



Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Empowered Autonomous)

Four Year B.A. Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

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

For Department of History

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2024 Pattern)

(As Per NEP 2.0)

To be implemented from Academic Year 2025-2026

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
(Empowered Autonomous)

Board of Studies (BOS) in History

From 2025-26 to 2027-28

Sr.No.	Name	Designation
1.	Dr. Sandeep Tardalkar	Chairman
2.	Dr. Sunil Lokhande	Member
3.	Mr. Digvijay Mohite	Member
4.	Mrs. Shobha Kanade	Member
4.	Mr. Chandrakant Harge	Member
5.	Dr. Gulig D. C.	Vice-Chancellor Nominee
6.	Dr. Anil Tike	Expert from other University
7.	Dr. More V. P.	Expert from other University
8.	Dr. Gaikwad M. C.	Industry Expert
9.	Prof. Vishal Gawade	Meritorious Alumni
10.	Mr. Patharkar P. T. (M.A. II)	Student Representative
11.	Mrs. Narale V.S. (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	Credits Related to Major				Minor	--	HS/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CE P/RP									
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 with176 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

F.Y.B.A. History**NEP-2.0****Course Structure for F.Y.B.A. History (2024 Pattern)**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN	-----	Theory	04
	DSC-II (General)	-101-GEN	-----	Theory	04
	DSC-III(General)	HIS-101-GEN	Early India : B.C. 2500 to B.C. 600	Theory	04
	Open Elective (OE)	HIS-102-OE	History of the Marathas : A.D. 1630 to 1674	Theory	02
	Skill Enhancement Course (SEC)	HIS-103-SEC	19 th Century Social Reformers of Maharashtra	Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	-----	Theory	02
	Value Education Course (VEC)	GEO-105-VEC	-----	Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	-----	Theory	02
	Total Credits				22
II	DSC-I (General)	-151-GEN	-----	Theory	04
	DSC-II (General)	-151-GEN	-----	Theory	04
	DSC-III (General)	HIS-151-GEN	Early India : B.C. 600 to A.D. 1206	Theory	04
	Open Elective (OE)	HIS-152-OE	History of the Marathas : A.D. 1674 to 1707	Theory	02
	Skill Enhancement Course (SEC)	HIS-153-SEC	20 th Century Social Reformers of Maharashtra	Theory	02
	Ability Enhancement Course (AEC)	ENG-154-AEC	-----	Theory	02
	Value Education Course (VEC)	GEO-155-VEC	-----	Theory	02
	CC	YOG/PES/CUL/NSS/NCC-156-CC	To be selected from the CC Basket	Theory	02
	Total Credits				22
Grand Total Sem I + Sem II				44	

**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-MRM	Medieval India : A.D. 1206 to 1526	Theory	04
	Major Mandatory	HIS -202- MRM	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- MRM	Medieval India : A.D. 1526 to 1707	Theory	04
	Major Mandatory	HIS-252- MRM	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

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	: IV
Course Type	: Major Mandatory
Course Name	: Medieval India : A.D. 1526 to 1707
Course Code	: HIS-251-MRM
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

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

Course Outcomes:

- CO 1.** Students will gain a thorough understanding of the sources and historiography related to the Mughal period, enabling them to critically assess historical narratives.
- CO 2.** They will appreciate the foundational role of Babur in establishing the Mughal Empire and the historical context in which it emerged.
- CO 3.** The course will provide insights into the consolidation of the Mughal Empire under Akbar, including the administrative reforms and religious policies that contributed to its strength.
- CO 4.** Students will be able to analyze the expansionist policies of Jahangir and Shah Jahan in the Deccan and their significance in the context of Mughal history.
- CO 5.** They will understand the complexities of Aurangzeb's reign, including his policies toward Rajputs, conflicts with the Ahoms, Sikh interactions, and Deccan campaigns.
- CO 6.** The course will equip students with knowledge of the Mughal Empire's administrative

systems, including central and provincial governance, revenue collection, judicial practices, and military organization.

