




2024-25

 <p>Estd. 1962 "A" Accredited by NAAC (2021) With CGPA 3.52</p>	<p><b>SHIVAJI UNIVERSITY, KOLHAPUR</b> 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> Email: <a href="mailto:hos@unishivaji.ac.in">hos@unishivaji.ac.in</a> शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१-२६०९०९४, २६०९४८७ वेबसाईट : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> ईमेल : <a href="mailto:hos@unishivaji.ac.in">hos@unishivaji.ac.in</a></p>		
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Ref. No./SU/BOS/Humanities/224

Date : 12/04/2024

To,  
The Principal,  
All Concerenced Affiliated Colleges/Institutions,  
Shivaji University, Kolhapur

Subject : Regarding syllabi of B. A. Part III (sem. V & VI) degree programme under the  
Faculty of Humanities as per National Education Policy, 2020 (NEP 1.0)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the  
University authorities have accepted and granted approval to the revised syllabi, equivalence  
and nature of question paper of B. A. Part III (Sem. V & VI) under the Faculty of Humanities  
as per National Education Policy, 2020. (NEP 1.0)

English	Marathi	Hindi	Sanskrit	Kannada
Urdu	Ardhanagadhi	Sociology	Psychology	Economics
History	Political Science	Philosophy	Geography	English Comp.
Defence Study (Entire)				

This syllabi shall be implemented from the academic year 2024-25 onwards . A soft  
copy containing the syllabus is attached herewith and it is also available on university website  
[www.unishivaji.ac.in](http://www.unishivaji.ac.in) (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for  
the examinations to be held in October/November 2024 & March/ April, 2025. These chances  
are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers  
concerned.

Thanking you,

Yours faithfully,

  
(Dr. S. M. Kubal)  
Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Distance Education Section.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	P. G. Admission Section.
B. A. Exam. Section.	Affiliation Section (T. 1 & T 2)
Internal Quality Assorance Cell	Computer Center/I. T. Cell.

# Shivaji University, Kolhapur



Accredited By NAAC with 'A ++' Grade

**Syllabus in accordance with NEP**

**CHOICE BASED CREDIT SYSTEM**

**B.A. Part - III**

**HISTORY**

(Syllabus to be implemented from June 2024)



### **1. PREAMBLE:**

History aims to stride towards maximum understanding of the present and prepare for the future with the help of knowledge from past personalities, events and processes. It not only enriches our wisdom and widens our vision; but also develop pride for our national heritage and encourage inclusive approach while looking at a variety of sub-cultures of our nation.

### **2. PROGRAM LEARNING OUTCOMES (PO)**

- In the initial stage of the program, the student would understand the importance of Chhatrapati Shivaji Maharaj's life and vision of Swarajya; not only for the people of Maharashtra but also for the people all over our nation who were in need of self-rule and self-respect. They would understand the legacy that Chhatrapati Shivaji Maharaj have left behind and how his legacy helped Maharashtra to cherish the values like respect for faith, respect for language, respect for our culture.
- The program also included various kinds of innovative approach of learnings like VSC, SEC, IKS and CEP. With the course of VSC, students would acquire vocational training in Museum management which would help them to receive opportunity in growing Museum sector.
- The second year of the program would help students to study Indian Freedom Struggle, a glorious epoch of the history of our nation. Besides, students can also study the emergence and development of Maharashtra. The IDS programs help students to understand the social reform movements in India as well as in Maharashtra which transformed India into a modern nation.
- The third year of the program, on one hand, help students to study Ancient and Medieval period of Indian history which shaped the present India. It also help them to acquaint with the history of Modern world. This year would also train students into theoretical and methodological issues of History as a discipline. Here, students would also learn basic steps of historical research.
- Students would be provided with an integrated Skill Enhancement Course (SEC) throughout the entire program.

