



Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of SocialSciences)

CBCS Syllabus

S.Y.B.A. (History) Semester -IV

For Department of History

TuljaramChaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 1.0)

To be implemented from Academic Year 2024-2025

Title of the Programme: S.Y.B.A.(History)**Preamble**

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge. At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels. Historical facts are not static since new discoveries are constantly thrown up by archeology, generics, climate sciences and so on. As with all fields of knowledge, existing

hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in 5 turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly” a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation”. History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian, but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any ‘centric’ form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian’s choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions. The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum

designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, Oriental-Occidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post-colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order. As per changing times, the other core papers have also been remodelled with introduction of a newspaper like 'Cultural heritage of India' and 'History of Communication and Media' with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodelling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acustomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

Programme Outcomes (POs):

PO1 Critical and Creative Thinking: Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in

different and diverse ways about the same objects or scenarios, deal with problems and situations.

PO2 Communication Skill: Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself.

PO3 Multicultural Competence: Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups.

PO4 Research Skills: The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships.

PO5 Environmental awareness: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

PO6 Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches.

PO7 Collaboration and Teamwork: The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

PO8 Value inculcation: The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible

global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

PO9 Digital and technological skills: The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

PO10 Community Engagement and Service: The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

Programme Specific Outcomes (PSOs)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

PSO 01. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

PSO 2. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

PSO 3. The ability to use bibliographical tools for the advanced study of history.

PSO 4. To understand & evaluate different historical ideas, various arguments and point of view.

PSO 5. To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

PSO 6. It instils an appreciation of the uniqueness of visual evidence and cultivates the particular skill of using visual evidence to understand human activity of the recent and distant past.

PSO 7: It enables the graduates to understand skill in research in history and cultural heritage.

PSO 8: The program is not only based on theory but also vocational approach, which enabling them to develop employable skills.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in History

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Dr. Sandeep Tardalkar	Chairman
2.	Dr. Sunil Lokhande	Member
3.	Mr. Digambar Mohite	Member
4.	Mrs. Shobha Kanade	Member
5.	Dr. Dinesh More	Vice-Chancellor Nominee
6.	Dr. Anil Tike	Expert from other University
7.	Prof. Gautam Katkar	Expert from other University
8.	Mr. Vivek Deshpande	Industry Expert
9.	Prof. Vishal Gawade	Meritorious Alumni
10.	Mr. Atul Rokade (M.A. II)	Student Representative
11.	Miss. Neelam Chavan (T.Y.B.A.)	Student Representative
12.	Mr. Mahesh Rathod	Student Representative
13.	Miss. Tehejib Tamboli	Student Representative
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15.	Miss. Sejal Nale (T.Y.B.A.)	Student Representative

Course & Credit Structure for S.Y.B.A. HISTORY (2023 Pattern as per NEP-2020)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
III	Major Mandatory	HIS-201-MJM	Medieval India : Sultanate Period	Theory	04
	Major Mandatory	HIS-202-MJM	History of Modern World	Theory	04
	Minor	HIS-241-MN	Introduction to Medieval India (1206-1526)	Theory	04
	Open Elective (OE)	HIS-216-OE	Ancient Indian Culture : BC 2500-600	Theory	02
	Vocational Skill Course (VSC)	HIS-221-VSC	Chh. Shivaji Maharaj and his times : upto 1665	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC	BhashikUpyojan Va Lekhan Kaushalye	Theory	02
		HIN-231-AEC	Hindi Bhasha Kaushal		
		SAN-231-AEC	PrathmikSambhashanKaus halyam		
	Co-curricular Course (CC)	NSS/NCC/YOG/CUL/PHY-239-CC	To be selected from the basket	Theory/ Practical	02
	Community Engagement Project (CEP)	HIS-235-CEP		Theory/ Practical	02
Generic IKS Course (IKS)	GEN-245-IKS		Theory	02	
Total Credits Semester-III					24
IV	Major Mandatory	HIS-251-MJM	Medieval India : Mughal Period	Theory	04
	Major Mandatory	HIS-252-MJM	Glimpses of the Modern World	Theory	04
	Minor	HIS-261-MN	Introduction to Medieval India (1526-1707)	Theory	04
	Open Elective (OE)	HIS-266-OE	Medieval Indian Art and Architecture	Theory	02
	Skill Enhancement Course (SEC)	HIS-276-SEC	Chh. Shivaji Maharaj and his times : 1666-1707	Theory	02
	Ability Enhancement Course (AEC)	MAR-281-AEC	Lekhan Nirmitti Va ParikshanKaushalye	Theory	02
		HIN-281-AEC	Hindi Bhasha : Sampreshan Kaushal		
		SAN-281-AEC	Pragat SambhashanKaushalyam		
	Co-curricular Course (CC)	NSS/NCC/YOG/CUL/PHY-289-CC	To be selected from the basket	Theory/ Practical	02
	Field Project (FP)	HIS-285-FP		Theory/ Practical	02
Total Credits Semester-IV					22
Cumulative Credits Semester III + Semester IV					46

