



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

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

For Department of History

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2022 Pattern)

To be implemented from Academic Year 2023-2024

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

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

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

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

Programme Outcomes (POs):

PO 1 Knowledge: The students develop a scientific understanding of the past which enables them to understand the history of India as well as the history of the world.

PO 2 Problem Analysis: The students develop a logical understanding of the past which enable them to make sense of the current societal problems in their historical context. The students gather intimate knowledge of the genesis and evolution of the social, economic, cultural and political formations of human past.

PO 3 Historical Research: Use historical research methods to generate knowledge about the various and diversified issues relating to the past.

PO 4 Conservation and Preservation: Conservation and preservation of art, culture and heritage of the Maharashtra. The department organizes visits to various locations of historical and cultural significance of Maharashtra.

PO 5 Modern methods usage: Select and apply appropriate methods, techniques, resources and modern IT tools for generation and dissemination of historical knowledge.

PO 6 History and society: Apply reasoning informed by the contextual knowledge of human past to assess current state of society, economy, environmental, cultural, and political and other related issues.

PO 7 Career Prospects: Enable them in understanding significance of the subject for various competitive examinations.

PO 8 Individual and team work: Function effectively as an individual

PO 9 Communication: Communicate the outcome of the historical research through writings

PO 10 Life-long learning: Recognize the need for and have the capability of critically evaluating and analysing the past for a better understanding of human past.

Programme Specific Outcomes (PSOs)

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

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

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

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

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

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

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

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

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

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

Board of Studies (BOS) in History

From 2022-23 to 2024-25

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

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

S. Y. B. A.

Semester	Core Courses(CC)	Ability Enhancement Compulsory Course (AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses (DSE)
III	CC-1(3 Credits) Medieval India -Sultanate Period		SEC -2 A (2 Credits) 1.Art &Architecture inEarly India	DSE-1A (3 Credits) 1. History of the Marathas: (1630-1707)
				DSE-2A (3 Credits) 2.History of theModern World - Part I

Semester	Core Courses(CC)	Ability Enhancement Compulsory Course (AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses (DSE)
IV	CC-2(3 Credits) Medieval India:Mughal Period		SEC -2 B (2 Credits) 5.Medieval Indian, Art &Architecture	DSE-1B (3 Credits) 4. History of the Marathas: (1707-1818)
				DSE-2B (3 Credits) 5. Glimpses the Modern World

Course Structure for S.Y.B.A.History (2022 Pattern)

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits
III	Core Course	UAHS 231	Medieval India – Sultanate Period	Theory	03
	Discipline Specific Elective	UAHS 232	History of the Marathas: 1630-1707	Theory	03
	Discipline Specific Elective	UAHS 233	History of the Modern World	Theory	03
	Skill Enhancement Course (SEC)	UAHS 234	Art and Architecture in Early India	Theory	02
	Total Credits Semester-III				
IV	Core Course	UAHS 241	Medieval India – Mughal Period	Theory	03
	Discipline Specific Elective	UAHS 242	History of the Marathas: 1707-1818	Theory	03
	Discipline Specific Elective	UAHS 243	Glimpses of the Modern World	Theory	03
	Skill Enhancement Course (SEC)	UAHS 244	Medieval Indian Art and Architecture	Theory	02
	Total Credits Semester-IV				
Cumulative Credits Semester III + Semester IV					22

**CBCS Syllabus for S.Y.B.A History
(2022 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Core Course
Course Name	: Medieval India: Mughal Period
Course Code	: UAHA 241
No. of Lectures	: 48
No. of Credits	: 3

Course Objectives:

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

Course Outcomes:

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

policies toward Rajputs, conflicts with the Ahoms, Sikh interactions, and Deccan campaigns.