### **3. DURATION:**

The Bachelor of Arts in **History** program shall be A FULL TIME COURSE OF 3/4 YEARS – 6/8 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132/176)

### **4. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)



## B. A. Program Structure Semester V and VI

B. A. Program Structure for Level 7 of B. A.											
Semester V											
Sr. No	Teaching Scheme					Examination Scheme					
	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		Pa pe r Ho urs	Max	Min	Internal	Max	Min
1.	DSE-VII	4	3.2+0.8*	4	If applicable	2	40	14	Field Work/ Project Work	10	04
2.	DSE-VIII	4	3.2+0.8*	4		2	40	14		10	04
3.	DSE-IX	4	3.2+0.8*	4		2	40	14		10	04
4.	DSE-X	4	3.2+0.8*	4		2	40	14		10	04
5.	DSE-XI	4	3.2+0.8*	4		2	40	14		10	04
6.	AECC-V	4	3.2+0.8*	4		2	40	14		10	04
7.	SEC-V	2	2	2		1	25	9		---	---
<b>Total</b>		26	19.2+6.8 *= 26	26	---	265	---	60	---	---	
										SEE + IA = 265+60= 325	

Semester VI											
Sr. No	Teaching Scheme					Examination Scheme					
	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		Pa pe r Ho urs	Max	Min	Internal	Max	Min
1.	DSE-XII	4	3.2+0.8*	4	If applicable	2	40	14	Field Work/ Project Work/ Seminar	10	04
2.	DSE-XIII	4	3.2+0.8*	4		2	40	14		10	04
3.	DSE-XIV	4	3.2+0.8*	4		2	40	14		10	04
4.	DSE-XV	4	3.2+0.8*	4		2	40	14		10	04
5.	DSE-XVI	4	3.2+0.8*	4		2	40	14		10	04
6.	AECC-VI	4	3.2+0.8*	4		2	40	14		10	04
7.	SEC-VI	2	2	2		1	25	9		---	---
<b>Total</b>		26	19.2+6.8 *= 26	26	---	265	---	60	---	---	
<b>Grand Total</b>		52	52	52	---	530	---	60	---	---	
										SEE + IA = 265+60= 325	
										SEE + IA = 530+120= 650	

**Total Credit Required for Completing Level 7: 52 Credits**

**Total Credit for Completing Level 5, 6, & 7 of Bachelor of Arts Program: 52+56+52=160**

(\* Independent Students Workload)

**DSE:** Discipline Specific Elective

**AECC:** Ability Enhancement Core Course (Compulsory English)

**SEC:** Skill Enhancement Course



**CHOICE BASED CREDIT SYSTEM**  
**Syllabus in accordance with NEP**  
 B.A. Part - III  
**HISTORY (With effect from June 2024)**

Semester	Paper No.	Title	Credits
V	7	History of Ancient India (from beginning to 4 <sup>th</sup> c. BC)	04
	8	Medieval Indian History (1206-1526 AD)	04
	9	History of Modern World (18 <sup>th</sup> to 19 <sup>th</sup> Century)	04
	10	Rise and Consolidation of Maratha Empire	04
	11	History: Theory and Recent Trends	04
	SEC-5	History and Tourism-V	02
VI	12	History of Ancient India (From 4 <sup>th</sup> c. BC to 7 <sup>th</sup> c. AD)	04
	13	Medieval Indian History (1526-1707 AD)	04
	14	History of Modern World (20 <sup>th</sup> Century)	04
	15	Expansion and decline of Maratha Empire	04
	16	Techniques of History Writing	04
	SEC-6	History and Tourism-VI	02

**Equivalent Papers**

Semester	Paper No.	New Paper	Old Papers
V	7	History of Ancient India (from beginning to 4 <sup>th</sup> c. BC)	Early India (from beginning to 4 <sup>th</sup> c. BC)
	8	Medieval Indian History (1206-1526 AD)	History of Medieval India (1206-1526 AD)
	9	History of Modern World (18 <sup>th</sup> to 19 <sup>th</sup> Century)	Age of Revolutions
	10	Rise and Consolidation of Maratha Empire	Political History of the Marathas
	11	History: Theory and Recent Trends	History: Its Theory
	SEC-5	History and Tourism-V	
VI	12	History of Ancient India (From 4 <sup>th</sup> c. BC to 7 <sup>th</sup> c. AD)	Ancient India (From 4 <sup>th</sup> c. BC to 7 <sup>th</sup> c. AD)
	13	Medieval Indian History (1526-1707 AD)	History of Medieval India (1526-1707 AD)
	14	History of Modern World (20 <sup>th</sup> Century)	Making of the Modern World (16 <sup>th</sup> to 19 <sup>th</sup> Century)
	15	Expansion and Decline of Maratha Power	Polity, Economy and Society under the Marathas
	16	Techniques of History Writing	Methods and Applications of History
	SEC-6	History and Tourism-VI	

# SEMESTER - V

This course traces the history of the Indian subcontinent from the stage of hunting-gathering to the stage of Empire building. This is the period in which India went through two phases of Urbanization. The period also witnesses the birth of heterodox religions in Northern India which, within a short period of time, encompassed whole of India and left a lasting impact on Vedic religion.

