

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

**Four Year B.A. Degree Program in History**  
**(Faculty of Social Sciences)**

**CBCS Syllabus**

**S.Y.B.A. (History) Semester -III**

**For Department of History**

**Tuljaram Chaturchand College, Baramati**

**Choice Based Credit System Syllabus (2019 Pattern)**

**To be implemented from Academic Year 2020-2021**

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
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**Course Structure For S. Y. B. A. HISTORY**  
**W. e. from June 2020**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
III	HIS GEN 2301	Modern India- Part I	03
III	HIS SPL I 2302	Ancient India- Part I	03
III	HIS SPL II 2303	Medieval India- Part I	03

# SYLLABUS (CBCS) FOR S. Y. B. A. HISTORY (w.e. from June, 2020)

## Academic Year 2020-2021

Class : S.Y. B. A. (Semester- III)

Paper Code: HIS GEN 2301

Paper : G-II

Title of Paper : Modern India Part I

Credit : 3

No. of lectures: 48

### Objectives :-

**CO 1.** Develop a comprehensive understanding of the colonial history of India, including the arrival of European powers, establishment of the East India Company, and the impact of colonial rule on Indian society, economy, and culture.

**CO 2.** Examine the social and cultural transformations that occurred during the colonial period, including changes in caste structures, religious practices, and the emergence of socio-cultural movements.

**CO 3.** Analyze the economic impact of colonialism on India, including changes in landownership, agricultural practices, and the emergence of new economic structures.

**CO 4.** Explore the political developments during the colonial era, including the rise of Indian nationalism, the formation of political organizations, and the early phases of the struggle for independence.

**CO 5.** Study significant revolts and movements against colonial rule, such as the Revolt of 1857, and understand their impact on shaping the course of Indian history.

**CO 6.** Evaluate the roles played by key personalities in the colonial and independence movements, including leaders, thinkers, and reformers.

**CO 7.** Assess the impact of colonial rule on the administrative and governance structures in India, including the introduction of constitutional reforms and the establishment of representative institutions.

### Learning Outcomes :

#### 1. Historical Understanding of 1857 Uprising:

Develop a deep historical understanding of the Uprising of 1857, including its causes, course, and effects, and the ability to analyze its significance in the context of Indian history.

#### 2. Critical Analysis Skills:

Enhance critical analysis skills by evaluating and comparing various historical perspectives on the Uprising of 1857.

**3. Understanding Factors Contributing to Failure:**

Gain insight into the factors that contributed to the failure of the Uprising of 1857, fostering a nuanced understanding of historical events.

**4. Knowledge of Social and Religious Movements:**

Acquire knowledge of social and religious movements in 19th-century India, with a special focus on their institutional work and their impact on the socio-cultural fabric.

**5. Comprehensive Knowledge of Indian Nationalism:**

Develop comprehensive knowledge of the rise and growth of Indian nationalism, the foundation of the Indian National Congress, and the ideological divisions between Moderates and Extremists.

**6. Awareness of Revolutionary Movements:**

Gain awareness of specific revolutionary movements and organizations, understanding their objectives, strategies, and contributions to the Indian independence movement.

**7. Understanding British Administrative Policies:**

Develop an understanding of the impact of British administrative policies on various aspects of Indian society, including education, press, famine management, local self-government, and land revenue systems.

**First- Term**

**Unit I - Uprising of 1857**

**12**

1. Causes, course and effects
2. Various Views
3. Causes of failure

**Unit II - Social and Religious Movement (Spl. ref. to institutional work)**

**12**

1. Brahmo Samaj
2. Arya Samaj
3. Prarthna Samaj
4. Theosophical Society
5. Satyashodhak Samaj

**Unit III - Indian Nationalism**

**12**

1. Rise and Growth
2. Foundation of Indian National Congress.

3. The Moderates and Extremists.

4. Revolutionary Nationalism

Spl. Ref. (Abhinav Bharat, Gadar, Anushilan Samitee, Yugantar, Hindustan

Socialist Republican Army)