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

Topics and Learning Points

<p>Unit I: Foundation of Mughal Empire</p> <p>a) Sources of Historiography of Mughal Period</p> <p>b) Babur: The Foundation of Mughals Empire</p> <p>c) Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms</p>	10
<p>Unit II: The Consolidation of the Mughal Empire</p> <p>a) Akbar: Extent of the Mughal Empire, Mansabdari System, Religious Policy</p> <p>b) Expansion: Deccan Policy of Jahangir and Shah Jahan</p> <p>c) The reign of Aurangzeb: Rajput Policy, Ahom conflicts, Sikh Policy, Deccan expeditions</p>	18
<p>Unit III: Administrative systems</p> <p>a) Central and Provincial Administration</p> <p>b) Revenue System</p> <p>c) Judicial System, Military administration</p>	10
<p>Unit IV: Economy, Society and Culture</p> <p>a) Economy: Agriculture, trade and industry</p> <p>b) Society: Caste system, position of women, Bhakti and Sufi movement.</p> <p>c) Culture: Science and Technology.</p>	10

References:

1. Banerjee A.C., New History of Medieval India, New Delhi, S.Chand & Co., New

- Delhi,1990.
2. ChitnisK.N.,Glimpses of Medieval Indian and Institutions, Poona, 1981.
 3. ChitnisK.N.,Socio-Economic History of Medieval India, Atlantic Publishers andDistributors, 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 VII:The MoghulEmpire, Bombay, 1974.
 7. Mehta J.L – Advanced Study in the History of Medieval India VolIII, New Delhi sterlingPublishers,1983.
 8. Moreland W.H., From Akbar to Aurangzeb:Study in Economic History, London, 1923
 9. Moreland E.H., India at the Death of Akbar:An Economic Study, London,1920
 10. Richards J.F., The Moghul Empire, Cambridge, 1994.
 11. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Person, New Dehli,2011
 12. Sarkar Jadunath., Mughal Administration, Calcutta, 1963.
 13. Sharna S.R., Mughal Empire in India, Agra, 1971.
 14. Srivastava A. L., The Mughal Empire (1526 -1803 AD), Agra 1974
 15. Mehta J.L., Advanced study in the history of medieval India, sterling Publishers Pvt.Ltd.
 16. Varma Nirmala, History of India Mughal Period, ABCD Publishers.
 17. Singh Meera, Medieval History of India, Vikas Publishing House Pvt.Ltd.
 18. MukhiaHarbans, Perspectives on medieval history, Vikas Publishing House Pvt.Ltd.
 19. Lanepule Stanley, Medieval India
 20. Percy Brown - Art & Architecture, Islamic Architecture
 21. Satishchandra- History of Medieval India, Orient Blackswan, Hyderabad.

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Medieval India: Mughal Period

Course Code: UAHA 241

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

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

Justification:

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

**CBCS Syllabus for S.Y.B.A History
(2022 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Discipline Specific Elective (DSE)
Course Name	: History of the Marathas: 1707-1818
Course Code	: UAHA 242
No. of Lectures	: 48
No. of Credits	: 3

Course Objectives:

1. To provide students with an understanding of the consolidation and expansion of Maratha power during the historical period, including conflicts between Maharani Tarabai and Chhatrapati Shahu Maharaj.
2. To examine the rise of the Peshwas, focusing on Balaji Vishwanath's Chauthai and Sardeshmukhi systems, as well as Peshwa Bajirao I's South and North expeditions.
3. To analyze the strengthening of Maratha power during the reign of Peshwa Balaji Bajirao (Nanasaheb) and understand the causes and consequences of the Third Battle of Panipat.
4. To explore the reasons behind the defeat of the Marathas in the Third Battle of Panipat.
5. To study the post-Panipat period, including the revival of Maratha power under Peshwa Madhavrao I and the role of the Barbhai Council, led by Mahadji Shinde and Nana Phadanvis, in Maratha politics.
6. To examine the factors contributing to the downfall of Maratha power.
7. To gain insights into the administration and society during the Peshwa period, including the Maratha Confederacy, economic conditions, and the caste system, as well as the position of women in Maratha society.

