



**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 (2022 Pattern)

To be implemented from Academic Year 2022-2023

TuljaramChaturchand College, Baramati

(Autonomous)

Affiliated to SavitribaiPhule Pune University, Pune

Department Of History

Structure of Choice Based Credit System for Undergraduate Programme to be implemented from Academic Year 2023-2024

Subject-History (SYBA)

Semester	Core Courses (CC)	Ability Enhancement Compulsory Course (AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses (DSE)
III	CC-1(3) Medieval India - Sultanate Period		1. Art & Architecture in Early India	DSE-1A(3) 1. History of the Marathas: (1630 - 1707)
				Any One Choose DSE-2A(3) 2. History of the Modern World - Part I
IV	CC-2(3) Medieval India: Mughal Period		1. Medieval Indian, Art & Architecture	DSE-1B(3) 4. History of the Marathas: (1707 - 1818)
				DSE-2B(3) 5. History of the Modern World - Part II

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

2023-24

Core Course-I (CC-1)

Semester III :Medieval India -Sultanate Period

Semester : III

No. of Lectures : 48

Core Paper No.: 01

Paper Code : UAHS 231

Credits : 03

Subject : Medieval India –Sultanate Period

Course objectives:

CO 1. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.

CO 2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.

CO 3. To Learn foundation of Delhi Sultanate and Sultanate Administration.

CO 4. To understand the socio, economic condition of Delhi Sultanate

CO 5. Analyzing the establishment and growth of the Delhi Sultanate.

CO 6. Analyzing the synergetic nature of medieval Indian culture, influenced by Hindu, Persian, and Central Asian elements.

CO 7. Understanding the impact of external invasions and conflicts on the Indian subcontinent.

Course outcome:

CO 1. Demonstrate a detailed knowledge of the key historical events, personalities, and cultural developments during the Sultanate Period.

CO 2. Evaluate primary and secondary sources critically to form historical interpretations.

CO 3. Analyze the socio-economic and political changes in medieval India under the Delhi Sultanate and the regional kingdoms.

CO 4. Understand the interconnected histories of the Delhi Sultanate, Vijayanagar Empire, and Bahamani Kingdom.

CO 5. Develop critical thinking and research skills through the examination of historical debates and controversies.

CO 6. Analyze the political and cultural developments that led to the rise of the Vijayanagar Empire.

CO 7. Communicate historical ideas and analyses effectively, both orally and in writing.

Pedagogy: Lectures/Visualpresentation/Roleplay/Criticalanalysis/Assignments/Tests/Quiz/ Maps./Fieldvisit/ Group Discussion/ Seminar/use of e-learning

Unit I: Foundation of the Delhi Sultanate

12

- a) Sources of Historiography of Sultanate Period
- b) Invasions of Muhammad Ghori
- C) Foundation of Delhi Sultanate : Qutbuddin Aibak

Unit II: The early Sultans of Delhi and their contributions	10
a) Iltutmish	
b) Raziyya	
c) Balban	
Unit III: Expansion of Sultanate	16
a) Alauddin Khalji : Expansion and Administrative Reforms	
b) Experiments of Muhammad-Bin-Tughlaq, Firuz Tughlaq : Administrative Reforms.	
c) The Saiyyids, the Lodis and the decline of the sultanate.	
Unit IV: Kingdoms of Vijayanagar and Bahamani	10
a) Rise of Vijayanagar Empire : Harihar, Bukka, Krishnadevray	
b) The Emergence and expansion of the Bahamani Kingdom : Contribution of Muhammad Gawan	
c) Disintegration of Bahamani Kingdom	

Books for Study: English

1. Banerjee A.C., New History of Medieval India, New Delhi, S.Chand & Co., New Delhi, 1990.
2. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.
3. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
4. Chopra P.N., Puri B.N., Das M.N.-A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi, 1974.
5. Lane Poole Stanley, Medieval India, London, 1910
6. Majumdar R.C.(ed), The History and Culture of the Indian People, Vol VI: The Delhi Sultanate, Bombay, 1967, Vol VII : The Moghul Empire, Bombay, 1974.
7. Mehta J.L., Advanced Study in the History of Medieval India Vol III, New Delhi Sterling Publishers, 1983.
8. Pandey A.B., Early Medieval India, Central Book Depot, Allahabad, 1970
9. Prasad Ishwari, History of Medieval India, Allahabad, 1952.
10. Raychaudhuri T, Irfan Habib (ed) The Cambridge Economic History of India, London, 1982.
11. Rizvi S. A., The Wonder that Was India, South Asia Books, 1996.
12. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Pearson, New Delhi, 2011
13. Satish Chandra, History of Medieval India, Orient BlackSwan, 2007.
14. Sherwani H. K. and Joshi P.H.(ed) - History of Medieval Deccan (1295 - 1724 AD) Vol I, Hyderabad, 1973, Vol III, Hyderabad, 1974.