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2024-25

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: MajorMandatory
Course Name	: Medieval India – MughalPeriod
Course Code	: HIS-251-MJM
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

1. To introduce students to the sources and historiography of the Mughal period, enabling them to critically analyze historical accounts.
2. To provide an in-depth understanding of the foundation of the Mughal Empire, focusing on Babur's contributions and the challenges he faced.
3. To examine the consolidation of the Mughal Empire under Akbar, including the extent of the empire, the Mansabdari system, and the religious policies adopted during his reign.
4. To analyze the expansionist policies of Jahangir and Shah Jahan in the Deccan and their significance in Mughal history.
5. To study the reign of Aurangzeb, including his Rajput policy, conflicts with the Ahoms, Sikh policy, and Deccan expeditions.
6. To explore the administrative systems of the Mughal Empire, including central and provincial administration, the revenue system, judicial system, and military administration.
7. To understand the economic, social, and cultural aspects of Mughal society, including agriculture, trade, industry, the caste system, the position of women, the Bhakti and Sufi movements, and developments in science and technology.

Course Outcomes:

1. Students will gain a thorough understanding of the sources and historiography related to the Mughal period, enabling them to critically assess historical narratives.
2. They will appreciate the foundational role of Babur in establishing the Mughal Empire and the historical context in which it emerged.
3. The course will provide insights into the consolidation of the Mughal Empire under Akbar, including the administrative reforms and religious policies that contributed to its strength.
4. Students will be able to analyze the expansionist policies of Jahangir and Shah Jahan in the Deccan and their significance in the context of Mughal history.
5. They will understand the complexities of Aurangzeb's reign, including his policies toward Rajputs, conflicts with the Ahoms, Sikh interactions, and Deccan campaigns.
6. The course will equip students with knowledge of the Mughal Empire's administrative

systems, including central and provincial governance, revenue collection, judicial practices, and military organization.

7. aspects of Mughal society, including agriculture, trade, industry, the caste system, the status of women, religious movements, and scientific and technological developments.

Topics and Learning Points

Unit I: Foundation of Mughal Empire	14
1.1) Sources of Historiography of Mughal Period	
1.2) Babar: The Foundation of Mughals Empire	
1.3) Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms	
Unit II: The Consolidation of the Mughal Empire	18
2.1) Akbar: Extent of the Mughal Empire, Mansabdari System, Religious Policy	
2.2) Expansion : Deccan Policy of Jahangir and ShahJahan	
2.3) The reign of Aurangzeb: Rajput Policy ,Ahom conflicts, Sikh Policy, Deccan expeditions	
Unit III: Administrative systems	14
3.1) Central and Provincial Administration	
3.2) Revenue System	
3.3) Judicial System, Military administration	
Unit IV: Economy, Society and Culture	14
4.1) Economy: Agriculture, trade and industry	
4.2) Society :Caste system, position of women, Bhakti and Sufi Movement.	
4.3) Culture: Science and Technology.	

