



Savitribai Phule Pune University, Pune (Formerly University of Pune)

Syllabus for

Second Year Bachelor of Arts in History (Semester III & IV)

Choice Based Credit System Syllabus NEP 2020

2025-2026

Savitribai Phule Pune University is committed to the basic principles of liberty, equality, fraternity and social justice as national values. It aims to imbibe certain core values among the students of history, such as national integration, scientific temperament, equality of genders, conservation of environment for a sustainable future and equal respect for cultural heritage of various communities. While implementing the objectives of the National Education Policy (2020) through the history curriculum, the attempt is to inculcate among the students an in-depth knowledge of the Indian freedom struggle, the work of social reformers and the evolution of knowledge traditions in the Indian subcontinent, so that the students of history carry this accurate and objective knowledge to the outside world.

The B.A. (History) programme includes the following curricula-

- First Year UG-2024-2025 (Level 4.5)
- Second Year UG-2025-2026 (Level 5.0)
- Third Year UG-2026-2027 (Level 5.5)
- Fourth Year UG-2027-2028 (Level 6.0)

The restructured degree course in history is three or four years long as per the National Education Policy. As per the guidelines given by the Higher Education Department, Government of Maharashtra and Savitribai Phule Pune University Circular No. 97 / 2023, there will be 44 credits in the first year and a total of 132 credits for the three-year degree and 176 credits for a four-year degree. The pedagogy for the course includes *ex cathedra* lectures, practical experiences, fieldwork and research projects to be executed by the students with mentoring support from their faculty. Interdisciplinarity is a special feature of this course.

PROGRAMME OUTCOMES (PO) :

- PO - 1.** Students will be able to think and they will be able to analyze thoughts.
- PO - 2.** It will help in job creation by acquiring functional development skills.
- PO - 3.** There will be an increase in experiential knowledge.
- PO - 4.** Students will gain expertise in specific areas of historical knowledge.
- PO - 5.** Students will be introduced to complementary disciplines such as art and architecture.
- PO - 6.** Students will get exposure to practices of heritage conservation.
- PO - 7.** It will help to enhance their awareness about shared national heritage.
- PO - 8.** Students who study the evolution of social change will expand the horizons of thought.
- PO - 9.** Participation of different genders and social groups in the national struggle will help the students respect their contribution.
- PO - 10.** It will help develop a sense of national unity.

PROGRAMME SPECIFIC OUTCOMES (PSOs) :

PSO - 1. Communication Skills : Students will be able to understand and explain basic historical events.

PSO - 2. Research Aptitude : Students will acquire basic historical research skills.

PSO - 3. Analytical Skills : Students will learn to scientifically evaluate and assess the authenticity and credibility of source materials.

PSO - 4. Professional Development : Students will have opportunities in historical and heritage areas.

PSO - 5. Critical Thinking : Students will know the importance of raising questions and finding answers scientifically.

PSO - 6. Human Values and ethics : The role of ordinary people in the national movement will be appreciated.

PSO - 7. Problem Solving : They will learn to accept a challenge, assess the complexity and find a solution.

PSO - 8. Policy Analysis : Students will learn post facto implications and consequences of policies.

PSO - 9. Disciplinary knowledge : They will know the basics of the idea of history and salient events, personalities and thoughts.

PSO- 10. Cultural Intelligence- Students will learn to appreciate the similarities and differences in various cultures and know that acceptance and respect for each other is the way forward.

Examination Pattern – 4 Credit Courses

1.Exam Pattern of Core Courses (CC) and Discipline Specific Elective Courses (DSE) will be as follows: for 4 Credits 100 Marks

Mark Distribution	
University Semester End Exam	70
Internal Assessment	30
Total	100

2.Exam Pattern of Skill Enhancement Courses (SEC) will be held as per notification of university

3. Guideline for University Semester End Exam of 4 Credit courses.

Sr. No.	Question No.	Distribution of Marks
1	Que.1	15
2	Que.2	15
3	Que.3	20
4	Que.4	20
Total	4	70

4.Pattern of Question paper for End of Semester Examination for 4 Credit courses.

Duration: 3 Hours	Maximum Marks:70
Q.1: Answer the following questions in 300 words any one out of two	15
Q.2: Answer the following questions in 300 words any one out of two	15
Q.3: Answer the following questions in 200 words any two out of Four	20
Q.4: Short notes any Four out of Six	20
Total Marks	70

5.Guideline for Internal Assessment of 4 Credit courses.

1	Written Test	20	30
2	Assignment/ Project/Group Discussion/Study visit	10	

Examination Pattern for 2 Credit Courses

A. .1.Theory Paper: Total 2 Credits - Total Marks: 50

Mark Distribution	
University Semester End Exam	35
Internal Assessment	15
Total	50

2 . Guideline for University Semester End Exam of 2 Credit courses.

Sr. No.	Question No.	Distribution of Marks
1	Que.1	15
2	Que.2	15
3	Que.3	05
Total	3	35

3. Pattern of Question paper for End of Semester Examination for 2 Credit courses.

Duration: 2 Hours	Maximum Marks:35
Q.1: Answer the following questions in 300 words any one out of two	15
Q.2: Answer the following questions in 300 words any one out of two	15
Q.3: Short notes any One out Two	05
Total Marks	35

4 . Guideline for Internal Assessment of 2 Credit courses.

