

**Paper: Early India (from the beginning to 3<sup>rd</sup> Century B.C.)**

**Subject Code- (HISC21) (Com.)**

**Aspects of Medieval Indian History (1206-1750)**

**Subject Code- (HISC22) (Com.)**

**Legacy of the Marathas**

**Subject Code- (HISO21) (Opt.)**

**Making of 19th Century Maharashtra**

**Subject Code- (HISO22) (Opt.)**

**Popular Resistance to Company Rule (1757-1857)**

**Subject Code- (HISO22A\*) (Opt.)**

**Institutions under the Marathas**

**Subject Code- (HISC23) (Com.)**

**National Movement in India (1905-1947)**

**Subject Code- (HISC24)**

**Historical Monuments in the Deccan**

**Subject Code- (HISO23)**

**Maharashtra Today (1960-2000)**

**Subject Code- (HISO24) (Opt.)**

**Social Reform Movement in 19<sup>th</sup> Century India**

**Subject Code- (HISO24A\*) (Opt.)**

**Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)  
Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Early India (from the beginning to 3<sup>rd</sup> Century B.C.)**

**Subject Code- (HISC21) (Com.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. The student will understand the original & Developments of Jainism & Buddhism.
2. The student will understand the first urbanization of India.
3. The student will become familiar with the foundation & Administration of Mauryan Empire

**Unit No 1: Sources of Ancient India (15 hours)**

- 1.1: Archaeological Sources
- 1.2: Literary Sources
- 1.3: Foreign Accounts

**Unit No 2: Indus Valley Civilization and Vedic Period (15 hours)**

- 2.1: Polity
- 2.2: Society and -Economy
- 2.3: Religion

**Unit No 3: Second Urbanization and rise of New religions (15 hours)**

- 3.1: Nature of Second Urbanization: Process of urbanization and Mahajanpadas
- 3.2: Jainism
- 3.3: Buddhism

**Unit No 4: Mauryan Empire (15 hours)**

- 4.1: Foundation of Mauryan Empire
- 4.2: Ashoka and his Dharma
- 4.3: Mauryan Administration

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Survey of ancient historical monuments in Satara District
2. Study of Buddha caves in Satara and Sangli district
3. Study of Jain temples in Satara district
4. Poster presentation on Ancient History

**References:**

- 1) Allchin, R. and Bridget, (1983), Rise of Civilization in India and Pakistan, CUP, Delhi.
- 2) Ghosh A, (1989), Encyclopedia of Indian Archaeology, Vol. I&II, Munshiram & Manoharlal New Delhi.
- 3) Singh, Upinder, (2009), A History of Ancient and Early Medieval India, Pearson Longman, Delhi.
- 4) पी.जी.जोशी, (१९९२), प्राचीन भारताचा इतिहास, कॉटिनेन्टल प्रकाशन, पुणे.
- 5) भिडे पाटील, (१९९७), प्राचीन भारत, फडके प्रकाशन, कोल्हापूर.
- 6) रोमिला थापर, (२०१७), अर्ली इंडिया, केसागर प्रकाशन, पुणे.
- 7) आर.एस.शर्मा, (१९७८), प्राचीन भारताचा इतिहास, नॅशनल पब्लिकेशन हाउस, न्यू दिल्ली.
- 8) देव प्रभाकर, (१९९०), प्राचीन भारत, विद्या बुक पब्लिकेशन नागपूर.

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June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Aspects of Medieval Indian History (1206-1750)**

**Subject Code- (HISC22) (Com.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. The students will be able to understand the changes which took place in Medieval Indian Society.
2. The students will be to understand the impact of Muslim Architecture on Indian Architecture.
3. The Students will understand the medieval administrative system & Trade

**Unit No 1: Sources of Medieval Indian History (15 hours)**

**1.1:** Literary Sources

**1.2:** Archeological Sources

**1.3:** Foreign sources

**Unit No 2: Delhi Sultanate (15 hours)**

**2.1:** polity

**2.2:** Trade: internal and external

**2.3:** Society: Slavery

**Unit No 3: India under Mughals (15 hours)**

**3.1:** Nature of Mughal state

**3.2:** Trade: Internal and External

**3.3:** Composite culture

**Unit No 4: Architecture of Medieval India (15 hours)**

**4.1:** Sultanate Period

**4.2:** Mughal Period

**4.3:** Vijaynagar and Bahamani Period

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Visit and Report on Medieval Historical Monuments in Satara District
2. Medieval Cultural Demonstration through Poster Presentation
3. Survey of Historical Buildings in Satara District
4. Case study on village Administration