Course Outcomes:

1. Students will develop a deep understanding of the consolidation and expansion of Maratha power during the historical period, including the conflicts and dynamics within the Maratha leadership.
2. They will gain insights into the rise of the Peshwas and the key policies implemented during this period, such as the Chauthai and Sardeshmukhi systems, and the military campaigns of Peshwa Bajirao I.
3. The course will enable students to analyze the strengthening of Maratha power under Peshwa Balaji Bajirao (Nanasaheb) and understand the significant events of the Third Battle of Panipat.
4. Students will be able to discuss the causes and consequences of the Maratha defeat in the Third Battle of Panipat.
5. They will gain knowledge about the post-Panipat period, including the leadership of

- Peshwa Madhavrao I and the role of the Barbhai Council in Maratha politics.
6. Students will understand the factors that contributed to the eventual downfall of Maratha power.
 7. The course will provide insights into the administrative structure and societal aspects during the Peshwa period, including the Maratha Confederacy, economic conditions, and the socio-cultural context, with a focus on the caste system and the position of women.

Topics and Learning Points

<p>Unit-I: Consolidation and Expansion of the Maratha Power</p> <ol style="list-style-type: none"> a) Conflict between Maharani Tarabai and Chhatrapati Shahu Maharaj b) Rise of the Peshwas: Balaji Vishwanath-Chauthai and Sardeshmukhi c) Peshwa Bajirao I: South and North Expedition 	12
<p>Unit-II: Strengthening of the Maratha Power</p> <ol style="list-style-type: none"> a) Peshwa Balaji Bajirao (Nanasaheb) b) Third Battle of Panipat: Causes and Consequences c) Causes of the defeat of the Marathas 	12
<p>Unit-III: Post Panipat Revival and Downfall</p> <ol style="list-style-type: none"> a) Peshwa Madhavrao I b) Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis c) Downfall of Maratha Power 	12
<p>Unit-IV: Administration and Society during Peshwa Period</p> <ol style="list-style-type: none"> a) Maratha Confederacy b) Economic Condition c) Society: Caste System and Position of Women 	12

References:

1. Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002
2. Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957.

3. Chandra, Satish, *The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*, Kolkata, K.P. Bagchi, 1986.
4. Desai S.V., *Social Life in Maharashtra under the Peshwas*, Popular Prakashan, Bombay, 1962.
5. Deshmukh, S., *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.
6. Deshmukh, R.G., *History of Marathas*, Nimesh Agencies, Bombay, 1993.
7. Dighe, V. G., *Peshwa Bajirao I and Maratha Expansion*, Karnatak Publishing House, Bombay, 1944.
8. Fukazawa, Hiroshi, *The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries*, Oxford University Press, New Delhi, 1991
9. Gawali, P. A., *Society and Social Disabilities Under the Peshwas*, National Publishing House, New Delhi, 1988.
10. Gokhale, B.G., *Poona in the Eighteenth Century. An Urban Study*, Oxford University Press, 1987.
11. Gordon, Stewart, *Marathas, Marauders, and State Formation in Eighteenth Century India*, Oxford University Press, Delhi, 1994.
12. Joshi, V.V., *The Clash of Three Empires: A Study of British Conquests of India with Special reference to the Marathas*, Kitabistan; Allahabad, 1941.
13. Kale, D.V., *Social Life and Manners in Bombay Maharashtra (1750-1800)*, Bombay, 1927.
14. Kotani, Hiroyuki, *Western India in Historical Transition – Seventeenth to Early Twentieth Century's*, Manohar Publishers & Distributors, New Delhi, 2002.
15. Kulkarni, Madhukar, *Peshwaiteel Nyayadaan*, Mansanman Prakashan, Pune, 1998.
16. Marshall, P.J. (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?* OUP, New Delhi, 2003
17. Mahajan, T. T., *Industry, Trade and Commerce During Peshwa Period*, Pointer Publishers, Jaipur, 1989.
18. Mahajan, T. T., *Maratha Administration in the 18th Century*, Commonwealth Publishers, New Delhi, 1990.
19. Nadkarni, R.V., *The Rise and Fall of the Maratha Empire*, Popular Prakashan,