CO 7. Students will gain a comprehensive understanding of the economic, social, and cultural aspects of Mughal society, including agriculture, trade, industry, the caste system, the status of women, religious movements, and scientific and technological developments.

Topics and Learning Points

Unit I: Foundation of Mughal Empire **14**

- 1.1 Sources of Historiography of Mughal Period
- 1.2 Babur : The Foundation of Mughals Empire
- 1.3 Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms

Unit II: The Consolidation of the Mughal Empire **18**

- 2.1 Akbar :Extent of the Mughal Empire, Mansabdari System , Religious Policy
- 2.2 Expansion : Deccan Policy of Jahangir and ShahJahan
- 2.3 There age of Aurangzeb : Rajput Policy, Ahom conflicts, Sikh Policy, Deccan expeditions

Unit III: Administrative Systems **14**

- 3.1 Central and Provincial Administration
- 3.2 Revenue System
- 3.3 Judicial System, Military administration

Unit IV: Economy, Society and Culture **14**

- 4.1 Economy: Agriculture, trade and industry
- 4.2 Society :Caste system, position of women, Bhakti and Sufi movement.
- 4.3 Culture: Science and Technology

References:

English -

1. Banerjee A.C., New History of Medieval India, New Delhi, S.Chand & Co., New Delhi, 1990.
2. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.
3. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
4. Chopra P.N., Puri B.N. Das M.N –A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi, 1974.
5. Lane Poole Stanley, Medieval India, London, 1910
6. Majumdar R.C (ed), The History and Culture of the Indian People, Vol VI: The Delhi Sultanate, Bombay, 1967, Vol VII: The Moghul Empire, Bombay, 1974.
7. Mehta J.L., Advanced Study in the History of Medieval India Vol II, New Delhi sterling Publishers, 1983.
8. Pandey A.B., Early Medieval India, Central Book Depot, Allahabad, 1970
9. Prasad Ishwari, History of Medieval India, Allahabad, 1952.
10. Raychaudhuri T, Irfan Habib (ed) The Cambridge Economic History of India, London, 1982.

11. Rizvi S.A The Wonder that Was India, South Asia Books,1996.
12. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Person, New Dehli,2011
13. Satish Chandra, History of Medieval India, orient Black Swan, 2007.
14. Sherwani H. K. and Joshi P.H.(ed) - History of Medieval Deccan (1295 - 1724 AD) V Ol I,Hyderabad,1973, Vol II,Hyderabad, 1974.
15. Srivastava A. L The Sultanate of Delhi (711– 1526 AD), Agra,1974.
16. MehtaJ.L.,Advanced study in the history of medieval India, sterling Publishers Pvt. Ltd.
17. Singh Meera, Medieval History of India, Vikas Publishing House Pvt. Ltd.
18. Mukhia Harbans, Perspective son medieval history, Vikas Publishing House Pvt.Ltd.
- 19.Tara chand, 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., Madhyaygin 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, Prachin va 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, Prachinva Madhyayugin Bharat.
9. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, NewDelhi.
10. Dr.Kathare Anil, Madhyayugin BharatachaItihas, Prashant Publications, Jalgaon, 2013
11. Acharya Apte, Madhyayugin Bharat.

Hindi:

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

Mapping:

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

Subject: History

Course: Medieval India-Mughal Period

Code: **HIS-251-MRM**

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

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

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

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	: IV
Course Type	: Major Mandatory
Course Name	: Peshwa Period : 1761-1818
Course Code	: HIS-252-MRM
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. Examine the decline of Maratha power after the Third Battle of Panipat (1761) and analyze the political resurgence under later Peshwas.
2. Understand the administrative structure, fiscal policies, and military organization of the Peshwa regime.
3. Evaluate the internal dynamics of the Maratha Confederacy and the relations among various Maratha chiefs and Peshwas.
4. Assess the diplomatic and military interactions between the Marathas and the British East India Company leading up to the fall of the Peshwa rule in 1818.
5. Explore the social, economic, and cultural conditions of Maharashtra during this period, including contributions to art, literature, and religion.
6. Develop critical historical perspectives through the study of primary sources, contemporary accounts, and modern historiography.
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:

CO 1. To analyze the political developments in the Maratha Empire after the Third Battle of Panipat (1761) and the subsequent reorganization of power under the Peshwas.