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Hindi:

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3. Irfan Habib (Sampa.), Madhya Kalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi
4. Irfan Habib (Sampa.), Madhya Kalin Bharat, Ank 4, Rajkamal Prakashan, New Delhi

5. VarmaHarishchandra(Sampa.),MadhyakalinBharat,Bhag1,HindiMadhyam
KaryanvayNideshalaya,DelhiVishwavidyala, Delhi.

Mapping:

Class: S.Y.B.A. (Sem. IV)

Subject: History

Course: Medieval India-Mughal Period

Code: **HIS-251-MJM**

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	2	3	3	3	2	2	2	1	1	1
CO2	3	3	3	2	2	2	1	1	1	1
CO3	2	2	2	2	1	1	2	1	1	1
CO4	2	2	2	3	2	1	2	1	1	1
CO5	2	3	2	2	2	2	1	1	1	1
CO6	2	2	2	2	2	3	2	1	1	1
CO7	3	2	2	2	2	2	2	1	1	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- **CO1 and PO2:** CO1 aligns with PO2 by introducing students to the sources and historiography of the Mughal period, fostering their logical understanding of historical developments based on various historical accounts and perspectives.
- **CO2 and PO4:** CO2 connects with PO4 as it provides an in-depth understanding of the foundation and consolidation of the Mughal Empire, which contributes to students' ability to construct original historical arguments based on historical source material.
- **CO3 and PO6:** CO3 relates to PO6 as it examines the administrative systems of the Mughal Empire and the economic, social, and cultural aspects of Mughal society, allowing students to apply reasoning informed by contextual knowledge of the Mughal era.
- **CO7 and PO7:** CO7 aligns with PO7 as it encourages students to understand the economic, social, and cultural aspects of Mughal society, which is significant for their preparation and understanding of the subject for various competitive examinations.

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2024-25

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Major Mandatory
Course Name	: Glimpses of the Modern World
Course Code	: HIS-252-MJM
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

1. **Understanding the Russian Revolution:** To provide insights into the causes, key events, and consequences of the Russian Revolution, with a focus on Lenin's role in shaping modern Russia.
2. **Analyzing the Rise of Dictatorships:** To explore the emergence of dictatorial regimes in Italy (Mussolini), Germany (Hitler), Turkey (Kemal Pasha), and Japan, understanding their impact on world history.
3. **World War II Analysis:** To examine the causes, major events, and consequences of World War II, including the formation of the United Nations Organization (UNO) and its structure and functions.
4. **Superpower Emergence:** To study the rise of the U.S.A. and U.S.S.R. as global powers in the post-World War II era and their influence on the world order.
5. **Cold War Dynamics:** To understand the origins, nature, and progression of the Cold War, analyzing its global implications.
6. **Third World and Non-Alignment:** To assess the significance of the Non-Alignment Movement (NAM) in the context of Third World countries and their quest for independence and neutrality during the Cold War.
7. **End of the Cold War:** To explore the factors leading to the end of the Cold War, including the disintegration of the U.S.S.R., and evaluate its effects on the global political landscape.

Course Outcomes:

1. **Understanding Revolutionary Causes and Effects:** Students will demonstrate an understanding of the causes and consequences of the Russian Revolution and evaluate Lenin's contributions to modern socialism and communism.
2. **Knowledge of Dictatorial Regimes:** Students will analyze the rise of dictatorships in Italy, Germany, Turkey, and Japan, and understand their role in shaping pre-World War II geopolitics.
3. **Impact of World War II:** Students will assess the causes and consequences of World War II, including the role of the United Nations Organization in maintaining global peace and security.
4. **Superpower Dynamics:** Students will explain the emergence of the U.S.A. and U.S.S.R. as global powers and their contrasting ideologies in shaping the post-war era.
5. **Cold War Analysis:** Students will understand the causes and progression of the Cold War and its impact on international relations and global conflicts.
6. **Non-Alignment and Third World:** Students will evaluate the role of the Non-Alignment Movement in Third World nations' pursuit of independence and its influence during the Cold

War.

7. **Understanding the End of the Cold War:** Students will analyze the factors leading to the end of the Cold War, including the fall of the U.S.S.R., and discuss its implications for the modern world order.

Topics and Learning Points

Unit I. The Russian Revolution	12
1.1) Causes	
1.2) Consequences	
1.3) Lenin	
Unit II. Rise of Dictatorship	16
2.1) Italy -Mussolini	
2.2) Germany–Hitler	
2.3) Turkestan-Kemal Pasha	
2.4) Militarism in Japan	
Unit III. World War II and the Rise of World Power	16
3.1) World War II-Causes and Consequences	
3.2) United Nations Organization –Structure and Functions	
3.3) The Rise of the World Powers – U.S.A. and U.S.S.R.	
Unit IV. Cold War and Third World	16
4.1) Cold War: Causes, Nature and Course	
4.2) Third World: Non-Alignment Movement	
4.3) End of the Cold War and Disintegration of U.S.S.R.	

