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 NEP – 2.0

Choice Based Credit System Syllabus (2024 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2025-2026

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AES's T. C. College (Autonomous), Baramati.   NEP-2.0   CBCS Syllabus 2024 Pattern as per NEP 2020

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

Preamble

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of History and related subjects, Board of Studies in History of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of SYBA History Semester - III under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCrF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023.

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 it 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 clarity 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 2025-26

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. Sameer Damodare (M.A. II)**	Student Representative
11.	**Miss. Sejal Nale (T.Y.B.A.)**	Student Representative

Credit Distribution Structure for Three/Four Year Honours/Honours with Research Degree Programme
With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)

Level/ Difficulty	Sem	Subject DSC-1	Subject DSC-2	Subject DSC-3	HS/OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100	I	4(T)	4(T)	4(T)	2(T)	2 (T)	2(T) (Generic)	2(T)	2(T)	--	22
	II	4(T)	4(T)	4(T)	2(T)	2 (T)	--	2(T)	2(T)	2(T)	22
		**Exit option**: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor **Continue option**: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.									

Level/ Difficulty	Sem	Major Core	Major Elective	VSC	FP/OJT/CEP/RP	Minor	--	HS/OE	SEC	IKS	AEC	VEC	CC	Total
		Credits Related to Major												
5.0/200	III	6(T)	--	2 (T)	2(FP)	4(T)	--	2(T)	--	2(T)	2(T)	--	2(T)	22
	IV	6(T)	--	2 (T)	2(CEP)	4(T)	--	2(P)	2 (T)	--	2(T)	--	2(T)	22
		**Exit option: Award of UG Diploma** in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor												
5.5/300	V	12(T)	4(T)	2 (T)	2(FP/CEP)	2(T)	--	--	--	--	--	--	--	22
	VI	12(T)	4(T)	2 (T)	4 (OJT)	--	--	--	--	--	--	--	--	22
Total 3Years		**44**	**8**	**8**	**10**	**18**	**8**	**8**	**6**	**4**	**8**	**4**	**6**	**132**
		**Exit option**: Award of **UG Degree in Major** with 132 credits OR Continue with Major and Minor												
6.0/400	VII	10(T)	4(T)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	--	22
	VIII	10(T)	4(T)	--	6(RP)	--	--	--	--	--	--	--	--	22
Total 4Years		**64**	**16**	**8**	**22**	**22**	**8**	**8**	**6**	**4**	**8**	**4**	**6**	**176**
		Four Year **UG Honours with Research Degree** in Major and Minor with 176 credits												
6.0/400	VII	14(T)	4(T)	--	--	4(RM) (T)	--	--	--	--	--	--	--	22
	VIII	14(T)	4(T)	--	4 (OJT)	--	--	--	--	--	--	--	--	22
Total 4Years		**72**	**24**	**8**	**14**	**22**	**8**	**8**	**6**	**4**	**8**	**4**	**6**	**176**
		Four Year **UG Honours Degree** in Major and Minor with 176 credits												

T = Theory **P** = Practical   **DSC** = Discipline Specific Course   **OE** = Open Elective   **SEC** = Skill Enhancement Course

IKS = Indian Knowledge System   **AEC =** Ability Enhancement Course   **VEC =** Value Education Course   **CC =** Co-curricular Course   **VSC**= Vocational Skill Course   **OJT**= On Job Training

CEP= Community Engagement Project   **FP**= Field Project   **RP**= Research Project