CO 2. . To understand the nature, structure, and functioning of the Peshwa administration, including civil, military, and revenue systems.

CO 3. To study the role and policies of prominent Peshwas such as Madhav Rao I, Narayan Rao, and Bajirao II in shaping Maratha politics.

CO 4. To evaluate the internal challenges faced by the Maratha Confederacy and its relations with regional powers like the Nizam, Hyder Ali, and the British East India Company.

CO 5 To examine the causes, course, and consequences of the Anglo-Maratha Wars and their impact on the decline of Maratha power.

CO 6. To explore the socio-economic and cultural developments in Maharashtra during the Peshwa period, including contributions to literature, architecture, and religion.

CO 7. To develop critical historical understanding through the interpretation of contemporary sources, documents, and modern historical analyses of the Peshwa era.

Topics and Learning Points

Unit I: Third War of Panipat **08**

1.1. Causes

1.2 Nature of war

1.3 Consequences

Unit II: Maratha Confederacy – Formation and Expansion **14**

2.1 Political Development under Peshwa Madhavrao I

2.2 The Barabhai Council

2.3 Role of Nana Phadanvis

2.4 Rise of Mahadji Shinde and his role of North India

Unit III: Anglo – Maratha Relations **08**

3.1 First Anglo – Maratha War (1775 – 1782)

3.2 Second Anglo – Maratha War (1803 – 1805)

3.3 Third Anglo – Maratha War (1817 – 1818)

3.4 Decline of the Maratha Empire

References:

English

1. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.

2. Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957.

3. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
4. Chitnis, KN, Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, R K Chitnis, Pune, 1981.
5. Desai, Sudha V., Social Life In Maharashtra Under The Peshwas, Popular Prakashan, Bombay, 1980.
6. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
7. Dighe, V. G., Peshwa Bajirao I and Maratha Expansion, Karnatak Publishing House, Bombay, 1944.
8. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991.
9. Gawali, P. A., Society and Social Disabilities Under the Peshwas, National Publilshing House, New Delhi, 1988.
10. Gordon, Stewart, Marathas, Marauders, and State Formation in Eighteenth Century India, Oxford University Press, Delhi, 1994.
11. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, New Delhi, 1998.
12. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953.
13. Kotani, Hiroyuki, Western India in Historical Transition – Seventeenth to Early Twentieth Centuries, Manohar Publishers & Distributors, New Delhi, 2002.
14. Mahajan, T. T., Industry, Trade and Commerce During Peshwa Period, Pointer Publishers, Jaipur, 1989.
15. Mahajan, T. T., Maratha Administration in the 18th Century, Commonwealth Publishers, New Delhi, 1990.
16. Sardesai, G.S., The New History of the Marathas, Vol II: The Expansion of the Maratha Power, Phoenix Publications, Bombay, 1958.
17. Sardesai, G.S., The New History of the Marathas, Vol III: Sunset Over Maharashtra, Phoenix Publications, Bombay, 1968.
18. Sen, Sailendra Nath, Anglo- Maratha Relations 1785 – 96, MacMillan, Delhi, 1974.
19. Sinha, H. N., Rise of the Peshwas, The Indian Press Ltd., Allahabad, 1931.
20. Srinivasan, C. K., Bajirao I, The Great Peshwa, Asia Publishing House, Bombay, 1961.
21. Wink, Andre, Land and Sovereignty in India – Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman, Hyderabad, 1986.