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७. वैदय सुमन., आधुनिकजग, श्रीसाईनाथप्रकाशन, नागपुर.
८. वैदय सुमन., कोठेकर शांता, श्री साईनाथ प्रकाशन, नागपुर.

Mapping:

Class: S.Y.B.A. (Sem IV)

Subject: History

Course: Glimpses of the Modern World

Code: **HIS-252-MJM**

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Comprehensive understanding of WWI causes & consequences	3	2	2	2	2	3	2	2	1	2
CO 2: Significance of Paris Peace Settlement & League of Nations	3	2	3	2	1	2	2	2	1	2
CO 3: Insights into the Russian Revolution	3	2	2	2	2	3	2	2	1	2
CO 4: Analyze the rise of dictatorship and authoritarian rule	3	2	2	2	1	3	2	2	1	1
CO 5: Causes & consequences of WWII and its global impact	3	2	2	2	2	3	2	2	1	2
CO 6: Knowledge of the United Nations Organization (UNO)	3	3	3	2	2	2	3	2	1	3
CO 7: Understanding of the Cold War & its global implications	3	2	2	2	2	3	2	2	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

CO 1 (World War I) & CO 5 (World War II) with PO 1 (Critical Thinking) and PO 6 (Problem-Solving):

- Both COs involve analyzing complex global conflicts and their outcomes, developing students' critical and analytical thinking, and problem-solving abilities when interpreting historical events. Strong alignment with PO 1 and PO 6 (weightage: 3).

CO 2 (Paris Peace Settlement) & CO 6 (UNO) with PO 3 (Multicultural Competence) and PO 7 (Collaboration & Teamwork):

- These COs deal with international diplomacy and peacekeeping efforts, fostering an understanding of diverse perspectives and cooperation between nations, aligning with PO 3 and PO 7 (weightage: 3).

CO 3 (Russian Revolution) & CO 4 (Dictatorship) with PO 1 (Critical Thinking) and PO 6 (Problem-Solving):

- Understanding the causes and consequences of the Russian Revolution and the rise of dictatorships involves

complex historical analysis, contributing to critical thinking and addressing societal challenges, strongly related to PO 1 and PO 6 (weightage: 3).

□ CO 7 (Cold War) with PO 8 (Value Inculcation) and PO 6 (Problem-Solving):

- The Cold War era presents moral, political, and strategic dilemmas that require deep analysis, aligning with PO 6 and fostering an understanding of human values in global challenges, aligning with PO 8 (weightage: 3).

□ PO 9 (Digital Skills) has a relatively low weightage (1) across all COs:

- Historical analysis in these COs primarily focuses on critical thinking and theoretical frameworks, with limited emphasis on the use of digital tools, hence the lower weight.

**CBCS Syllabus as per NEP 2020 for S.Y.B.A History
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Minor (MN)
Course Name	: Introduction to Medieval India (1526-1707)
Course Code	: HIS-261-MN
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

1. To provide an in-depth understanding of the foundation of the Mughal Empire, focusing on Babur's contributions and the challenges he faced.
2. To introduce students to the sources and historiography of the Mughal period, enabling them to critically analyze historical accounts.
3. To examine the consolidation of the Mughal Empire under Akbar, including the extent of the empire, the Mansabdari system, and the religious policies adopted during his reign.
4. To analyze the expansionist policies of Jahangir and Shah Jahan in the Deccan and their significance in Mughal history.
5. To study the reign of Aurangzeb, including his Rajput policy, conflicts with the Ahoms, Sikh policy, and Deccan expeditions.
6. To explore the administrative systems of the Mughal Empire, including central and provincial administration, the revenue system, judicial system, and military administration.
7. To understand the economic, social, and cultural aspects of Mughal society, including agriculture, trade, industry, the caste system, the position of women, the Bhakti and Sufi movements, and developments in science and technology.