Course Structure for S.Y.B.A. History (2024 Pattern) as per NEP-2020					
Sem	Course Type	Course Code	Course Title	Theory/Practical	Credits
III (5.0)	Major Mandatory	HIS-201-MJM	Medieval India : A.D. 1206 to 1526	Theory	04
	Major Mandatory	HIS -202-MJM	Peshwa Period : 1707-1761	Theory	02
	Vocational Skill Course (VSC)	HIS -203-VSC	Chh. Shivaji Maharaj and His Times : 1630-1666	Theory	02
	Field Project(FP)	HIS -204-FP	Field Project	Practical	02
	Minor	HIS -205-MN	Medieval Indian History : Sultanate Period	Theory	04
	Open Elective (OE)	HIS -206-OE	Peshwa Period, Part I	Theory	02
	Subject Specific Indian Knowledge System (IKS)	HIS-207-IKS	Art and Architecture of Early India (From 3000 B.C. to 12th Century A.D.)	Theory	02
	Ability Enhancement Course (AEC)	MAR-210-AEC/ HIN-210-AEC/SAN-210-AEC	----	Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL/NSS /NCC-211-CC	To be continued from the Semester - II		02
			Total Credits Semester - III		**22**
IV (5.0)	Major Mandatory	HIS-251-MJM	Medieval India : A.D. 1526 to 1707	Theory	04
	Major Mandatory	HIS-252-MJM	Peshwa Period : 1761-1818	Theory	02
	Vocational Skill Course (VSC)	HIS-253-VSC	Chh. Shivaji Maharaj and His Times : 1666-1707	Theory	02
	Community Engagement Project (CEP)	HIS -254-CEP	Community Engagement Project	Practical	02
	Minor	HIS -255-MN	Medieval Indian History : Mughal Period	Theory	04
	Open Elective (OE)	HIS -256-OE	Peshwa Period, Part II	Theory	02
	Skill Enhancement Course (SEC)	HIS- 257-SEC	Medieval Indian Arts and Architecture (1206 To 1857)	Theory	02
	Ability Enhancement Course (AEC)	MAR-260-AEC/ HIN-260-AEC/ SAN-260-AEC	----	Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL/NSS /NCC-261-CC	To be continued from the Semester - III		02
			Total Credits Semester - IV		**22**
			Total Credits Semester – III + IV		**44**

S.Y.B.A. History

NEP-2.0

Course Structure for S.Y.B.A. History (2024 Pattern)

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2025-26

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 : A.D. 1206 to 1526
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. 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 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

1.1 Sources of Historiography of Sultanate Period

1.2 Invasions of Muhammad Ghori

1.3 Foundation of Delhi Sultanate : Qutb uddin Aibak

Unit II: The early Sultans of Delhi and their contributions   16

2.1 Iltutmish

2.2 Raziyya

2.3 Balban

Unit III: Expansion of Sultanate   16

3.1 Alauddin Khalji : Expansion and Administrative Reforms

3.2 Experiments of Muhammad-Bin-Tughlaq, FiruzTughlaq : Administrative Reforms.

3.3 The Sayyids, the Lodis and the decline of the sultanate.

Unit IV: Kingdoms of Vijayanagar and Bahamani   14

4.1 Rise of Vijayanagar Empire : Harihar, Bukka, Krishndevray

4.2 The Emergence and expansion of the Bahamani Kingdom : Contribution of Muhmud Gawan

4.3 Disintegration of Bahamani Kingdom

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Marathi:

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2. Chitnis K.N., Madhyayugin Bharatiya Sankalpana va Sanstha, Bhag 1 te 4, Allrich Enterprises, Mumbai.

3. Kulkarni V.V., Nevaskar Ashok, Madhyayugin Bharatacha Itihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.

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5. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, Phadake Prakashan, Kolhapur.

6. Sardesai G. S., Musalmani Riyasat, Popular Prakashan, Mumbai.

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Hindi:

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1te 5, Rajkamal Prakashan, New Delhi.

2. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi.

3. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi

4. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 4, Rajkamal Prakashan, New Delhi

5. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi

6. Varma Harishchandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi Madhyam Karyanvay Nideshalaya, Delhi Vishwavidyala, Delhi.

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Medieval India : A.D. 1206 to 1526
Course Code: HIS-201-MJM

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		2	3	3	
CO 3		2	2	2	2	2	2	2		2
CO 4	2		2	2	2	2	2	2	2	2
CO 5	3	3		2	3	3		3		2
CO 6		2	2	3		2	2	2	2	2
CO 7	2	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.

S.Y.B.A. History

NEP-2.0

Course Structure for S.Y.B.A. History (2024 Pattern)

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory
Course Name	: Peshwa Period : 1707-1761
Course Code	: HIS-202-MJM
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. **Introduction to Chhatrapati Shahu**: To explore the early life of Chhatrapati Shahu, including his escape from captivity and his role in the Maratha Civil War.

2. **Understanding the Rise of the Peshwas**: To examine the emergence and influence of early Peshwas, particularly Balaji Vishwanath and Bajirao I, in expanding Maratha power.

3. **Analyzing Bajirao I's Strategies**: To analyze the military and political strategies of Peshwa Bajirao I, including his northern campaigns and relationships with new Maratha chieftains.

4. **Studying the Maratha Confederacy**: To understand the formation, structure, and functioning of the Maratha Confederacy as a political and military alliance.