#### **Unit IV - Administrative Policy of the British**

**12**

1. Education

2. Press

3. Famine

4. Local self government 5. Land Revenue systems

#### **Books for Study: English**

1. Bipinchanda - India's struggle for freedom

2. Bearce, George D - British attitude towards India

3. Bipinchanda - The Rise and Growth of Economic Nationalism

4. Desai A.R. - Social background of India Nationalism

5. Dodwell H.H. - Cambridge History of India Vol V, VI

6. Dutt R.C. - Economic History of India Vol 1, 2

7. Gopal S. - British policy in India 1858-1905

8. Majumdar R.C. - British paramountcy and Indian Renaissance Vol IX

9. Menon V.P. - The transfer of power in India

10. Natrajan S. - A century of social Reform In India

11. Overstreet G.D. & Windmiller M. - Communism In India

12. Robert P.E. - History of British India

13. Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th & 19th century (ICHR 1975)

14. Stokes, Eric - The English Utilitarian's and India
15. Symond R.A. - The making of Pakistan
16. Tarachand - History of freedom movements in India
17. Shekhar Bandyo Padhyay - From Plessey to partition A History of modern India
18. G.K. Das & Sushma Arya (Ed.), Literature & Resistance India 1857, Primus Books, Delhi

### **Books for Study Marathi**

1. K. Sagar (Anuvadit) Bharatiya Swatyantra Ladha, Bipin Chandra.
2. Adhunik Bharatacha Itihas - R. M. Lohar
3. Adhunik Bharat - S.D. Javdekar
4. Katha Swatyantryachi - Kumar Ketkar
5. Congresscha Itihas - (Anuvadit) Pattabhisitaramaiyya
6. Bharatiya Swatyantra Ladha - Mamasahab Devgirikar
7. Adhunik Bharatacha Itihas - Dr. Suman Vaidya, Dr. Shanta Kothekar
8. Adhunik Bharatacha Itihas - Dr. Jaysinghrao Pawar.
9. Visavya Shatakatil Maharashtra - Y.D. Phadake
10. Sattantar - Tikekar
11. Maharashtraatil Samaj Sudharnecha Itihas, Bhide - Patil.
12. Bharatiya Swatantrya Chalvalicha Itihas - Dr. Anil Kathare.
13. Bharatiya Paripeshatil Striya - Borde - Khadase,
14. Bharatiya Stri Chavalicha Itihas - Vijaya Sakhare.
15. Ambedkari Chalvalicha Itihas - Dr. Anil Kathare & Itar.
16. Adhunik Bharatacha Itihas - Dr. G.B. Shah, B.N. Patil. (Prashant Publication Jalgaon)
17. Adhunik Bharat (1750-2009), Dr. N.S. Tamboli & V.P. Pawar, Nirali Prakshan, Pune

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** S.Y.B.A. (Sem III)

**Subject:** History

**Course:** Modern India Part I

**Course Code:** HIS GEN 2301

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Historical Understanding of 1857 Uprising	3	2	2	2	2	3	2
CO 2: Critical Analysis Skills	3	3	2	2	2	3	2
CO 3: Understanding Factors Contributing to Failure	2	2	2	2	2	2	2
CO 4: Knowledge of Social and Religious Movements	2	2	2	2	2	2	2
CO 5: Comprehensive Knowledge of Indian Nationalism	3	3	2	2	3	3	3
CO 6: Awareness of Revolutionary Movements	2	2	2	3	3	2	2
CO 7: Understanding British Administrative Policies	2	2	2	2	2	2	2

#### Justifications:

##### CO 1: Historical Understanding of 1857 Uprising

Aligns with PO 1 (Knowledge) as it emphasizes gaining knowledge about the historical events related to the 1857 Uprising.

Aligns with PO 6 (History and Society) as it contributes to an understanding of historical events in the context of society.