Course Outcomes:

1. Students will gain a thorough understanding of the sources and historiography related to the Mughal period, enabling them to critically assess historical narratives.
2. They will appreciate the foundational role of Babur in establishing the Mughal Empire and the historical context in which it emerged.
3. The course will provide insights into the consolidation of the Mughal Empire under Akbar, including the administrative reforms and religious policies that contributed to its strength.
4. Students will be able to analyze the expansionist policies of Jahangir and Shah Jahan in the Deccan and their significance in the context of Mughal history.
5. They will understand the complexities of Aurangzeb's reign, including his policies toward Rajputs, conflicts with the Ahoms, Sikh interactions, and Deccan campaigns.

6. The course will equip students with knowledge of the Mughal Empire's administrative systems, including central and provincial governance, revenue collection, judicial practices, and military organization.
7. Students will gain a comprehensive understanding of the economic, social, and cultural aspects of Mughal society, including agriculture, trade, industry, the caste system, the status of women, religious movements, and scientific and technological developments.

Topics and Learning Points

Unit I: Foundation of Mughal Empire	14
1.1) Sources of Historiography of Mughal Period	
1.2) Babar: The Foundation of Mughals Empire	
1.3) Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms	
Unit II: The Consolidation of the Mughal Empire	18
2.1) Akbar: Extent of the Mughal Empire, Mansabdari System, Religious Policy	
2.2) Expansion :Deccan Policy of Jahangir and ShahJahan	
2.3) The reign of Aurangzeb: Rajput Policy, Ahom conflicts, Sikh Policy, Deccan expeditions	
Unit III: Administrative systems	14
3.1) Central and Provincial Administration	
3.2) Revenue System	
3.3) Judicial System, Military administration	
Unit IV: Economy, Society and Culture	14
4.1) Economy: Agriculture, trade and industry	
4.2) Society: Caste system, position of women, Bhakti and Sufi Movement.	
4.3) Culture: Science and Technology.	

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 12. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Pearson, New Delhi, 2011
 13. Satish Chandra, History of Medieval India, Orient Black Swan, 2007.
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 21. Irfan Habib, Delhi Sultanate
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 23. Farooqui, A Comprehensive History of Medieval India, Pearson, Delhi.

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Hindi:

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3. Irfan Habib (Sampa.), Madhya Kalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi

4. Irfan Habib (Sampa.), Madhya Kalin Bharat, Ank 4, Rajkamal Prakashan, New Delhi

5. Varma Harish Chandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi Madhyam Karyanvay Nideshalaya, Delhi Vishwavidyala, Delhi.

Mapping:

Class: S.Y.B.A. (Sem. IV)

Subject: History

Course: Introduction to Medieval India (1526-1707)

Code: HIS-261-MN

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Understanding of sources and historiography of the Mughal period	3	2	2	3	1	2	1	2	1	2
CO 2: Appreciation of Babur's role in establishing the Mughal Empire	2	2	2	2	1	2	1	2	1	2
CO 3: Insights into Akbar's consolidation of the Mughal Empire	3	2	2	2	1	3	2	2	1	2
CO 4: Analysis of Jahangir and Shah Jahan's expansionist policies	3	2	2	2	1	3	2	2	1	2
CO 5: Understanding the complexities of Aurangzeb's reign	3	2	2	2	1	3	2	2	1	2
CO 6: Knowledge of Mughal administrative systems	3	3	2	3	1	3	2	2	2	3
CO 7: Comprehensive understanding of economic, social, and cultural aspects of Mughal society	3	2	3	2	2	3	2	2	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

CO 1 (Mughal period sources and historiography) and its alignment with PO 1 (Critical Thinking) and PO 4 (Research Skills):

- The thorough understanding of Mughal historiography develops critical thinking and equips students to engage with historical narratives analytically, hence high weightage for PO 1 and PO 4 (weightage: 3).

CO 3, CO 4 & CO 5 (Akbar's consolidation, Jahangir and Shah Jahan's expansionist policies, and Aurangzeb's reign) and their relation to PO 6 (Problem-Solving Abilities):

- These COs focus on analyzing complex political, administrative, and military strategies, which enhances students' problem-solving skills in historical contexts, leading to strong alignment with PO 6 (weightage: 3).

CO 6 (Mughal administrative systems) and PO 4 (Research Skills) & PO 9 (Digital and Technological Skills):

- Understanding administrative systems requires rigorous analysis and research, often involving quantitative data (revenue systems, military organization). This links well with PO 4 (Research Skills) and PO 9 (Digital Skills), reflecting a moderate to strong relationship (weightage: 3 and 2 respectively).

