	Prof. Omshiva Ligade Research Guide, Professor & Head, Department of History, Shivjagruti Mahavidyalaya, Nalegaon, Tq. Chakur, Dist. Latur.	Member	Expert from outside for Special Course
6	Dr. Kamaji Dak Coordinator, Department of Archaeology, Government of Maharashtra, Chhatrapati Sambhaji Nagar	Member	Expert from Industry
7	Dr. Sadashiv Dande Research Guide & Head, Department of History, Mahatma Basveshwar Mahavidyalaya, Latur.	Member	Alumni
8	Dr. Priyadarshani Patil Assist. Prof., Department of History, Rajarshi Shahu Mahavidyalaya, Latur.	Member	Faculty Member
9	Dr. Rahul More Assist. Teacher in History, Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Member	Faculty Member

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From the Desk of the Chairperson...

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 two years and four semesters the Historiography, Greater India, Records and Documentation of Family History, History of Currency in India, History of China, Research Methodology, Management of Historical Tours, Digital and Historical Content Creation, World Civilizations. 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 Tran scripeter, 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

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 Faculty of Humanities and Social Sciences

**Structure for Four Year Multidisciplinary Undergraduate Degree Programme in B. A. (Honors) /
 M.A. Multiple Entry and Exit (In accordance with NEP-2020)**

Year & Level	Sem	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT,FP,CEP, RP	Credit per Sem.	Cum./Cr. per exit
		DSC	DSE							
1	2	3		4	5	6	7	8	9	10
6.0	I	MMC I: 4 Cr. MMC II: 4 Cr. MMC III: 4 Cr. MMC IV: 2 Cr.	MEC I: 4 Cr.	RMC: 4 Cr.	NA	NA	NA	NA	22	44 Cr. UG Certificate
	II	MMC I: 4 Cr. MMC II: 4 Cr. MMC III: 4 Cr. MMC IV: 2 Cr.	MEC II: 4 Cr.	NA	NA	NA	NA	OJT: 4 Cr./FP-I: 4 Cr.	22	
	Cum. Cr.	28	8	4	-	-	-	04	44	

Abbreviations:

1. DSC : Discipline Specific Core (Major)
2. DSE : Discipline Specific Elective (Major)
3. DSM : Discipline Specific Minor
4. OE : Open Elective
5. VSEC : Vocational Skill and Skill Enhancement Course
6. VSC : Vocational Skill Course
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 Course
13. OJT : On Job Training
14. FP : Field Project
15. CEP : Community Engagement Programme
16. CC : Co-Curricular Course
17. RP : Research Project/Dissertation
18. SES : Shahu Extension Services
19. MMC : Major Mandatory Course
20. MEC : Mandatory Elective Course
21. RMC : Research Methodology Course

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B.A. Honors/ M.A. I

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.	
I 6.0	UG- VII/ PG-I	(DSC-XIII/ MMC I)	Historiography	04	60	
		(DSC-XIV/ MMC-II)	Greater India	04	60	
		(DSC-XV/ MMC-III)	History of Indian Currency	04	60	
		(DSC-XVI MMC-IV)	SET/NET	02	30	
		(DSE-III/ MEC-I)	Records and Documentation of Family History or History of China	04	60	
		(RMC)	Research Methodology Course	04	60	
	Total Credits				22	
	UG-VIII/ PG-II	(DSC-XVII/ MMC-V)	Ideas and Institutions in Ancient India	04	60	
		(DSC-XVIII/ MMC-VI)	History of World Civilizations	04	60	
		(DSC-XIX/ MMC-VII)	History of Indian Education	04	60	
		(DSC-XX/ MMC-VIII)	SET/NET	02	30	
		(DSE-IV/ MEC-II)	Management of Historical Tours or Environment and History	04	60	
		OJT/FP-I		04	60	
	Total Credits				22	
	Total Credits (Semester UG-VII & VIII/ PG- I & II)				44	

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Name of the Programme: **M. A. I (History)**

Programme Outcomes (POs) for M. A. I (History)	
This Program Outcomes not only impart historical knowledge to students but also transform them into research-oriented, analytical, and socially conscious professionals.	
PO 1	Acquisition of In-depth Historical Knowledge- Students acquire a deep and comprehensive understanding of ancient, medieval, and modern history.
PO 2	Critical Thinking- The ability to analyze historical events, understand cause-and-effect relationships, and draw logical conclusions is developed.
PO 3	Development of Research Skills- Competence is built in research methodologies, the utilization of primary and secondary sources, data analysis, and thesis writing.
PO 4	Source Analysis- Skills are developed for analyzing historical sources such as inscriptions, documents, coins, literature, and travelogues.
PO 5	Global and Comparative Perspective- A global perspective is cultivated through the comparative study of the histories of various nations.
PO 6	Communication and Presentation Skills- The capacity to articulate ideas clearly, engage in effective writing, deliver presentations, and participate in discussions is enhanced.
PO 7	Awareness of Culture and Heritage- Awareness is fostered regarding cultural heritage, traditions, and the conservation of historical sites.
PO 8	Ethics and Academic Integrity- Habits are instilled regarding honesty in research, the avoidance of plagiarism, and the practice of proper citation.
PO 9	Digital and Technical Skills- The ability to study history using digital archives, e-resources, and ICT tools is developed.
PO 10	Career and Professional Preparedness- Students are prepared for careers in fields such as teaching, research, archaeology, tourism, museum management, and related areas.



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Programme Specific Outcomes (PSOs) for M. A. I (History)	
PSO No.	After completion of this programme the students will be able to -
PSO 1	In-depth Study of History by understanding of Historiography - Students acquire profound knowledge of the political, social, economic, and cultural facets of Ancient, Medieval, and Modern history. Students gain an understanding of the methodologies and trends within historical writing by studying the perspectives of various historians.
PSO 2	Historical Research Skills and Effective Utilization of Primary Sources- The ability to independently complete research projects or dissertations using historical research methodologies is developed. The capacity to read, analyze, and interpret primary sources—such as inscriptions, coins, records, correspondence, and archival documents—is enhanced.
PSO 3	Study of Local and Regional History- The ability to document local history, folk traditions, and regional heritage through dedicated study is cultivated.
PSO 4	Heritage Management and Conservation Skills- Students acquire the knowledge necessary for the preservation and management of historical sites, museums, and cultural heritage assets.
PSO 5	Application of Digital History- Students become capable of studying and presenting historical content through the utilization of e-resources, digital archives, and modern technology.
PSO 6	Professional and Career Skills- Skills essential for working in diverse fields such as teaching, research, archaeology, tourism, archives, and media are developed.



Semester - I

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Faculty of Humanities and Social Sciences

Department of History
UG – IV Year/ M.A. – I Year

Course Type : DSC-XIV/MMC-II

Course Title : Historiography

Course Code :

Credits : 04 Max. Marks: 100 Lectures: 60 Hrs.

Learning Objectives:

- LO1. To introduce the concept, scope, importance and various types of history.
- LO2. To develop skills in historical research methods, treatment of tools and preparation of research plans.
- LO3. To conduct a clinical study of various ideologies and theories in Western and Indian historiographical traditions.
- LO4. To explain technical skills in historiography, use of computers and practical scope of applied history.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Distinguish the nature, scope and various types of history, they will be able to prove that history is not just a record of events but a science.
- CO2. Execute to plan and organize chronologically research study on objective evidence by critically examining historical sources (primary and secondary).
- CO3. Identify the similarities and differences between different ideologies in global and Indian historiography (e.g. Enlightenment, Marxist, Annals School) and critically analyze their influence.
- CO4. Produce quality historical writing using footnotes, bibliographies and computer tools, and also use history as 'applied history' at social and professional levels.

Unit No.	Title of Unit & Contents	Hrs.
I	Nature and Scope of Historiography	15
	1. Greek and Roman Historiography – Herodotus, Thucydides 2. Christian Historiography – Saint Augustine 3. Arab Historiography – Ibn Khaldun 4. Enlightenment Historiography – Voltaire, Edward Gibbon 5. Modern Historians – G.W.F. Hegel, Leopold von Ranke	
	Unit Outcomes:	

Unit No.	Title of Unit & Contents	Hrs.
	UO 1. Recognizing the importance of objectivity in historical research, they will approach the study of history with a critical perspective.	
II	Western Traditions of Historiography	15
	<ol style="list-style-type: none"> 1. Greek and Roman Historiography – Herodotus, Thucydides 2. Christian Historiography – Saint Augustine 3. Arab Historiography – Ibn Khaldun 4. Enlightenment Historiography – Voltaire, Edward Gibbon 5. Modern Historians – G.W.F. Hegel, Leopold von Ranke 	
	<p>Unit Outcome:</p> <p>UO 1. Identify key historiographical traditions from ancient to modern times.</p> <p>UO 2. Compare different schools of thought in Historical Research.</p>	
III	Indian Historiography	15
	<ol style="list-style-type: none"> 1. Ancient and Medieval Tradition – Rajatarangini (Kalhana), Tawarikh, Bakhar 2. Colonial Historiography – Features and Criticism 3. Nationalist Historiography – Contributions and Limitations 4. Marxist Historiography in India 5. Subaltern Studies and Recent Trends 	
	<p>Unit Outcomes:</p> <p>UO1. Identify key historiographical Indian traditions from ancient to modern times.</p> <p>UO2. Compare different schools of thought in Historical Research.</p>	
IV	Approaches, Methods and Modern Trends	15
	<ol style="list-style-type: none"> 1. Approaches to History: Positivist, Marxist (Historical Materialism), Annales School (Total History) 2. Concepts in Historical Writing: Causation in History, Interpretation and Generalization 3. Research Methods in History: Primary and Secondary Sources, External and Internal Criticism 4. Writing of History: Narrative, Construction, Footnotes and Bibliography 5. Contemporary Debates: The End of History and the Last Man – Theory of Francis Fukuyama 	
	<p>Unit Outcomes:</p> <p>UO 1. Apply appropriate research methodologies for historical inquiry.</p> <p>UO 2. Utilize digital tools and ethical guidelines in thesis writing.</p>	

Learning Resources:

English:

1. Bentley, Michael, Modern Historiography: An Introduction, Routledge, London, 1999.
2. Bloch, Marc, The Historian's Craft, Manchester University Press, Manchester, 1954.
3. Burke, Peter, Varieties of Cultural History, Cornell University Press, Ithaca, 1997.
4. Carr, E. H., What is History? Penguin Books, London, 1961
5. Jenkins, Keith, Re-Thinking History, Routledge, London, 1991.
6. Marwick, Arthur, The New Nature of History, Palgrave Macmillan, New York, 2001.
7. Tosh, John, The Pursuit of History, Routledge, London, 2010.