Poona, 1966

20. Pagdi, S. M. Eighteenth Century Deccan. Bombay: Popular Prakashan, 1963.
21. Pawar, A. G., ed. Maratha History Seminar Papers. Kolhapur: Shivaji University, 1970.
22. Ranade, M. G. Rise of the Maratha Power. New Delhi: Publication Division, Govt. of India, 1974.
23. Sardesai, G.S., The New History of the Marathas, Vol II: The Expansion of the Maratha Power, Phoenix Publications, Bombay, 1958.
24. Sardesai, G.S., The New History of the Marathas, Vol III: Sunset Over Maharashtra, Phoenix Publications, Bombay, 1968
25. Sen, Sailendra Nath, Anglo- Maratha Relations 1785 – 96, MacMillan, Delhi, 1974.
26. Sinha, H. N., Rise of the Peshwas, The Indian Press Ltd., Allahabad, 1931.
27. Srinivasan, C. K., Bajirao I, The Great Peshwa, Asia Publishing House, Bombay, 1961.
28. Wink, Andre, Land and Sovereignty in India – Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman, Hyderabad, 1986.

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: **History of the Marathas: (1707-1818)**

Course Code: UAHA 242

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

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

Justifications:

- **CO1 and PO1:** CO1 aligns with PO1 by focusing on the consolidation and expansion of Maratha power, a significant historical event, contributing to students' scientific understanding of historical developments.
- **CO3 and PO3:** CO3 connects with PO3 as it involves the analysis of Maratha power during the Peshwa period and the causes and consequences of the Third Battle of Panipat, requiring students to use historical research methods to study this historical period.
- **CO7 and PO7:** CO7 relates to PO7 as it includes insights into administration and society during the Peshwa period, aligning with the understanding of the subject for competitive examinations, which is essential for students.
- **CO4 and PO4:** CO4 aligns with PO4 by studying the reasons behind the defeat of the Marathas in the Third Battle of Panipat and examining the historical context, which is crucial for students to construct original historical arguments based on primary source material.

- **CO5 and PO5:** CO5 connects with PO5 as it covers the post-Panipat period and the revival of Maratha power under Peshwa Madhavrao I, which requires students to apply appropriate methods and techniques for the generation and dissemination of historical knowledge.
- **CO2 and PO2:** CO2 aligns with PO2 as it examines the rise of the Peshwas, focusing on their political and economic systems, contributing to students' logical understanding of historical events and their societal implications.
- **CO6 and PO6:** CO6 relates to PO6 as it fosters knowledge of the factors contributing to the downfall of Maratha power and how they are connected to the societal, cultural, and economic conditions, enabling students to apply reasoning informed by contextual knowledge to assess the state of society and economy during that era.

**CBCS Syllabus for S.Y.B.A History
(2022 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Discipline Specific Elective (DSE)
Course Name	: Glimpses Of the Modern World
Course Code	: UAHA 243
No. of Lectures	: 48
No. of Credits	: 3

Course Objectives:

1. To analyze the causes and consequences of World War I, including the geopolitical, economic, and social factors that led to the conflict.
2. To examine the aftermath of World War I, focusing on the Paris Peace Settlement and the establishment of the League of Nations.
3. To understand the causes and consequences of the Russian Revolution, including its impact on Russia and the world.
4. To study the rise of dictatorship in various countries, including Italy under Mussolini, Germany under Hitler, Turkestan under Kemal Pasha, and the growth of militarism in Japan.
5. To explore the causes and consequences of World War II, with a focus on the global impact and lessons learned.
6. To understand the structure and functions of the United Nations Organization, its role in promoting international cooperation, and the challenges it faces.
7. To analyze the Cold War, including its causes, nature, and course, and its impact on global politics and society.