□ CO 7 (Economic, social, and cultural aspects of Mughal society) and PO 3 (Multicultural Competence) & PO 8 (Value Inculcation):

- This outcome emphasizes the diverse cultural, social, and economic fabric of Mughal society, fostering multicultural awareness and a respect for different societal structures, which directly relates to PO 3 and PO 8 (weightage: 3 and 2 respectively).

**CBCS Syllabus as per NEP 2020 for S.Y.B.A History
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Open Elective (OE)
Course Name	: Medieval Indian Art and Architecture
Course Code	: HIS-266-OE
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To explore the distinctive features of Sultanate Art & Architecture, including the use of arcuate techniques such as arches and domes.
2. To study key architectural monuments of the Sultanate period, such as the Qubbat-ul-Islam Mosque, Tomb of Iltumish, Qutb Minar, and Alai Darwaza.
3. To examine Deccan Art & Architecture, with a focus on the Bahamani and Vijaynagar styles.
4. To analyze the artistic contributions of the Sur dynasty, including the Qila-i-Kuhna Mosque and tombs of Hasan Sur and Sher Shah.
5. To delve into Mughal Art & Architecture during the reigns of Akbar, Jahangir, and Shah Jahan, including iconic monuments like the Tomb of Humayun, Agra Fort, Taj Mahal, and Red Fort.
6. To explore the rich tradition of Mughal paintings and its influence on visual arts.
7. To understand the regional variations and styles in Art & Architecture across different parts of medieval India.

Course Outcomes:

1. Students will gain an understanding of the architectural techniques employed during the Sultanate period, particularly the arcuate techniques involving arches and domes.
2. They will be able to identify and appreciate key architectural landmarks of the Sultanate era, including the Qubbat-ul-Islam Mosque, Tomb of Iltumish, Qutb Minar, and Alai Darwaza.
3. The course will provide insights into Deccan Art & Architecture, including the Bahamani and Vijaynagar styles, and their contributions to regional aesthetics.
4. Students will be able to analyze the architectural achievements of the Sur dynasty, focusing on notable structures like the Qila-i-Kuhna Mosque and tombs.
5. They will gain a comprehensive understanding of Mughal Art & Architecture under Akbar, Jahangir, and Shah Jahan, including the significance of architectural marvels like the Taj Mahal and Red Fort.
6. The course will enable students to appreciate the intricacies of Mughal paintings and their impact on visual arts during the medieval period.

7. Students will explore the diverse regional Art & Architecture styles that coexisted alongside the dominant Mughal tradition, providing a broader perspective on India's artistic heritage.

Topics and Learning Points

Unit I Sultanate Art & Architecture **10**

1.1) Arcuate Technique (Arches and domes)

1.2) Qubbat-ul-Islam Mosque

1.3) Tomb of Iltumish

1.4) Qutb Minar

1.5) Alai Darwaza

Unit II Deccan Art and Architecture **04**

2.1) Bahamani

2.2) Vijaynagar (Hampi)

Unit III Sur Art and Architecture **04**

3.1) Qila-i-Kuhna Mosque

3.2) Tombs (Hasan Sur and Sher Shah)

Unit IV Mughal Art & Architecture **12**

4.1) Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahor forts

4.2) Jahangir: Sikandara, Tomb of Itmad-ud-Daula

4.3) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid

4.4) Mughal Paintings

4.5) Regional Art & Architecture

References:

- 1) Percy Brown: Indian Architecture (Islamic period), Mumbai 1997
- 2) Percy Brown: Indian Painting, New Delhi, 1965
- 3) R. Nath: History of Sultanate Architecture, Delhi, 1978
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- 7) S.P.Verma: Art and Material Culture in the Paintings of Akbar's Court, Delhi 1978
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- 9) M.C.Beach: The Cambridge History of India : Mughal and Rajput Paintings, Cambridge University Press 1992
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- 12) Ziauddin Desai: Indo-Islamic Architecture, Delhi 1970
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- 14) Abha Narain Lambah & Alka Patel : The Architecture of the Indian Sultanates, Mar publication, 2006

Mapping:

Class: S.Y.B.A. (Sem IV)