मराठी:

1. इतिहास लेखनशास्त्र, कदम, शिंदे, मासाळ, अरुण प्रकाशन, लातूर, 2023.
2. महाराष्ट्रातील इतिहास संशोधनाची वाटचाल, अ.रा. कुलकर्णी, सुचित्रा प्रकाशन, पुणे, 2011.
3. इतिहास तंत्र आणि तत्त्वज्ञान, कोठेकर शांता, श्री साईनाथ प्रकाशन, नागपूर, 2005.
4. इतिहास लेखनाच्या परंपरा, गद्रे प्रभाकर, श्री मंगेश प्रकाशन, नागपूर, 2004.
5. इतिहास लेखनशास्त्र व इतिहासकार, गाठाळ साहेबराव, कैलास पब्लिकेशन, औरंगाबाद, 1999.
6. भारतीय इतिहास लेखन परंपरा, जोशी पी. एम., महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 2002.
7. इतिहास एक शास्त्र, देव प्रभाकर, कल्पना प्रकाशन, नांदेड, 2002.
8. इतिहास लेखन आणि संशोधन पद्धती, पाटील एन. जी., ज्ञानगंगा प्रकाशन, नांदेड, 2020.
9. इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे, 2014.
10. इतिहास लेखनशास्त्र, व्यास प्रकाशचंद्र, अभिजीत पब्लिकेशन, लातूर, 1999.
11. इतिहास आणि संशोधन पद्धती, सावंत स. अ., साधना प्रकाशन, पुणे, 2017.

Internal Examination Pattern :

	Type	Activity	Marks
CAT-I	Historian Profile	To prepare a project on a historian of a particular school of thought (e.g. Colonialist, Nationalist, Rationalist, Romanticist, Positivist, Marxist, Feminist or Subaltern). Format: Include the historian's time period, his major books and the new ideas he presented.	05
	Analysis of Primary Sources	To explain the historical significance of a primary source (e.g. an old letter, inscription, manuscript page or government document). Benefit: This will provide practical knowledge on how to do 'Internal & External Criticism'.	05

CAT-II	Research Paper	To write a 5 to 10 page research paper on a short topic of students interest.	10
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Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



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Empowered Autonomous Institution

Faculty of Humanities and Social Sciences

Department of History

UG – IV Year/ M.A. – I Year

Course Type : DSC-XIVI/ MMC-II

Course Title : Greater India

Course Code :

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To understand the historical significance of the concept of 'Greater India'.
- LO2. To study India's cultural influence on Southeast Asia and other regions.
- LO3. To examine trade, religion, art, architecture, and political relations.
- LO4. To analyze the various mediums through which Indian culture spread.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Acquire in-depth knowledge of the concept of 'Greater India'.
- CO2. Analyze India's economic influence in Southeast Asia.
- CO3. Conduct a comparative study of historical sources.
- CO4. Analyze India's cultural influence on Southeast Asia.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction to Greater India	15
	<ol style="list-style-type: none">1. Greater India: Concept and Meaning2. Greater India: Form and Development3. Greater India: Scope (Cambodia, Sri Lanka, Myanmar, Thailand, Indonesia)4. Impact of Greater India on Southeast Asia	
	Unit Outcomes: UO 1. It will be possible to clarify that the concept of 'Greater India' is not merely a geopolitical expansion, but rather an ideological and cultural heritage. UO 2. Underscore the significance of the unique blend of Indian elements present in the indigenous traditions of Southeast Asian countries.	

Unit No.	Title of Unit & Contents	Hrs.
II	Trade and Maritime Relations	15
	<ol style="list-style-type: none"> 1. Background of Trade 2. Trade Routes (Land and Sea Routes) 3. Trade Organizations and Their Role 4. Relations with the Roman Empire, China and Southeast Asia 	
	<p>Unit Outcome:</p> <p>UO 1. The significance of India's overland and maritime trade routes during the ancient and medieval periods can be recognized.</p> <p>UO 2. It will be possible to underscore the impact of commercial exchanges on India's economic prosperity and global cultural influence</p>	
III	Spread of Religion in Southeast Asia	15
	<ol style="list-style-type: none"> 1. Spread of Buddhism (Sri Lanka, Burma, China, Japan) 2. Influence of Hinduism in Southeast Asia 3. Role of Brahmins, Monks and Traders 4. Effects of Spread of Religion 	
	<p>Unit Outcomes:</p> <p>UO 1. It will be possible to analyze the specific roles and contributions of Brahmins, monks, and merchants, who bore the responsibility for the propagation of religion.</p> <p>UO 2. Examine the religious influence on the social, cultural, and political life of Southeast Asian countries.</p>	
IV	Cultural Heritage	15
	<ol style="list-style-type: none"> 1. Hindu and Buddhist Architecture 2. Sculpture, Painting, Language and Script 3. Impact of Ramayana Mahabharata 4. Long-term Impact of Indian Culture 	
	<p>Unit Outcomes:</p> <p>UO 1. Understanding the nuances of Hindu and Buddhist architecture, sculpture, and painting..</p> <p>UO 2. The profound influence of the epics the Ramayana and the Mahabharata on the social life of Southeast Asia will become evident.</p>	

Learning Resources:

English-

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

हिंदी -

1. प्राचीन भारत मे समाज, धर्म, कला, एवम वास्तूकला, गुप्त आर. के., पॉइंटर पब्लिशर्स, जयपुर, 2017.
2. ऋग्वेदकालीन समाज और संस्कृती, शुक्ल विजय, शारदा पब्लिशिंग हाऊस, दिल्ली, 2001.
3. वेदकालीन समाज और संस्कृती, विमला देवी राय, कला प्रकाशन, वाराणसी, 2001.
4. प्राचीन भारत एक तथ्यपूर्ण विवेचन, गजेंद्र सिंह, एस. एन. द्विवेदी, ज्योती इंटरप्राइजेस, दिल्ली, 2006.
5. प्राचीन भारत का इतिहास, महाजन वी. डी., एस. चंद अँड कंपनी, दिल्ली, 2015.

मराठी -

1. प्राचीन भारतीय संस्कृती व सध्या, कोसंबी डी. डी., डायमंड प्रकाशन, पुणे, 2006.
2. दक्षिण भारताचा इतिहास, सिंगारे, लिगाडे (सातवाहन ते यादव), अरुणा प्रकाशन, लातूर, 2013.
3. प्राचीन भारताचा इतिहास, जोशी पी. जी., अभय प्रकाशन, नांदेड, 1994.
4. प्राचीन भारत, रा. श्री. मोरवंचीकर, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर, 1990.
5. प्राचीन भारत, भिडे गजानन, फडके प्रकाशन, कोल्हापूर, 1996.

Internal Examination Pattern :

	Type	Activity	Marks
CAT-I	Cultural Mapping (Mapping Cultural Expansion)	Provide students with a blank map of Asia and instruct them to mark the routes along which Indian culture spread, as well as its major centers. Activity: Mark on the map the prominent Hindu-Buddhist sites in Champa (Vietnam), Funan (Cambodia), Srivijaya (Indonesia), and Myanmar. Objective: To gain a clear understanding of the geographical extent of expansion and the routes of dissemination (both maritime and land routes).	05
	Architectural Comparison	To compare temples in India and those in Southeast Asia. Topic: Monuments in Angkor Wat (Cambodia), Borobudur (Indonesia) or Bagan (Myanmar). Analyze how the influence of Indian architecture and local characteristics came together.	05
CAT-II	Influence of ancient Indian literature abroad or	The Ramayana and Mahabharata have had a great influence on the culture of Asian countries. Task: To Prepare a short project based on 'Ramkien' (Thai Ramayana) or 'Kakawin Ramayana' (Java). Format: To Explore how these stories are reflected in local dance (e.g. Kecak dance) and painting.	10
	Indian Festivals and Traditions in Southeast Asia	Even today, 'Loy Krathong' (a festival similar to Diwali) in Thailand or some traditions in Cambodia seem Indian. Students should gather information on this topic and prepare a project based on it.	

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	3
CO2	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	2	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	3	3	3	3	2	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences
Department of History
UG – IV / M. A. – I

Course Type : DSC-XV/MMC-III

Course Title : History of Indian Currency

Course Code :

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To introduce students to the origin and historical development of currency systems in India from the barter system to the modern period.
- LO2. To explain the impact of colonial and post-independence monetary policies on India's economy.
- LO3. To provide knowledge about the functioning of mints and currency note printing institutions in India.
- LO4. To create awareness about modern developments such as digital payments and cashless economy.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Comprehend the evolution of currency systems in India from ancient to modern times.
- CO2. Analyze the economic role of currency across various historical periods.
- CO3. Evaluate the impact of colonial and modern monetary policies on the Indian economy.
- CO4. Recognize the significance of mints and currency printing centers in India.

Unit No.	Title of Unit & Contents	Hrs.
I	Origin and Early Forms of Currency in India	15
	1.1 Barter System and Its Limitations: Nature of barter exchange, limitations, need for medium of exchange.	
	1.2 Emergence of Metallic Currency: Use of metals (copper, silver, gold), early coinage traditions.	
	1.3 Punch-Marked Coins: Features, symbols, circulation during Mahajanapada period.	
	1.4 Coinage in Ancient Empires: Mauryan, Indo-Greek, Kushana, Satavahana coinage and trade relations.	