1	Written Test	10	15
2	Assignment, Oral, Students Seminar, PPT presentation. (any One)	05	

B. Practical Paper: Total 2 Credits - Total Marks: 50

1.	Internal Assessment- Project Proposal	15 Marks (Minimum Marks 06 for passing)
2.	Semester End Exam- Practical Assessment Practical Project and Oral	35 Marks (Minimum Marks 14 for passing)
	Total	50

Savitribai Phule Pune University, Pune
B.A. History
Semester III (Second Year)

Course Type	Course	Subject Code	Course Title	Hours/ Week	Credit
Major Core	Major Core	HIS-201-MJ	History of the Marathas (1630-1707)	4T	4T
		HIS-202-MJP	History of the Marathas (1630-1707) PRACTICAL	4P	2P
Major Elective	Major Elective		--	0	0
	VSC	HIS-221-VSC	Historical Content Creation	2T	2T
	FP	HIS-231-FP	Field Project	4P	2P
Minor	Minor	HIS-241-MN	Social Reformers in 19th century Maharashtra	2T	2T
		HIS-242-MNP	Social Reformers in 19th century Maharashtra PRACTICAL	4 P	2 P
	OE	OE-201-HIS	Glimpses of Modern Maharashtra	2T	2T
	SEC		--	0	0
	IKS	HIS-200-IKS	Historical Knowledge Production in Pre-Colonial India	2T	2T
	AEC			2T	2T
	VEC		--	0	0
	CC			2T	2T

Savitribai Phule Pune University, Pune
B.A. History Course
Semester III (Second Year)

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Major Core	Credits – 4 (Theory)	Weeks – 15 Hours – 60
HIS-201-MJ	History of the Marathas (1630-1707)	Int. Marks -30	Ext. Marks-70

Objectives:

1. To introduce the students to the regional history of medieval Maharashtra and India.
2. To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
3. To understand the contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of his successors and later developments of the Maratha kingdom.
4. To study the administrative Institutions of the Marathas.

Course Outcomes: The Students Will...

1. learn the significance of regional history and political foundations of the region.
2. know the history of 17th century Maharashtra and India in the context of Maratha history.
3. appreciate the leadership and the supporting systems in Maratha history.

Course Content:

Unit-I: Sources and Rise of the Maratha Power

15

- a. Literary Sources: Marathi and Foreign Sources (Portuguese, English, French)
- b. Background of the rise of Maratha Power
- c. Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

Unit-II: Foundation of Swarajya to the Coronation

15

- a. Relations with Deccan Powers: Javali and Afzal Khan episode and its importance
- b. Relations with Mughals: Campaign of Shaista Khan, Sack of Surat, expedition of Jaisingh, Visit to Agra
- c. Coronation and Karnataka Expedition

Unit III: Administration and Economy

15

- a. Judicial, Civil and Military administration
- b. Agriculture, Trade and Currency
- c. Income- Expenditure

Unit IV: Maratha War of Independence

15

- a. Chhatrapati Sambhaji Maharaj: Consolidation of Power, Relations with Mughals.
- b. Chhatrapati Rajaram Maharaj and Maharani Tarabai
- c. Santaji Ghorpade, Dhanaji Jadhav and Ramchandrapant Amatya

Reference Books: English

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2. Apte B. K., ed. Chatrapati: Shivaji's Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.
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12. Kulkarni, A. R., The Marathas, Diamond Publication, Pune, Second Edition 2023.
13. Kumar, Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi, 2004.
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16. Pagadi Setu Madhavrao, Chhatrapati Shivaji, Continental Prakashan, Pune, 1974
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19. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971.
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21. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay, 1978.
22. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
23. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta, 1958.
24. Sherwani, H. K. and Joshi P. M. History of Medieval Deccan. 2 Vols. Hyderabad: Govt. of Andhra Pradesh, 1973.

मराठी संदर्भ ग्रंथ :

१. आपटे द.वि., महाराष्ट्र इतिहासमंजरी अथवा निवडक ऐतिहासिक उतारे – पूर्वार्ध, चित्रशाळा, १९२३.
२. आपटे द. वि. व ओतुरकर रा. वि., महाराष्ट्राचा पत्ररूप इतिहास, अ. वि. गृह प्रकाशन, पुणे, १९४१.
३. कुलकर्णी अ.रा., ग.ह. खरे (संपादक), मराठ्यांचा इतिहास, खंड १,२ कॉन्टिनेन्टल प्रकाशन पुणे, पुनर्मुद्रण २००६.
४. कुलकर्णी अ.रा., मराठ्यांचे इतिहासकार, डायमंड पब्लिकेशन्स, पुणे, २००७.
५. कुलकर्णी डॉ.अ.रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे, २००९.
६. कुलकर्णी डॉ. अनुराधा गोविंद (संपादक), श्रीशिवछत्रपतींची पत्रे खंड १, परममित्र पब्लिकेशन्स, ठाणे, २०११.
७. गर्गे स.मा. (संपादक), मराठी रियासत, खंड १, पॉप्युलर प्रकाशन, पुणे, १९१०.
८. गोखले कमल, शिवपुत्र संभाजी, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७१.
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१०. तेंडुलकर महेश, शिवकालीन दुर्ग व दुर्ग व्यवस्था, स्नेहल प्रकाशन, पुणे, २००९.
११. देशपांडे डॉ.प्र.न., मराठ्यांच्या इतिहासाची साधने, खंड १,२, राजवाडे संशोधन मंडळ, धुळे, २००२.
१२. पवार जयसिंगराव, छत्रपती संभाजी स्मारक ग्रंथ, मेहता प्रकाशन, पुणे.
१३. पित्रे ब्रिगेडियर का.ग., मराठ्यांचा इतिहास (१६००-१८१८), कॉन्टिनेन्टल प्रकाशन, पुणे, २०१२.
१४. बेंद्रे वा. सी., छत्रपती राजाराम महाराज, मराठी देशा फौंडेशन, पुणे, २०२५.
१५. मेहेंदळे गजानन भास्कर, श्री राजा शिवछत्रपती, खंड १, डायमंड पब्लिकेशन्स, पुणे, पुनर्मुद्रण २००७.
१६. मेहेंदळे गजानन भास्कर, संतोष शिंदे, शिवछत्रपतींचे आरमार, परममित्र पब्लिकेशन्स, ठाणे, २०१०.
१७. वाड ग. चिं., मावजी पुरुषोत्तम व पारसनीस द.ब., निवजक सनदा व पत्रे, जगद्हितेच्छु, पुणे, १९१३.
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१९. सेन सुरेंद्रनाथ (अनुवादक- सदाशिव शिवदे), मराठ्यांची लष्करी व्यवस्था, डायमंड पब्लिकेशन्स, पुणे, २०११.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Major Core	Credits – 2 (Practical)	Weeks – 15 Hours - 60
HIS-202-MJP	History of the Marathas (1630-1707) – Practical	Int. Marks 15	Ext. Marks 35