Subject: History

Course: Medieval Indian Art and Architecture

Code: HIS-266-OE

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Understanding of architectural techniques of Sultanate period	3	2	2	3	1	2	1	2	1	2
CO 2: Identification of key architectural landmarks of Sultanate era	3	2	3	2	1	2	1	2	1	2
CO 3: Insights into Deccan Art & Architecture (Bahamani and Vijaynagar styles)	3	2	3	2	1	3	2	2	1	2
CO 4: Analysis of architectural achievements of the Sur dynasty	3	2	2	2	1	2	2	2	1	2
CO 5: Comprehensive understanding of Mughal Art & Architecture (Akbar, Jahangir, Shah Jahan)	3	2	3	3	1	3	2	2	1	3
CO 6: Appreciation of Mughal paintings and their impact on visual arts	3	2	3	2	1	3	2	2	1	2
CO 7: Exploration of regional Art & Architecture styles coexisting with Mughal tradition	3	2	3	2	1	3	2	2	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation**Justification:**

□ CO 1 (Architectural techniques of Sultanate period) & CO 5 (Mughal Art & Architecture) with PO 1 (Critical Thinking) and PO 4 (Research Skills):

- Analyzing complex architectural techniques and the artistic vision behind monuments requires deep critical thinking and a strong understanding of historical methods. This strongly aligns with PO 1 (Critical Thinking) and PO 4 (Research Skills) (weightage: 3).

□ CO 2 (Sultanate landmarks) & CO 7 (Regional styles) with PO 3 (Multicultural Competence):

- Recognizing and analyzing architectural landmarks and styles, especially those that contributed to the cultural fabric of India, fosters an appreciation for diversity and multicultural interactions, aligning these outcomes with PO 3 (weightage: 3).

□ CO 3 (Deccan styles) & CO 6 (Mughal paintings) with PO 6 (Problem-Solving Abilities) and PO 8 (Value Inculcation):

- Understanding the nuances of artistic movements, especially how regional and cultural contexts shaped them, fosters problem-solving abilities in interpreting historical art. It also contributes to value inculcation, as it involves studying artistic traditions that embody philosophical and ethical values (weightage: 3 for PO 6, PO 8).
- CO 6 (Mughal paintings) with PO 5 (Environmental Awareness):
 - Although this outcome is weakly related to environmental awareness, the focus on art appreciation may have slight connections to environmental influences on materials and preservation (weightage: 1).
- PO 9 (Digital Skills) has lower weightage across most COs:
 - The focus of these COs is on historical analysis and interpretation, which involves some research but does not heavily emphasize digital tools or technologies, so PO 9 has a lower weightage (1).

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Vocational Skill Course (VSC)
Course Name	: Chh. Shivaji Maharaj and his times : 1666-1707
Course Code	: HIS-276-SEC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

CO 1. Examining the socio-political conditions in the Deccan region that led to the emergence of the Marathas.

CO 2. Understanding the mechanisms of governance, revenue administration, and military organization

CO 3. Studying the military strategies employed by the Marathas in their expansion

CO 4. Analyzing key military campaigns and battles, including those fought by Shivaji and his successors.

CO 5. Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.

CO 6. Analyzing diplomatic ties, conflicts, and treaties with other regional powers, such as the Deccan Sultanates and the Portuguese.

CO 7. Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.

Course Outcomes:

CO 1. Students should demonstrate a thorough understanding of the historical events, socio-political context, and key personalities associated with the rise and expansion of the Maratha Empire from 1630 to 1707.

CO 2. Develop the ability to critically analyze primary and secondary sources related to the Maratha history, evaluating their reliability, biases, and historical significance.

CO 3. Acquire knowledge of the military strategies, campaigns, and battles that played a pivotal role in the expansion of the Maratha Empire during the specified period.

CO 4. Understand the diplomatic relationships between the Marathas and other regional powers, particularly with the Mughal Empire and the Deccan Sultanates.

CO 5. Explore the economic policies and social developments during the Maratha rule, including the impact on different communities.

CO 6. Recognize the cultural and artistic contributions of the Marathas, including literature, music, and architecture, and understand the patronage of arts and culture by Maratha rulers

CO 7. Develop an awareness of different historiography perspectives and interpretations related to the Maratha history, and the ability to critically engage with diverse viewpoints.