Unit No.	Title of Unit & Contents	Hrs.
	<p>Unit Outcomes:</p> <p>UO 1. Understand the origin and evolution of early exchange systems including barter and metallic currency.</p> <p>UO 2. Analyze the features and significance of ancient coinage systems in India.</p>	
II	Currency System in Medieval India	15
	<p>2.1 Delhi Sultanate Coinage: Tanka, Jital, reforms in currency system.</p> <p>2.2 Mughal Currency System: Mohur, Rupee, Dam, standardization by Sher Shah Suri.</p> <p>2.3 Regional Coinage Systems: Vijayanagara, Bahmani and Maratha kingdoms.</p> <p>2.4 Currency and Economy: Role in trade, taxation and administration.</p> <p>Unit Outcomes:</p> <p>UO1. Explain the structure and development of medieval Indian coinage systems.</p> <p>UO2. Evaluate the role of currency in medieval trade, economy and administration.</p>	
III	Colonial Currency System in India	15
	<p>3.1 European Trading Companies and Currency: Portuguese, Dutch and British influence on Indian currency.</p> <p>3.2 East India Company Coinage and Mints: Introduction of uniform coinage, development of mint system, major mint centres (Calcutta, Bombay, Madras).</p> <p>3.3 Introduction of Paper Currency: Presidency Banks, Paper Currency Act of 1861, early note printing system.</p> <p>3.4 British Monetary Policies: Gold standard, currency reforms, economic impact on India.</p> <p>Unit Outcomes:</p> <p>UO1. Understand the introduction and development of modern currency under British rule.</p> <p>UO2. Analyze the impact of British monetary policies on Indian economy</p>	
IV	Modern Currency System in India	15
	<p>4.1 Reserve Bank of India and Currency Management: Establishment, functions, control over currency issuance.</p> <p>4.2 Coin Mints in India: Major mint locations (Mumbai, Kolkata, Hyderabad, Noida) their functions and production.</p>	

Unit No.	Title of Unit & Contents	Hrs.
4.3	Currency Note Printing Presses in India: Security Printing Press (Nashik), Bank Note Press (Dewas), Currency Note Press (Nashik), Bharatiya Reserve Bank Note Mudran Pvt. Ltd. (Mysuru and Salboni).	
4.4	Currency Reforms and Digital Developments: Decimalization (1957), demonetization (1946, 1978, 2016), digital payments, UPI and cashless economy.	
Unit Outcomes:		
UO 1. Explain the functioning of RBI, mints and note printing presses in India.		
UO 2. Evaluate currency reforms and emerging digital payment systems.		

Learning Resources:

English-

1. Coins and Currency Systems in South India, Chattopadhyaya, Brajadulal, Munshiram Manoharlal Publishers, New Delhi, 1977.
2. Catalogue of the Coins of Ancient India, Allan, John, British Museum Publications, London, 1936.
3. Indigenous Banking in India, Macmillan Company, Jain, L. C., London, 1929.
4. The Cambridge Economic History of India (Vol. 2), Kumar, D., Cambridge University Press, Cambridge, 1983.
5. The History of the Reserve Bank of India, Reserve Bank of India, RBI Publications, Mumbai, 2005.
6. National Book Trust, From Coins to Credit Card, Singh K. V., India, New Delhi, 2013.
7. Coins, National Book Trust, India, Gupta Parmeshwari Lal, New Delhi, 2013.

हिंदी-

1. प्राचीन भारत का आर्थिक इतिहास, शर्मा, रामशरण, राजकमल प्रकाशन, नई दिल्ली, 2005.
2. भारतीय मुद्रा का इतिहास, सिंह, के.पी., विश्वभारती प्रकाशन, वाराणसी, 2010.
3. भारतीय सिक्कों का इतिहास, गुप्ता, परमेश्वरीलाल, ओरिएंट ब्लैकस्वान, नई दिल्ली, 2012.
4. मध्यकालीन भारत की अर्थव्यवस्था, त्रिपाठी, रामनाथ, मोतीलाल बनारसीदास, दिल्ली, 2008.
5. आधुनिक भारत की आर्थिक व्यवस्था, पांडेय, ए.बी., लोकभारती प्रकाशन, इलाहाबाद, 2015.
6. मुद्रा का संसार, स्वर्ण सुमन एवं अमिय आनंद, नॅशनल बुक ट्रस्ट, इंडिया, नईज् दिल्ली, 2012.

मराठी-

1. भारतीय आर्थिक इतिहास, कुलकर्णी, अ.र., डायमंड पब्लिकेशन्स, पुणे, 2010.
2. भारतातील नाण्यांचा इतिहास, पाटील, ब.स., पद्मगंधा प्रकाशन, पुणे, 2013.
3. भारतीय संस्कृती आणि अर्थव्यवस्था, जोशी, ल.शा., महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 2008.
4. भारतीय अर्थव्यवस्थेचा इतिहास, देशमुख, शंकर, प्रतिमा प्रकाशन, नागपूर, 2012.
5. मध्ययुगीन भारताचा इतिहास, कदम, य.दि., साकेत प्रकाशन, औरंगाबाद, 2009.

6. आधुनिक भारताचा आर्थिक इतिहास, पवार, वि.का ., स्नेहवर्धन प्रकाशन, पुणे, 2015.
7. भारतीय चलन व्यवस्था, भोसले, रा.ग ., प्रशांत प्रकाशन, कोल्हापूर, 2016.
8. भारतीय नाणेशास्त्र, शिंदे, द.रा ., कॉन्टिनेंटल प्रकाशन, पुणे, 2011.
9. भारतातील आर्थिक घडामोडी, गायकवाड, स.भा ., मेहता पब्लिशिंग हाऊस, पुणे, 2014.
10. भारतीय बँकिंग आणि चलन व्यवस्था, जाधव, तु.रा ., विद्या प्रकाशन, नागपूर, 2017.
11. भारतीय चलनाचा इतिहास, प्रभुणे पद्माकर, डायमंड पब्लिकेशन्स, पुणे, 2012.
12. महाराष्ट्रातील चलनाचा इतिहास)1674-194ाकर प्रल्ह डायमंड पब्लिकेशन्स, पुणे, 2012.

Internal Examination Pattern :

	Type	Activity	Marks
CAT-I	Coin Cataloging (Cataloging Project) or	Students should be provided with photographs of ancient or medieval coins (or, if possible, the actual coins) and asked to prepare a detailed description of them. Activity: Record the coin's metal composition, weight, shape, and the details inscribed on its obverse (front) and reverse (back) sides. Key Points: Name of the ruler, year, symbols (e.g., mountain, Chaitya, animals), and script (Brahmi, Kharoshthi, Persian).	10
	The Evolutionary Journey of Banknotes	The changes undergone by paper currency—from the British era to today's digital currency (E-Rupee). Activity: Create a documentary or presentation covering the evolution of currency, ranging from the notes issued by the 'Presidency Banks' of the 18th century to the security features of the modern era.	
CAT-II	History of Mints or	A study of India's major historical mints. Topics: The Surat or Ahmedabad Mint of the Mughal era; the Raigad Mint of the Shivaji era; or the Bombay and Calcutta Mints of the British era.	10
	Visit to a local museum (Museum Visit & Report)	Visit a nearby museum (e.g. the Coin Museum or a local museum) and prepare a report based on the numismatic section there.	

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	2	3	3	3	3
CO4	3	3	3	3	3	2	2	2	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	3
CO2	3	2	3	3	3	3
CO3	3	3	3	3	3	2
CO4	3	3	3	3	3	2

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



॥ आरोह तमसो ज्योतिः॥

Rajarshi Shahu Mahavidyalaya,
Latur (Autonomous)



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Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History

UG – IV / M. A. – I

Course Type : DSE-III/ MEC-I

Course Title : Records and Documentation of Family History

Course Code :

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

This course will assist students in systematically compiling the history of their own families or of significant families within their community.

Learning Objectives:

- LO1. To explain to students the significance and scope of family history.
- LO2. To develop techniques for documentation, utilizing oral sources, and writing genealogies.
- LO3. To teach how to preserve family heritage using digital media.
- LO4. Assist students in systematically compiling the history of their own families or of significant families within their community.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Explain the concept of family history and the importance of genealogy, thereby gaining a clinical understanding of how personal history is an integral part of social and national history.
- CO2. Acquire skills in collecting, classifying and preserving written, oral and physical resources, which will enable him to scientifically preserve the historical heritage of old documents, family memories and rare objects.
- CO3. Scientifically write and present family history using modern digital technology, scanning and genealogy software, so that the family heritage can be effectively made available to the next generation.
- CO4 They will be able to scientifically collect, write, and preserve family history using modern digital technology and software.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction to Family History	15
	1. Definition and Scope: What constitutes family history? The interrelationship between personal history, social history, and national history.	

Unit No.	Title of Unit & Contents	Hrs.
	<p>2. Significance: The necessity of documenting family history to preserve social heritage, traditions, and cultural values.</p> <p>3. Genealogy: An introduction to the science of genealogy and its importance.</p> <p>Unit Outcomes:</p> <p>UO 1. Understanding the fundamental concepts of family history and the scientific significance of genealogy.</p>	
II	Historical Sources and Collection	15
	<p>1. Written Sources: Old letters, diaries, property documents, birth and death records, educational certificates, horoscopes, and handwritten genealogical manuscripts.</p> <p>2. Oral Sources: Conducting interviews with family elders; collecting folklore, traditional verses (Ovyas), proverbs, and traditional songs.</p> <p>3. Material Sources: The historical significance of old jewelry, utensils, attire, weaponry, medals, and architectural structures (old mansions/houses).</p> <p>Unit Outcome:</p> <p>UO 1. Skills in collecting and analyzing various historical sources such as written documents, oral traditions, and material objects will be acquired.</p>	
III	Documentation and Preservation	15
	<p>1. Photography and Videography: Preservation of old photographs, captioning (identification) of images, and recording video interviews.</p> <p>2. Classification of Sources: Techniques for classifying documents based on chronology (time period) and subject matter.</p> <p>3. Storage and Maintenance: Precautions to be taken to prevent the deterioration of old documents and artifacts (Conservation basics).</p> <p>Unit Outcomes:</p> <p>UO 1. Through the aid of modern photography and videography techniques, skills in the chronological classification of historical family materials will be mastered.</p>	
IV	Writing, Presentation, and Technology	15
	<p>1. Family History Writing: Crafting historical narratives or autobiographical accounts based on collected information.</p> <p>2. Digital Documentation: Utilizing cloud storage, digital scanning, and creating family websites or blogs.</p> <p>3. Genealogy Software: Creating family trees using modern software and</p>	

Unit No.	Title of Unit & Contents	Hrs.
	applications (e.g., Ancestry, My Heritage).	
	Unit Outcomes: UO 1. The use of technology and software will enable the transformation of information into accurate genealogies and historical narratives.	