Course Outcomes:

1. Students will gain a comprehensive understanding of the complex causes and far-reaching consequences of World War I, including its role in shaping the modern world order.
2. They will appreciate the significance of the Paris Peace Settlement and the League of Nations in post-World War I diplomacy and peacekeeping efforts.
3. The course will provide insights into the causes and consequences of the Russian Revolution, including its effects on the political landscape of the 20th century.
4. Students will be able to analyze the rise of dictatorship in various countries and understand the factors contributing to authoritarian rule.
5. They will explore the causes and global consequences of World War II, with an emphasis on the impact of the conflict on nations and societies.
6. The course will equip students with knowledge of the United Nations Organization, its structure, functions, and efforts to promote international

cooperation and peace.

7. Students will gain an understanding of the Cold War, its causes, nature, and course, as well as its implications for global politics, including the rise of the Third World and the eventual disintegration of the U.S.S.R.

Topics and Learning Points

Unit I. World War I and Rise of Communism **12**

- a) World War I - Causes and Consequences
- b) Paris Peace Settlement; League of Nations
- c) The Russian Revolution - Causes and Consequences

Unit II. Rise of Dictatorship **12**

- a) Italy - Mussolini
- b) Germany – Hitler
- c) Turkestan - Kemal Pasha
- d) Militarism in Japan

Unit III. World War II and the Rise of World Power **12**

- a) World War II - Causes and Consequences
- b) United Nations Organization - Structure and Functions
- c) The Rise of the World Powers – U.S.A. and U.S.S.R.

Unit IV. Cold War and Third World **12**

- a) Cold War: Causes, Nature and Course
- b) Third World: Non-Alignment Movement
- c) End of the Cold War and Disintegration of U.S.S.R.

References:

1. Carr EH, International Relations Between the Two World Wars. 2. Corwall RD: World History in the 20th Century, Longman, London, 1976.
3. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi, 2009.

4. Gooch VP, History of Modern Europe.
5. Grant and Temporally, Europe in the 19th and 20th centuries. 6. Hazen, Modern Europe
7. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 AD, Jain Prakashan Mandir, Jaipur , 2014.
8. Rao BV: World History (3rd edition) from early time to AD 2000, New Dawn Press INC, VSA UK , India , 2006.

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Glimpses of the Modern World

Course Code: UAHA 243

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

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

Justification:

- **CO1 and PO1:** CO1 aligns with PO1 as it focuses on analyzing the causes and consequences of World War I, which contributes to students' scientific understanding of historical events.
- **CO2 and PO2:** CO2 relates to PO2 by examining the aftermath of World War I and the establishment of the League of Nations, which is crucial for students to develop a logical understanding of the past and its societal consequences.
- **CO3 and PO3:** CO3 aligns with PO3 as it involves understanding the causes and consequences of the Russian Revolution, which requires students to use historical research methods to analyze this historical event.
- **CO6 and PO6:** CO6 connects with PO6 as it encompasses the structure and functions of the United Nations Organization and its role in promoting international cooperation, contributing to students' ability to apply reasoning informed by contextual knowledge to assess the current state of global politics and society.
- **CO4 and PO4:** CO4 relates to PO4 by studying the rise of dictatorship in various countries, which includes examining the geopolitical and social factors that led to authoritarian regimes.
- **CO5 and PO5:** CO5 aligns with PO5 by exploring the causes and consequences of World War II and its global impact, which requires students to apply appropriate methods and techniques for the generation and dissemination of historical knowledge.
- **CO7 and PO7:** CO7 connects with PO7 as it involves analyzing the Cold War and its impact on global politics and society, which is vital for students to understand the significance of the subject for various competitive examinations.

**CBCS Syllabus for S.Y.B.A History
(2022 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Skill Enhancement Course (SEC)
Course Name	: Medieval Indian Art and Architecture
Course Code	: UAHA 244
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

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

Course Outcomes:

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

- architectural marvels like the Taj Mahal and Red Fort.
6. The course will enable students to appreciate the intricacies of Mughal paintings and their impact on visual arts during the medieval period.
 7. Students will explore the diverse regional Art & Architecture styles that coexisted alongside the dominant Mughal tradition, providing a broader perspective on India's artistic heritage.