Topics and Learning Points

Unit-I: Rise and Consolidation of Maratha power. 10

1.1) Chh.Shivaji - Mughal Relations

1.2) Chh.Shivaji's Coronation.

1.3) Chh.Karnataka Expedition.

Unit-II: Administration Under Chh.Shivaji 06

2.1) Central

2.2) Provincial

Unit-III:Maratha War of Independence. 14

3.1) Chh. Sambhaji and his Achievements - Consolidation of power

3.2) Relations with Mughals

3.3) Chh. Rajaram and Maharani Tarabai & her Achievements.

3.4) Contribution of Santaji Ghorpade, Dhanaji Jadhav & Ramchandrapant Amatya.

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- 1.Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Apte B.K., ed. Chatrapati :Shivaji' s Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.
- 3.Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt.Ltd.,New Delhi, 2000.
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संदर्भ: मराठी

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२. आपटे द.वी, न.चि.केळकर (संपा.) शिवकालीन पत्रसारसंग्रह, खंड १
३. कुलकर्णी अ.रा., शिवकालीन महाराष्ट्र, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर १९७८
४. ग.ह.खरे आणि कुलकर्णी अ.रा. (संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३ कॉन्टिनेन्टल, पुणे, खंड १: १९८४, खंड २ : १९८५, खंड ३: १९८६
५. मेहेंदळे गजानन, श्री.राजेशिव छत्रपती, खंड १ — भाग १, खंड २, मेहेंदळे, पुणे, १९९९.

Choice Based Credit System Syllabus (2023 Pattern)

Mapping**Class:** S.Y.B.A. (Sem IV)**Subject:** History

Course: Chh. Shivaji Maharaj and his times : 1666-1707

Code: HIS-276-SEC

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Understanding of historical events and key personalities of the Maratha Empire (1630-1707)	3	2	2	3	1	2	2	2	1	2
CO 2: Critical analysis of primary and secondary sources related to Maratha history	3	2	2	3	1	3	1	2	1	2
CO 3: Knowledge of military strategies and campaigns during the Maratha expansion	3	2	2	3	1	3	2	2	1	2
CO 4: Understanding diplomatic relationships between Marathas, Mughals, and Deccan Sultanates	3	2	3	2	1	3	2	2	1	2
CO 5: Exploration of economic policies and social developments during the Maratha rule	3	2	2	2	2	3	2	2	1	2
CO 6: Recognition of cultural and artistic contributions of the Marathas	3	2	3	2	1	3	2	2	1	2
CO 7: Awareness of different historiographical perspectives and interpretations related to Maratha history	3	2	3	3	1	3	1	2	1	2

Justifications:

1. **CO 1 (Historical events, socio-political context, and key personalities) with PO 1 (Critical Thinking) and PO 4 (Research Skills):**
 - CO 1 provides a thorough understanding of historical narratives, personalities, and socio-political contexts, requiring strong analytical and research skills, which aligns with PO 1 (Critical Thinking) and PO 4 (Research Skills) (weightage: 3).
2. **CO 2 (Critical analysis of sources) with PO 1 (Critical Thinking) and PO 4 (Research Skills):**
 - Evaluating the reliability and biases of primary and secondary sources requires critical thinking and advanced research methodologies, making this a strong alignment with PO 1 and PO 4 (weightage: 3).
3. **CO 3 (Military strategies and campaigns) with PO 6 (Problem-Solving Abilities):**
 - Understanding military strategies and the factors behind campaign successes involves problem-solving, particularly in analyzing tactics, battlefield challenges, and innovations, aligning CO 3 with PO 6 (weightage: 3).
4. **CO 5 (Economic policies and social developments) with PO 5 (Environmental Awareness):**
 - While CO 5 doesn't directly link to environmental awareness, the economic policies and societal impact of the Marathas could involve understanding natural resource management, leading to a low but present weightage for PO 5 (weightage: 2).
5. **CO 7 (Historiographical perspectives and interpretations) with PO 1 (Critical Thinking), PO 3 (Multicultural Competence), and PO 4 (Research Skills):**
 - Critically engaging with different historical interpretations and understanding the diverse viewpoints that exist about Maratha history encourages both critical thinking and multicultural competence, as well as advanced research (weightage: 3 for PO 1, PO 3, and PO 4).