**References:**

- 1) Seshan Radhika, (2006), Medieval India : Problems and Possibilities, Rawat, Delhi.
- 2) Rizvi, S.A.A. (2002), The Wonder that was India, Part II, Rupa, Delhi.
- 3) Chitnis, K.N. , (1974), Glimpses of Medieval Indian Ideas and Institutions.
- 4) Chitnis , K.N. , (1979), Socio- Economic Aspects of Medieval India, Poona.
- 5) Mehata, Jaswant Lal, (1981), Advanced Study in the History of Medieval India, Volume I to III Sterling, New Delhi.
- 6) Ali M.Athar, (1970), The Mughal Nobility under Aurangzeb, Mumbai.
- 7) Habib, Mohammad, (1974), Politics and Society in Early Medieval period, Vols. I&II, Delhi.
- 8) Qureshi I.H., (1990), The Administration of the Moghal Empire, Delhi, Low Price, Publication.
- 9) Raichaudhuri Tapan and Irfan Habib (eds), (1981), Cambridge Economic History of India, Vol. I.C.1200 c.1750, Delhi.
- 10) J.F.Rechards, (1993), The Mughal Empire, Delhi Foundation Books, Delhi.
- 11) Satish Chandra, (2007), History of Medieval India (800-1700), Orient Longman, Hyderabad.
- 12) Stein, Burton, (1989), Vijaynagar, Cambridge University Press Delhi.
- 13) M. P. Patil, (1999), Court Life under the Vijaynagar Rulers, B. R. Publishing Corporation, Kolhapur.

**Rayat Shikshan Sanstha's  
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Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Legacy of the Marathas**

**Subject Code- (HISO21) (Opt.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. The students will understand the concept of Swarajya
2. The Student will Understand Polity of Chhatrapati Shivaji Maharaj
3. it is helpful to the students to Understand the development of art and architecture during Maratha Period

**Unit No 1: Political (15 hours)**

**1.1:** Maratha Historiography

**1.2:** Management principles

**1.3:** Peshwa Management principles

**Unit No 2: Socio-religious Legacy (15 hours)**

**2.1:** Society during the Maratha Period

**2.2:** Devotional Cults: Bhakti Movement as unifying force

**2.3:** Celebration of Festivals: Vasant Panchami, Dashahara, Holi

**Unit No 3: Legacy in Performing Arts (15 hours)**

**3.1:** Povada and Bharud

**3.2:** Dashavatar and Chitrakathi

**3.3:** Lavani, Tamasha

**Unit No 4: Art and Architecture (15 hours)**

**4.1:** Forts, Gadhi, Wada

**4.2:** Paintings, Murals

**4.3:** Town Planning, Water management

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Project on institutional Management
2. Village community in Satara District
3. Historical Monuments related to Bhakti Movement in Satara District
4. Project on Wada in Satara District

**References:**

1. चिटणीस म. रा., (१९३०), छत्रपती संभाजीराजे चरित्र, मुंबई.
2. गोखले कमल, (१९८१), शिवपुत्र संभाजी, नवकमल प्रकाशन, पुणे.
3. पवार अप्पासाहेब, (१९७५), ताराबाईकालीन कागदपत्रे, खंड १, २ व ३, शिवाजी विद्यापीठ, कोल्हापूर.
4. पवार जयसिंगराव, (१९७५), महाराणी ताराबाई, शिवाजी विद्यापीठ, कोल्हापूर.
5. पारसनीस द. बा., (१९०४), मुंबई प्रकाशन मुंबई.
6. Sen S. N., (1976), Administrative System of the Marathas, KPH Calcutta.
7. Balkrushn, (1932), Shivaji the Great, Vol. I, II and III, B. D. Taraporwala Mumbai.

**Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)  
Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Making of 19th Century Maharashtra**

**Subject Code- (HISO22) (Opt.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. The students will be able to understand the socio-economic & cultural changes.
2. The Students will become familiar with new education system.
3. The Students will become familiar with western legal system.