### **Course Outcomes:**

After studying the course, the student will be able to ...

- CO 1. Understand the development of people from hunters to the builders of civilization.
- CO 2. Explain the transition from Early to Later Vedic period.
- CO 3. Give an account of the teachings of Gautama Buddha and Vardhamana Mahavira
- CO 4. Describe the rise and growth of the Mauryan Empire

### **Module 1. Pre and Protohistoric India**

(Teaching hours: 15, Credit: 1)

- a. The Hunter-Gatherers: Paleolithic and Mesolithic
- b. The Early Farmers: Neolithic and Chalcolithic
- c. The First Urbanization: Harappan Civilization

### **Module II: The Vedic Age and Epics**

(Teaching hours: 15, Credit: 1)

- a. Transition from Early to Later Vedic period: Polity and Economy
- b. Transition from Early to Later Vedic period: Society and Religion
- c. The Epics: Ramayana and Mahabharata

### **Module III: The Second Urbanization**

(Teaching hours: 15, Credit: 1)

- a. Emergence of Regional States (16 Maha-Janapada)
- b. Gautama Buddha- His teachings
- c. Vardhamana Mahavira- His teachings

### **Module IV: The Mauryan Empire**

(Teaching hours: 15, Credit: 1)

- a. Chandragupta Maurya and Kautilya
- b. Ashoka's Dhamma
- c. Mauryan administration

### **References**

- Allchin, R. and Bridget, Rise of Civilization in India and Pakistan, CUP, Delhi, 1983
- Jha, D.N. Ancient India: In Historical Outline. Manohar Publishers and Distributors, 1998
- Richman, Paula. Many Ramayanas, OUP, Delhi, 1992
- Singh, Upinder, A History of Ancient and Early Medieval India. Pearson Longman, Delhi, 2009
- Thapar Romila, Early India (from the Origins to A. D. 1300), Penguin books, 2001
- ढवळीकर, म. के., आर्यांच्या शोधात, राजहंस प्रकाशन, पुणे, २००८
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- दीक्षित श्रीनिवास हरि, भारतीय तत्वज्ञान, पुणे सुविचार, २००६



- गोखले, शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, २००७
- कोसंबी, डी. डी., प्राचीन भारतीय संस्कृती आणि सभ्यता, डायमंड प्रकाशन, पुणे, २००६
- शर्मा, आर.एस., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड प्रकाशन, पुणे
- थापर, रोमिला, अशोक आणि मौर्यांचा व्हास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००७
- थापर, रोमिला, अर्ली इंडिया- प्रारंभापासून इ.स. १३०० पर्यंत, केसागर प्रकाशन, पुणे, २०१७

BA-III-History  
Semester-V, Course-VIII DSE E-62  
**Medieval Indian History (1206-1526 AD)**

This course covers the important period of Indian History. It was during this period that the Sultans established their rule in India. They introduced fundamental changes in, society, economy, religion and architecture of India. Apart from brief political history of the rulers; the course introduces various reforms and experiments undertaken by these rulers in Medieval India.

**Course Outcomes:**

After studying the course, the student will be able to...

- CO 1. Understand the contributions of rulers and administrator to the shaping of India in Medieval period.
- CO 2. Know the administrative structure of this period.
- CO 3. Understand experiments and reforms by Sultans in the area of economy.
- CO 4. Know the religious atmosphere of the country, as also, development of architecture during this period.