5. **Consolidation under Balaji Bajirao**: To examine the policies and leadership of Peshwa Balaji Bajirao (Nanasaheb) and his role in consolidating Maratha power.

6. **Internal Power Struggles**: To explore the conflicts between the Peshwas and key Maratha powers like the Nizam, Bhosales, Angres, and Gaikwads.

7. **Political Influence in the North**: To study the political involvement and ambitions of Balaji Bajirao in northern India and its implications for the Maratha Empire.

Course Outcomes:

1. Historical Understanding of Shahu's Role: Students will describe the life of Chhatrapati Shahu and assess his significance in the Maratha Civil War and succession politics.
2. Knowledge of Peshwa Administration: Students will understand the rise of the Peshwas and explain how leaders like Balaji Vishwanath and Bajirao I shaped the Maratha state.
3. Evaluation of Bajirao I's Campaigns: Students will analyze Bajirao I's military strategies, especially his northern expeditions and interactions with rising Maratha chieftains.
4. Understanding Confederacy Politics: Students will explain the concept of the Maratha Confederacy and its importance in governing an expanding empire.
5. Insights into Balaji Bajirao's Leadership: Students will evaluate Balaji Bajirao's administrative decisions and political moves in the context of internal Maratha dynamics.
6. Conflict Analysis: Students will critically assess the significance of internal power struggles among Maratha leaders and their impact on the stability of the empire.
7. Northern Influence Assessment: Students will interpret the political ambitions of the Marathas in northern India and their consequences for both the Maratha Empire and regional powers.

Topics and Learning Points

Unit I: Chhatrapati Shahu   08

1.1 Shahu's escape

1.2 Maratha Civil War

Unit II: Expansion of the Maratha Power   14

2.1 Rise of the Peshwas: Balaji Vishwanath

2.2 Peshwa Bajirao I –

      2.2.1 Maratha - Nizam conflict

      2.2.2 Politics in the North under Bajirao Frist

      2.2.3 Rise of new chieftains under Bajirao Frist

1) Raghuji Bhosale

2) Malharrao Holkar

3) Ranoji Shinde

2.3 Maratha Confederacy

Unit III: Consolidation of the Maratha Power   08

3.1 Peshwa Balaji Bajirao (Nanasaheb)

3.2 Peshwa - Nizam Struggle

3.3 Peshwa - Bhosale Struggle

3.4 Peshwa - Angre Conflict

3.5 Peshwa - Gaikwad Conflict

3.6 Balaji Bajirao's politics in the north

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English

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मराठी

1) अ.रा. कुलकर्णी, ग.ह. खरे मराठ्यांचा इतिहास खंड तिसरा , कॉन्टिनेन्टल प्रकाशन, विजयनगर,पुणे

2) प्रा श.श्री. पुरा.णिक, बाळाजी बाजीराव उर्फ नानासाहेब पेशवा, गंधर्व वेद प्रकाशन

3) अ.रा. कुलकर्णी, मध्ययुगीन महाराष्ट्र, डायमंड पब्लिकेशन्स पुणे.

4) प्रा.श.श्री. पुराणिक, तुळाजी आंग्रे एक विजयदुर्ग, चंद्रकला प्रकाशन पुणे.

5) रा.गो कोलारकर, मराठ्यांचा इतिहास,

6) के.एन.चिटणीस, मध्ययुगीन भारतीय संकल्पना व संस्था भाग एक

7) वा.कृ भावे महाराष्ट्राचा सामाजिक इतिहास पेशवेकालीन महाराष्ट्र, वरदा प्रकाशन

8) डॉ. स्टुअर्ट गार्डन (अनुवादक)अ.रा. १६००- १८१८ कुलकर्णी,देशमुख वतनदार छत्रपती पेशवा मराठा , डायमंड पब्लिकेशन्स.

9) सर जदुनाथ सरकार र.गं विद्वांस (अनुवादक) मोगल साम्राज्याचा -हास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई

10) प्रा. अ.रा कुलकर्णी, मा.रा कंटक, मराठ्यांचा इतिहास साधन परिचय, डायमंड पब्लिकेशन्स

11) द.रा केतकर, सरखेल कान्होजी आंग्रे मराठा आरमार, मृण्मयी ऋग्वेदी आणि फुलराणी प्रकाशनाचे संपादक मंडळ.

