



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of SocialSciences)

CBCS Syllabus

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

For Department of History

TuljaramChaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2024-2025

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

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

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

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

Programme Outcomes (POs):

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

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

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

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

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

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

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

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

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

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

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

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

Programme Specific Outcomes (PSOs)

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

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

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

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

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

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

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

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

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

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

Board of Studies (BOS) in History

From 2022-23 to 2024-25

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

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

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

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory
Course Name	: Medieval India –Sultanate Period
Course Code	: HIS-201-MJM
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

- CO 1. Demonstrate thinking skills by analysing, 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. Analysing the establishment and growth of the Delhi Sultanate.
- CO 6. Analysing 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 Outcomes:

- 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.

Topics and Learning Points

Unit I: Foundation of the Delhi Sultanate	14
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	14
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	16
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	

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

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Choice Based Credit System Syllabus (2023 Pattern)
Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Medieval India-Sultanate Period

Code: **HIS-201-MJM**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1. Demonstrate thinking skills by analyzing historical information from multiple sources.	1		1		1	2		1	3	3
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.		2	1		1		2		3	
3. Learn foundation of Delhi Sultanate and Sultanate Administration.	1	2		1		2		1	3	3
4. Understand the socio-economic condition of Delhi Sultanate.			1		1	2	2			3
5. Analyze the establishment and growth of the Delhi Sultanate.	1	2		1	1		2	1	3	3
6. Analyze the synergetic nature of medieval Indian culture, influenced by Hindu, Persian, and Central Asian elements.		2		1		2		1	3	
7. Understand the impact of external invasions and conflicts on the Indian subcontinent.	1	2		1	1		2	1	3	3

Justifications:

1. CO1 and CO2 align with PO1 as they involve analyzing and evaluating historical information and distinguishing between fact and fiction, demonstrating critical and creative thinking skills (PO1).
2. CO3, CO4, CO5, and CO6 align with PO3 as they involve learning about the foundation of the Delhi Sultanate, socio-economic conditions, and cultural influences, which require multicultural competence to understand diverse historical perspectives (PO3).
3. CO7 aligns with PO7 as it involves understanding the impact of external invasions and conflicts, which requires collaboration and teamwork to address complex historical challenges (PO7).
4. All COs align with PO8 as they involve the acquisition of knowledge and values related to understanding historical events, embracing constitutional, ethical, and moral values, and promoting peaceful, tolerant, and inclusive societies (PO8).

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory
Course Name	: History of the Modern World
Course Code	: HIS-202-MJM
No. of Lectures	: 60
No. of Credits	: 4

Course 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.

Course 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 period.

Topics and Learning Points

Unit I. The Modern Age	10
a) Renaissance - Background and Nature	
b) Religious Reforms Movement - Martin Luther King	
Unit II. The Age of Revolutions	16
a) The American Revolution – Causes and Consequences	
b) The French Revolution – Causes and Consequences	
c) The Industrial Revolution – Causes and Consequences	
Unit III. Nationalism	16
a) Unification of Italy	
b) Unification of Germany	
c) Japan – The Meiji Revolution	
Unit IV. World War I and Rise of Communism	10
a) World War I – Causes and Consequences	
b) Paris Peace Settlement ; League of Nations	
c) The Russian Revolution – Causes and Consequences	
Unit V. Rise of Communism	8
a) The Russian Revolution - Causes	
b) Consequences	

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Choice Based Credit System Syllabus (2023 Pattern) Mapping of Program Outcomes with Course Outcomes

Mapping:

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

Subject: History

Course: History of the Modern World

Code: **HIS-202-MJM**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1. Understanding of major political, economic, and cultural developments in the early modern world		2	3	3	1	2	2	2	2	
2. Exploration of political transformations in various regions	1	2	2	3		3	3		2	2
3. Examination of the causes and consequences of the Industrial Revolution	1		2	3		2	2	2	2	
4. Investigation of motivations, methods, and consequences of European imperialism and colonialism		2	2	3	1		2	2	2	2
5. Study of major revolutionary movements and analysis of their ideological underpinnings	1	2		2	1	2	2		2	2
6. Understanding of social and cultural changes brought about by modernization			2	2		3	2	2		2
7. Exploration of the interconnectedness of the modern world	1	2	2	2		2		2	2	

Justifications:

- CO1 aligns with PO1 as it involves gaining an understanding of historical developments, which requires the ability to critically analyze evidence, arguments, and beliefs (PO1).
- CO2 aligns with PO6 as exploring political transformations requires problem-solving abilities to understand complex societal changes and challenges (PO6).
- CO3 aligns with PO4 as examining the causes and consequences of the Industrial Revolution involves research skills such as problematizing, formulating questions, and analyzing data (PO4).
- CO4 aligns with PO3 as investigating imperialism and colonialism involves understanding diverse cultures and engaging respectfully with diverse perspectives (PO3).
- CO5 aligns with PO8 as studying revolutionary movements involves recognizing and embracing ethical and moral values such as freedom, justice, and equality (PO8).
- CO6 aligns with PO2 as understanding social and cultural changes involves effective communication of complex ideas and concepts (PO2).
- CO7 aligns with PO10 as exploring the interconnectedness of the modern world involves engagement in community-engaged services and activities to promote societal well-being (PO10).

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Minor (MN)
Course Name	: Introduction to Medieval India (1206-1526)
Course Code	: HIS-241-MN
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

- CO 1. Demonstrate thinking skills by analysing, 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. Analysing the establishment and growth of the Delhi Sultanate.
- CO 6. Analysing 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 Outcomes:

- 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.

Topics and Learning Points

Unit I : Foundation of the Delhi Sultanate	14
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	14
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	16
a) Rise of Vijayanagar Empire: Harihar, Bukka, Krishnadevray	
b) The emergence and expansion of the Bahamani Kingdom : Contribution of Mahmud Gawan	
c) Disintegration of Bahamani Kingdom	

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Choice Based Credit System Syllabus (2023 Pattern)
Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Introduction to Medieval India (1206-1526)

Code: HIS-241-MN

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1. Demonstrate thinking skills by analyzing historical information from multiple sources.	1		1		1	2		1	3	3
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.		2	1		1		2	1	3	
3. Learn foundation of Delhi Sultanate and Sultanate Administration.	1	2		1	1	2		1	3	3
4. Understand the socio-economic condition of Delhi Sultanate.		2	1		1	2	2	1		3
5. Analyze the establishment and growth of the Delhi Sultanate.	1			1	1		2	1	3	3
6. Analyze the synergetic nature of medieval Indian culture, influenced by Hindu, Persian, and Central Asian elements.		2		1	1	2	2	1	3	
7. Understand the impact of external invasions and conflicts on the Indian subcontinent.	1	2		1	1		2	1	3	3

Justifications:

- CO1 and CO2 align with PO1 as they involve analyzing and evaluating historical information and distinguishing between fact and fiction, demonstrating critical and creative thinking skills (PO1).
- CO3, CO4, CO5, and CO6 align with PO3 as they involve learning about the foundation of the Delhi Sultanate, socio-economic conditions, and cultural influences, which require multicultural competence to understand diverse historical perspectives (PO3).
- CO7 aligns with PO7 as it involves understanding the impact of external invasions and conflicts, which requires collaboration and teamwork to address complex historical challenges (PO7).

4. All COs align with PO8 as they involve the acquisition of knowledge and values related to understanding historical events, embracing constitutional, ethical, and moral values, and promoting peaceful, tolerant, and inclusive societies (PO8).

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Open Elective (OE)
Course Name	: Ancient Indian Culture: BC 2500-600
Course Code	: HIS-216-OE
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To familiarize students with the historical timeline of ancient Indian culture from 2500 BC to 600 BC.
2. To explore key themes and concepts prevalent in ancient Indian society, such as religion, society, economy, and governance.
3. To analyze the urban planning, architectural marvels, and artifacts of the Harappa Civilization (Indus Valley Civilization).
4. To understand the religious and societal dynamics during the Rigvedic and Brahmanic periods of the Vedic Civilization.
5. To examine the emergence and evolution of new religions, namely Buddhism and Jainism, during this period.
6. To evaluate the impact of ancient Indian culture on subsequent religious, philosophical, and cultural developments.
7. To develop critical thinking and analytical skills through the examination of primary and secondary sources related to ancient Indian culture.

Course Outcomes:

1. Students will be able to accurately identify and sequence major events in the timeline of ancient Indian culture from 2500 BC to 600 BC.
2. Students will demonstrate a comprehensive understanding of the key themes and concepts that shaped ancient Indian society and culture.
3. Students will be able to describe and analyze the architectural achievements, urban planning, and cultural artifacts of the Harappa Civilization.
4. Students will gain insights into the religious beliefs, social structure, and cultural practices of the Rigvedic and Brahmanic periods of the Vedic Civilization.