**Module 1. Major Rulers in North India**

(Teaching hours: 15, Credit: 1)

- a. Allauddin Khilji: Sothern Campaign and Internal policy
- b. Muhammad - bin- Tughlaq: Experiments

**Module 2. Major Rulers in South India**

(Teaching hours: 15, Credit: 1)

- a. Krishnadevaraya: Military success and cultural contribution
- b. Mahmud Gavan: Contribution to Bahmani Kingdom

**Module 3. Administration and Economy (Delhi Sultanate and Vijayanagar)**

(Teaching hours: 15, Credit: 1)

- a. Administration: Central and Provincial
- b. Agriculture and Land Revenue
- c. Industry and Trade

**Module 4. Religion and Architecture**

(Teaching hours: 15, Credit: 1)

- a. Sufi Order
- b. Bhakti Movement: Kabir and Surdas
- c. Architecture: Delhi Sultanate, Vijayanagar

**References:**

- Chandra, Satish. History of Medieval India (800-1700). Orient Longman, Hyderabad, 2007
- Chitnis K. N. Glimpses of Medieval Indian Ideas and Institution, 1974
- Chitnis K.N. Socio-Economic Aspects of Medieval India, Poona, 1979
- Farooqui, Salma Ahmed. A Comprehensive History of Medieval India, Pearson, 2011
- Majumdar R. K. & Srivastava. A. N. History of Delhi Sultanate (from 1206 to 1526 AD). New Delhi, 1974
- Mehta, Jaswant Lal. Advanced Study in the History of Medieval India, Volume I to III, Sterling, New Delhi, 1981
- Mitchell, George & Mark Zebrowski. Architecture and Art of Deccan Sultanates (The New Cambridge History of India Vol. 1:7) Cambridge University Press, Cambridge, 1999
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- Qureshi I. H. The Administration of the Mughal Empire. Low Price Publication, Delhi, 1990
- Raychaudhari Tapan and Irfan Habib (eds.), Cambridge Economic History of India (c.1200 C. 1750). Vol. I., S. Chand, Delhi, 1984
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- Stein, Burton. Vijayanagar, Cambridge University Press, Cambridge, 1989
- आठवले, सदाशिव. विजयनगरचा सम्राट कृष्णदेवराय. श्री विद्या प्रकाशन, पुणे, १९९९
- दुमिंगो पाईश. विजयनगरचा वृत्तान्त.
- धारणकर, सरल. सलतनत ते विजयनगर (१२०६ ते १५२६). यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, २००२
- कोलारकर, श.गो. मध्ययुगीन भारताचा इतिहास (१२०६ ते १७०७). श्री मंगेश प्रकाशन, नागपूर, १९९४
- सरदेसाई, गोविंद सखाराम. सुलतान घराणी (इ.स.१५२६ पर्यंत), मुसलमानी रियासत खंड १. पॉप्युलर प्रकाशन, मुंबई, २०१२



BA-III-History  
Semester-V, Course-IX DSE E-63  
**History of Modern World (18<sup>th</sup> to 19<sup>th</sup> Century)**

This course introduces the students to the main events of World history. The students will study the causes and consequences of the revolutions which changed the history of mankind. These events had a lasting impact on human thought, socio-political and cultural conditions. This course is designed to make the students aware of the changes and consequences of these revolutionary events.

**Course Outcomes:**

After studying the course, the student will be able to.....

- CO 1. Give an account of the American Revolution and its consequences  
CO 2. Explain the causes, effects and major events of French Revolution  
CO 3. Explain the main events in unification of Italy  
CO 4. Describe the main events in unification of Germany

**Module 1. American Revolution (1776)**

(Teaching hours: 15, Credit: 1)

- a) Causes  
b) Important events  
c) Effects

**Module II: French Revolution (1789)**

(Teaching hours: 15, Credit: 1)

- a) Causes  
b) Important events and major leaders  
c) Effects

**Module III: Unification of Italy (1871)**

(Teaching hours: 15, Credit: 1)

- a) Background  
b) Role of Mazzini, Garibaldi and Cavour  
c) Victor Emmanuel II and Unification of Italy

**Module IV: Unification of Germany (1871)**

(Teaching hours: 15, Credit: 1)