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Peshwa Period : A.D. 1707 to 1761
Course Code: HIS-202-MJM

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1		1		1	2	1	1
CO2		2	1	2	1	2	1		1	
CO3	3		1	2	1	3	2	2	1	2
CO4	3	2		2		3	2	2		2
CO5	3	2	1	2	1	3	1	2	1	2
CO6	3		2		1			3	1	
CO7		2	1	2		3	2	2	1	2

Justification

PO1 (Critical and Creative Thinking): All COs involve historical interpretation, political evaluation, and military strategy analysis, necessitating critical thinking.

PO2 (Communication Skills): Students must articulate complex historical dynamics and leadership strategies, hence communication skills are moderately mapped.

PO3 (Multicultural Competence): Limited but relevant in understanding inter-regional Maratha relations and influence on diverse northern regions.

PO4 (Research Skills): Required for analyzing sources on succession, administration, and confederacy politics, especially in CO6.

PO5 (Environmental Awareness): Not directly applicable; hence a minimal score of 1 is assigned uniformly.

PO6 (Problem-solving Abilities): Heavily involved in analyzing internal conflicts, strategic decisions, and leadership styles.

PO7 (Collaboration and Teamwork): Concepts like confederacy and political alliances illustrate teamwork in governance and war strategy.

PO8 (Value Inculcation): Understanding ethical dilemmas and governance values during leadership crises is reflected across COs.

PO9 (Digital and Technological Skills): Indirect relevance in terms of accessing digital archives, maps, and historical databases.

PO10 (Community Engagement and Service): Maratha polity's role in community structures and governance justifies moderate mapping in some COs.

S.Y.B.A. History

NEP-2.0

Course Structure for S.Y.B.A. History (2024 Pattern)

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2025-26

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 : 1630-1666

Course Code   : HIS -203-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 Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

Unit-II: Foundation of Swarajya   10
2.1 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 First Sack of Surat
3.3 Expedition of Jaisingh
3.4 Visit To Agra

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Reference Books : English

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संदर्भ: मराठी

१. आत्रे.त्रिं.ना. गावगाडा, गोखले इन्स्टयूट 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.) मराठयांचा इतिहास, खंड १, २ आणि ३ कॉन्टनेन्टल, पुणे, खंड १: १९८४, खंड २ : १९८५, खंड ३: १९८६^

५.मेहेंदळे गजानन, श्री. राजे शिवछत्रपती,खंड १ —भाग १,खंड २, मेहेंदळे, पुणे,१९९९.

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Chh. Shivaji Maharaj and His Times : 1630- 1666
Code: HIS-203-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.

S.Y.B.A. History

NEP-2.0

Course Structure for S.Y.B.A. History (2024 Pattern)

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Minor
Course Name	: Medieval Indian History : Sultanate Period
Course Code	: HIS -205-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. 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 Outcomes:

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

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AES's T. C. College (Autonomous), Baramati.   NEP-2.0   CBCS Syllabus 2024 Pattern as per NEP 2020

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

    1.1 Sources of Historiography of Sultanate Period

    1.2 Invasions of Muhammad Ghori

    1.3 Foundation of Delhi Sultanate : Qutb uddin Aibak

Unit II: The early Sultans of Delhi and their contributions   16

    2.1 Iltutmish

    2.2 Raziyya

    2.3 Balban

Unit III: Expansion of Sultanate   16

    3.1 Alauddin Khalji : Expansion and Administrative Reforms

    3.2 Experiments of Muhammad-Bin-Tughlaq, FiruzTughlaq : Administrative Reforms.

    3.3 The Sayyids, the Lodis and the decline of the sultanate.

Unit IV: Kingdoms of Vijayanagar and Bahamani   14

    4.1 Rise of Vijayanagar Empire : Harihar, Bukka, Krishndevray

    4.2 The Emergence and expansion of the Bahamani Kingdom : Contribution of Muhmud Gawan

    4.3 Disintegration of Bahamani Kingdom

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English

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Delhi,1990.

2. Chitnis K. N., Glimpses of Medieval Indian and Institutions, Poona, 1981.

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4. Chopra P. N., Puri, B. N., Das M. N., A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi,1974.

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8. Pandy A. B., Early Medieval India, Central Book Depot, Allahabad, 1970.

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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 Dehli, 2011.

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14. Sherwani H. K. and Joshi P.H.(ed) - History of Medieval Deccan (1295 - 1724 AD) VOl I, Hyderabad,1973, Vo lII, Hyderabad, 1974.