Marathi -

1. अ.रा. कुलकर्णी, ग.ह. खरे मराठ्यांचा इतिहास खंड तिसरा , कॉन्टिनेन्टल प्रकाशन, विजयनगर, पुणे
2. अ.रा. कुलकर्णी, मध्ययुगीन महाराष्ट्र, डायमंड पब्लिकेशन्स पुणे.
3. रा.गो कोलारकर, मराठ्यांचा इतिहास,
4. के.एन.चिटणीस, मध्ययुगीन भारतीय संकल्पना व संस्था भाग एक
5. वा.कृ भावे महाराष्ट्राचा सामाजिक इतिहास पेशवेकालीन महाराष्ट्र, वरदा प्रकाशन
6. डॉ. स्टुअर्ट गार्डन (अनुवादक) अ.रा. १६००- १८१८ कुलकर्णी, देशमुख वतनदार छत्रपती पेशवा मराठा , डायमंड पब्लिकेशन्स.
6. सर जदुनाथ सरकार.गंविद्वांस (अनुवादक) मोगल साम्राज्याचा -हास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई
7. प्रा. अ.रा कुलकर्णी, मा.रा कंटक, मराठ्यांचा इतिहास साधन परिचय, डायमंड पब्लिकेशन्स

Mapping:

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

Subject: History

Course: Peshwa Period : 1761-1818

Code: HIS-252- MRM

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

Key: 3 = Strong Relation | 2 = Moderate Relation | 1 = Low Relation

Justifications

- CO1 & CO2 – PO1, PO6: Analyzing political developments and administrative structures of the Peshwas sharpens critical thinking and problem-solving abilities while encouraging students to draw connections between causes and consequences of historical events.
- CO3 – PO8: Studying the policies of key Peshwas nurtures value-based learning by understanding leadership, governance ethics, and political strategies of the era.
- CO4 & CO5 – PO3, PO4: Evaluating Maratha relations with powers like the Nizam, Hyder Ali, and the East India Company develops multicultural competence and research skills through comparative historical analysis.
- CO6 – PO3, PO8: Exploring socio-cultural aspects like literature, art, and religion fosters cultural appreciation and value inculcation, enriching historical understanding.
- CO7 – PO1, PO4, PO9: Engaging with primary and secondary sources enhances critical thinking, research methodology, and ICT skills, aligning with modern historical scholarship.

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

Name of the Programme	: B. A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Vocational Skill Course (VSC)
Course Name	: Chh. Shivaji Maharaj and his times : 1666-1707
Course Code	: HIS-253- VSC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. Examining the socio-political conditions in the Deccan region that led to the emergence of the Marathas.
2. Understanding the mechanisms of governance, revenue administration, and military organization
3. Studying the military strategies employed by the Marathas in their expansion
4. Analyzing key military campaigns and battles, including those fought by Shivaji and his successors.
5. Investigating the administrative and political systems implemented by Shivaji and subsequent Maratha rulers.
6. Analyzing diplomatic ties, conflicts, and treaties with other regional powers, such as the Deccan Sultanates and the Portuguese.
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 and Consolidation of Maratha power (1666 – 1680) 10

- 1.1) Shivaji - Mughal Relations
- 1.2) Shivaji – Adilshahi Relations
- 1.3) Shivaji's Coronation.
- 1.4) Karnataka Expedition.

Unit-II: Administration Under Chh. Shivaji 06

- 2.1) Central
- 2.2) Military

Unit III. . Maratha War of Independence 14

- 3.1) Ch. Sambhaji Consolidation of power.
- 3.2) Ch. Sambhaji Relations with Mughals.
- 3.3) Ch. Rajaram, Maharani Tarabai Achievements
- 3.4) Contribution of Santaji Ghorpade, Dhanaji Jadhav & Ramchandrapant Amatya.