**Unit No 1: Society in Early 19<sup>th</sup> Century (15 hours)**

**1.1:** Caste System Untouchability, Slavery, etc.

**1.2:** Position of Women

**1.3:** Education

**Unit No 2: Economy in Early 19<sup>th</sup> Century (15 hours)**

**2.1:** Agriculture and Land Revenue System

**2.2:** Industry

**2.3:** Trade and Commerce

**Unit No 3: Social Reforms (15 hours)**

**3.1:** Role of Christian Missionaries

**3.2:** Social Reformers Emancipation of Women and Spread of Education

**3.3:** Abolition of Caste distinctions

**Unit No 4: Political Movements (15 hours)**

**4.1:** Non Co-operation Movement

**4.2:** Civil Disobedience Movement

**4.3:** Quit India Movement

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Survey of Peasant Community
2. Study of Agro-Tourism
3. Poster presentation on the work of Social Reformers
4. Model presentation on Freedom Movement

**References:**

1. Javadekar S. D., (1987), Adhunik Bharat, Pune.
2. Bhave V. K., (1976), Peshvekalin Maharashtra, ICHR, Delhi.
3. Choksy R. D., (1965), Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay.
4. Ghugare Shivaprabha, (1983), Renaissance in Western India: Karmveer V. R. Shinde, Himalaya Publishing House, Bombay.
5. Phadake Y. D., (1975). Social Reformers of Maharashtra, Information Centre, New Delhi.

**Rayat Shikshan Sanstha's  
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Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Popular Resistance to Company Rule (1757-1857)**

**Subject Code- (HISO22A\*) (Opt.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. The students should understand the process of the establishment of Company Rule.
2. The students should be able to understand the resistance to the Company Rule.
3. This paper helpful for understanding of the Company's Remedies on the resistance.

**Unit No. 1: Resistance by Regional Powers to British Conquest of India (15 hours)**

**1.1:** Bengal

**1.2:** Maharashtra

**1.3:** Mysore

**Unit No. 2: Tribal Resistance (15 hours)**

**2.1:** Orissa

**2.2:** Maharashtra

**2.3:** Santhal Rebellion

**Unit No. 3: Mutinies in the Armies and Popular Resistance (15 hours)**

**3.1:** The Faqir and Sanyasi Rebellions

**3.2:** The Vellore Mutiny

**3.3:** The Mappila Rebellion

**Unit No. 4: The Revolt of 1857 (15 hours)**

**4.1:** Historiography of the Revolt: Colonial, Nationalist and Subaltern

**4.2:** Regional Variations: Avadh, Uttar Pradesh Bihar and South India

**4.3:** The Revolt and Social Classes: Peasants, Feudal Aristocracy and Intelligentsia

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Visit and Survey of Tribal Communities in Satara
2. Poster Presentation on Revolt of 1857
3. Project on Revolutionaries of Maharashtra
4. Role Play- Revolutionaries

**References:**

1. Chandra Bipin, (1971), Modern India, New Delhi.
2. Sen S. N., (1991), Modern India, Wiley Eastern Limited, Bombay.
3. Sarkar Sumit, (1989), Modern India, Macmillian, Bombay.
4. Mujumdar R.C., (1991), British Paramountcy & Indian Renaissance, Part I & II, Bharatiya vidya Bhavan, Bombay.
5. Bipan Chandra, (2009), History of Modern India, Orient Blackswan, Hyderabad.
6. Tara Chand, (1992), History of Freedom Movement in India Vol. I to IV, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi.
7. Desai A. R.(edited), (1979), Peasant Struggles in India, Oxford University Press Bombay.
8. Jim Masselos, (1991), Indian Nationalism: An History, Sterling publishers.
9. Sumit Sarkar, (2015), Popular Movements and Middle Class Leadership in Late Colonial India, Aakar, New, Delhi.

**Rayat Shikshan Sanstha's  
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Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Institutions under the Marathas**

**Subject Code- (HISC23) (Com.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. It is helpful for Understanding of social structure during Maratha Period
2. This paper makes Familiar with Administrative system of Maratha.
3. This paper help students to Understand of Political system during Maratha period

**Unit No 1: Maratha State and Kingship (15 hours)**

**1.1:** Swarajya : aims and objectives

**1.2:** Theory and practice of kingship

**1.3:** Maratha Confederacy : origins and growth

**Unit No 2: Administration (15 hours)**

**2.1:** Fort Administration:

**2.2:** Naval Policy

**2.3:** Judicial Administration

**Unit No 3: Society (15 hours)**

**3.1:** Caste System

**3.2:** Position of women

**3.3:** Slavery , Vetbegari

**Unit No 4: Religion (15 hours)**

**4.1:** Bhakti Movement: Varkari Sampraday, Nath Sampraday, Mahanubhav Panth, ,Datta Samraday, Samarth Sampraday

**4.2:** Sufism

**4.3:** Maharashtra Dharma: Concept, rise and Spread

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Project Religious Tourism in Satara District
2. Study Visits to the Religious Places
3. Study of House Workers
4. Case study of Position of Women