Learning Resources:

English:

1. Bentley, Michael, Modern Historiography: An Introduction, Routledge, London, 1999.
2. Bloch, Marc, The Historian's Craft, Manchester University Press, Manchester, 1954.
3. Burke, Peter, Varieties of Cultural History, Cornell University Press, Ithaca, 1997.
4. Carr, E. H., What is History? Penguin Books, London, 1961
5. Jenkins, Keith, Re-Thinking History, Routledge, London, 1991.
6. Marwick, Arthur, The New Nature of History, Palgrave Macmillan, New York, 2001.
7. Tosh, John, The Pursuit of History, Routledge, London, 2010.
8. Oral History-Theory and Practice, Robert Perks.

मराठी:

1. इतिहास लेखनशास्त्र, कदम, शिंदे, मासाळ, अरुण प्रकाशन, लातूर, 2023.
2. महाराष्ट्रातील इतिहास संशोधनाची वाटचाल, अ.रा. कुलकर्णी, सुचित्रा प्रकाशन, पुणे, 2011.
3. इतिहास तंत्र आणि तत्वज्ञान, कोठेकर शांता, श्री साईनाथ प्रकाशन, नागपूर, 2005.
4. इतिहास लेखनाच्या परंपरा, गद्रे प्रभाकर, श्री मंगेश प्रकाशन, नागपूर, 2004.
5. इतिहास लेखनशास्त्र व इतिहासकार, गाठाळ साहेबराव, कैलास पब्लिकेशन, औरंगाबाद, 1999.
6. भारतीय इतिहास लेखन परंपरा, जोशी पी. एम., महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 2002.
7. इतिहास एक शास्त्र, देव प्रभाकर, कल्पना प्रकाशन, नांदेड, 2002.
8. इतिहास लेखन आणि संशोधन पद्धती, पाटील एन. जी., ज्ञानगंगा प्रकाशन, नांदेड, 2020.
9. इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे, 2014.
10. इतिहास लेखनशास्त्र, व्यास प्रकाशचंद्र, अभिजीत पब्लिकेशन, लातूर, 1999.
11. इतिहास आणि संशोधन पद्धती, सावंत स. अ., साधना प्रकाशन, पुणे, 2017.

Internal Examination Pattern :

	Type	Activity	Marks
CAT-I	Practical Project	Creating a 5-Generation Genealogy of One's Own Family	10
CAT-II	Field Visit	Conducting an interview with a senior citizen and transcribing it.	10

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.

शिव छत्रपती
शिक्षण संस्था
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॥ आरोह तमसो ज्योतिः॥

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Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History

UG – IV / M.A. – I

Course Type : DSE-III/ MEC-I

Course Title : History of China

Course Code :

Credits : 4 Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To make students to distinguish between the "Three Principles of the People" and "Marxism-Leninism-Maoism."
- LO2. To motivate the students to evaluate the leadership styles and legacies of Sun Yat-sen, Chiang Kai-shek, and Mao Zedong.
- LO3. To promote the students to analyze the military and political significance of the Long March.
- LO4. To compare Chinese revolutionary movements with India's struggle for independence.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Explain the reasons for the end of 2,000 years of imperialism in China and the historical significance of Sun Yat-sen's democratic vision.
- CO2. Critically analyze the rise of the Nationalist Party under Chiang Kai-shek, the Northern Expedition, and their contribution to the building of modern China.
- CO3. Explained in detail Mao Zedong's ideology, the struggle of the 'Long March', and how the Chinese Communist Party (CCP) gained support from the peasantry and seized power.
- CO4. Evaluating the effects of the Chinese Civil War, the Japanese invasion, and the socio-economic policies following the founding of the People's Republic of China (PRC) in the 19th and 20th centuries.

Unit No.	Title of Unit & Contents	Hrs.
I	The Revolutionary Vision of Sun Yat-sen	15
	1.1 The collapse of the Qing Dynasty and the birth of the Republic.	
	1.2. The Father of the Nation: Sun Yat-sen's early life, exile, and the formation of the Tongmenghui.	
	1.3. The Three Principles of the People: Detailed study of Nationalism	

Unit No.	Title of Unit & Contents	Hrs.
	<p>(Minzu), Democracy (Minquan), and Livelihood (Minsheng).</p> <p>1.4. The 1911 Revolution: The Wuchang Uprising and the end of 2,000 years of Imperial rule.</p> <p>1.5. The KMT Foundations: The reorganization of the Kuomintang (Nationalist Party) and the search for national unity.</p> <p>Unit Outcome: UO 1. The influence of Dr. Sun Yat-sen's ideology on the shaping of modern China will become evident.</p>	
II	The Rise of Chiang Kai-shek & the KMT	15
	<p>2.1. Succession and Military Power: Chiang Kai-shek's rise after the death of Sun Yat-sen; the Whampoa Military Academy.</p> <p>2.2. The Northern Expedition: The military campaign to crush the Warlords and unify China.</p> <p>2.3. The Shanghai Massacre (1927): The violent break between the KMT and the 2.4. Communist Party. The Nanjing Decade: Assessing Chiang's governance, modernization efforts, and the "New Life Movement."</p> <p>Unit Outcome: UO 1. Evaluate the political and social transformation of China.</p>	
III	Mao Zedong and the Long March	15
	<p>3.1. Maoism in Practice: Mao Zedong's shift from urban workers to peasant-led revolution in the Jiangxi Soviet.</p> <p>3.2. The Encirclement Campaigns: KMT's "Extermination Campaigns" and the strategic crisis for the Red Army.</p> <p>3.3. The Long March (1934–1935): The 6,000-mile retreat; the Zunyi Conference and the consolidation of Mao's leadership.</p> <p>3.4. Yanan Period: Life in the caves; ideological training, land reforms, and gaining peasant support.</p> <p>Unit Outcomes: UO1. The development of the Communist movement in China will be evaluated.</p>	
IV	Conflict, Victory, and the Maoist Era	15
	<p>4.1. The United Front & Japanese Invasion: The Xi'an Incident and the uneasy alliance between Chiang and Mao against Japan.</p> <p>4.2. The Chinese Civil War (1945–1949): Why the CCP won; military strategy vs. economic collapse of the KMT.</p>	

Unit No.	Title of Unit & Contents	Hrs.
	4.3. Founding of the PRC: Mao's proclamation at Tiananmen Square and Chiang Kai-shek's retreat to Taiwan.	
	4.4. Mao's China: Early socialist reforms, the Great Leap Forward, and the Cultural Revolution.	
	Unit Outcomes:	
	UO 1. The process of the formation of modern China will be understood.	

Learning Resources:

English:

1. Cinasthana Today, P. S. Deodhar, McGraw Hill Education (india) Private Limited, New Delhi, 2013.
2. Modern China An Interpretive Anthology, Joseph Lavenson , The Macmillan company London, 1971.

मराठी-

1. आधुनिक जगाचा इतिहास (1453-2000), डॉ. अनिल कठारे , प्रशांत पब्लिकेशन्स जळगाव 2015.
2. आशियाचा इतिहास- प्रा. एस एस भांडवलकर, अभिजीत पब्लिकेशन लातूर 1999.
3. आग्नेय आशय राष्ट्रांचा इतिहास- प्राध्यापक एस एस भांडवलकर, अभिजीत पब्लिकेशन लातूर 1996.
4. पहिल्या महायुद्धा नंतरचे जग (1918 ते 1992), प्रा. दिनेश मोरे, के एस पब्लिकेशन पुणे.
5. विसाव्या शतकातील आशियाचा इतिहास (1914 ते 1992)- डॉ. अरुणा मोरे ,डॉ. भारती नवथर, डॉ. स्वाती काळभोर, डायमंड पब्लिकेशन पुणे 2015.
6. आधुनिक चीन- डॉ.अनिल कठारे , कल्पना प्रकाशन नांदेड 1999.
7. आधुनिक चीनचा इतिहास- डॉ. साहेबराव गाठाळ, कैलास पब्लिकेशन्स, औरंगाबाद 1999.
8. आधुनिक चीनचा इतिहास- प्रा. एस एस भांडवलकर, अभिजीत पब्लिकेशन लातूर, 1999.
9. आधुनिक चीनचा इतिहास- डॉ. दिनकर खाबडे, कैलास पब्लिकेशन्स औरंगाबाद, 1996.
10. आधुनिक चीनचा इतिहास- डॉक्टर दिनकर गावडे कैलास पब्लिकेशन्स औरंगाबाद 1989.

Internal Examination Pattern :

	Type	Activity	Marks
CAT-I	Foreign Intervention in China (Imperialism in China)	The Opium Wars of the 19th century and the exploitation of China by Western nations. Activity: To prepare a poster presentation based on the 'Open Door Policy' and China's 'Taiping' and 'Boxer' Rebellions.	05
	Comparative	Two major revolutions took place in China: in 1911 (led by Dr.	05

	Study of the Chinese Revolutions	Sun Yat-sen) and in 1949 (led by Mao Zedong). Activity: To prepare a project comparing the causes, leadership, and consequences of these two revolutions. Objective: To understand the conflict between Nationalist China (KMT) and Communist China (CCP).	
CAT-II	The Work of Key Historical Figures (Biographical Analysis)	A research paper or presentation focusing on the contributions of leaders who played a pivotal role in shaping the course of Chinese history. Topics: Dr. Sun Yat-sen (Father of Modern China), Mao Zedong (The Cultural Revolution), Deng Xiaoping (Economic Reforms), or Chiang Kai-shek.	10

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	2	2	3	3
CO2	3	3	3	3	3	3	2	2	3	2
CO3	3	3	3	3	3	3	3	3	3	2
CO4	3	3	3	2	3	2	3	3	2	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	3	2	2
CO2	3	2	3	2	2	2
CO3	3	3	3	3	3	2
CO4	2	3	3	2	3	2

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.