References:

English :

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Apte B.K., ed. Chatrapati :Shivaji' s Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.
3. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt.Ltd.,New Delhi, 2000.
4. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
5. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi,1994.
6. Choksey , R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai,1955.
7. Deshmukh, R.G., History of Marathas, Nimesh Agencies,Bombay,1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambray& Co., Calcutta,1912.
9. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States –Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991
10. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press,New Delhi, 1998.
11. Gune , VithalTrimbak, The Judicial System of the Marathas, Deccan College,Pune,1953
12. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh& Co., Poona, 1969.
13. Kulkarni,A.R., Maharashtra : Society and Culture, Books and Books, New Delhi, 2000.

14. Kumar,Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi,2004.
- 15..Mahajan, T. T., Aspects of Agrarian and Urban History of The Marathas, Common wealth Publishers, New Delhi, 1991.
16. Nadkarni,R.V., The Rise and Fall of the Maratha Empire, Popular Prakashan, Poona,1966
17. PagadiSetuMadhavrao,ChhatrapatiShivaji,ContinentalPrakashan,Pune,1974
18. Ranade,M.G., Rise of the Maratha Power,University of Bombay, 1961.
19. Sardesai,G.S.,The Main Currents of Maratha History,Phoenix Publications, Bombay,1959.
20. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971
21. Sarkar,Jadunath, Shivaji and His Times, 6th edition, Sarkar& sons, 1973.
22. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay,1978.
23. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi& Company, Calcutta,1923.
24. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta,1958.
25. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi&Company, Calcutta,1923.
26. Sherwani,H.K. and Joshi P.M.History of Medieval Deccan. 2 Vols .Hyderabad :Govt. of AndhraPradesh, 1973.

मराठी

१. आत्रे.त्रिं.ना.गावगाडा,गोखले इन्स्टिट्यूट पुणे,१९६२ (प्रथमावृत्ती १९११)
२. आपटे द.वी,न.चि.केळकर (संपा.) शिवकालीन पत्र सार संग्रह,खंड १
३. कुलकर्णी अ.रा., शिवकालीन महाराष्ट्र, शिवाजी विद्यापीठ प्रकाशन,कोल्हापूर १९७८
४. ग.ह.खरे आणि कुलकर्णी अ.रा.(संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३ कॉन्टिनेंटल, 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 IV)**Subject:** History**Course:** Chh. Shivaji Maharaj and his times : 1666-1707**Code:** HIS-253-VSC

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Understanding of historical events and key personalities of the Maratha Empire (1630-1707)	3	2	2	3	1	2	2	2	1	2
CO 2: Critical analysis of primary and secondary sources related to Maratha history	3	2	2	3	1	3	1	2	1	2
CO 3: Knowledge of military strategies and campaigns during the Maratha expansion	3	2	2	3	1	3	2	2	1	2
CO 4: Understanding diplomatic relationships between Marathas, Mughals, and Deccan Sultanates	3	2	3	2	1	3	2	2	1	2
CO 5: Exploration of economic policies and social developments during the Maratha rule	3	2	2	2	2	3	2	2	1	2
CO 6: Recognition of cultural and artistic contributions of the Marathas	3	2	3	2	1	3	2	2	1	2
CO 7: Awareness of different historiographical perspectives and interpretations related to Maratha history	3	2	3	3	1	3	1	2	1	2

Justifications:

CO1 (Historical events, socio-political context, and key personalities) with PO 1 (Critical Thinking) and PO 4 (Research Skills):

CO1 provides a thorough understanding of historical narratives, personalities, and socio-political contexts, requiring strong analytical and research skills, which aligns with PO 1 (Critical Thinking) and PO 4 (Research Skills) (weightage: 3).

CO2 (Critical analysis of sources) with PO 1 (Critical Thinking) and PO 4 (Research Skills): Evaluating the reliability and biases of primary and secondary sources requires critical thinking and advanced research methodologies, making this a strong alignment with PO 1 and PO 4 (weightage: 3).