5. Students will develop a nuanced understanding of the core principles, practices, and historical contexts of Buddhism and Jainism.
6. Students will be able to analyze the cultural interactions and exchanges between ancient Indian civilization and neighboring regions.
7. Students will hone their critical thinking skills by critically evaluating primary and secondary sources to construct informed interpretations of ancient Indian culture and its significance.

Topics and Learning Points

Unit I Introduction to Ancient Indian Culture 04

- 1.1 Brief introduction to the timeline (BC 2500-600)
- 1.2 Key themes and concepts in ancient Indian culture

Unit II Harappa Civilization 08

The Indus Valley: Urban Planning, Great Bath, Seals, Dancing Girl

Unit III Vedic Civilization 10

- 3.1 Rigvedic period -Religion and Society
- 3.2 Brahman Period - Religion and Society

Unit IV Emergence of New Religions 08

- 4.1 Buddhism
- 4.2 Jainism

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Choice Based Credit System Syllabus (2023 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Sem III)**Subject: History****Course: Ancient Indian Culture : BC 2500-600****Code: HIS-216-OE**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
To familiarize students with the historical timeline of ancient Indian culture from 2500 BC to 600 BC.	2					3				
To explore key themes and concepts prevalent in ancient Indian society.			2							2
To analyze the urban planning, architectural marvels, and artifacts of the Harappa Civilization.						3				
To understand the religious and societal dynamics during the Rigvedic and Brahmanic periods.			2				1			
To examine the emergence and evolution of new religions, namely Buddhism and Jainism.				1				2		
To evaluate the impact of ancient Indian culture on subsequent religious, philosophical, and cultural developments.	3			3					1	
To develop critical thinking and analytical skills through the examination of primary and secondary sources related to ancient Indian culture.	3			3						2

Justifications:

- CO6:** Aligns with PO6 as it involves addressing complex societal and cultural challenges through innovative approaches.
- CO9:** Aligns with PO4 as it involves analyzing primary and secondary sources using digital and technological skills.
- CO7:** Aligns with PO1 as it involves developing critical thinking and analytical skills through collaboration and teamwork.
- CO1:** Aligns with PO1 and PO4 as it involves familiarizing students with historical timelines and analyzing historical information from multiple sources.

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Vocational Skill Course (VSC)
Course Name	: Chh. Shivaji Maharaj and his times :upto 1665
Course Code	: HIS-221-VSC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

- CO 1.** Examining the socio-political conditions in the Deccan region that led to the emergence of the Marathas.
- CO 2.** Understanding the mechanisms of governance, revenue administration, and military organization
- CO 3.** Studying the military strategies employed by the Marathas in their expansion
- CO 4.** Analyzing key military campaigns and battles, including those fought by Shivaji and his successors.
- CO 5.** Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.
- CO 6.** Analyzing diplomatic ties, conflicts, and treaties with other regional powers, such as the Deccan Sultanates and the Portuguese.
- CO 7.** Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.

Course Outcomes:

- CO 1.** Students should demonstrate a thorough understanding of the historical events, socio-political context, and key personalities associated with the rise and expansion of the Maratha Empire from 1630 to 1707.
- CO 2.** Develop the ability to critically analyze primary and secondary sources related to the Maratha history, evaluating their reliability, biases, and historical significance.
- CO 3.** Acquire knowledge of the military strategies, campaigns, and battles that played a pivotal role in the expansion of the Maratha Empire during the specified period.
- CO 4.** Understand the diplomatic relationships between the Marathas and other regional powers, particularly with the Mughal Empire and the Deccan Sultanates.
- CO 5.** Explore the economic policies and social developments during the Maratha rule, including the impact on different communities.

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

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

Topics and Learning Points

Unit-I: Rise of the Maratha Power

08

1.1 Background of the rise of Maratha Power

1.2 ShahajiRaje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

Unit-II: Foundation of Swarajya

10

Relations with Adilshahi :Javali and Afzal Khan episode and its importance

Unit-III: Relations with Mughals

12

3.1 Campaign of Shayasta Khan

3.2 Sack of Surat

3.3 Expedition of Jaisingh

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Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** S.Y.B.A. (Sem III)**Subject:** History

Course: Chh. Shivaji Maharaj and his times : upto 1665

Code: HIS-221-VSC

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	2		2	3	2		2	2
CO 2	3	3	2	2		3	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		3	3	3	3		2
CO 6	2		2	3	3		2	2	2	3
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 historiographical perspectives aligns with evaluating sources for reliability, biases, and historical significance.

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

PO 9: 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 8: Recognizing cultural and artistic contributions aligns with understanding the cultural aspects of diplomatic relationships.