**References:**

1. Kulkarni, A. R., (1969), Maharashtra in the Age of Shivaji, Deshmukh & Comp., Pune.
2. Mahajan, T. T., (1989), Industry Trade and Commerce during Peshwa Period, Pointer Publisher, Jaipur.
3. Kadam V. S., (1993), Maratha Confederacy, Munshiram Manoharlal, New Delhi.
4. Chitnis, K. N., (1979), Socio-economic Aspects of Medieval India, R. K. Chitnis, Poona.
5. Ranade M. G., (1961), Rise of Maratha Power and other Essays, Bombay University of Bombay , Bombay.
6. Andre Wink, (1986) Land and Sovereignty in India : Agrarian Society and Politics under the Eighteenth Century Maratha Swaraja, Cambridge, New Delhi.

**Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)  
Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: National Movement in India (1905-1947)**

**Subject Code- (HISC24) (Opt.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. Understanding of Indian Freedom Movement in depth.
2. Inculcation of nationalism among the students
3. Understanding of contribution of freedom fighters during the freedom movement

**Unit No 1: Nationalism (15 hours)**

**1.1:** Revolt of 1857- causes, course and consequences

**1.2:** Nationalism-Concept and Approaches

**1.3:** Nationalism in India: Causes and Growth

**Unit No 2: Formation and early work of Indian National Congress (15 hours)**

**2.1:** Foundation of Congress

**2.2:** Contribution of Moderates

**2.3:** Contribution of Extremists

**Unit No 3: The Age of Gandhian Movements (15 hours)**

**3.1:** Non-Co-operation Movement(1920)

**3.2:** Civil Disobedience Movement (1930)

**3.3:** Quit India Movement(1942)

**Unit No 4: Independence of India and Partition (15 hours)**

**4.1:** Subhash Chandra Bose and Indian National Army

**4.2:** Independence of India

**4.3:** Partition of India

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Project on Personalities in Freedom Struggle
2. Poster Presentation on Partition of India
3. Study visit to Places Related to Revolt of 1857 in Satara District
4. Case study of Freedom Fighters

**References:**

1. Bipin Chandra, (1971), Modern India, New Delhi,
2. Sen S. N., (1991), Modern India, Wiley Eastern Limited, Delhi.
3. Mishra B. B., (1958), The Administrative History of East India Company, 1774-1833 Oxford Press, New Delhi.
4. Mujumdar R. C., (1991), British Paramountcy & Indian Renaissance, Part I & II, Bharatiya Vidya Bhavan, Delhi.
5. Mukherjee, Sir William Jones, (1987), A Study in 18th Century British attitudes to India, Orient Longman, Bombay.
6. Roberts P. E., (1970), History of British India, 3rd edi., Oxford University Press, Delhi.
7. Banerjee A. C., (1978), Constitutional History of India Vol. - I, Macmillan Company, Bombay.
8. Forest G. W., (1974), India under Hastings, Inter India Pub, New Delhi.
9. Das M. N., (1964), India under Morley & Minto- George Allen & unwin, London.
10. Sumit Sarkar, (1996), Modern India 1885-1947, Macmillan, New Delhi.
11. Tara Chand, (1992), History of Freedom Movement in India Vol. I to IV, Publications Division, Ministry of Information and Broadcasting, Government of India.

**Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)  
Choice Based Credit System  
June 2019 onwards  
M. A. Part I  
History**

**Paper: Historical Monuments in the Deccan**

**Subject Code- (HISO23)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. This paper Create awareness regarding the historical monuments in Deccan
2. The students should acquire knowledge about art and Architecture during Medieval Period
3. The students should familiar with temple architecture in the Deccan

**Unit No 1: Paintings, Sculptures, and Monuments (15 hours)**

**1.1:** Ajanta

**1.2:** Ellora

**1.3:** Daulatabad

**Unit No 2: Bijapur-Goalkonda –Gingee Circuit (15 hours)**

**2.1:** Monuments in Bijapura

**2.2:** Monuments in Goalkonda, Salarjung Museum

**2.3:** Fort Gingee

**Unit No 3: Raigad, Janjira and Pune Circuit (15 hours)**

**2.1:** Hill fort :Raigad

**2.2:** Sea fort :Janjira

**2.3:** Pune : Shanivarvada and Raja Dinkar Kelkar Museum

**Unit No 4: Goa Circuit (15 hours)**

**4.1:** Kadamba Temples

**4.2:** Old Goa: Churches

**4.3:** Archaeological Museum

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Study visit to Historical Monuments in Satara
2. Study of Temple architecture
3. Project on Fort
4. Study visit to Museum