- a) Background  
b) Role of William I  
c) Bismarck and Unification of Germany

**References:**

- Bhattacharjee, Arun. World Revolutions, Ashish Publishing House, New Delhi, 1988
- Blanning, T.C. W. The Oxford History of Modern Europe, OUP, 2000
- Desmond Seward. Metternich: The First European, Thistle Publishing, 2015
- Hayes, C.J.H. Modern Europe to 1870. Macmillan, University of Michigan, 1953
- Mukherjee, L. A Study of Modern Europe and the World, Calcutta, 2011
- आचार्य, धनंजय, अमेरिकन, फ्रेंच आणि रशियन राज्यक्रांती. श्री साईनाथ पब्लिकेशन, नागपूर, २००९
- गायकवाड आर. डी. आणि इतर. आधुनिक जगाचा इतिहास भाग १ (१८६०-१९२०). सह्याद्री बुक्स, पुणे
- जैन आणि माथुर, आधुनिक जगाचा इतिहास (१५००-२०००). के. सागर प्रकाशन, पुणे, २०१९
- जोगळेकर, ज. द. फ्रेंच राज्यक्रांती. मॅजेस्टिक प्रकाशन, मुंबई, २०१६
- कठारे अनिल, आधुनिक जगाचा इतिहास. के. सागर प्रकाशन, पुणे, २०१९

- केशडुीवर के. डु. अरुवडीन डुरोड ( १७ॢ१-१९ॡॡ). डडगीलवर डुरकशन, नलगडूर, १९७१
- कोलरकर श.गु. डुरोडक इतलहलस ( १७ॢ१-१९ॡॡ ). श्री डंगेश डुरकशन, नलगडूर, १९७ॡ
- डुरवंडीकर रल. श्री. अडेरलकन संघरलकुकल इतलहलस , वलदुड डुक डुललशलस , औरंगलडलद
- शलरगलवकर शरलवती, अधुनलक डुरोड. श्रीवलदुड डुरकशन, डुणे
- शलरसीकर वसंत. अधुनलक कगलकल इतलहलस, कून्टीनेन्टन डुरकशन, डुणे, १९ॡॡ
- वैदुड सुडन. अधुनलक कग. श्री सलईनलथ डुललकेशन, नलगडूर, १९९७

This course aims to provide a comprehensive understanding of the Maratha Empire's historical dynamics, spanning from Chhatrapati Shahu's release and the Civil War to the aftermath of the Third Battle of Panipat. Students will explore the political, military, and social aspects that shaped the empire during these periods. The course seeks to analyze key figures, diplomatic relations, territorial expansions, and the consequences of significant battles, fostering a nuanced appreciation of the Maratha Empire's role and influence in Indian history.

### **Course Outcomes:**

After studying the course, the student will be able to...

- CO 1 Demonstrate understanding of the historical events and figures shaping the Maratha Empire.
- CO 2 Analyze the political, military, and social dynamics during crucial periods, such as the Civil War and Third Battle of Panipat.
- CO 3 Evaluate the contributions of key figures to Maratha power.
- CO 4 Apply historical knowledge to comprehend the consequences of battles and civil unrest, fostering a comprehensive grasp of the Maratha Empire's significance in Indian history.

### **Module 1. Chhatrapati Shahu**

(Teaching hours: 15, Credit: 1)

- a. Release of Shahu and Civil war in Maharashtra  
b. Contribution of Balaji Vishwanath to Maratha Power

### **Module 2. Bajirao I**

(Teaching hours: 15, Credit: 1)

- a. Relation with Nizam  
b. Growth of Maratha Power in the North

### **Module 3. Balaji Bajirao and the third Battle of Panipat (1761)**

(Teaching hours: 15, Credit: 1)

- a. Peshwa Balaji Bajirao: expeditions in north  
b. Third Battle of Panipat: Causes and Consequences

### **Module 4. Post- Panipat Revival**

(Teaching hours: 15, Credit: 1)

- a. Peshwa Madhavrao I  
b. Barbhai Conspiracy

### **References:**

- Brij Kishore, Tarabai and his Times, Bombay, 1963
- Dighe, V. G. Peshwa Bajirao and Maratha expansion, Karnataka Publishing House, Bombay, 1944
- Gordon, Stewart N. The Marathas: 1600-1818, Cambridge university Press, 2003.
- Gupta, P. C. Bajirao II and East India Company, Allied Publications Private Limited, Calcutta, 1964
- Ranade, M. G. Rise of Maratha Power, 1900
- Sen, S. N. Anglo Maratha Relations (1785-1796), Macmillan, Madras, 1974
- Sharma, S. R. The Founding of Maratha Freedom, Orient Longmans, Bombay, 1964
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BA-III-History  
Semester-V, Course- XI DSE E-64  
**History: Theory and Recent Trends**

This course is designed to make students aware of the theoretical part of history. It also introduces recent trends in history. It helps students to understand the nature of sources for history writing. It also trains students in the acquisition and critical examination of data.