Course Objectives :

1. To develop the ability to critically analyse primary sources
2. To enhance understanding of the historical geography
3. To promote field-based learning
4. To encourage students to engage with local traditions, folklore, and oral histories
5. To develop practical research and presentation skills

Course Outcomes : The students will

1. be able to identify and analyse historical sources
2. demonstrate the ability to locate and explain key historical sites
3. gain first-hand experience of Maratha heritage
4. critically interpret the cultural and political contributions

Course Content -History of the Marathas (1630-1707)	
Practical 1	Local History with Reference to History of the Marathas
Practical 2	Field Visit or Virtual Visit to fort, <i>Gadhi</i> , <i>Wada</i> , Museum
Practical 3	Historical Geography
Practical 4	Currency System
Practical 5	Historical Source Book
Practical 6	Royal Correspondence
Practical 7	Book Review
Practical 8	Study of Historical Vocabulary
Practical 9	Weapons
Practical 10	Historical Digital Content

5. be able to conduct basic historical research

Any five practicals may be conducted.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	VSC- Vocational Skill Course	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-221-VSC	Historical Content Creation	Int. Marks 15	Ext. Marks 35

Objectives:

1.The Course aims to equip the students with a vocational and transferable skill that can be used for income generation.

Course Outcome:

1.The student will know the technical and practical aspects of creating historical content meant for different kinds of audiences and presenting them in a historically accurate fashion.

Unit 1: Historical Content Creation

10

- a. Meaning – History and Historical Research
- b. Importance of Original Historical Sources
- c. Sources- Primary and Secondary, Tangible and Intangible

Unit 2: Academic Writing

10

- a. Research Paper Writing
- b. Biographies and Memoirs
- c. E-Learning – Platforms, Content Creation and Techniques

Unit 3: Writing for Media

10

- a. Articles for Newspapers and Blogs
- b. Scriptwriting for Audio-Video Content
- c. Book and Movie Review Writing

References:

English:

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मराठी:

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७. पंडित के. मो., इतिहास संशोधन पद्धत, मुंबई मराठी ग्रंथालय, मुंबई, १९६५.
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१०. मालशे स. गं., शोधनिबंधाची लेखनपद्धती, लोकवाडमय गृह, २०११.
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१५. व्यावहारिक मराठी पाठ्यपुस्तक, पुणे विद्यापीठ प्रकाशन, पुणे
१६. डॉ. कल्याण काळे व डॉ. द.दि. पुंडे, व्यावहारिक मराठी
१७. उपयोजित मराठी अभ्यासक्रम, मराठी भाषेची संवाद कौशल्ये, यशवंतराव महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
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१९. केळकर केशव, दूरदर्शनसाठी लेखन
२०. केळकर केशव, जाहिरातीचे युग
२१. पाटील आनंद, सृजनात्मक लेखन, पद्मगंध प्रकाशन, पुणे.
२२. गोखले ल. न., पत्रकारितेचा स्वभाव, पुणे विद्यापीठ १९८३.
२३. जोंधळे महावीर, पत्रकारिता: स्वरूप व चिकित्सा
२४. डॉ. खेडीकर वंदना, जाहिरात शास्त्र, स्नेहवर्धन प्रकाशन.
२५. अकलूजकर प्रसन्नकुमार, फीचर रायटिंग, श्रीविद्या प्रकाशन, पुणे.
२६. अकलूजकर प्रसन्नकुमार, वृत्तपत्रविद्या, श्रीविद्या प्रकाशन, पुणे.
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३०. गरुड विश्वनाथ, डिजिटल पत्रकारिता, गमभन प्रकाशन, २०१९.
३१. जोशी निलांबरी, माध्यमकल्लोळ, मनोविकास प्रकाशन. २०२२
३२. बोराले योगेश, सोशल मिडिया, अथर्व प्रकाशन, २०१९

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Field Project	2 Credit (FP) (Practical)	Weeks – 15 Hours - 60
HIS-231-FP	Field Project	Int. Marks 15	Ext. Marks 35

Objectives:

- To give first hand experience of field research to the students.
- To help the students with techniques of identifying authentic information.
- To help the students understand historical events and their interconnections.
- To help the students identify the multi-faceted nature of facts and truth.