Rajarshi Shahu Mahavidyalaya,
Latur (Autonomous)



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History
UG – IV Year/ M.A. – I Year

Course Type: Minor-RMC

Course Title: Research Methodology

Course Code:

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To introduce students to the fundamental concepts, nature, and types of research.
- LO2. To develop the ability among students to plan and organize a research project in a systematic manner.
- LO3. To familiarize students with various tools and techniques used for data collection.
- LO4. To train students to prepare a well-structured research report following academic standards and research ethics.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Understand the concept, nature, and significance of research in academic and social contexts.
- CO2. Develop the ability to identify research problems and design appropriate research frameworks.
- CO3. Apply suitable methods for data collection, processing, and basic analysis.
- CO4. Acquire skills in academic writing, referencing, and ethical research practices.

Unit No.	Title of Unit & Contents	Hrs.
I	Understanding Research	15
	1.1 Meaning and Nature of Research: Meaning, nature and characteristics of research 1.2 Importance of research: for students, society and knowledge 1.3 Types of Research: Basic and Applied research, Qualitative and Quantitative research, Action and Historical research 1.4 Qualities of Good Research: Objectivity, Accuracy, Reliability	
	Unit Outcomes: UO1. Explain the meaning, nature, and key characteristics of research. UO2. Differentiate between various types of research and understand their importance in knowledge	
II	Planning the Research	15
	2.1 Research Process: Selection of research problems, formulation of objectives, hypothesis, Review of Literature, chapter scheme. 2.2 Research Design: Concept of research design, types – exploratory and descriptive 2.3 Sampling: Concept of sampling, sample size, random and Purposive sampling.	

Unit No.	Title of Unit & Contents	Hrs.
	2.4 Tools of Data Collection: Observation, interview, questionnaire, case study Unit Outcome: UO1. Formulate research problems, objectives, hypotheses, and design a research plan. UO2. Students will understand research design, sampling techniques, and tools for data collection.	
III	Collecting and Understanding Data	15
	3.1 Sources of Data: Primary and secondary data, books, journals, and internet sources. 3.2 Method of Data Collection: survey, interviews, basics of fieldwork. 3.3 Data Processing: Editing, classification, and tabulation of data. 3.4 Data Analysis and Interpretation: Use of percentage method, graphs and charts, interpretation of data. Unit Outcomes: UO1. Identify different sources of data and apply appropriate methods of data collection. UO2. Process, analyze, and interpret data using basic techniques like percentages, tables, and charts.	
IV	Writing and Ethics in Research	15
	4.1 Research Report Writing: introduction, objectives, method, and conclusion. 4.2 Referencing: references, technique of footnotes, bibliography. 4.3 Research Ethics and Plagiarism: Avoiding copying, writing original content, plagiarism. 4.4 Research Presentation: How to present a research report, basic presentation skills, viva preparation. Unit Outcomes: UO1. Develop skills in writing structured research reports with proper referencing techniques. UO2. Understand research ethics, avoid plagiarism, and present their research effectively.	

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Learning Resources:

English –

1. Research Methodology: Methods and Techniques, Kothari, C.R., New Age International Publishers, New Delhi, 2004.
2. Research Methodology: A Step-by-Step Guide for Beginners, Kumar, Ranjit, Sage Publications, New Delhi, 2011.
3. Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Creswell, John W., Sage Publications, Thousand Oaks, 2014.

4. Research in Education, Best, John W. and Kahn, James V., Pearson Education, New Delhi, 2006.
5. Social Research Methods, Bryman, Alan, Social Research Methods, Oxford University Press, Oxford, 2012.

हिंदी -

1. अनुसंधान पद्धति: प्रारंभिक मार्गदर्शिका, कुमार, रंजीत, सेज पब्लिकेशन्स, नई दिल्ली, 2011.
2. अनुसंधान पद्धति, शर्मा, बी.ए., रावत पब्लिकेशन, जयपुर, 2010.
3. सामाजिक अनुसंधान के सिद्धांत एवं तकनीकें, गुप्ता, एस.पी., साहित्य भवन पब्लिकेशन्स, आगरा, 2007.
4. सामाजिक अनुसंधान एवं पद्धति, सिंह, योगेंद्र, रावत पब्लिकेशन, जयपुर, 2012.

मराठी -

1. संशोधन पद्धती (अनुवादित), कोठारी, सी.आर., न्यू एज इंटरनॅशनल पब्लिशर्स, नवी दिल्ली, 2004.
2. संशोधन पद्धती, पाटील, पी.जी., फडके प्रकाशन, कोल्हापूर, 2010.
3. संशोधन पद्धती व तंत्रे, भोसले, स.ग., निराली प्रकाशन, पुणे, 2012.
4. संशोधन पद्धती, देसाई, ह.वि., पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर, 2008.
5. संशोधन मार्गदर्शक, जाधव, तुकाराम, डायमंड पब्लिकेशन्स, पुणे, 2015.
6. संशोधन पद्धती व अहवाल लेखन, शिंदे, बी.एम., कैलास पब्लिकेशन्स, औरंगाबाद, 2013.
7. इतिहास संशोधन पद्धती, कुलकर्णी, अ.रा., कॉन्टिनेंटल प्रकाशन, पुणे, 2007.
8. संशोधन पद्धती व लेखन कौशल्य, साळुंखे, ए.ह., डायमंड पब्लिकेशन्स, पुणे, 2016.
9. संशोधन पद्धती: सिद्धांत व उपयोग, गायकवाड, स.म., निराली प्रकाशन, पुणे, 2014.
10. संशोधन पद्धती व प्रबंध लेखन, देशमुख, र.रा., कैलास पब्लिकेशन्स, औरंगाबाद, 2011.

Internal Examination Pattern:

	Type	Activity	Marks
CAT-I	Bibliography & Footnotes Writing Practice	Students should cite references in their research in accordance with either the Chicago or MLA style; furthermore, they should compile a properly sequenced list of various sources—including books, periodicals, and internet resources—and clearly distinguish between notes and the bibliography.	05
	Classification and Analysis of Historical Sources	Students should be given a real historical source (e.g. an old letter, inscription, coin, or old newspaper clipping) and asked to analyze it. External Criticism: The nature of the source, the period, the identity of the author. Internal Criticism: The reliability and interpretation of the	05

		text.	
CAT-II	Preparation of Research Proposal or	To choose any historical topic of their interest and prepare a short 'Synopsis' on it. This should include the following points: Selection and importance of the topic. Objectives of the research. Hypotheses. Types of sources (primary and secondary).	10
	Oral History Project	Ask students to interview an elder, freedom fighter, or someone who preserves a particular artistic heritage from their area. Create an interview questionnaire. Transcript the interview. Verify the historical accuracy of the information.	10

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.

Rajarshi Shahu Mahavidyalaya,
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॥ आरोह तमसो ज्योतिः॥

Rajarshi Shahu Mahavidyalaya,
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Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences
Department of History
UG – IV Year/ M.A. – I Year

Course Type : DSC-XVII/MMC-V
Course Title : Ideas and Institutions in Ancient India
Course Code :
Credits : 04 Max. Marks: 100 Lectures: 60 Hrs.

Learning Objectives:

- LO1. To analyze in depth the nature and limitations of various tools of ancient Indian history.
- LO2. To study the process of political institutions and state formation that evolved from the Rigvedic period to the Mauryan period.
- LO3. To explore the roots of the caste system, caste system and social transformations in ancient times.
- LO4. To conduct a historical review of the development of agriculture, the Iron Age and trade in the ancient Indian economy.

Course Outcomes:

- CO1. Students will be able to objectively evaluate the history of Ancient India based on various historical sources.
- CO2. Students will acquire detailed knowledge regarding the Saptanga theory and the evolution of administrative institutions in Ancient India.
- CO3. Students will be able to explain the stratification, marginalization, and consequences of social conflicts within ancient society.
- CO4. Students will understand the significance of the development of the urban economy in South India during the Sangam and Satavahana periods.

Unit No.	Title of Unit & Contents	Hrs.
I	Sources-Perceptions, Limitations, Range	12
	1. Archaeological 2. Literary sources (Sanskrit, Prakrit, Pali; Religious, non-religious) 3. Inscriptions 4. Foreign account Unit Outcomes: UO1. Critically evaluate archaeological and literary sources to reconstruct the history of ancient India.	
II	Political Ideas and Institutions	12
	1. Lineage Polities (Rig Vedic) 2. Pre-State formations (Janapadas, Mahajanapadas) 3. Early State Formations (From Mahajanapadas to Maurya)	

Unit No.	Title of Unit & Contents	Hrs.
	4. Administrative Institutions (Kingship: Rajanya-Samrat, Sabha and Samiti to Council of ministers 5. Saptanga Theory Unit Outcome: UO1. gain an understanding of the political evolution—from the Janapadas to the Mauryan Empire—and the administrative frameworks, such as the Saptanga Theory.	
III	Social ideas and institutions	12
	1. Kin and Lineage society 2. The emergence of caste based societies, marginalization and subordination 3. Social protest and the emergence of new social and religious forms 4. Concept of Kaliyuga and post-Mauryan social formation Unit Outcomes: UO1. Analyze the origins of the Varna-Jati system in ancient society, as well as the causes behind the socio-religious transformations of that era.	
IV	Economy	12
	1. Pre-historic to Chalcolithic developments 2. Development of Agriculture and Trade (Iron Age, Magadha, Gupta) 3. Expanding Trade Economy 4. The Mauryan State Unit Outcomes: UO1. Analyze the evolution of agriculture, trade, and economic institutions from the prehistoric era to the Mauryan-Gupta period.	
V	Deccan and South India	12
	1. Sangam Age 2. The emergence of states in the Deccan – the Satavahanas 3. Urban economy 4. Trade Networks Unit Outcomes: UO1. Analyze the political emergence, urban economy, and development of trade networks during the Sangam and Satavahana periods.	