### Course outcomes

After studying the course, the student will be able to....

- CO 1 Understand various meanings, scope and types of history.
- CO 2 Understand recent trends in history.
- CO 3 Understand the nature of historical data and its critical examination.
- CO 4 Know the importance of the Museum as a source to write history.

### Module 1. History: Meaning, Nature, and Scope

(Teaching hours: 15, Credit: 1)

- a. Definitions
- b. Nature and scope
- c. Types of history

### Module 2. Recent Trends in History

(Teaching hours: 15, Credit: 1)

- a. Local history
- b. Feminist history
- c. Subaltern history

### Module 3. Sources

(Teaching hours: 15, Credit: 1)

- a. Sources: written, unwritten and oral
- b. Internal and external criticism of written Sources

### Module 4. Museum as a source of History

(Teaching hours: 15, Credit: 1)

- a. Museum and Museology
- b. Chhatrapati Shivaji Maharaj Vastusangrahalaya (Prince of Wales Museum), Mumbai
- c. Town Hall Museum, Kolhapur

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Faculty	Humanities
Program	BA-History
Course	BA-III
Semester	V
Course Category	Skill Enhancement Course (SEC)-I
Course Title	<b>History and Tourism-V</b>
Number of Credit	02
Marks	50
Semester End: University Exam (25 MCQ) for 50 Marks	

### History and Tourism-V

#### Course Outcomes:

- CO 1. Students understood correlation of tourism to historical study.
- CO 2. Students learned historical development of tourism in Indian history.
- CO 3. Students understood the Government's policy regarding tourism and development of Tourism Industry in India

#### Module 1. Introduction

- a. The role of history in tourism
- b. Historical Interpretation of tourist destination
- c. Brief history of tourism in India

(Teaching Hours -15, Credit-01)

#### Module 2. Development of Indian Tourism Industry

- a. Indian Tourism Development Corporation (ITDC)
- b. Tourism policy of India
- c. Importance of tourism in Indian economy

(Teaching Hours -15, Credit-01)

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# SEMESTER - VI



BA-III-History  
Semester-VI, Course No. XII DSE E-186  
**History of Ancient India (From 4th c. BC to 7th c. AD)**

The course begins with urbanization in Deccan and prosperous international trade in Early Historic India. It explores various facets of the Golden Age of Ancient India during Gupta-Vakataka periods. It acknowledges the contribution of Chalukya of Badami and Pallava of South India to the shaping of the country, not only politically but culturally also. It also helps to understand the social condition in Ancient India and glorious development in the sphere of art and architecture.

**Course Outcomes:**

After studying the course, the student will be able to...

- CO 1. Know the political, economic and religious developments which took place in early historic India
- CO 2. Explain the role played by Major Satvahana, Kushana, Gupta and Vakataka Kings
- CO 3. Give an account of the developments in the post-Gupta period
- CO 4. Have an informed opinion about the society and culture of Ancient India

**Module 1. Early Historic India**

(Teaching hours: 15, Credit: 1)

- a. Major Kings: Satvahana and Kushans
- b. Industry and Trade
- c. Hinayana Buddhism

**Module 2. The Classical Age**

(Teaching hours: 15, Credit: 1)

- a. Major Kings: Guptas and Vakataka
- b. Literature and Science
- c. Mahayana Buddhism and Puranic Hinduism

**Module 3. The Post-Gupta Period**

(Teaching hours: 15, Credit: 1)

- a. North India: Harshavardhana
- b. Deccan: Early Chalukya of Badami
- c. South India: Pallava

**Module 4. Society and Culture**

(Teaching hours: 15, Credit: 1)

- a. Position of Women and Education in Ancient India
- b. Ajanta Paintings
- c. Chalukya and Pallava Temples

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BA-III-II History  
Semester VI, Course No. XIII DSE E-187  
Medieval Indian History (1526-1707 AD)

This course explores the history of Medieval period, having Mughals in North and Deccan sultanates in the South. These rulers introduced fundamental changes in the polity, economy, religion, art and architecture during this period. In the course the students will be introduced to the important events, personalities and developments in India. They will understand how a syncretic culture developed in India during the period.

### Course Outcomes

After studying the course, the student will be able to...