Learning outcomes: The student will-

- be able to design and conduct a field project based on Primary Sources.
- write an independent field project based on primary sources, adhering to the discipline's conventions in the use of sources, citations and referencing
- have a general understanding of academic communication.

Course content:

Historical Enquiry:

- the project should center on a historical question or problem.
- It should demonstrate critical analysis, context, and change over time.

Use of Primary Sources:

- students are expected to find, analyze, and interpret primary sources relevant to the topic.
- These could include archives, official records, newspapers, letters, diaries, photographs, oral histories, or other contemporary materials.
- Students may visit archives and libraries, they may visit historical sites and museums, they may collect memories and oral historical evidence. The choice of subject may be done in consultation with the subject teacher.

Technical Aspects:

- Proposal should be minimum 1500 words (5 pages)
- Project Report including bibliography should be minimum 10,000 words (30 pages)

There will be NO LECTURES for these courses. Contact hours will include the actual work done by the students on site including the commute time.

The examination of Field Project shall consist of the following allotment of marks:

Total	50 Marks
INTERNAL ASSESSMENT-	15 Marks
Proposal for Field Project	15 Marks
SEMESTER END EXAMINATION	35 Marks
Field Project Report	20 Marks
Oral Examination	15 Marks

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-241-MN	Social Reformers in 19 th Century Maharashtra	Int. Marks 15	Ext. Marks 35

Objectives:

1. To study the biographies, thoughts, and works of major social reformers in 19th century Maharashtra.
2. To understand the flow of social reform movements and critically analyse their historical context.
3. To evaluate Maharashtra's contribution to the broader social awakening of India.

Outcomes: The student will

1. gain detailed information about the evolution of social reform movements.
2. be able to assess the influence of individual reformers on broader social change.
3. study lesser-known reformers and develop creativity through Research-based learning.

Course Content:

Unit 1: Early Phase 10

- a. Balshastri Jambhekar
- b. Jagannath Shankarsheth
- c. Gopal Hari Deshmukh -Lokhitwadi

Unit 2: Mid-nineteenth Century 10

- a. Mahatma Jotirao Phule and Savitribai Phule
- b. Tarabai Shinde
- c. Badruddin Tayyabaji

Unit 3: Coming of Modernity 10

- a. Narayan Meghaji Lokhande
- b. Justice Mahadev Govind Ranade
- c. Gopal Ganesh Agarkar

Reference Books:

English

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२. कदम मनोहर, भारतीय कामगार चळवळीचे जनक नारायण मेघाजी लोखंडे, महात्मा फुले समता प्रतिष्ठान, मुंबई, १९९६ .
३. कीर धनंजय, महात्मा ज्योतिराव फुले: आमच्या समाज क्रांतीचे जनक, पॉप्युलर प्रकाशन, मुंबई, २०१२ .
४. कुलकर्णी पु. बा., नाना शंकरशेट यांचे चरित्र, मुंबई, १९५९.
५. गर्गे श्री. मा., गोपाळ गणेश आगरकर, नॅशनल बुक ट्रस्ट ऑफ इंडिया, नवी दिल्ली, १९९६.
६. जांभेकर, गणेश गंगाधर, बाळ गंगाधरशास्त्री जांभेकर यांचे जीवनवृत्त व लेखसंग्रह, पुणे, १९५०.
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९. नाईक ज.वि., (संपा. अवनीश पाटील, रणधीर शिंदे) महाराष्ट्रातील प्रबोधनाचे अंतरंग, शब्द प्रकाशन, २०२४.
१०. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, नारायणगाव, २०२१.
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१४. फडके य. दि., विसाव्या शतकातील महाराष्ट्र, खंड १ सासवड आश्रम विश्वस्त मंडळ, सासवड १९८९.
१५. फडके य.दि. आगरकर, मौज प्रकाशन, मुंबई. १९९६
१६. फडके य.दि., विष्णूशास्त्री चिपळूणकर, नॅशनल बुक ट्रस्ट, नवी दिल्ली. १९८६
१७. फडके य.दि., शोध बाळगोपाळांचा, श्रीविद्या प्रकाशन, पुणे. १९७७.
१८. बनकर शांताबाई, सावित्रीबाई फुले यांचे अल्पचरित्र, साफुपुवि प्रकाशन, २०२१.
१९. रानडे महादेव गोविंद, (अनु. अवधूत डोंगरे) धार्मिक व सामाजिक सुधारणा, साधना प्रकाशन, २०२५.
२०. रानडे रमाबाई, आमच्या आयुष्यातील काही आठवणी, वरदा प्रकाशन, २०१७.
२१. वरखेडे रमेश, महाराष्ट्राच्या सामाजिक सांस्कृतिक स्थित्यंतारांचा इतिहास, भाग १, म. रा. सा. सं. मंडळ, मुंबई. २०१८.
२२. शिंदे ताराबाई, स्त्री-पुरुष तुलना, शब्दालय प्रकाशन, पुणे.
२३. हनवते प्रेम, गोपाळ बाबा वलंगकर, स्वयंदीप प्रकाशन, २०२३.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Practical	Weeks – 15 Hours - 60
HIS-242-MNP	Social Reformers in 19 th Century Maharashtra – Practical	Int. Marks 15	Ext. Marks 35

Objectives

1. To understand the work of social reformers in the context of the 19th century.
2. To study the challenges faced by social reformers in the 19th century.
3. To study in detail the work of specific reformers.