Learning Resources:

English:

1. Ancient India and introductory outline, D.N. Jha, people Publication House ,New Delhi 1977.
2. Ancient India history and culture, BG Gokhale Asia publishing house, (Kolkata) Bombay 1952.
3. The archaeology of India, Agarwal D.P., Delhi select book services syndicate 1984.
4. The Wonder That was India, Basham A.L., Mumbai 1971.
5. The social Dimension of early Buddhism, Chakravarthy Uma, Munshiram Manohar Lal ,Delhi 1996.

हिंदी -

1. प्राचीन भारत का इतिहास, वी.डी. महाजन,एस.चन्द अँड कंपनी प्रायव्हेट लिमिटेड, नवी दिल्ली 2015.
2. क्या हडप्पा सभ्यता सारस्वत थी, ठाकरान आर. सी., जोशी अधिकारी इन्स्टिट्यूट ऑफ सोशल स्टडीज 2002

मराठी -

1. प्राचीन भारत (इ. स. 1000 पर्यंत) डॉ. पी. व्ही. काटे ,कैलास पब्लिकेशन औरंगापुर, औरंगाबाद 1997.
2. प्राचीन भारताचा इतिहास, डॉ. सत्यव्रत नुलकर, डॉ. लता अकलूजकर. डॉ. शीला स्वामी, हिरेमठ, अक्षरलेणं प्रकाशन, सोलापूर, 2005.
3. प्राचीन भारत संस्कृती आणि इतिहास, अ.रा. कुलकर्णी, पुणे, 1962.
4. प्राचीन भारताचा इतिहास आणि संस्कृती, प्र.का. चौधरी, विद्या बुक्स पब्लिशर्स, औरंगाबाद, 2002.
5. प्राचीन भारत, डॉ. प्रभाकर देव, विद्या प्रकाशन, नागपूर, 1995.
6. प्राचीन भारत, मोरवंचीकर रा.श्री., पिंपळापुरे आणि कंपनी पब्लिशर्स, नागपूर, 1990.
7. प्राचीन भारतीय संस्कृती, डॉ. प्रभाकर देव ,विद्या प्रकाशन, नागपूर, 1997.
8. प्राचीन भारताचा इतिहास, डॉ. आर. एस. कोंडेकर ,अरुणा प्रकाशन, लातूर, 2015.

Internal Examination Patter:

	Type	Activity	Marks
CAT-I	Conceptual Term Paper	Writing a 5-10 page term paper on important concepts in ancient India. Topic: 'Dhamma' (Ashoka), 'Varnashrama Dharma', 'Class System' (Ancient Guilds), or 'Streedhanam'. Rules: Students will be required to use at least Three reference books for this.	10
CAT-II	Ancient Educational Institutions Map Project	Preparing a map of the locations and features of ancient universities in India. Topic: Taxila, Nalanda, Vallabhi and Vikramshila. Presentation: Making a PPT presentation on the admission process of these institutions, the curriculum and the 'thoughts' taught there.	10

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	3	2	3	3	3	3	3	2

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



॥ आरोह तमसो ज्योतिः ॥

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



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History

UG – IV / M.A. – I

Course Type : DSC-XVIII/MMC-VI

Course Title : History of World Civilizations

Course Code :

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. An in-depth study of the political systems, law, religion, and technological advancements in Egyptian, Mesopotamian, Chinese, and Persian civilizations.
- LO2. To Understanding the rise of Greek city-states, cultural development in the Periclean Age and the foundations of Western philosophy and science.
- LO3. Analyzing the origins of Rome, the evolution of the Republic, and the processes of administrative and imperial expansion through Roman law.
- LO4. The rise of Christianity and Islam, their spread, and evaluating the contribution of Arabic culture to world culture and knowledge.

Course Outcomes:

After completion of the course, the students will be able to-

- CO1. Analysis of Ancient Civilizations: Critically analyze the political, social, and technological advancements of the civilizations of Egypt, Mesopotamia, India, China, and Persia.
- CO2. Understanding the Greek Legacy: Explain the evolution of the Greek city-states and their global contributions to the arts, sciences, and philosophy during the Periclean Age.
- CO3. Understanding the Roman State: Evaluate the rise of the Roman Republic, the nature of Roman law, and the administrative skills of the empire's expansion.
- CO4. Religious and Global Influence: Outline the historical significance of the rise of Christianity and Islam, and the cultural contributions of Arabic culture during the Middle Ages.

Unit No.	Title of Unit & Contents	Hrs.
I	Early World Civilizations	15
	1. Egyptian Civilization: Political System, Pharaoh, Administration, Art, Architecture (Pyramids), Religion (Afterlife)	
	2. Mesopotamian Civilization: Sumerian, Babylonian, Assyrian, Society, Religion, Law (Code of Hammurabi), Architecture (Ziggurats), Administration, Education	
	3. Indus Valley Civilization: Urban Planning, Drainage System, Trade, Economy, Seals, Script, Religion	
	4. Chinese and Persian Civilizations: China: Polity, Society, Science, Technology, Dynastic System. Persia: Political System, Administration, Economy, Imperial Structure.	

Unit No.	Title of Unit & Contents	Hrs.
	<p>Unit Outcomes:</p> <p>UO1. Critically analyze the political structures, legal systems, religious beliefs, and technological advances of the Egyptian, Mesopotamian, Indus Valley, Chinese and Persian civilizations.</p>	
II	Classical Greece	15
	<ol style="list-style-type: none"> 1. Homeric Age: Epics (Iliad, Odyssey), Early Greek Society, Transition to Classical Greece 2. Greek City-States: Athens, Sparta, Political Systems, Military Organization 3. Greek Wars: Persian Wars, Peloponnesian War, Causes, Consequences 4. Periclean Age: Golden Age, Democracy, State and Society, Science, Art, Philosophy <p>Unit Outcome:</p> <p>UO1. Outline the evolution of Greek civilization from the time of Homer to the Periclean period, the Athenian-Spartan conflict, and its contributions to Politics, Society and philosophy, including science.</p>	
III	Roman Empire	15
	<ol style="list-style-type: none"> 1. Origin of Rome: Foundation Myths, Early Society, Monarchy 2. Roman Republic: Political Institutions, Senate, Law (Roman Law), Citizenship 3. Expansion of Rome: Military Expansion, Provinces, Administration, Economy 4. Roman Empire: Imperial System, Emperors, Governance, Society, Culture <p>Unit Outcomes:</p> <p>UO1. Explain the historical journey of Rome from its origins, republican polity, and military expansion to a vast empire, along with its administrative and cultural legacy.</p>	
IV	Christianity and Islam	15
	<ol style="list-style-type: none"> 1. Rise of Christianity: Life of Jesus, Teachings, Spread, Church Organization 2. Fall of Western Roman Empire: Barbarian Invasions, Causes, Consequences 3. Rise of Islam: Life of Prophet Muhammad, Expansion, Islamic State, Impact 4. Arab Civilization: Science, Literature, Trade, Cultural Contributions <p>Unit Outcomes:</p> <p>UO1. Explain the historical causality between the rise and spread of Christianity and Islam, the decline of the Roman Empire, and the global contribution of Arab culture.</p>	

Learning Resources:

English:

3. A Survey of European Civilization-Wallace Furguson and Geoffrey Bruun.
4. A History of World civilization, Vol.II,General Editor:Max Savelle.
5. World History, The Growth of Western civilization-Flenley and Weech.
9. Glimpses of World History-Jawaharlal Nehru.

हिंदी:

१. प्राचीन विश्व इतिहास का परिचय, अनु. बुद्धीप्रसाद भट्ट, प्रगती प्रकाशन, नई दिल्ली, १९८२.

Internal Examination Patter:

	Type	Activity	Marks
CAT-I	Mapping and Historical Site Reconstruction	To understand the significance of geography in history: Imperial Expansion: Creating a map of the Roman Empire and marking its major administrative centers. Trade Routes: Illustrating, through maps, the ancient Silk Route or the trade relations between the Indus Valley Civilization and Mesopotamia.	10
CAT-II	Comparative Projects or Group Discussion	To explore the similarities and differences between two cultures—rather than merely gathering information—projects may be assigned on the following topics: Urban Planning: A comparative study of urban planning in the Indus Valley Civilization and the Mesopotamian Civilization. Political Systems: Similarities and differences between Athenian Democracy and the Roman Republic. Religion and Philosophy: The influence of the Egyptian concept of the 'Afterlife' and Greek philosophy. Topic: Organizing a group discussion on the theme: "The Decline of the Western Roman Empire: Internal Causes or External Invasions?" "The Impact of the Rise of Christianity and Islam on Global Politics."	10

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3	2
CO3	3	3	3	2	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	2	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History

UG – IV / M.A. – I

Course Type : DSC-XIX/MMC-VII

Course Title : History of Indian Education

Course Code :

Credits : 04

Max. Marks: 100

Lectures : 60 Hrs.

Learning Objectives:

- LO1. To analyze the philosophical, religious, and socio-political foundations of different educational systems in India.
- LO2. To examine the structure, curriculum, and pedagogy of ancient, medieval, colonial, and modern education systems.
- LO3. To evaluate the impact of colonial policies and modern reforms on Indian education.
- LO4. To develop critical thinking about contemporary challenges and reforms in Indian higher education.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Explain the key features and developments of education in Ancient, Medieval, Colonial, and Modern India.
- CO2. Compare different educational systems and identify their strengths and limitations.
- CO3. Analyze the role of education in shaping Indian society, culture, and nationalism.
- CO4. Critically evaluate current issues in Indian education and suggest possible improvements.