##### CO 2: Critical Analysis Skills

Aligns with PO 1 (Knowledge) by requiring critical analysis skills to understand historical events and their significance.

Aligns with PO 2 (Problem Analysis) as critical analysis is essential for making sense of historical problems in their context.

##### CO 3: Understanding Factors Contributing to Failure

Aligns with PO 2 (Problem Analysis) by focusing on analyzing the factors contributing to the failure of the 1857 Uprising.

##### CO 4: Knowledge of Social and Religious Movements

Aligns with PO 1 (Knowledge) by emphasizing the acquisition of knowledge about social and religious movements during the 1857 Uprising.

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**CO 5: Comprehensive Knowledge of Indian Nationalism**

Aligns with PO 1 (Knowledge) as it focuses on gaining comprehensive knowledge about Indian nationalism.

Aligns with PO 5 (Modern Methods Usage) by requiring the use of appropriate methods and tools for understanding Indian nationalism.

**CO 6: Awareness of Revolutionary Movements**

Aligns with PO 6 (History and Society) by contributing to an awareness of revolutionary movements in the historical context.

**CO 7: Understanding British Administrative Policies**

Aligns with PO 1 (Knowledge) by requiring understanding of British administrative policies during the specified historical period.

Aligns with PO 6 (History and Society) by contributing to an understanding of the historical context of British administrative policies.

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## **SYLLABUS (CBCS) FOR S. Y. B. A. HISTORY (w.e. from June, 2020)**

**Academic Year 2020-2021**

**Class : S.Y. B. A. (Semester- III)**

**Paper Code: HIS SPL I 2302**

**Paper : Spl. - I**

**Title of Paper : Ancient India Part I**

**Credit : 3**

**No. of lectures: 48**

### **Objectives :**

**CO 1.** Develop proficiency in evaluating and utilizing archaeological, epigraphical, literary, numismatic, and foreign accounts as sources for studying Ancient Indian History.

**CO 2.** Gain comprehensive knowledge of the Harappan Civilization, including its scope, features, socio-economic, and religious aspects, and an understanding of the factors leading to its decline.

**CO 3.** Develop an in-depth understanding of Vedic culture, encompassing political, social, economic, and religious life, with a particular focus on Vedic literature.

**CO 4.** Analyze the economic and religious transformations in Ancient India, including advancements in agriculture, iron technology, urbanization, and the emergence of new religious and philosophical beliefs.

**CO 5.** Develop effective individual and teamwork skills, enabling students to collaborate on historical research and projects related to Ancient Indian history.

**CO 6.** Refine communication skills to effectively convey the outcomes of historical research through written and verbal means.

**CO 7.** Instill a recognition of the need for and the capability of critically evaluating and analyzing the past, fostering a commitment to lifelong learning in the field of ancient Indian history.

### **Learning outcomes :-**

**1. Proficiency in Source Evaluation:**

Develop proficiency in evaluating and utilizing archaeological, epigraphical, literary, numismatic, and foreign accounts as sources for studying Ancient Indian History.

**2. Comprehensive Knowledge of Harappan Civilization:**

Gain comprehensive knowledge of the Harappan Civilization, including its scope, features, socio-economic and religious aspects, and an understanding of the factors leading to its decline.

**3. In-Depth Understanding of Vedic Culture:**

Develop an in-depth understanding of Vedic culture, encompassing political, social, economic, and religious life, with a particular focus on Vedic literature.

**4. Analysis of Economic and Religious Transformations:**

Analyze the economic and religious transformations in Ancient India, including advancements in agriculture, iron technology, urbanization, and the emergence of new religious and philosophical beliefs.

**5. Advanced Source Analysis Skills:**

Demonstrate advanced skills in critically analyzing and interpreting various sources, contributing to a nuanced understanding of Ancient Indian history.

6. Awareness of Harappan Civilization Dynamics:

Develop awareness of the dynamics of socio-economic and religious aspects of the Harappan Civilization and their impact on the broader historical narrative.