Outcomes – The student will

1. be able to understand the motivation behind the social work of social reformers.
2. know the impact of the individual work of social reformers on the social reform movement.
3. understand the interplay between tradition and modernity.

Course Content:

Unit 1-

Lahuji Salve, Dadoba Pandurang Tarkhadkar, Bhau Daji Lad, Vishnubawa Brahmachari, Baba Padmanji, R.G.Bhandarkar, Dr. Behramji Malabari

Unit-2

Ganesh Vasudev Joshi, Karsandas Moolji, Dr. Vishram Ramji Ghole, Krishnarao Bhalekar, Pandit Dhondiram Kumbhar, Gopal Krishna Gokhale, Yashwant Phule

Unit-3

Mukta Salve, Kashibai Kanitkar, Ramabai Ranade, Rakhmabai Raut, Tanubai Birje, Savitribai Rode

Note: The above list of social reformers is given in a representative form. Apart from the above social reformers, students can also study the work of other social reformers of Maharashtra in the 19th century.

Any five practicals may be conducted that include a **detailed study of** any of the reformers from 19th Century.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Open Elective OE	Credits 2 Theory	Weeks – 15 Hours - 30
OE_201-HIS	Glimpses of Modern Maharashtra-I	Int. Marks 15	Ext. Marks 35

Objectives:

1. To develop a nuanced understanding of India's regional historical developments, with a focus on modern Maharashtra.
2. To understand the contributions of social reformers and their relevance to contemporary social justice issues.
3. To inculcate a sense of civic awareness by connecting past reformist efforts to current democratic and social challenges.

Course Outcomes: The student will

1. understand the political and administrative developments in British-era Maharashtra.
2. analyse British policies and their impact on the native life.
3. identify the causes behind the rise of nationalism and the formation of Indian National Congress.

Unit. 1. Foundation of British Power

10

- a. Establishment of Colonial Rule
- b. De-industrialization and Commercialization of Agriculture
- c. Administrative Policies -Land, Famine, Education & Press

Unit. 2. Reform Movements

10

- a. Manavdharm Sabha and Paramhans Mandal
- b. Prathana Samaj and Arya Samaj
- c. Satyashodhak Samaj

Unit. 3. Emergence of Nationalism

10

- a. Early Resistance – Ramoshi, Koli, Bhill and Deccan riots
- b. Causes of Nationalism
- c. Foundation of Indian National Congress and Moderate Nationalism

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3. Desai, A.R. (1959). *Social Background of Indian Nationalism*. Popular Prakashan.
4. Gordon, Stewart (1993). *The Marathas 1600–1818*. Cambridge University Press.
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8. Metcalf, Thomas R., & Metcalf, Barbara D. (2006). *A Concise History of Modern India*. Cambridge University Press.
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2. कदम मनोहर, भारतीय कामगार चळवळीचे जनक नारायण मेघाजी लोखंडे, महात्मा फुले समता प्रतिष्ठान, मुंबई, १९९६ .
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5. गर्गे श्री. मा., गोपाळ गणेश आगरकर, नॅशनल बुक ट्रस्ट ऑफ इंडिया, नवी दिल्ली, १९९६.
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7. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र : मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे.
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12. फडके य. दि., विसाव्या शतकातील महाराष्ट्र, खंड १ सासवड आश्रम विश्वस्त मंडळ, सासवड १९८९.
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17. रानडे महादेव गोविंद, (अनु. अवधूत डोंगरे) धार्मिक व सामाजिक सुधारणा, साधना प्रकाशन, २०२५.
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19. शिंदे ताराबाई, स्त्री-पुरुष तुलना, शब्दालय प्रकाशन, पुणे.
20. हनवते प्रेम, गोपाळ बाबा वलंगकर, स्वयंदीप प्रकाशन, २०२३.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	IKS- Indian Knowledge System (Subject Specific)	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-200-IKS	Historical Knowledge Production in Pre-Colonial India	Int. Marks 15	Ext. Marks 35

Objectives:

The course is aimed at making the students aware of the wide variety of ways in which the past was narrated and reconstructed in pre-colonial India. The NEP mandate says that the students of IKS should be given access to original source materials in Nagari and Roman script along with the translations. The subject specific course of IKS for History students follows this mandate.

Course Outcome: The student will

1. gain first-hand knowledge of historical writings in India across the pre-colonial times.
2. be aware of the wide variety of historical knowledge that was produced by Indians in different regions and languages.
3. understand that historical narratives and reconstructions have evolved over the centuries by accepting the contributions from many different kinds of authors.

Course Content:

Unit 1 – Itihasa-Purana and Narratives Before Rajatarangini 10

- a. Archival- Bhimbetka cave paintings, Ashoka Rock Edicts and Aihole Prashasti
- b. Sanskrit and Pali- Dasarajnya, Epics, Sunahshepa, Manasollasa, Madhuravijayam, Kunala Jataka
- c. Tamil-Sangam literature and First historical text- Rajatarangini

Unit 2 – Historical Texts after Rajatarangini 10

- a. Marathi-Drushtantapatha -Sinderaneyacha Drushtanta, kristapurana, Adnyapatra, Bakhar
- b. Persian- Tareekh I-Alfi, Gulshan I Ibrahimi
- c. Other Regional Text- Khyat, Tungkchungia Burunji, Varthamanapusthakam