15. Srivastava A. L The Sultanate of Delhi (711– 1526 AD), Agra,1974.
16. MehtaJ.L., Advanced study in the history of medieval India, sterling Publishers Pvt. Ltd.
17. Singh Meera, Medieval History of India,Vikas Publishing House Pvt.Ltd.
18. Mukhia Harbans,Perspectiveson medieval history,Vikas Publishing House Pvt.Ltd.
19. Tarachand, InfluenceofIslam on Indian Culture, Delhi.
20. Mahajan V.D. History of India, Madras
21. Irfan Habib, Delhi Sultanate
22. Percy Brown – Art & Architecture, Islamic Architecture
23. Farooqui, A Compressive History of Medieval India,Pearson,Delhi.

Marathi:

1. Dr. Muhammad Ajam, Sufi Tatwadnyan : Swaproop Aani Chintan, Padmagandha.
2. Chitnis K.N.,Madhyaygin Bharatiya SankalpanavaSanstha Bhag 1 te 4 ,Allrich Enterprises, Mumbai
3. Kulkarni V.V., Nevaskar Ashok Madhyayugin Bharatacha Itihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.
4. Phadnaik Chandrashekhar, Prachinva Madhyayugin Bharat, Vidya Prakashan, Nagpur.
5. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, Phadake Prakashan, Kolhapur.
6. SardesaiG.S.,MusalmaniRiyasat,PopularPrakashan,Mumbai.
7. Mate M.S.,Chavan Kamal,Madhyayugin Kalabharati, Continental Prakashan, Pune.
8. Athaley Vibha, Prachinva Madhyayugin Bharat.
9. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
10. Dr.Kathare Anil, Madhyayugin Bharatacha Itihas, Prashant Publications, Jalgaon, 2013
11. Acharya Apte, Madhyayugin Bharat.

Hindi:

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

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Medieval India –Sultanate Period

Code: UAHS 231

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
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 - Detailed knowledge of Sultanate Period:

PO 1 (Knowledge): The detailed knowledge of key historical events during the Sultanate Period aligns with the program outcome of acquiring historical knowledge.

CO 2 - Evaluate sources critically:

PO 2 (Problem Analysis): Evaluating primary and secondary sources critically aligns with the program outcome of developing logical understanding and problem analysis skills.

CO 3 - Analyze socio-economic and political changes:

PO 3 (Historical Research): Analyzing socio-economic and political changes aligns with the program outcome of using historical research methods.

CO 4 - Interconnected histories of Delhi Sultanate, Vijayanagar Empire, and Bahamani Kingdom:

PO 6 (History and Society): Understanding interconnected histories aligns with the program outcome related to the contextual knowledge of human past and its application.

CO 5 - Develop critical thinking and research skills:

PO 5 (Modern Methods Usage): Developing critical thinking and research skills aligns with the program outcome of using appropriate methods, techniques, resources, and modern IT tools.

CO 6 - Analyze political and cultural developments leading to the rise of Vijayanagar Empire:

PO 6 (History and Society): Analyzing political and cultural developments aligns with the program outcome related to applying reasoning informed by contextual knowledge.

CO 7 - Communicate historical ideas effectively:

PO 8 (Communication): Communicating historical ideas effectively aligns with the program outcome related to effective communication.

**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year
2023-24**

**Discipline Specific Elective Course (DSE-1A)
Semester-III- History of the Marathas : (1630-1707)**

Semester : III

No. of Lectures : 48

Discipline Specific Elective Course No: 1 A

Paper Code : UAHS 232

Credits : 03

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.

Outcome:

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.

Pedagogy:

Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/e-learning

Unit-I: Sources and Rise of the Maratha Power 12

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

Unit-II: Foundation of Swarajya to the Coronation, Karnataka Expedition 16

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

Unit-III: Administration under Chhatrapati Shivaji Maharaj 06

- a) Military
- b) Civil

Unit-IV: Chhatrapati Sambhaji Maharaj to the Maratha War of Independence 14

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

Reference Books : English

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.

6. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
7. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
4. Choksey, R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai, 1955.
5. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambay & Co., Calcutta, 1912.
9. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991
10. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, New Delhi, 1998.
11. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953
12. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
13. Kulkarni, A.R., Maharashtra : Society and Culture, Books and Books, New Delhi, 2000.
14. Kumar, Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi, 2004.
15. Mahajan, T. T., Aspects of Agrarian and Urban History of The Marathas, Commonwealth Publishers, New Delhi, 1991.
16. Nadkarni, R.V., The Rise and Fall of the Maratha Empire, Popular Prakashan, Poona, 1966
17. Pagadi Setu Madhavrao, Chhatrapati Shivaji, Continental Prakashan, Pune, 1974
18. Ranade, M.G., Rise of the Maratha Power, University of Bombay, 1961.
19. Sardesai, G.S., The Main Currents of Maratha History, Phoenix Publications, Bombay, 1959.
20. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971
21. Sarkar, Jadunath, Shivaji and His Times, 6th edition, Sarkar & sons, 1973.
22. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay, 1978.
23. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
24. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta, 1958.
25. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
26. Sherwani, H.K. and Joshi P.M. History of Medieval Deccan. 2 Vols. Hyderabad : Govt. of Andhra Pradesh, 1973.

संदर्भ: मराठी

१. आत्रे. त्रिं. ना. गावगाडा, गोखले इन्स्टिट्यूट पुणे, १९६२ (प्रथमावृत्ती १९११)
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 कॉन्ट्रोल, पुणे, खंड १: १९८४, खंड २ : १९८५, खंड ३: १९८६
५. गर्गे स. मा., इतिहासाची साधने—एक शोध यात्रा, पॉप्युलर प्रकाशन, मुंबई.
६. गायकवाड बी. डी., सरदेसाई, थोरात, हणमने, मराठे कालीन संस्थाव विचार, फडके प्रकाशन, कोल्हापूर, १९८७

- ७.जोशी एस. एन.,मराठेकालीनसमाजदर्शन,अ.वि.गृहप्रकाशन, पुणे१९६०
- ८.जोशीएस.एन.,महाराष्ट्रेतिहासकालातीलराज्यकारभाराचाअभ्यास१६००—१६८०खंड१,पुणेविद्यापीठप्रकाशन, पुणे,१९५९.
९. जोशी एस.आणिभिंगारे एन.एल.एन. (संपा.)आज्ञापत्र आणिराजनीती, पुणे,१९६०
- १०.जोशी एस.एन. (संपा.) छत्रपतीशिवाजीराजे यांची बखर,चित्रशाळापुणे,१९६०
- ११.देशमुख शारदा,शिवकालीन व पेशवेकालीन स्त्रीजीवन, टिळकमहाराष्ट्र विद्यापीठ, पुणे,१९७३
- १२.भावेवा.कृ.,शिवराज्य व शिवकाल, पुणे,१९५७
- १३.भट भास्करवामन, महाराष्ट्र धर्मअर्थातमराठयांच्याइतिहासाचेआत्मीकस्वरूप, महाराष्ट्रधर्मग्रंथमाला, ग्रंथचौथा, धुळे, १९२५, (१८४७)
- १४.मेहेदळे गजानन, श्री.राजेशिवछत्रपती,खंड १ —भाग१,खंड २,मेहेदळे, पुणे,१९९९
- १५.शेजवलकरटी.एस.,श्रीशिवछत्रपती—प्रस्तावना, आराखडा व साधने, मराठामंदीर,प्रकाशन, मुंबई, १९६४
- १६.सरदारगं.बा.,संतवाड्माची सामाजिकफलश्रुती, श्रीविद्याप्रकाशन,पुणे,१९८२
- १७.हेरवाडकरआर.व्ही., मराठीबखर,व्हीनसप्रकाशन, मुंबई, १९८६
- १८.सरदेसाईगो.स.,मराठीरियासती,खंड१ ते८पाॅप्युलरप्रकाशन,मुंबई.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: History of the Marathas : (1630-1707)

Code: UAHS 232

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
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: Thorough Understanding of Maratha Empire (PO 1, PO 6):

PO 1: Thorough understanding aligns with developing knowledge about historical events, socio-political context, and key personalities.