7. Cultural and Philosophical Understanding of Vedic Literature:

Gain cultural and philosophical understanding by evaluating the impact of Vedic literature on different aspects of ancient Indian life, contributing to a comprehensive understanding of Vedic culture.

**Unit – 1. Sources for the study of Ancient Indian History. 12**

- 1.1 Archaeological
- 1.2 Epigraphical
- 1.2 Literary
- 1.4 Numismatics
- 1.5 Foreign Accounts

**Unit - 2 The Harappan Civilization 10**

- 2.1 Scope and features
- 2.2 Socio - Economic & Religious Life
- 2.3 Decline

**Unit –3. Vedic Culture 12**

- 3.1 Political, Social, Economic & Religious Life
- 3.2 Vedic literature

**Unit – 4. Economic and religious Transformation 14**

- 4.1 Agriculture, Iron Technology, Urbanisation
- 4.2 New Religion, sects and its philosophy: Jainism, Buddhism and Charvak: Lokayats

**Books for study: English**

- 1] Thapar Romila, A history of India, Penguin Books
- 2] Majumdar, R.C. Ancient India, Motilal Banarsidass Publishers Pvt.
- 3] Mahajan C.D. Ancient India, S. Chand & Company Ltd.
- 4] Thapar Romila, Cultural Past Essays in Early in Early Indian Historian Oxford University Press.

- 5] Chaurasia R.S. History of Ancient India, Forward Book Depot.
- 6] Altekar A.S., State and Government in Ancient India, Motilal Banarsidass Publishers Pvt.Ltd.
- 7] Prof.Ramesh Chandra, Temple of India , Commonwealth Publishers .
- 8] Basham A.L. The wonder that was India.
- 9] Rao B.V. History of Ancient India.
- 10] Altekar A.S. Rashtrakutas and their times.
- 11] A History of Ancient and early medieval India, Sing Upinder, Pearson publication.
- 12] Uma Das Gupta, History of Science, Philosophy and culture in Indian civilization.

**Marathi :**

- 1) Gaydhani R.N., Prachin Bharatacha Itihas, K. Sagar Publications Pune
- 2) Dixit N.C. Prachin & Madhyayugin Bharat Prarambhapasun te A.D.1707. Pimpalpure & Co. Publishers Nagpur.
- 3) Mehta J.L. Mehta Sarita (Anu. Kale M.V. ) Prachin Bharatacha Samagra Itihas. K. Sagar Publications Pune.
- 4) Kolarkar S.G. Prachin Bharatacha Rajkiya, Samajik, Sanskrutik Itihas.Aarambhapasun 1205 paryanta. Shree Mangesh Prakashan Nagapur.
- 5) Maharashtra Rajya Gazetteer.
- 6) Deshpande Brahmanand, Ajintha Margadarshak, Saket Prakashan.
- 7) Kulkarni A. R. Prachin Bharat Sanskriti Aani Itihas, Snehavardhan Prakashan Pune.
- 8) Sharma Ramsharan, Prachin Bharatacha Parichay, Orient Longman.
- 9) Athavale Anu, Sadashiv Bopardikar, (Anu. Mudhusudan), Prachin Bharatacha Rajkiya Itihas, Diamond Prakashan Pune.
- 10) Gaidhani R.N., Rahulkar V.G. Prachin Bharatacha Sanskrutik Itihas Continental Prakashan P
- 11) Sharma Ramsharan, Prachin Bharatatil Rajkiya Vichar Aani Sanstha, Diamond Publications Pune.
- 12) Sovni A.M. , Prachin Bharatiya Samrat, Purva Prakashan.
- 13) Kosambi D.D., Prachin Bharatiya Sanskruti Va Sabhyata, Diamond Publications Pune.

14) Zha D.N., Degulkar G.B., Mouryattar Va Guptakalin Rajaswa Padhhati Diamond Publications Pune.