Unit 3- Pre-colonial ideas about Time and Space 10

- a. Time -Units of time from Nimisha to Yuga
- b. Calendars - Shaka, Samvat, Hijri, Solar, Lunar
- c. Geography- Jambu Dvipa Sangrahani

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Savitribai Phule Pune University, Pune
B.A. History Course
Semester IV (Second Year)
Level: 5.0/200

Course Type	Course	Subject Code	Course Title	Hours/ Week	Credit
Major Core	Major Core	HIS-251-MJ	History of the Marathas (1707-1818)	4T	4 T
		HIS-252-MJP	History of the Marathas (1707-1818) PRACTICAL	4 P	2 P
Major Elective	Major Elective		-		
	VSC	HIS-271-VSC	Digital Content Creation	4P	2P
	IKS		--	0	0
	FP/OJT/CEP	HIS-281-CEP	CEP	2CEP	2CEP
Minor	Minor	HIS-291-MN	Social Reformers in 20th Century Maharashtra	2T	2T
		HIS-292-MNP	Social Reformers in 20th Century Maharashtra – PRACTICAL	4 P	2 P
	OE	OE-251-HIS	Glimpses of Modern Maharashtra PRACTICAL	4P	2P
	SEC	SEC-251-HIS	Introduction to Indian Numismatics OR	2T	2T
	SEC	SEC-261-HIS	Art and Architecture in Modern Maharashtra	2T	2T
	AEC			0	0
	VEC			0	0
	CC			0	0

- VSC (Vocational Skill Course)
- IKS (Indian Knowledge System)
- FP/OJT/CEP (Field Project) / (On Job Training Internship) / (Community engagement and Programme)
- GE/OE (Generic Elective)/ (Open Elective)
- **SEC (Skill Enhancement Course) (ANY ONE to be chosen - 251 OR 261)**
- AEC (Ability Enhancement Course)
- VEC (Value Education Course)
- CC (Co-Curricular Course)

U.G. History Year II, Sem-IV, Syllabus [Level 5.0]			
Course Type	Major Core	Credits 4 Theory	Weeks – 15 Hours - 60
HIS-251-MJ	History of the Marathas (1707-1818)	Int. Marks 30	Ext. Marks 70

Objectives:

1. To acquaint the student with the political extent of the Maratha Empire.
2. To help them understand the various policies of the Maratha Empire.
3. To trace the changes in social and economic life.

Course Outcomes: The student will

1. understand the political extent of the Maratha Power.
2. understand the changes in Maratha power structure.
3. understand the political history of the Marathas.

Course content:

Unit-I: Consolidation and Expansion of the Maratha Power 15

- a. Maharani Tarabai and Chhatrapati Shahu Maharaj
- b. Balaji Vishwanath - Sanads of Swarajya, Chauthai and Sardeshmukhi
- c. Bajirao I: South and North Expeditions

Unit-II: Strengthening of the Maratha Power 15

- a. Maratha confederacy and expansion of Maratha power
- b. Balaji Bajirao (Nanasaheb): Southern Policy and Relations with Angre and Bhosale
- c. Third Battle of Panipat: Causes and Consequences, Causes of the Defeat of the Marathas

Unit-III: Post Panipat Period 15

- a. Madhavrao I: Southern and Northern Policy
- b. Barbhai Council
- c. Anglo-Maratha Wars and the downfall of Maratha Power

Unit IV: Administration and Economy 15

- a. Civil, Military and Judicial
- b. Agriculture, Industry, Trade and Banking
- c. Society- Caste and Position of Women

Selected Readings:

English:

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५. कुलकर्णी अ. रा., मराठ्यांचे इतिहासकार, डायमंड पब्लिकेशन्स, पुणे, २००७.
६. कुलकर्णी अ. रा., ग. ह. खरे (संपादक), मराठ्यांचा इतिहास, खंड १, २ कॉन्टिनेन्टल प्रकाशन पुणे, पुनर्मुद्रण २००६.
७. खरे ग. ह. व कुलकर्णी अ. रा. (संपादित), मराठ्यांचा इतिहास, खंड ३ रा मराठी सत्तेचा उत्तरार्ध (१७६१-१८४८), कॉन्टिनेन्टल प्रकाशन पुणे १९८४.
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९. खोबरेकर वि. गो. 'महाराष्ट्राचा इतिहास: मराठा कालखंड (भाग २) १७०७ ते १८१८, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८८.
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११. गॉर्डन स्टुअर्ट (अनुवादक कुलकर्णी र. कृ.), द मराठाज (१६००-१८१८), डायमंड पब्लिकेशन्स, पुणे, २००५.
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१४. चिटणीस कृ. ना., 'मध्ययुगीन भारतीय संकल्पना आणि संस्था भाग: ३ व ४, सौ. स. कृ. चिटणीस, पुणे, २००७
१५. पित्रे ब्रिगेडियर का. ग., मराठ्यांचा इतिहास (1600-1818), कॉन्टिनेन्टल प्रकाशन, पुणे, २०१२.
१६. बेंद्रे वा. सी., छत्रपती राजाराम महाराज, मराठी देशा फाँडेशन, पुणे, २०२५.
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२१. सेन सुरेंद्रनाथ (अनुवादक- सदाशिव शिवदे), मराठ्यांची लष्करी व्यवस्था, डायमंड पब्लिकेशन्स, पुणे, २०११.