Topics and Learning Points

Course Content:

Unit I Sultanate Art & Architecture	10
a) Arcuate Technique (Arches domes)	
b) Qubbat-ul-Islam Mosque	
c) Tomb of Iltumish	
d) Qutbminar	
e) Alai Darwaza	
Unit II Deccan Art & Architecture	4
a) Bahamani	
b) Vijaynagar (Hampi)	
Unit III Sur Art & Architecture	4
a) Qila-i-Kuhna Mosque	
b) Tombs (Hasan Sur and Sher Shah)	
Unit IV Mughal Art & Architecture	12
a) Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahor forts	
b) Jahangir: Sikandara, Tomb of Itmad-ud-Daula	
c) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid	
d) Mughal Paintings	
e) Regional Art & Architecture	

References:

- 1) Percy Brown: Indian Architecture (Islamic period), Mumbai 1997
- 2) Percy Brown: Indian Painting, New Delhi,1965
- 3) R.Nath : History of Sultanate Architecture,Delhi,1978
- 4) Catherine B. Asher: The New Cambridge History of India, Mughal Architecture.
- 5) SatishGrover: The Architecture of India (Islamic Period) Delhi,1981
- 6) Ebba Koch: The Mughal Architecture: An outline of its History and Development,Primus Books, Delhi,2014
- 7) S.P.Verma : Art and Material Culture in the Paintings of AkbarsCourt,Delhi 1978
- 8) K.Khandalwal : Documents on Indian Painting,Bombay 1969
- 9) M.C.Beach : The Cambridge History of India :Mughal and Rajput Paintings, Cambridge University Press1992
- 10) Surendra Sahai : Indian Architecture, Islamic period
- 11) Z.A.Desai : Indo-Islamic Architecture, Publication Division,Ministry of Information and Broadcasting, Govt. of India ,Delhi 1970
- 11) Daljeet : Mughals and Deccan Paintings,From the collection of National Museum, New Delhi1999
- 12) ZiauddinDesai : Indo-Islamic Architecture, Delhi 1970
- 13) SubhashParihar : Some aspect of Indo-Islamic Architecture,Delhi 1999
- 14) Abha Narain Lambah & Alka Patel : The Architecture of the Indian Sultanates, Marg publication, 2006

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Medieval Indian Art and Architecture

Course Code: UAHA 244

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

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

Justification:

- CO1 relates to PO1 by exploring the distinctive features of Sultanate Art & Architecture and contributing to students' knowledge of historical events, chronology, and architectural developments in the history of India.
- CO2 aligns with PO4 as it involves the study of key architectural monuments of the Sultanate period, encouraging students to construct original historical arguments based on primary sources related to architecture.
- CO3 connects with PO6 as it delves into Deccan Art & Architecture, providing an understanding of the cultural and artistic developments in the Deccan region and enabling students to apply reasoning informed by contextual knowledge of the visual arts.
- CO7 aligns with PO7 as it emphasizes understanding the regional variations and styles in Art & Architecture across different parts of medieval India, which is significant for preparing students to understand the subject for various competitive examinations.
- CO2 is connected to PO3 as it involves studying architectural monuments and encourages students to use historical research methods for analyzing these structures.

This promotes students' abilities to use historical research techniques to generate knowledge about architectural history.

- CO4 aligns with PO2 by examining the artistic contributions of the Sur dynasty and their significance. This helps students develop logical understandings of historical events and cultural developments, which is essential for making sense of societal changes over time.
- CO6 connects with PO9 since it explores the rich tradition of Mughal paintings and their influence on visual arts. This encourages students to communicate their understanding of these artistic traditions through writings, enhancing their communication skills in historical research and analysis.