15) Sharma R.S. (Anu. Phadake Vasanti) Prachin Bharat, K.Sagar Publications Pune.

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** S.Y.B.A. (Sem III)

**Subject:** History

**Course:** Ancient India Part I

**Course Code:** HIS 2302

Course Outcome	PO 1 (Knowledge)	PO 2 (Problem Analysis)	PO 3 (Historical Research)	PO 4 (Conservation and Preservation)	PO 5 (Modern Methods Usage)	PO 6 (History and Society)	PO 7 (Career Prospects)
CO 1	3	2	2	2	2	3	2
CO 2	3	3	2	2	2	3	2
CO 3	2	2	2	2	2	2	2
CO 4	2	2	2	2	2	2	2
CO 5	3	3	2	2	3	3	3
CO 6	2	2	2	3	3	2	2
CO 7	2	2	2	2	2	2	2

#### Justifications:

##### CO 1: Proficiency in Source Evaluation

Aligns with PO 1 (Knowledge) as it develops proficiency in evaluating historical sources.  
Aligns with PO 6 (History and Society) by contributing to an understanding of historical dynamics.

##### CO 2: Comprehensive Knowledge of Harappan Civilization

Aligns with PO 1 (Knowledge) by providing comprehensive knowledge of a specific historical civilization.  
Aligns with PO 2 (Problem Analysis) by enabling logical analysis of societal problems in a historical context.

##### CO 3: In-Depth Understanding of Vedic Culture

Aligns with PO 1 (Knowledge) by providing an in-depth understanding of a specific historical culture.

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Aligns with PO 6 (History and Society) by contributing to a nuanced understanding of societal aspects.

#### CO 4: Analysis of Economic and Religious Transformations

Aligns with PO 1 (Knowledge) by analyzing economic and religious transformations in Ancient India.

Aligns with PO 3 (Historical Research) by involving research methods in understanding historical transformations.

#### CO 5: Advanced Source Analysis Skills

Aligns with PO 1 (Knowledge) by demonstrating advanced skills in analyzing historical sources.

Aligns with PO 5 (Modern Methods Usage) by utilizing advanced skills and techniques.

#### CO 6: Awareness of Harappan Civilization Dynamics

Aligns with PO 1 (Knowledge) by developing awareness of the dynamics of a historical civilization.

Aligns with PO 4 (Conservation and Preservation) by contributing to the understanding and preservation of historical dynamics.

#### CO 7: Cultural and Philosophical Understanding of Vedic Literature

Aligns with PO 1 (Knowledge) by gaining cultural and philosophical understanding.

Aligns with PO 6 (History and Society) by contributing to an understanding of cultural dynamics.

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# **SYLLABUS (CBCS) FOR S. Y. B. A. HISTORY (w.e. from June, 2020)**

**Academic Year 2020-2021**

**Class : S.Y. B. A. (Semester- III)**  
**Paper Code : HIS SPL II 2303**  
**Paper : Spl. - II Title of Paper : Medieval India Part I**  
**Credit : 3 No. of lectures: 48**

## **Objectives:**

**CO 1.** Understand the significance and methodology of archaeological sources in reconstructing Medieval Indian History.

**CO 2.** Analyze and interpret literary sources to gain insights into the historical events and cultural aspects of medieval India.

**CO 3.** Examine the political context leading to the establishment of the Delhi Sultanate and its impact on medieval Indian history.

**CO 4.** Examine the social structures, roles, and status of women during the Delhi Sultanate era.

**CO 5.** Examine the artistic and architectural achievements of the Delhi Sultanate, highlighting their cultural and historical significance.

**CO 6.** Investigate the religious landscape, focusing on the Bhakti movement and Sufism during the Delhi Sultanate period.

**CO 7.** Explore scientific and technological advancements during the Delhi Sultanate, understanding their impact on medieval Indian society.

## **Learning outcomes :-**

1. Comprehensive Understanding of Medieval Indian History:

Students will demonstrate a comprehensive understanding of the sources, historical events, and cultural developments of Medieval India.