CO3 (Military strategies and campaigns) with PO 6 (Problem-Solving Abilities): Understanding military strategies and the factors behind campaign successes involves problem-solving, particularly in analyzing tactics, battlefield challenges, and innovations, aligning CO 3 with PO 6 (weightage: 3).

CO 5 (Economic policies and social developments) with PO 5 (Environmental Awareness):

While CO 5 doesn't directly link to environmental awareness, the economic policies and societal impact of the Marathas could involve understanding natural resource management, leading to a low but present weightage for PO 5 (weightage: 2).

CO 7 (Historiographical perspectives and interpretations) with PO 1 (Critical Thinking), PO 3 (Multicultural Competence), and PO 4 (Research Skills):

Critically engaging with different historical interpretations and understanding the diverse viewpoints that exist about Maratha history encourages both critical thinking and multicultural competence, as well as advanced research (weightage: 3 for PO 1, PO 3, and PO 4).

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Minor (MN)
Course Name	Medieval Indian History : Mughal Period
Course Code	: HIS-255-MN
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

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

Course Outcomes:

CO 1. Students will gain a thorough understanding of the sources and historiography related to the Mughal period, enabling them to critically assess historical narratives.

CO 2. They will appreciate the foundational role of Babur in establishing the Mughal Empire and the historical context in which it emerged.

CO 3. The course will provide insights into the consolidation of the Mughal Empire under Akbar, including the administrative reforms and religious policies that contributed to its strength.

CO 4. Students will be able to analyze the expansionist policies of Jahangir and Shah Jahan in the Deccan and their significance in the context of Mughal history.

CO 5. They will understand the complexities of Aurangzeb's reign, including his policies toward Rajputs, conflicts with the Ahoms, Sikh interactions, and Deccan campaigns.

CO 6. The course will equip students with knowledge of the Mughal Empire's administrative systems, including central and provincial governance, revenue collection, judicial practices, and military organization.

CO 7. Students will gain a comprehensive understanding of the economic, social, and cultural aspects of Mughal society, including agriculture, trade, industry, the caste system, the status of women, religious movements, and scientific and technological developments.

Topics and Learning Points

Unit I: Foundation of Mughal Empire	14
1.1 Sources of Historiography of Mughal Period	
1.2 Babur : The Foundation of Mughals Empire	
1.3 Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms	
Unit II: The Consolidation of the Mughal Empire	18
2.1 Akbar :Extent of the Mughal Empire, Mansabdari System , Religious Policy	
2.2 Expansion : Deccan Policy of Jahangir and ShahJahan	
2.3 There age of Aurangzeb : Rajput Policy, Ahom conflicts, Sikh Policy, Deccan expeditions	
Unit III: Administrative systems	14
3.1 Central and Provincial Administration	
3.2 Revenue System	
3.3 Judicial System, Military administration	
Unit IV: Economy, Society and Culture	14
4.1 Economy: Agriculture, trade and industry	
4.2 Society :Caste system, position of women, Bhakti and Sufi movement.	
4.3 Culture: Science and Technology	

References:

English:

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

13. Satish Chandra, History of Medieval India, Orient Black Swan, 2007.
14. Sherwani H. K. and Joshi P.H.(ed) - History of Medieval Deccan (1295 - 1724 AD) Vol I, Hyderabad, 1973, Vol II, Hyderabad, 1974.
15. Srivastava A. L The Sultanate of Delhi (711– 1526 AD), Agra, 1974.
16. Mehta J.L., Advanced study in the history of medieval India, Sterling Publishers Pvt. Ltd.
17. Singh Meera, Medieval History of India, Vikas Publishing House Pvt. Ltd.
18. Mukhia Harbans, Perspective on medieval history, Vikas Publishing House Pvt. Ltd.
19. Tara Chand, 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 Comprehensive History of Medieval India, Pearson, Delhi.