PO 6: Recognizing cultural and artistic contributions aligns with understanding the patronage of arts and culture by Maratha rulers.

CO 2: Critical Analysis of Sources (PO 2, PO 7):

PO 2: Critical analysis aligns with the ability to critically analyze primary and secondary sources.

PO 7: Developing an awareness of different historical perspectives aligns with evaluating sources for reliability, biases, and historical significance.

CO 3: Knowledge of Military Strategies (PO 1, PO 3):

PO 1: Knowledge of historical events aligns with acquiring knowledge of military strategies, campaigns, and battles.

PO 3: Acquiring knowledge about diversified issues aligns with understanding military strategies.

CO 4: Understand Diplomatic Relationships (PO 1, PO 6):

PO 1: Understanding socio-political context aligns with understanding diplomatic relationships.

PO 6: Recognizing cultural and artistic contributions aligns with understanding the cultural aspects of diplomatic relationships.

CO 5: Explore Economic Policies and Social Developments (PO 1, PO 5):

PO 1: Understanding socio-political context aligns with exploring economic policies and social developments.

PO 5: Selecting and applying appropriate methods aligns with exploring economic policies and

their impact.

CO 6: Recognize Cultural and Artistic Contributions (PO 1, PO 6):

PO 1: Thorough understanding aligns with recognizing cultural and artistic contributions.

PO 6: Recognizing cultural and artistic contributions aligns with understanding the patronage of arts and culture.

CO 7: Develop Awareness of Historiographical Perspectives (PO 7):

PO 7: Developing an awareness of different historiographical perspectives aligns with the ability to critically engage with diverse viewpoints.

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2023-24

Discipline Specific Elective Course (DSE-2A)

History of the Modern World-Part I

Semester : III

No. of Lectures : 48

Discipline Specific Elective Course : 2A

Paper Code : UAHS 233

Credits : 03

Learning Objectives:

CO 1. Gain an understanding of the major political, economic, and cultural developments in the early modern world, including the Renaissance, Reformation, and the Age of Exploration.

CO 2. Explore the political transformations that occurred in various regions, such as the rise of absolute monarchies, the development of constitutional governments, and the spread of Enlightenment ideas.

CO 3. Examine the causes and consequences of the Industrial Revolution, including its impact on economies, societies, and the emergence of new social classes.

CO 4. Investigate the motivations, methods, and consequences of European imperialism and colonialism, including the exploitation of resources and the impact on indigenous societies.

CO 5. Study major revolutionary movements, such as the American Revolution and the French Revolution, and analyze their ideological underpinnings and consequences.

CO 6. Understand the social and cultural changes brought about by modernization, including changes in gender roles, urbanization, and the spread of new ideas and technologies.

CO 7. Explore the interconnectedness of the modern world through the examination of global trade, migration, and cultural exchange.

Outcomes:

CO 1. Gain a comprehensive understanding of the Renaissance, including its historical background and the nature of the intellectual, artistic, and cultural changes it brought about.

CO 2. Explore the religious reforms movement, with a specific focus on Martin Luther and his role in the Protestant Reformation.

CO 3. Analyze the causes and consequences of key revolutions during this period, including: The American Revolution, The French Revolution, The Industrial Revolution

CO 4. Examine the processes of unification in Italy and Germany, as well as the Meiji Revolution in Japan, to understand the emergence and impact of nationalism.

CO 5. Investigate the causes and consequences of World War I, including the Paris Peace Settlement and the establishment of the League of Nations.

CO 6. Explore the Russian Revolution, understanding its causes and consequences, and the rise of communism.

CO 7. Develop an awareness of the interconnectedness of global events during the Modern

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis /Assignments /Tests /Quiz /e-learning

Unit I. The Modern Age	6
a) Renaissance –Background and Nature	
b) Religious Reforms Movement-Martin Luther King	
Unit II. The Age of Revolutions	14
a) The American Revolution – Causes and Consequences	
b) The French Revolution – Causes and Consequences	
c) The Industrial Revolution – Causes and Consequences	
Unit III. Nationalism	14
a) Unification of Italy	
b) Unification of Germany	
c) Japan – The Meiji Revolution	
Unit IV. World War I and Rise of Communism	14
a) World War I- Causes and Consequences	
b) Paris Peace Settlement ; League of Nations	
c) The Russian Revolution- Causes and Consequences	