**References:**

1. Anegiri, A.M., (1980), The Cave Temples of Badami, Bhavani Prakashan, dharwad.
2. Basavraj, K.R., (1984), History and Culture of Karnataka, Dharwad.
3. Cousens, Henry, (1931), Medieval Temples of the Deccan, Govt.of India, Central Publication Branch, Calcutta.
4. Cousens, (1926), Henry, The Architectural Antiquities of Western India, London.
5. Desai P. B., (1970), A History of Karnataka, Dharwad.
6. Dhavalikar, M.K., (1973), Ajanta : A Cultural Study, University of Poona.
7. Gopal B.R., (1996), The Rashtrakutas of Malkhed (Studies in their History and culture), Bangalore.
8. Ramesh, K.v., (1984), Chalulyas of vatapi, New Delhi.
9. Rao, A.V. Shankaranarayan, Temples of Karnataka, Vasani Publications, Bangalore.
10. Sastri, K.A.N., (2001), A History of South India from Prehistoric Times to the Fall of the Vijayanagara, Oxford, 1966.
11. Sewell Robert, (1982), A Forgotten Empire,Asian Educational Services, new Delhi.
12. Sheik Ali B(ed), (1972), Hoysala Dynasty, Mysore.
13. Yazdani, G., (1982), The Early History of Deccan Vol. I & II, London.

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Chhatrapati Shivaji College, Satara (Autonomous)  
Choice Based Credit System  
June 2019 onwards  
M. A. Part I  
History  
Paper: Maharashtra Today (1960-2000)  
Subject Code- (HISO24) (Opt.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

1. Understanding of the creation of Maharashtra through the 'Sanyukt Maharashtra Movement.
2. The students will understand the historical background of Maharashtra.
3. The students should be able to understand the developments in educational, economical and other fields.

**Unit No 1: Formation of Maharashtra State (15 hours)**

**1.1:** Historical Background of Maharashtra

**1.2** Sanyukt Maharashtra Movement

**1.3** Role of Press and Eminent Personalities

**Unit No 2: Economic Development (15 hours)**

**2.1:** Agriculture

**2.2:** Industry

**2.3:** Trade and Commerce

**Unit No 3: Educational Development (15 hours)**

**2.1:** Educational Policy of Government

**2.2:** Educational Development through Government Agencies

**2.3:** Educational Development through Private Agencies

**Unit No 4: Social Movements (15 hours)**

**4.1:** Peasant's and Workers Movements

**4.2:** Dalit Movements

**4.3:** Tribal Movements

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

1. Irony Writings
2. One act play
3. Project on Project Affected Community
4. Project on Various Movements

**References:**

1. Javadekar S. D., (1987), Adhunik Bharat, Pune.
2. Bhave V. K., (1976), Peshvekalin Maharashtra, ICHR, Delhi.
3. Choksy R. D., (1965), Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay.
4. Ghugare Shivaprabha, (1983), Renaissance in Western India: Karmveer V. R. Shinde, Himalaya Publishing House, Bombay.
5. Phadake Y. D., (1985), Social Reformers of Maharashtra, Information Centre, New Delhi.

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Chhatrapati Shivaji College, Satara (Autonomous)  
Choice Based Credit System  
June 2019 onwards**

**M. A. Part I**

**History**

**Paper: Social Reform Movement in 19<sup>th</sup> Century India**

**Subject Code- (HISO24A\*) (Opt.)**

(Credit 04)

(Teaching Hours: 60)