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	Major Core	Credits – 2 (Practical)	Weeks – 15 Hours – 60
HIS-252-MJP	History of the Marathas (1707-1818) Practical	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To enhance understanding of historical geography
2. To promote field-based learning
3. To encourage students to engage with local traditions, folklore, and oral histories

Course Outcomes: The student will

1. identify and analyze historical sources
2. locate and explain key historical sites
3. interpret the cultural and political contributions

Practical 1	Local History with Reference to History of Marathas
Practical 2	Field Visit or Virtual Visit to fort, <i>Gadhi</i> , <i>Wada</i> , Museum
Practical 3	Map of Trade routes and centres
Practical 4	Banking and Currency System
Practical 5	Practical Study of Published sources on social stratification
Practical 6	Practical Study of Published Letters
Practical 7	Book Review
Practical 8	Study of Historical Vocabulary related to Agrarian system
Practical 9	Information on Fairs and Festivals
Practical 10	Digital Content creation

Any five practicals may be conducted.

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	VSC- Vocational Skill Course	Credits – 2 (Practical)	Weeks – 15 Hours – 60
HIS-271- VSC	Digital Content Creation	Int. Marks 15	Ext. Marks 35

Objectives:

1. To know the different online tools used for creating and sharing digital content.
2. To analyse books, movies, and documentaries and write meaningful reviews.
3. To design history-related content using interactive technology.

Course Outcome: The student will

1. effectively utilize various online tools to create and share digital content.
2. develop the ability to critically evaluate historical sources and present insightful reviews.
3. design engaging history-related content to enhance learning experiences.

Practical 1	Introduction to Digital Platforms
Practical 2	Book Review
Practical 3	Review of Historical Movie
Practical 4	Review of Historical Documentary
Practical 5	Review of Biography/Memoirs OR Write Family History
Practical 6	Creation of Educational Content for Teaching History-Text/PPT/Audio/Video
Practical 7	Creation of Audio Content Based on Historical Event, Historical Personalities, Historical Places
Practical 8	Making a Video Based on Historical Event, Historical Personalities, Historical Places
Practical 9	Conducting an Interview of Teacher/Historian/Social Worker/Freedom Fighter on Historical Event, Historical Personalities, Historical Places
Practical 10	Writing a News on Any Historical event celebrated in College

Any five practicals may be conducted.

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	CEP Community Engagement Program (History)	2 Credit CEP	Weeks – 15 Hours – 60
HIS-281-CEP	Community Engagement Program (History)	Int. Marks 15	Ext. Marks 35

Objectives:

1. To document historically important events and institutions in the community.
2. To understand the ways in which a community creates historical knowledge.
3. To report the work being done by the community members in the field of history.

Course Outcome: The student will

1. document historically significant events and phenomena in the community.
2. develop sensitivity towards different ways of history making in a community.
3. report the historically significant events and processes as they happen in a community.

Course Content:

Unit 1- Visit to a Historical Site*

Unit 2- Impact on Local Communities around the Sites

Unit 3- Policy Suggestions for Historical Sites

*The students may visit any historical site such as an Excavation/ Caves/ Gadhi/ Forts/ Barav/ monument/ Archive/ Museum/ NGO/ Social Movements. Students are expected to sensitively understand the importance of a historical site to the local community. They may interview the local people and understand their perceptions about the local historical site. They may report the different versions of history that they get from the community. They may also report the feedback of the local community regarding a historically important site and how tourism has affected them. This may lead to policy suggestions that may be submitted to the local government body.

Assessment:

Total Marks	50
Activity Proposal (Internal)	15
Activity Report Written at Semester End	20
Presentation at Semester End	15

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Theory	Weeks – 15 Hours – 30
HIS-291-MN	Social Reformers in 20th Century Maharashtra	Int. Marks 15	Ext. Marks 35

Objective:

1. To understand the contribution of social reformers.
2. To understand how modern Maharashtra is influenced by the social reform movements.
3. To understand that the present is a result of struggles in the past.

Course Outcome: The student will

1. study Maharashtra's social reformers and their influence on societal transformation.
2. critically examine the continuity and change in socio-religious structures.
3. Students will examine the past struggles and their role in shaping modern Indian society.

Course Contents:

Unit -I Early Reformers 10

- a. Rajarshi Shahu Maharaj
- b. Maharshi V. R. Shinde
- c. Dr. Babasaheb Ambedkar

Unit- II Educational Reformers 10

- a. Maharshi D. K. Karve
- b. Karmaveer Bhaurao Patil
- c. Panjabrao Deshmukh

Unit - III Socio-Political Reformers 10

- a. Sant Gadge Maharaj
- b. Prabodhankar Thackeray
- c. Baba Adhav

References: English

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10. S. Tarachand, History of Freedom Movement in India, New Delhi, Vol. 1 & II, 1972.
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U.G. History – Year – II Sem IV Syllabus Level 5.0			
Course Type	Minor	Credits 2 Practical	Weeks – 15 Hours – 60
HIS-292- MNP	Social Reformers in 20th Century Maharashtra - Practical	Int. Marks 15	Ext. Marks 35

Objective:

1. To practically understand the contribution of social reformers.
2. To explore how modern Maharashtra is influenced by the social reform movements.
3. To help the students realise that the present is a result of struggles in the past.

Course Outcome: The student will

1. Practically explore the work of Maharashtra's social reformers.
2. examine the continuity and change in socio-religious structures.
3. examine the past struggles and their role in shaping modern Indian society.