Unit No.	Title of Unit & Contents	Hrs.
I	Education in Ancient India	15
	<ol style="list-style-type: none">1. Vedic Education System: Gurukul System, Teacher-Student Relation, Curriculum, Aims of Education, Oral Tradition2. Buddhist and Jain Education: Monastic System, Curriculum, Teaching Methods, Patronage3. Ancient Indian Universities: Nalanda University, Takshashila, Vallabhi University, Centres of Learning, Subjects, International Students, Administration4. Features of Ancient Indian Education: Holistic Development, Moral Values, Discipline, Inclusiveness, Limitations	
	Unit Outcomes: UO1. Describe the structure, aims and curriculum of Vedic, Buddhist, and Jain education systems along with major centres of learning. UO2. Evaluate the key features, strengths, and limitations of ancient Indian education.	
II	Education in Medieval India	15
	<ol style="list-style-type: none">1. Islamic Education System: Maktabas, Madrasas, Curriculum, Religious Education, State Patronage2. Education under Delhi Sultanate: Royal Patronage, Centres of Learning,	

Unit No.	Title of Unit & Contents	Hrs.
	Administrative Education 3. Education under Mughal Rule: Policies, Institutions, Persian Influence, Scholars 4. Features of Medieval Education: Religious Orientation, Language (Persian/Arabic), Limitations Unit Outcomes: UO 1: Explain the structure and functioning of Islamic education systems including Maktabas and Madrasas. UO 2: Analyze the educational developments under the Delhi Sultanate and Mughal rule along with their features and limitations.	
III	Education in Colonial India	15
	1. Early Colonial Policies: Orientalist-Anglicist Debate, Missionary Education, Indigenous Education 2. Major Educational Reforms: Macaulay's Minute, Wood's Despatch, Hunter Commission, Indian Universities Act 3. Growth of Modern Education: Universities, Western Curriculum, English Education, Women Education 4. Impact of Colonial Education: Modernization, Nationalism, Social Reform, Criticism Unit Outcomes: UO1. Examine early colonial educational policies and major reforms such as Macaulay's Minute and Wood's Despatch. UO2. Assess the growth and impact of modern education including its role in nationalism and social reform	
IV	Education in Modern India	15
	1. Nationalist Approach to Education: Gandhian Education, Tagore, Vivekananda, Educational Philosophy 2. Post-Independence Education Policies: Radhakrishnan Commission, Kothari Commission, National Policy on Education 3. National Education Policy 2020 (NEP 2020): Holistic Education, Multidisciplinary Approach, Skill Development, Digital Learning, Research Focus 4. Issues, Challenges and Global Position of Indian Higher Education: Employability, Skill Gap, Low Enrollment, Attendance Issues, Quality Concerns, Global Rankings, Research Output, Internationalization Unit Outcomes: UO1. Understand nationalist perspectives on education and post-independence educational policies. UO2. Critically evaluate NEP 2020 and current challenges in Indian higher education including global positioning.	

Learning Resources:

English:

1. Education in Ancient India, Altekar, Anant Sadashiv, Nand Kishore & Bros., Varanasi, 1944.
2. A History of Education in India (During the British Period), Nurullah, Syed & Naik, J.P., Macmillan & Co. Ltd., London, 1951.

3. The Growth of Education and Political Development in India 1898–1920, Basu, Aparna, Oxford University Press, Delhi, 1974.
4. Ghosh, Suresh Chandra, History of Education in India, Rawat Publications, Jaipur, 2007.
5. Development and Planning of Modern Education, Aggarwal, J.C., Vikas Publishing House Pvt. Ltd., New Delhi, 2003.

हिंदी:

1. भारत में शिक्षा का विकास एवं समस्याएँ, अग्रवाल, जे. सी., विकास प्रकाशन, नई दिल्ली, 2005.
2. भारतीय शिक्षा का इतिहास, शर्मा, आर. एन., अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली, 2002.
3. भारत में शिक्षा का इतिहास, सिंह, रामशरण, लोकभारती प्रकाशन, इलाहाबाद, 2008.
4. भारतीय शिक्षा का विकास, गुप्ता, एस. पी., शारदा पुस्तक भवन, इलाहाबाद, 2004.
5. शिक्षा का इतिहास, वर्मा, बी. एल., ज्ञानदा प्रकाशन, नई दिल्ली, 2006.

मराठी:

1. प्राचीन भारतीय शिक्षण पद्धती, आळतेकर, अ.स. ., कॉन्टिनेंटल प्रकाशन, पुणे, 2001 (मराठी अनुवाद आवृत्ती).
2. भारतीय शिक्षण व्यवस्था, कुलकर्णी, अ.र. ., डायमंड पब्लिकेशन्स, पुणे, 2012.
3. शिक्षणाचा इतिहास, देशपांडे, म.ग. ., साकेत प्रकाशन, औरंगाबाद, 2005.
4. भारतीय शिक्षणाचा विकास, शिंदे, व्ही.डी., निराली प्रकाशन, पुणे, 2014.
5. भारतीय शिक्षणाचा इतिहास, पाटील, बी.आर. ., विद्या प्रकाशन, नागपूर, 2010.
6. भारताचा शिक्षण इतिहास, जोशी, एस.के. ., स्नेहवर्धन प्रकाशन, पुणे, 2008.
7. शिक्षणशास्त्र आणि इतिहास, कदम, पी.डी. ., प्रशांत प्रकाशन, जळगाव, 2011.
8. आधुनिक भारतातील शिक्षण, गायकवाड, आर.एस. ., पिंपळापुरे प्रकाशन, नागपूर, 2015.
9. भारतीय शिक्षण परंपरा, भोसले, एस.टी. ., विद्या बुक्स, कोल्हापूर, 2009.
10. शैक्षणिक विकासाचा इतिहास, मोरे, ए.बी. ., अनुबंध प्रकाशन, पुणे, 2013.

Internal Examination Patter:

Latur (Autonomous)

	Type	Activity	Marks
CAT-I	Local Educational Heritage Project	Students should visit schools or colleges in their area that are at least 50 years old. Objective: To study the establishment of the institution, the social environment at that time and its objectives. Output: Prepare and submit a brief report based on old documents, photographs, and interviews.	10

CAT-II	Primary Source Analysis	Analyze important educational reports or laws in India. For example Wood's Khalita (1854), Hunter Commission (1882) or Sargent Plan (1944). Students should make a presentation (PPT) on the provisions of these and their impact on the society of the time.	05
	Comparative Study	Prepare an essay or chart comparing the ancient and modern education systems. e. g. Nalanda/Taxshila University vs. Modern University' or 'Gurukul System vs. Western Education System'. This should focus on the changes in the objectives of education and teaching methods.	05

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

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Rajalshri Sharda Mahavidyalaya,
Latur (Autonomous)



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History
UG – IV Year/ M.A. – I Year

Course Type : DSE-IV/MEC-II
Course Title : Managements of Historical Tours
Course Code :
Credits : 04 Max. Marks: 100 Lectures: 60 Hrs.

Learning Objectives:

- LO1. To develop in students the capacity to understand the concept, nature, and multi-faceted significance of historical tourism across various domains.
- LO2. To impart the technical knowledge essential for tourism planning, including budgetary planning, map reading, and legal compliance.
- LO3. To foster proficiency in the skills required for the successful execution of tours—specifically accommodation, transportation, marketing, and emergency management.
- LO4. To develop techniques for effectively conveying information about historical heritage sites to tourists through strong communication skills and the art of storytelling.

Course Outcomes:

After completion of the course the students will be able to-

- CO1. Heritage Literacy: Recognize the importance of historical tourism and be able to classify heritage sites and analyze them in their historical context.
- CO2. Business Planning: Acquire the skills to meticulously plan any historical tour, create a budget and complete legal procedures.
- CO3. Effective Management: Practically apply the management skills required for marketing, public relations and tourist safety in the tourism sector.
- CO4. Effective Presentation: Develop the ability to effectively present historical facts and educate tourists through communication as a skilled tour guide

Unit No.	Title of Unit & Contents	Hrs.
I	Foundations of Historical Tourism	15
	1. Concept and Scope: Definition, Features, Scope, Types 2. History, Heritage and Tourism Link: Interrelationship, Cultural Resources, Preservation, Identity 3. Significance of Historical Tourism: Educational, Cultural, Economic, Political 4. Classification of Historical Sites: Caves, Forts, Temples, Monuments, UNESCO Sites	
	Unit Outcomes:	

Unit No.	Title of Unit & Contents	Hrs.
	UO 1. Explain the concept of historical tourism and its multifaceted importance, classify historical sites in India and Maharashtra, and analyze their role in preserving historical heritage.	
II	Tour Planning and Preparation	15
	<ol style="list-style-type: none"> 1. Tour Planning Principles: Objectives, Site Selection, Time Management 2. Budgeting in Tourism: Cost Estimation, Budgeting, Resource Allocation 3. Itinerary Planning: Map Reading, Route Planning, Scheduling 4. Legal Aspects in Tourism: Permissions, Regulations, ASI Guidelines <p>Unit Outcome:</p> <p>UO1. Learn the process of planning a historical trip according to its objectives, creating a budget, determining the route, and obtaining the necessary legal permits.</p>	
III	Tour Management and Execution	15
	<ol style="list-style-type: none"> 1. Transport and Accommodation: Transport Modes, Accommodation, Booking, Coordination 2. Safety and Risk Management: First Aid, Safety Measures, Emergency Handling 3. Tourism Marketing: Social Media, Advertising, Promotion 4. Group Management: Tourist Types, Behavior, Group Handling <p>Unit Outcomes:</p> <p>UO1. Gain practical knowledge in tourism management, including transportation, security, advertising skills, and how to effectively manage different types of tourist groups.</p>	
IV	Guiding and New Trends	15
	<ol style="list-style-type: none"> 1. Role of Tour Guide: Duties, Ethics, Responsibilities 2. Communication Skills: Verbal, Non-verbal, Presentation 3. Heritage Interpretation: Storytelling, Audio-Visual Aids 4. Emerging Trends: Heritage Walks, Virtual Tourism, Digital Guides <p>Unit Outcomes:</p> <p>UO1. Act as a skilled tour guide, presenting historical heritage accurately through interesting presentation of historical facts, effective communication, and modern tourism trends.</p>	

Learning Resources:

मराठी:

1. महाराष्ट्र राज्य गॅझेटिअर- डॉ. अरुणचंद्र पाठक, स्थापत्य व कला ,खंड 1 भाग 2,
2. वेरूळ दर्शन- गो.ब. देगलूरकर, स्नेहल प्रकाशन, पुणे 2008.
3. महाराष्ट्रातील लेणी- प्रा. सु.ह. जोशी, डायमंड पब्लिकेशन, पुणे 2011.
4. नांदेड जिल्हा गॅझेटियर भाग 2- डॉ.अरुणचंद्र पाठक, महाराष्ट्र शासन.