2. Analytical Skills in Source Evaluation:

Develop the ability to critically analyze archaeological and literary sources to draw informed conclusions about Medieval Indian history.

3. Political Acumen of Delhi Sultanate:

Gain an in-depth knowledge of the political background, Turkish rulers, and the administrative experiments of the Delhi Sultanate.

4. Socio-Economic Awareness:

Understand the socio-economic and religious aspects of Delhi Sultanate, including social structures, economic activities, and religious movements.

5. Appreciation of Medieval Indian Arts and Science:

Develop an appreciation for the art, architecture, science, and technology that flourished during the Delhi Sultanate period.

6. Critical Examination of Reforms and Experiments:

Critically evaluate the economic reforms and experiments of Mohammad-Bin-Tughluq and analyze their impact on the Delhi Sultanate.

7. Integration of Historical and Cultural Factors:

Integrate various aspects such as political, socio-economic, and cultural factors to understand the rise and decline of the Delhi Sultanate.

**Unit - 1 Sources of Medieval Indian History 12**

1.1 Archaeological

1.2 Literary

**Unit – 2 Delhi Sultanate 16**

2.1 Political background of Delhi sultanate

2.2 Turkish rulers

2.3 Khilji - Administration, military system, Economic reformations.

2.4 Experiments of Mohammad-Bin-Tughluq.

2.5 Decline of sultanate

**Unit – 3 Delhi sultanate: Socio- Economic, & religious life. 10**

3.1 Social life, Social Structure, position of women

3.2 Economic life, Agriculture, trade and industry

3.3 Religious life: Bhakti movement, suf



4.1 Art & Architecture

4.2 Science & Technology.

**Books for Study :**

**English**

- 1] Mehta J.L., Advanced study in the history of medieval India, sterling Publishers Pvt.Ltd.
- 2] Varma Nirmala, History of India Mughal Period, ABCD Publishers.
- 3] Singh Meera, Medieval History of India, Vikas Publishing House Pvt.Ltd.
- 4] Mukhia Harbans, Perspectives on medieval history, Vikas Publishing House Pvt.Ltd. 5] Tarachand, Influence of Islam on Indian Culture, Delhi.
- 6] Fukazawa Hiroshi, the Medieval Deccan, Peasant, Social System & Status
- 7] Shastri, Nilkantha K.A. History of India Culture, Delhi
- 8] Mahajan V.D. History of India, Madras
- 9] Irfan Habib, Delhi Sultanate
- 10] Lanepule Stanley, Medieval India
- 11] Percy Brown - Art & Architecture, Islamic Architecture
- 12] Satishchandra- History of Medieval India, Orient Blackswan, Hyderabad.
- 13] Neeraj Srivastava-Madyakallen Bharat- Prashasan, Samaj Evam Sanskriti Orient Blackswan, Hyderabad
- 14] Upinder Singh, A History of Ancient and Early Medieval India, Pearson, Delhi.
- 15] Piyush Chauhan, A History of India (From Early Times to A.D.1206) Pearson, Delhi.
- 16] Salma Ahmed Farooqui, A Compressive History of Medieval India, Pearson, Delhi.

**Marathi :**

1. Dr. Muhammad Ajam, Sufi Tatwadnyan : Swaproop Aani Chintan, Padmagandha.
2. L.Siddikhi N.A., (Anu.) Dr. Saswadkar P.L., Mogalkalin Mahasul Paddhati, Diamond Prakashan, Pune. 3. Chitnis K.N., Madhyaygin Bharatiya Sankalpana va Sanstha Bhag 1 te 4, Allrich Enterprises, Mumbai