Reference

Book:ENGLIH

- 1.Carr E.H., International Relations between the two World Wars.
- 2.CorwallR.D.:WorldHistoryin20thCentury,Longman,London, 1976.
- 3.DevArjun and Indira Dev, History of the World, Orient Black Swan, Delhi,2009.
- 4.GoochV.P., History of Modern Europe.
- 5.Grant and Temperley, Europe in the 19th and 20 centuries.
- 6.Hazen,Modern Europe
- 7.Jain H. and K. Mathur, A History of the Modern World 1500 – 2000 A.D.,Jain Prakashan Mandir, Jaipur, 2014.
- 8.Rao B.V., World History (3rdedition) from early time to AD 2000, New Dawn Press INC,V.S.A. U.K.,India,2006.

मराठी

१. आचार्य धनंजय., विसाव्या शतकातील जग, श्रीसाईनाथ प्रकाशन, नागपुर.
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Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: History of the Modern World-Part I

Code: UAHS 232

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
VCO 1: Comprehensive Understanding of Renaissance	3	2	2	2	2	3	2
CO 2: Exploration of Religious Reforms, Martin Luther	3	3	2	2	2	3	2
CO 3: Analysis of Revolutions (American, French, Industrial)	2	2	2	2	2	2	2
CO 4: Examination of Unifications and Meiji Revolution	2	2	2	2	2	2	2
CO 5: Investigation of Causes and Consequences of World War I	3	3	2	2	3	3	2
CO 6: Exploration of Russian Revolution and Rise of Communism	2	2	2	3	3	2	2
CO 7: Awareness of Global Interconnectedness	2	2	2	2	2	2	2

Justifications:

CO 1: A comprehensive understanding of the Renaissance contributes to PO 1 (Knowledge) by developing a deehistorical

knowledge base.

CO 2: Exploration of religious reforms, specifically Martin Luther, aligns with PO 2 (Problem Analysis) by examining the historical context and analyzing the impact of religious changes.

Luther, aligns with PO 2 (Problem Analysis) by examining the historical context and analyzing the impact of religious changes.

CO 3: Analysis of key revolutions contributes to PO 3 (Historical Research) by engaging students in historical research methods to study causes and consequences.

CO 4: Examination of unifications and the Meiji Revolution aligns with PO 4 (Conservation and Preservation) by studying the emergence and impact of nationalism, contributing to the preservation of cultural and historical heritage.

CO 5: Investigation of causes and consequences of World War I contributes to PO 5 (Modern Methods Usage) by requiring students to apply appropriate methods and resources for understanding global events.

CO 6: Exploration of the Russian Revolution aligns with PO 6 (History and Society) by analyzing the societal impacts of revolutionary changes and the rise of communism.

CO 7: Developing an awareness of global interconnectedness in

CO 7 aligns with PO 7 (Career Prospects) by preparing students for understanding the significance of historical knowledge in various contexts, including competitive examinations.

Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2023-2024

**Skill Enhancement Course (SEC-1A) – (2 Credits)
Semester III - Art and Architecture of Early India
(From 3000 B.C. to 12th Century A.D.)**

Semester : III

No. of Lectures : 30

Ability Enhancement Compulsory Course : 1

Paper Code : UAHS 234

Credits : 02

Objectives :

- CO 1.** Develop a chronological understanding of the major art and architectural developments in early India, spanning from the prehistoric period to the medieval era.
- CO 2.** Explore the regional diversity in artistic styles and architectural forms across different parts of the Indian subcontinent, including the north, south, east, and west.
- CO 3.** Understand the cultural and religious contexts that influenced the creation of art and architecture, including Hindu, Buddhist, Jain, and other traditions.
- CO 4.** Study the significance of stupas in Buddhist architecture and the development of Buddhist art, including the depiction of Buddha in different forms.
- CO 5.** Examine the development of secular and courtly art, including the art patronage by various rulers and dynasties.
- CO 6.** Develop skills in critically analyzing art and architectural forms, considering cultural, religious, and historical contexts.
- CO 7.** Understand the role of art in early Indian society, including its function in religious practices, social rituals, and the expression of political power.