5. लातूर जिल्हा गॅझेटियर भाग 2- डॉ.अरुणचंद्र पाठक, महाराष्ट्र शासन, मुंबई 2008.
6. तेर पुरातत्व व वस्तुसंग्रहालय विभाग, प्रा. शां.भा.देव , महाराष्ट्र शासन ,मुंबई.
7. उस्मानाबाद जिल्हा गॅझेटियर- डॉ. अरुणचंद्र पाठक, महाराष्ट्र शासन, मुंबई 1972.
8. पुरातत्वविद्या वस्तुसंग्रहालय शास्त्र आणि पर्यटन- डॉ. अनिल कठारे व डॉ. विजया साखरे, विद्या बुक्स पब्लिशर्स औरंगपुरा, औरंगाबाद 2011.
9. दक्षिण भारताचा इतिहास (सातवाहन ते यादव)- डॉ.अनिल शिंगारे व डॉ.ओमशिवा लिगाडे, अरुणा प्रकाशन ,लातूर 2013.
10. पुरातत्व विद्या -शां.भा. देव ,कॉन्टिनेन्टल प्रकाशन, पुणे 2008.
11. मराठवाड्याचे शिल्प वैभव- डॉ. म. श्री .माटे, बोरा अँड कंपनी प्रायव्हेट लिमिटेड, मुंबई 1964.
12. भारतीय कलेचा इतिहास- डॉ. अनिल कठारे व डॉ. विजय साखरे, कल्पना प्रकाशन नांदेड 2008.
13. सहल एक दिवसाच्या: परिसरात पुण्याच्या- प्रा. के. घाणेकर, स्नेहल प्रकाशन, पुणे.
14. मराठवाड्यातील लेणी- डॉ. अनिल कठारे कल्पना प्रकाशन ,नांदेड 2001.
15. इंडियन हिस्टॉरिकल प्लेसेस (अनुवादक डॉक्टर एम व्ही काळे)- डॉ.एच.सी. जैन , के. सागर पब्लिकेशन्स पुणे 2007.
16. मराठवाड्यातील किल्ले- डॉ. उत्तम सावंत मराठवाडा साहित्य प्रकाशन सहकारी संस्था, नांदेड 2001.
17. लातूर वसा आणि वारसा- डॉ. जयद्रथ जाधव (संपादित) अरुणा प्रकाशन, लातूर 2017.
18. उदगीर चा इतिहास- सुधाकर देशमुख, जनशक्ती वाचक चळवळ औरंगाबाद 2010.
19. उदगीर चा राजकीय वा सांस्कृतिक इतिहास- प्रा. शिवाजी सगर, शिल्पा प्रकाशन ,उदगीर 2011.

Internal Examination Patter:

	Type	Activity	Marks
CAT-I	Organizing a Historical Tour	<p>1. Select a historical site and create a comprehensive 'Tour Plan' by considering the following aspects:</p> <p>Map Reading: The travel route and modes of transportation.</p> <p>Budget: Estimated cost per tourist.</p> <p>Schedule: Time management and planning.</p> <p>2. To advertise and market the tour they have organized, students should:</p> <p>Social Media Posts: Create content for Instagram Reels or Facebook posts.</p>	10

		<p>Brochure Creation: Design an attractive brochure highlighting the significance of the chosen site.</p> <p>3. Once the tour plan is ready, utilize personal skills to attract tourists of any age group and organize the actual tour.</p> <p>4. Students should act as guides themselves and narrate the history of the historical structure to the tourists.</p> <p>In this way, students should derive economic benefit from this. Finally, they should write and submit a report.</p>	
CAT-II	Advertising and Marketing Strategy (Tourism Marketing Strategy)	<p>Developing an advertising and marketing plan to generate publicity for a lesser-known historical site within the Latur district.</p> <p>Social Media Posts: Creating content for Instagram Reels or Facebook posts highlighting a historical heritage site in the Latur district.</p> <p>Brochure Creation: Designing an attractive brochure that articulates the significance of the specific site.</p>	05
	Study of the Archaeological Survey of India (ASI) Guidelines	Students are required to visit a any historical monument at Latur city and compile a report detailing the site's cleanliness protocols, necessary permissions, and the methods employed for its preservation. This exercise will familiarize students with relevant legal aspects and regulatory guidelines.	05

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Sciences

Department of History

UG – IV / M.A. – I

Course Type : DSE-IV/MEC-II

Course Title : Environment and History

Course Code :

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To understand the interrelationship between the environment and history.
- LO2. To study the social, economic, and political impacts of environmental changes.
- LO3. To undertake a historical review of environmental movements and legislation in India.
- LO4. To comprehend the methodologies and sources utilized in environmental historiography.

Course Outcomes:

After completion of this course, students will be able to:

- CO1. Analyze environmental history.
- CO2. Explain the impact of historical factors on the environment.
- CO3. Evaluate environmental movements.
- CO4. Conduct a historical analysis of the concept of sustainable development.

Unit No.	Title of Unit & Contents	Hrs.
I	Environmental History: Concepts and Methods	15
	1.1 Definition and Nature of Environmental History 1.2 Environment and Human Society: A Historical Perspective 1.3 Origins of Environmental Historiography 1.4 Sources and Research Methodologies 1.4.1 Archaeological Evidence 1.4.2 Archives and Records 1.4.3 Oral Traditions and Folklore 1.5 The Evolution of Global Environmental Discourse	
	Unit Outcome: UO1. Comprehend the nature of environmental history and become capable of utilizing diverse tools-such as archaeological evidence and oral traditions-to study historical changes.	
II	Environment in Ancient and Medieval India	15
	2.1 The Indus Valley Civilization and Environmental Factors 2.2 Environmental Perspectives during the Vedic Period 2.3 Forest and Water Management during the Mauryan and Gupta Periods 2.4 Agriculture, Irrigation, and Forest Resources during the Medieval Period 2.5 Urban Growth and its Environmental Impact	
	Unit Outcome: UO1. Develop the ability to analyze the relationship between the environment and practices related to agriculture, water management,	

Unit No.	Title of Unit & Contents	Hrs.
	and urbanization, spanning from the Indus Valley Civilization to the medieval period.	
III	Environmental Changes and Movements in Modern India	15
	3.1 Colonial Policies and the Environment 3.1.1 British Forest Policies 3.1.2 The Impact of Railways and Industrialization 3.1.3 Forest Laws and Tribal Life 3.2 Environmental Movements 3.2.1 The Chipko Movement 3.2.2 The Bishnoi Movement 3.2.3 The Silent Valley Movement 3.2.4 The Narmada Bachao Movement Unit Outcome: UO1. Evaluate the environmental impact of British colonial policies, as well as the historical significance of popular movements such as the Chipko and Narmada Bachao Movement.	
IV	Environment, Development, and Legislation	15
	4.1 The Concept of Sustainable Development 4.2 History of Environment and Global Conferences 4.2.1 The Stockholm Conference 4.2.2 The Rio Earth Summit 4.3 Environmental Protection Laws in India 4.3.1 The Environment (Protection) Act, 1986 4.3.2 The Wildlife (Protection) Act, 1972 4.4 Climate Change and Global Politics 4.5 Environmental Justice Unit Outcome: UO1. By gaining an understanding of the concept of sustainable development, global summits, and key environmental protection laws in India, students will be able to analyze the global politics of climate change.	

Learning Resources:

English:

1. This Fissured Land: An Ecological History of India, Madhav Gadgil, Ramchandra Guha, Oxford University Press, New Delhi, 1992.
2. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, Ramchandra Guha, Oxford University Press, New Delhi, 1989.
3. Nature, Culture, Imperialism: Essays on the Environmental History of South Asia, David Arnold, Ramchandra Guha, Oxford University Press, New Delhi, 1995.
4. Green Imperialism, Richard Grove, Cambridge University Press, London, 1995.
5. The Great Derangement: Climate Change and the Unthinkable, Amitabh Ghosh, Penguin Books, New Delhi, 2016.

मराठी:

- पर्यावरण आणि समाज, डॉ. विठ्ठल घारे, डायमंड पब्लिकेशन्स, पुणे, 2010.
- पर्यावरणशास्त्र, डॉ. प्रमोद बोराडे, निराली प्रकाशन, पुणे, 2015.

Internal Examination Patter:

	Type	Activity	Marks
CAT-I	Oral History Collection (Oral History Project)	Activity: Interact with members of the older generation in your locality to compile a report focusing on the environmental changes (regarding rivers, forests, and agriculture) that have occurred over the last 40–50 years, as well as the significance of nature as depicted in local folklore. Benefit: This activity will foster the development of students' interviewing and data-gathering skills.	10
CAT-II		Mock Parliament or Seminar on Global Conferences (Seminar/Debate) Activity: Organize a seminar or debate session centered on the historical trajectory from the 'Stockholm Conference to the Rio Summit.' During this event, students will assume the roles of representatives from various nations to articulate their respective stances on the complex issue of 'Development versus Environment.' Benefit: This will provide students with a clearer understanding of global politics and international environmental legislation.	10

Mapping of POs, PSOs and COs:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's

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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.

Rajarshi Shahu Mahavidyalaya,
Latur (Autonomous)



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Empowered Autonomous Institution

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
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
1	2	3				4		5	6	5 + 6
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/SEC (Science & Technology)	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