Marathi:

1. Dr. Muhammad Ajam, Sufi Tatwadnyan: Swaproop Aani Chintan, Padmagandha.
2. Chitnis K.N., Madhyaygin 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, Prachin va 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.
9. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
10. Dr. Kathare Anil, Madhyayugin Bharatacha Itihas, Prashant Publications, Jalgaon, 2013
11. Acharya Apte, Madhyayugin Bharat.

Hindi:

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1 te 5, Rajkamal Prakashan, New Delhi.
2. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi.
3. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi
4. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 4, Rajkamal Prakashan, New Delhi
5. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi

6.Varma Harishchandra (Sampa.), Madhyakalin 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. IV)

Subject: History

Course: Medieval Indian History : Mughal Period

Code: HIS-255-MN

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Understanding of sources and historiography of the Mughal period	3	2	2	3	1	2	1	2	1	2
CO 2: Appreciation of Babur's role in establishing the Mughal Empire	2	2	2	2	1	2	1	2	1	2
CO 3: Insights into Akbar's consolidation of the Mughal Empire	3	2	2	2	1	3	2	2	1	2
CO 4: Analysis of Jahangir and Shah Jahan's expansionist policies	3	2	2	2	1	3	2	2	1	2
CO 5: Understanding the complexities of Aurangzeb's reign	3	2	2	2	1	3	2	2	1	2
CO 6: Knowledge of Mughal administrative systems	3	3	2	3	1	3	2	2	2	3
CO 7: Comprehensive understanding of economic, social, and cultural aspects of Mughal society	3	2	3	2	2	3	2	2	1	2

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

Justification:

CO 1 (Mughal period sources and historiography) and its alignment with PO 1 (Critical Thinking) and PO 4 (Research Skills):

The thorough understanding of Mughal historiography develops critical thinking and equips students to engage with historical narratives analytically, hence high weightage for PO 1 and PO 4 (weightage: 3).

CO 3, CO 4 & CO 5 (Akbar's consolidation, Jahangir and Shah Jahan's expansionist policies, and Aurangzeb's reign) and their relation to PO 6 (Problem-Solving Abilities):

These COs focus on analyzing complex political, administrative, and military strategies, which enhances students' problem-solving skills in historical contexts, leading to strong alignment with PO 6 (weightage: 3).

CO 6 (Mughal administrative systems) and PO 4 (Research Skills) & PO 9 (Digital and Technological Skills):

Understanding administrative systems requires rigorous analysis and research, often involving quantitative data (revenue systems, military organization). This links well with PO 4 (Research Skills) and PO 9 (Digital Skills), reflecting a moderate to strong relationship (weightage: 3 and 2 respectively).

CO 7 (Economic, social, and cultural aspects of Mughal society) and PO 3 (Multicultural Competence) & PO 8 (Value Inculcation):

This outcome emphasizes the diverse cultural, social, and economic fabric of Mughal society, fostering multicultural awareness and a respect for different societal structures, which directly relates to PO 3 and PO 8 (weightage: 3 and 2 respectively).

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	: IV
Course Type	: Open Elective (OE)
Course Name	: Peshwa Period : Part II
Course Code	: HIS-256-OE
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

- 1.Examine the decline of Maratha power after the Third Battle of Panipat (1761) and analyze the political resurgence under later Peshwas.
- 2.Understand the administrative structure, fiscal policies, and military organization of the Peshwa regime.
- 3.Evaluate the internal dynamics of the Maratha Confederacy and the relations among various Maratha chiefs and Peshwas.
- 4.Assess the diplomatic and military interactions between the Marathas and the British East India Company leading up to the fall of the Peshwa rule in 1818.
- 5.Explore the social, economic, and cultural conditions of Maharashtra during this period, including contributions to art, literature, and religion.
6. Develop critical historical perspectives through the study of primary sources, contemporary accounts, and modern historiography.
- 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:

CO 1 To analyze the political developments in the Maratha Empire after the Third Battle of Panipat (1761) and the subsequent reorganization of power under the Peshwas.