Outcome :

- CO 1.** Demonstrate an understanding of the cultural and historical context of early India, including the Vedic period, Mauryan and Gupta empires, and the regional kingdoms.
- CO 2.** Identify and describe major artistic traditions of early India, including the art of the Indus Valley Civilization, Buddhist art, and the development of Hindu art.
- CO 3.** Analyze the evolution of Buddhist art, including the symbolism and iconography of Buddhist sculptures, stupas, and cave paintings.
- CO 4.** Examine the development of Hindu temple architecture, from early rock-cut temples to elaborate structural temples, and understand the religious and cultural significance of temple design.
- CO 5.** Explore the various forms of sculpture in early India, including the representation of deities, mythological themes, and secular subjects, highlighting regional variations.
- CO 6.** Understand the significance of cave architecture in early India, focusing on sites such as Ajanta and Ellora, and analyze the themes depicted in the cave paintings.
- CO 7.** Develop research skills to investigate specific topics related to early Indian art and architecture.

Course Content:

Unit I Pre- Mauryan and Mauryan Art and Architecture 10

- a) The Indus Valley : Urban Planning, Great Bath, Seals, Dancing Girl
- b) Mauryan Period : Stupa, Ashokan Pillars, Caves, Pottery, Coins

Unit II Post-Mauryan Art and Architecture 06

- a) Rock – Cut Architecture
- b) Stupas, Chaityas, Vihars and Temples

Unit III Gupta and Harsha's Times 10

- a) Gandhar Style
- b) Mathura Style
- c) Temples

Unit IV Chalukyas, Cholas, Pratiharas, Palas and Rashtrakuta Times 04

- a) Rock – Cut Architecture : Ajanta, Ellora
- b) Temple Architecture : Nagar Style, Dravid Style.

References:

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2. Bhattacharya, Tarapada, *The Canon of Indian Art or A Study of Vastuvidya*, Calcutta., 1963.
3. Brown, Percy, *Indian Architecture, 2 Vols.*, Bombay, 1959.
4. Dutt, B.B. *Town planning in Ancient India*, Delhi, 1929.
5. Fergusson, J. *History of Indian and Eastern Architecture, 2 Vols*, Delhi, 1967.
6. Gangoly, O.C. *Indian Architecture*, Bombay, 1946.
7. Govt. of India Publications Division, *5000 Years of Indian Architecture*, Delhi, 1960.
8. Havell, E.B. *Indian Architecture*, New Delhi, 1972,
9. Havell, E. B. *The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilisation*, New Delhi, 1972.
10. Kramrisch, Stella, *The Hindu Temple, 2 Vols.*, Delhi, 1980.
11. Nilsson, Sten, *European Architecture in India, 1750-1850*, London, 1968.
12. Rowland, B. *Art and Architecture of India*, Baltimore, 1959.
13. Soundara Rajan, K.V. *Indian Temple – Styles : The Personality of Hindu Architecture*,

New Delhi,1972

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Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Art and Architecture of Early India

(From 3000 B.C. to 12th Century A.D.)

Code: UAHS 234

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
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: Demonstrate an understanding of the cultural and historical context of early India:

Aligns with PO 1 (Knowledge) by requiring students to demonstrate an understanding of the cultural and historical context of early India.

CO 2: Identify and describe major artistic traditions of early India:

Aligns with PO 1 (Knowledge) and PO 2 (Problem Analysis) by requiring students to identify and describe major artistic traditions, thereby enhancing their knowledge and analytical skills.

CO 3: Analyze the evolution of Buddhist art:

Aligns with PO 1 (Knowledge) and PO 3 (Historical Research) by requiring students to analyze the evolution of Buddhist art, demonstrating both knowledge and research skills.

CO 4: Examine the development of Hindu temple architecture:

Aligns with PO 1 (Knowledge) and PO 4 (Conservation and Preservation) by requiring students to examine the development of Hindu temple architecture and understand its religious and cultural significance.

CO 5: Explore the various forms of sculpture in early India:

Aligns with PO 1 (Knowledge) and PO 6 (History and Society) by requiring students to explore various forms of sculpture, highlighting regional variations and understanding societal influences.

CO 6: Understand the significance of cave architecture:

Aligns with PO 1 (Knowledge) and PO 6 (History and Society) by requiring students to understand the significance of cave architecture and analyze themes depicted in cave paintings.

CO 7: Develop research skills:

Aligns with PO 3 (Historical Research) by explicitly emphasizing the development of research skills to investigate specific topics related to early Indian art and architecture.