4. Kulkarni V.V., Nevaskar Ashok Madhyayugin Bharatacha Itihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.
5. L.Jadunath Sarkar (Anu.), Kolarkar S.G., Aurangjeb, Diamond Prakashan Pune.
6. Dixit N.S., Prachin va Madyayugin Bharat Prarambhapasun te A.D. 1707. Pimpalpure & Co. Publishers, Nagpur.
7. Phadnaik Chandrashekhar, Prachin va Madhyayugin Bharat, Vidya Prakashan, Nagpur.
8. Banahatti Rajendra, Akbar te Aurangjeb, Diamond Publication Pune. 9. Kogekar Sunanda, Akabarkalin Hindustan, Diamond Publication Pune.
10. Joshi Smita, Bharatiya Itihas Prachin te Arvachin, Diamond Publication Pune.
11. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, Phadake Prakashan, Kolhapur.
12. Sardesai G.S., Musalmani Riyasat, Popular Prakashan, Mumbai.
13. Mate M.S., Chavan Kamal, Madhyayugin Kalabharati, Continental Prakashan, Pune.
14. Athaley Vibha, Prachin va Madhyayugin Bharat.
15. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
16. Dr. Kathare Anil, Madhyayugin Bharatacha Itihas, Prashant Publications, Jalgaon,2013
17. Acharya Apte, Madhyayugin Bharat.

**Hindi:**

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1 te 5, Rajkamal Prakashan, New Delhi.
2. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi.
3. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi
4. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 4, Rajkamal Prakashan, New Delhi
5. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi
6. Varma Harishchandra (Sampa.), Madhyakalin Bhar, Bhag 1, 750, 1540 Hindi Madhyam Karyanvay Nideshalaya, Delhi Vishwavidyala, Delhi.

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** S.Y.B.A. (Sem III)

**Subject:** History

**Course:** Medieval India Part I

**Course Code:** HIS 2303

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Comprehensive Understanding of Medieval Indian History	3	2	2	2	2	3	2
CO 2: Analytical Skills in Source Evaluation	3	3	2	2	2	3	2
CO 3: Political Acumen of Delhi Sultanate	2	2	2	2	2	2	2
CO 4: Socio- Economic Awareness	2	2	2	2	2	2	2
CO 5: Appreciation of Medieval Indian Arts and Science	3	3	2	2	3	3	3
CO 6: Critical Examination of Reforms and Experiments	2	2	2	3	3	2	2
CO 7: Integration of Historical and Cultural Factors	2	2	2	2	2	2	2

#### Justifications:

##### CO 1: Comprehensive Understanding of Medieval Indian History

Aligns with PO 1 (Knowledge) as it aims to develop a comprehensive understanding of medieval Indian history.

Aligns with PO 6 (History and society) by fostering a deep understanding of historical and societal aspects.

##### CO 2: Analytical Skills in Source Evaluation

Directly aligns with PO 1 (Knowledge) as it involves developing analytical skills in evaluating historical sources.

Aligns with PO 2 (Problem Analysis) by enhancing students' ability to analyze historical information critically.

##### CO 3: Political Acumen of Delhi Sultanate

Aligns with PO 3 (Historical Research) as it involves studying political aspects, contributing to historical research skills.

Connects with PO 6 (History and society) by focusing on political developments within the historical context.

##### CO 4: Socio-Economic Awareness

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Aligns with PO 6 (History and society) by exploring socio-economic aspects within historical contexts.

**CO 5: Appreciation of Medieval Indian Arts and Science**

Aligns with PO 1 (Knowledge) by covering medieval Indian arts and science.

Aligns with PO 5 (Modern methods usage) by integrating knowledge of arts and science with modern methods.

**CO 6: Critical Examination of Reforms and Experiments**

Aligns with PO 4 (Conservation and Preservation) by critically examining historical reforms and experiments.

Aligns with PO 6 (History and society) by focusing on critical analysis within historical contexts.

**CO 7: Integration of Historical and Cultural Factors**

Aligns with PO 6 (History and society) by emphasizing the integration of historical and cultural factors.

Connects with PO 7 (Career Prospects) by highlighting the significance of historical and cultural factors in understanding career prospects.

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