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18. Mukhia Harbans, Perspectives on medieval history, Vikas Publishing House Pvt.Ltd.

19. Tarachand, Influence of Islam 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., Madhyayugin Bharatiya Sankalpana va Sanstha, 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. Sardesai G. S., Musalmani Riyasat, Popular Prakashan, Mumbai.

7. Mate M.S., Chavan Kamal, Madhyayugin Kalabharati, Continental Prakashan, Pune.

8. Athaley Vibha, Prachin va Madhyayugin Bharat.

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11. Acharya Apte, Madhyayugin Bharat.

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2. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi.

3. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Medieval Indian History : Sultanate Period
Course Code: HIS-205-MN

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	2		2			1
CO 2	3		2	2	2	3	2	1		
CO 3	2	2	2	2	2	2				1
CO 4	2	2	2		2	2	2		2	
CO 5	3	3		2	3	3	3			1
CO 6	2	2	2	3		2	2		2	
CO 7	2	2	2		2	2	2	1		

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.

S.Y.B.A. History

NEP-2.0

Course Structure for S.Y.B.A. History (2024 Pattern)

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: III
Course Type	: Open Elective (OE)
Course Name	: Peshwa Period, Part I
Course Code	: HIS -206-OE
No. of Lectures	: 30
No. of Credits	: 02

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 Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

Unit-II: Foundation of Swarajya   10

2.1 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 First Sack of Surat

3.3 Expedition of Jaisingh

3.4 Visit To Agra

3.5 Second Sack of Surat

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संदर्भ: मराठी

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Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Peshwa Period, Part I

Course Code: HIS-206-OE

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3		1	2	1	2	1	2	1	1
CO2	3	2		2	1		1			1
CO3		2	1	2	1	3		2	1	2
CO4	3	2	2		1	3	2	2	1	
CO5	3		1	2	1		1		1	2
CO6	3	2		3	1	3	2	3	1	2
CO7	3	2	1	2		3	2	2	1	

Justification

PO1 (Critical and Creative Thinking): All COs involve historical interpretation, political evaluation, and military strategy analysis, necessitating critical thinking.

PO2 (Communication Skills): Students must articulate complex historical dynamics and leadership strategies, hence communication skills are moderately mapped.

PO3 (Multicultural Competence): Limited but relevant in understanding inter-regional Maratha relations and influence on diverse northern regions.

PO4 (Research Skills): Required for analyzing sources on succession, administration, and confederacy politics, especially in CO6.

PO5 (Environmental Awareness): Not directly applicable; hence a minimal score of 1 is assigned uniformly.

PO6 (Problem-solving Abilities): Heavily involved in analyzing internal conflicts, strategic decisions, and leadership styles.

PO7 (Collaboration and Teamwork): Concepts like confederacy and political alliances illustrate teamwork in governance and war strategy.

PO8 (Value Inculcation): Understanding ethical dilemmas and governance values during

leadership crises is reflected across COs.

PO9 (Digital and Technological Skills): Indirect relevance in terms of accessing digital archives, maps, and historical databases.

PO10 (Community Engagement and Service): Maratha polity's role in community structures and governance justifies moderate mapping in some COs.

CBCS Syllabus as per NEP 2020 for F.Y.B.A History
(2024 Pattern)

Name of the Programme   : B.A. HISTORY
Program Code   : UAHIS
Class   : S.Y.B.A.
Semester   : III
Course Type   : Subject Specific Indian Knowledge
                            System (IKS)
Course Name   **:** Art and Architecture of Early India
                            (From 3000 B.C. to 12th Century A.D.)
Course Code   : HIS-207-IKS
No. of Lectures   : 30
No. of Credits   : 02

Course 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.

Course Outcomes:

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.

Topics and Learning Points

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-Maury an 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, Pratihars, Pals and Rashtrakuta Times   04

  a) Rock – Cut Architecture : Ajanta, Ellora

  b) Temple Architecture: Nagar Style, Dravid Style.

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Choice Based Credit System Syllabus (2024 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. to12th Century A.D.)

Code: HIS-207-IKS

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	2	1	1		2			1
CO 2	1	2	2			1		1		
CO 3	1		3	2		1		1		1
CO 4	1	2		1		1	1	1	1	
CO 5	1	2		2	1	1		1		1
CO 6	1	2		1		1				
CO 7	1	2	1		1		2			1

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.