- CO 1. Understand the policies of representative rulers in Medieval India.
- CO 2. Know developments and changes in the area of administration and economy during this period.
- CO 3. Understand religious atmosphere in Medieval India.
- CO 4. Know the cultural legacy, left by these rulers and people during Medieval period.

### Module 1. Major Rulers in North India

a. Legacy of Sher Shaha Sur

b. Akbar: Rajput Policy

(Teaching hours: 15, Credit: 1)

### Module 2. Major Rulers in South India

a. Chand Bibi

b. Ibrahim Adil shah II

(Teaching hours: 15, Credit: 1)

### Module 3. Administration and Economy

a. Administration: Central and Provincial

b. Land Revenue: Akbar and Malik Ambar

c. Industry and Trade

(Teaching hours: 15, Credit: 1)

### Module 4. Religion, Art and Architecture

a. Sikh Religion

b. Miniature painting: Mughal and Deccan

c. Architecture: Taj Mahal (Agra), Gol Gumbaj (Bijapur), Golkonda Fort (Hyderabad)

(Teaching hours: 15, Credit: 1)

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BA-III-History  
Semester-VI, Course-XIV, DSE E-188  
**History of Modern World (20<sup>th</sup> Century)**

This course deals with significant events of 20<sup>th</sup> Century world history. The primary objective of the course is to introduce the students to the important events which have happened in the world in modern times. These events which were revolutionary in character had a profound impact on the making of the modern world. The growth of dictators and the consequent World Wars make us aware of the context in which they took place at the same time the urgency of peace keeping efforts which we need most.

**Course Outcomes:**

After studying the course, the student will be able to.....

- CO 1. Know the causes and effects of the First World War
- CO 2. Give an account of Russian Revolution 1917
- CO 3. Explain the causes, main events and effects of the Second World War
- CO 4. Describe the formation of UNO and its work

**Module 1. First World War (1914)**

(Teaching hours: 15, Credit: 1)

- a. Causes
- b. Important events
- c. Effects

**Module 2. Russian Revolution (1917)**

(Teaching hours: 15, Credit: 1)

- a. Causes
- b. Important events
- c. Effects

**Module 3. Second World War (1939)**

(Teaching hours: 15, Credit: 1)

- a. Causes
- b. Important events
- c. Effects

**Module 4. UNO (1945)**

(Teaching hours: 15, Credit: 1)

- a. Establishment and objectives
- b. Organization Structure and Branches of UNO
- c. Its role in maintaining World Peace

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BA-III-History  
Semester-VI, Course No. XV DSE E-189  
**Expansion and Decline of Maratha Empire**

This course endeavors to provide a comprehensive overview of pivotal historical epochs within the Maratha Empire through four modules. It explores the roles and dynamics of key figures, offering insights into the sociopolitical forces that influenced the empire's trajectory. By examining distinct periods, the course aims to impart a nuanced understanding of the factors contributing to both the zenith and decline of Maratha power, fostering a holistic perspective on this significant historical era.

**Course Outcomes:**

After studying the course, the student will be able to...

- CO 1. Develop a nuanced understanding of critical historical periods within the Maratha Empire, discerning the sociopolitical intricacies that shaped its evolution.
- CO 2. Evaluate the roles and contributions of key historical figures, fostering a comprehensive appreciation of their impact on Maratha history.
- CO 3. Analyze the dynamics of Maratha Confederacies, enhancing the ability to discern the interconnected forces influencing the empire's governance.
- CO 4. Demonstrate a critical awareness of the factors contributing to the decline of Maratha power, linking historical events to broader socio-political contexts.

**Module 1. Karveer State**

(Teaching hours: 15, Credit: 1)

- a. Sambhaji II
- b. Jijabai
- c. Shivaji II

**Module 2. Maratha Confederacy I**

(Teaching hours: 15, Credit: 1)

- a. Mahadaji Shinde
- b. Malharrao Holkar
- c. Damaji Gaikwad

**Module 3. Maratha Confederacy II**

(Teaching hours: 15, Credit: 1)

- a. Raghaji Bhosale
- b. Parsurambhau Patwardhan
- c. Kanhoji Angre

**Module 4. Decline of the Maratha Power**

(Teaching hours: 15, Credit: 1)

- a. Peshwa Bajirao II
- b. Second and Third Anglo- Maratha War
- c. Causes for the decline of Maratha Empire

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BA-III-History  
Semester-VI, Course-XVI DSE E-190  
**Techniques of History Writing**

This course introduces the methodology of writing history. Here, students would be guided through every step of research. He would also be introduced to various types of archival sources and also to various types of field methods.