**Course Outcomes:**

**1.**

**Unit No. 1: Introduction (15 hours)**

**1.1:** Indian Society at the beginning of 19<sup>th</sup> Century

**1.2:** Method of Reform

**1.3:** Features and imitations of Social Reform Movements

**Unit No. 2: Bengal (15 hours)**

**2.1:** Henry Vivian Derozio and the Young Bengal Movement

**2.2:** Raja Ram Mohan Roy and the Brahma Samaj

**2.3:** Pandit Isvarchandra Vidyasagar and the Widow Remarriage Movement

**Unit No. 3: Western India (15 hours)**

**3.1:** Paramahans Sabha and Prarthana Samaj

**3.2:** Mahatma Phule and Satyashodhak Samaj

**3.3:** Social Reform among the Parsis

**Unit No. 4: North and South India (15 hours)**

**4.1:** Dayanand Saraswati and the Arya samaj

**4.2:** Sir Syed Ahmed Khan and the Aligarh Movement

**4.3:** Swami Narayan Guru and the Untouchables of Kerala

**Practical: Case Study/ Field Survey/ Field Visits/ Project**

**1.** Project on Social Reformers

**2.** Social Reform Moments in Satara

**3.** Social Reform Movement in Muslim Community in Satara

**4.** Study of Social reform by Parsi Community

**References:**

1. Kenneth W. Jones, (1994), Socio-riligious reform movements in British India, Cembridge University Press, Delhi.
2. David Kopf, (1979), The Brahma samaj and the Shaping of the Modern Indian Mind, Princeton, New york.
3. Mukherjee, Sir William Jones, (1987), A Study in 18th Century British attitudes to India, Orient Longman, Bombay.
4. Roberts P. E., (1970), History of British India, 3rd edi., Oxford University Press, Delhi.
5. Banerjee A. C., (1978), Constitutional History of India Vol. - I, Macmillian Company, Bombay.
6. Forest G. W., (1974), India under Hastings, Inter India Pub, New Delhi.
7. Das M. N., (1964), India under Morley & Minto- George Allen & unwind, London.

**Rayat Shikshan Sanstha's**  
**Chhatrapati Shivaji College, Satara**  
**Pattern of Question Paper**  
**M.A.I, Semester I and II – History**

**Term end Examination: Total Marks: 60**

Question1. A) Fill in the blanks	6
B) Write a short note on any one of the following (one out of two)	4
Question2. A) Answer in one sentence	6
B) Explain the following concept (one out of two)	4
Question3. A) Give reasons (Three out of Four)	6
B) Write short answers (Two out of Three)	4
Question4. Subject related technical aspects / issues (Two out of three)	10
Question5. Write broad answers (Two out of three)	10
Question6. A) Match the following/ distinguish	3
B) True or False	3
C) Define the terms (Two out of three)	4

**Internal Evaluation: Total Marks: 40**

A) Oral/ classroom Participation	10
B) Subject Specific Activities ( Visit to forts and museum, conservation and preservation of historical monuments )	10
C) Home Assignment / Research Paper	10
D) Class Test / Seminar	10

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**Job Opportunity**

Guide in Tourism  
Education Field  
Drama Writing  
Script Writer  
Cinema Industry  
Archeological Explorer- NASA, ISRO  
Archeology  
Quartier  
Historical Story writing for inculcation of values in Children

## **Practical Component**

1. Project on Fort
2. Water Management in the age of Shivaji in Satara District
3. Survey of Historical Places related to Maratha History in Satara District
4. Models on the History of Shivaji
5. Study of village community
6. Survey of the peasants
7. Village industries in Satara District
8. Religious Tourist Places related to Maratha History
9. Survey of ancient historical monuments in Satara District
10. Study of Buddha caves in Satara and Sangli district
11. Study of Jain temples in Satara district
12. Poster presentation on Ancient History
13. Visit and Report on Medieval Historical Monuments in Satara District
14. Medieval Cultural Demonstration through Poster Presentation
15. Survey of Historical Buildings in Satara District
16. Case study on village Administration
17. Project on institutional Management
18. Village community in Satara District
19. Historical Monuments related to Bhakti Movement in Satara District
20. Project on Wada in Satara District
21. Survey of Peasant Community
22. Study of Agro-Tourism
23. Poster presentation on the work of Social Reformers
24. Model presentation on Freedom Movement
25. Visit and Survey of Tribal Communities in Satara
26. Poster Presentation on Revolt of 1857
27. Project on Revolutionaries of Maharashtra
28. Role Play- Revolutionaries
29. Project Religious Tourism in Satara District
30. Study Visits to the Religious Places
31. Study of House Workers
32. Case study of Position of Women
33. Project on Personalities in Freedom Struggle
34. Poster Presentation on Partition of India
35. Study visit to Places Related to Revolt of 1857 in Satara District
36. Case study of Freedom Fighters
37. Study visit to Historical Monuments in Satara
38. Study of Temple architecture
39. Project on Fort
40. Study visit to Museum
41. Irony Writings
42. One act play
43. Project on Project Affected Community
44. Project on Various Movements
45. Project on Social Reformers
46. Social Reform Moments in Satara
47. Social Reform Movement in Muslim Community in Satara
48. Study of Social reform by Parsi Community

*Mesabz*  
**Head**

Dept. of History  
Chh. Shivaji College, Satara