Course Contents:

Unit 1- Early Reformers- Pandita Ramabai, Sane Guruji, V. D. Savarkar, S. D. Javdekar

Unit 2- Educational Reformers- J. P. and Chitra Naik, Laxmanshastri Joshi, Tarabai Modak, Nanaji Deshmukh, Shantabai Dani

Unit 3 – Socio-Political Reformers- Ambarsingh Maharaj, Dadasaheb Gaikwad, Vinoba Bhave, Ganapati Maharaj (Ajaat), Hamid Dalwai, Baba Amte, Asghar Ali Engineer, Narendra Dabholkar

Note: The above list of social reformers is given in a representative form. Apart from the above social reformers, students can also study the work of other social reformers of Maharashtra in the 19th century.

Any five practicals may be conducted that include a **detailed study of** any of the reformers from 20th Century.

U.G. History – Year – II Sem IV Syllabus Level 5.0			
Course Type	OE – Open Elective	Credits 2 Practical	Weeks – 15 Hours – 60
OE-251-HIS	Glimpses of Modern Maharashtra- Practical	Int. Marks 15	Ext. Marks 35

Objectives

- To analyse the work and contributions of the Satyashodhak Samaj, Rajarshi Shahu Maharaj, and Dr. Babasaheb Ambedkar.
- To understand the role of feminist, labour, and educational movements in the process of social reform.
- To comprehend the historical journey of Maharashtra's state formation and emphasize the significance of the United Maharashtra movement.

Course Outcomes – The Student will understand

- The historical development of social movements in Modern Maharashtra.
- the importance of public movements in the history of Maharashtra.
- the relevance of the ideas of social equality in contemporary times.

Course content:

Persons, Institutions and Movements	
Practical 1	Politics
Practical 2	Education
Practical 3	Economy
Practical 4	Agriculture
Practical 5	Industry
Practical 6	Science
Practical 7	Literature
Practical 8	Art
Practical 9	Folk Arts
Practical 10	Film and Drama

Any five practicals may be conducted

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8. Sonawane Jagdish, Knowledge Power and Hegemony: Educational Politics in Colonial Maharashtra, Sanay Prakashan, Narayangaon, 2023.
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Students may choose SEC-251 HIS **OR** SEC-261-HIS

U.G. History – Year – II Sem IV Syllabus Level 5.0			
Course Type	SEC – Skill Enhancement Course	Credits 2 Theory	Weeks – 15 Hours – 30
SEC-251-HIS	Introduction to Indian Numismatics	Int. Marks 15	Ext. Marks 35

Objectives:

1. To study the fundamentals of Indian Numismatics.
2. To understand the Historical Development of Indian Numismatics.
3. To explore the relationship of History and Numismatics
4. To pursue the dynamics of Indian Coinage.

Course Outcome:

1. Student will learn the basic concepts of Indian Numismatics.
2. At the end of course; student will be able to apply, conceptual information of numismatics to study and analyze the historical context.
3. Student will acquire fundamental logical skills to study Indian Numismatics.
4. Student will get a knowledge of coins and other numismatic artifacts which will be helpful for the advanced and specialized studies in Indian Numismatics.

Course Content:

Unit 1. Numismatics

10

- a. Definition, Scope and Numismatics as a Source of History.
- b. Numismatic Artifacts - Coins, Seals-Sealings, Medals, Amulets.
- c. Aspects of Numismatic Study – Size, weight, metal, symbols, and script.

Unit 2. Ancient Indian Coins

10

- a. Origin and antiquity of coins in India (Second Urbanization and coins) Punch-marked (*Āhata Mudra*) coins, Coins of the Janapadas.
- b. Indo-Greeks Kushans and Satvahanas
- c. Guptas

Unit 3. Medieval and Modern Indian Coins

10

- a. Sultanates, Vijayanagar and Mughals
- b. Bahamanis and Marathas
- c. British and Princely States

References: English

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३. गुप्त परमेश्वरीलाल , भारत के पूर्व-कालिक सिक्के, विश्वविद्यालय प्रकाशन, वाराणसी, २०१४.
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U.G. History – Year – II Sem IV Syllabus Level 5.0			
Course Type	SEC – Skill Enhancement Course	Credits 2 Theory	Weeks – 15 Hours – 30
SEC-261-HIS	Art and Architecture in Modern Maharashtra	Int. Marks 15	Ext. Marks 35

Objectives:

1. To study the evolution of architecture in Maharashtra during colonial and modern periods.
2. To explore traditional and contemporary art forms native to Maharashtra.
3. To encourage preservation of intangible cultural heritage.

Course Outcomes

1. Students will understand the styles and nature of the painting in the modern maharashtra.
2. Students will be able assess the role of cinema, music, and folk culture the modern Maharashtra.
3. They will be aware about the Centre's of Traditional Crafts in modern Maharashtra.

Course Content:

Unit I Colonial Architecture 10

- a. Definition and characteristics
- b. Gothic Revival architecture in Maharashtra
- c. Indo-Saracenic Architecture in Maharashtra

Unit II Paintings 10

- a. Warli Painting
- b. Raja Ravi Varma and Bombay Progressive Artists Group
- c. Role of J.J. School of Art and Art Galleries

Unit III Traditional Crafts 10

- a. Paithan – Paithani
- b. Sawantwadi – Wooden Craft
- c. Hupri – Silver Work

References:

English:

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4. Hasan Uddin khan- Charles Correa: India's Greatest Architect, Concept Media, 1987
5. Thomas R Metcalf - An Imperial Vision: Indian Architecture and Britain's Raj, University of California Press, 1989
6. Christopher w London- Bombay Gothic, Jaico Publishing House
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