**Course outcomes:**

After studying the course, the student will be able to...

CO 1. Understand the process of writing a research proposal.

CO 2. Know the importance and types of archival sources.

CO 3. Learn various types of field strategies.

CO 4. Know various tools of research.

CO 5. Understand the important steps of presenting research.

**Module 1. Preparation of Research Proposal** (Teaching hours: 15, Credit: 1)

- a. Selection of topic
- b. Study area (Spatial and Temporal Limits)
- c. Review of literature
- d. Objectives and methodologies

**Module 2. Use of Archival Sources** (Teaching hours: 15, Credit: 1)

- a. Archives: Meaning and Importance
- b. Types of archives
- c. Concept of Digital Archives

**Module 3. Field Methods** (Teaching hours: 15, Credit: 1)

- a. Survey
- b. Questionnaire
- c. Interview

**Module 4. Tools and Presentation of Research** (Teaching hours: 15, Credit: 1)

- a. Note-taking
- b. Footnotes and Endnotes; Glossary, Appendix and Index
- c. Bibliography: Style of references (MLA and APA)
- d. Report writing

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Faculty	Humanities
Program	BA-History
Course	BA-III
Semester	VI
Course Category	Skill Enhancement Course (SEC)
Course Title	<b>History and Tourism-VI</b>
Number of Credit	02
Marks	50
Semester End: University Exam (MCQ) for 50 Marks	

### History and Tourism-VI

#### Course Outcomes

- CO 1 Students introduced and understood the work of organizations in the world and India working towards the development of tourism.
- CO 2 Students became aware of the Laws related to tourism as well as the issue of ethics involved in it.
- CO 3 Students learned various employment opportunities in tourism industry.
- CO 4 Students introduced to various tourist companies working in the tourism sector.

#### Module 1. Tourism Marketing Policies

(Teaching Hours -15, Credit-01)

- United Nation World Tourism Organization (UNWTO)
- Ministry of Tourism, Government of India
- Laws and Ethics of Tourism

#### Module 2. Employment Opportunities in Tourism Sector (Teaching Hours -15, Credit-01)

- How to plan a tour?
- Employment opportunities in Government Sector
- Employment opportunities in Private Sector
- Select Tourist Companies: Cox and Kings, Thomas Cook, SOTC, Kesari Tours, Veena World, Club Mahindra, Make My Trip, Goibibo

#### References:

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**Semester End Exam for 50 Marks; total 25 MCQ with 2 Marks each**

Structure of Question Paper Faculty of Humanities

University Exam-40 Marks

B.A.-Part III (Semester V/VI) Examination Oct./March, 20.... (NEP-CBCS)

**History**

Subject Code, Paper No. and Title: .....

Day and Date:

Time:

Total Marks: 40

**Instruction: 1) All Questions are compulsory**

**2) Figures to the right indicate full marks**

**Q. 1 Complete the following sentences by choosing correct alternatives (05)**

1).....

a)                      b)                      c)                      d)

2).....

a)                      b)                      c)                      d)

3).....

a)                      b)                      c)                      d)

4).....

a)                      b)                      c)                      d)

5).....

a)                      b)                      c)                      d)

**Q. 2 Write short notes (any THREE out of five) (15)**

a.

b.

c.

d.

e.

**Q. 3 Write detail answers on any TWO (out of four) of the following (20)**

A.

B.

C.

D.

**Internal Evaluation-10 Marks**

B.A.-III, Semester V-Project Work / Field Work

B.A.-III, Semester VI-Project Work / Field Work / Seminar

University Exam-25 Marks  
**B.A.-Part III (Semester V/VI) Examination Oct./March, 20.... (NEP-CBCS)**  
**Skill Enhancement Course**

Total Marks: 50

Day and Date:

Time:

**Instruction: 1) All Questions are compulsory**  
**2) Figures to the right indicate full marks**

Choose correct alternatives.

1..... (02)

a.                      b.                      c.                      d.

2....

25..... (02)

a.                      b.                      c.                      d.

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