CO 2. To understand the nature, structure, and functioning of the Peshwa administration, including civil, military, and revenue systems.

CO 3. To study the role and policies of prominent Peshwas such as Madhav Rao I, Narayan Rao, and Bajirao II in shaping Maratha politics.

CO 4. To evaluate the internal challenges faced by the Maratha Confederacy and its relations with regional powers like the Nizam, Hyder Ali, and the British East India Company.

CO 5. To examine the causes, course, and consequences of the Anglo-Maratha Wars and their impact on the decline of Maratha power.

CO 6. To explore the socio-economic and cultural developments in Maharashtra during the Peshwa period, including contributions to literature, architecture, and religion.

CO 7. To develop critical historical understanding through the interpretation of contemporary sources, documents, and modern historical analyses of the Peshwa era.

Topics and Learning Points	
Unit I: Third war of Panipat	08
1.2. Causes	
4.4 Nature of war	
1.3 Consequences	
Unit II: Maratha Confederacy – Formation and Expansion	14
2.1 Political Development under Peshwa Madhavrao I	
2.2 The Barabhai Council	
2.3 Role of Nana Phadanvis	
2.4 Rise of Mahadji Shinde and his role of North India	
Unit III: Anglo – Maratha Relations	08
3.1 First Anglo – Maratha War (1775 – 1782)	
3.2 Second Anglo – Maratha War (1803 – 1805)	
3.3 Third Anglo – Maratha War (1817 – 1818)	
3.4 Decline of the Maratha Empire	
References:	

English

1. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.

2. Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957.
3. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
4. Chitnis, KN, Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, R K Chitnis, Pune, 1981.
5. Desai, Sudha V., Social Life In Maharashtra Under The Peshwas, Popular Prakashan, Bombay, 1980.
6. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
7. Dighe, V. G., Peshwa Bajirao I and Maratha Expansion, Karnatak Publishing House, Bombay, 1944.
8. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991.
9. Gawali, P. A., Society and Social Disabilities Under the Peshwas, National Publishing House, New Delhi, 1988.
10. Gordon, Stewart, Marathas, Marauders, and State Formation in Eighteenth Century India, Oxford University Press, Delhi, 1994.
11. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, New Delhi, 1998.
12. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953.
13. Kotani, Hiroyuki, Western India in Historical Transition – Seventeenth to Early Twentieth Centuries, Manohar Publishers & Distributors, New Delhi, 2002.
14. Mahajan, T. T., Industry, Trade and Commerce During Peshwa Period, Pointer Publishers, Jaipur, 1989.
15. Mahajan, T. T., Maratha Administration in the 18th Century, Commonwealth Publishers, New Delhi, 1990.
16. Sardesai, G.S., The New History of the Marathas, Vol II: The Expansion of the Maratha Power, Phoenix Publications, Bombay, 1958.
17. Sardesai, G.S., The New History of the Marathas, Vol III: Sunset Over Maharashtra, Phoenix Publications, Bombay, 1968.
18. Sen, Sailendra Nath, Anglo- Maratha Relations 1785 – 96, MacMillan, Delhi, 1974.
19. Sinha, H. N., Rise of the Peshwas, The Indian Press Ltd., Allahabad, 1931.
20. Srinivasan, C. K., Bajirao I, The Great Peshwa, Asia Publishing House, Bombay, 1961.
21. Wink, Andre, Land and Sovereignty in India – Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman, Hyderabad, 1986.

Marathi -

1. अ.रा. कुलकर्णी, ग.ह. खरे मराठ्यांचा इतिहास खंड तिसरा, कॉन्टिनेन्टल प्रकाशन, विजयनगर, पुणे
2. अ.रा. कुलकर्णी, मध्ययुगीन महाराष्ट्र, डायमंड पब्लिकेशन्स पुणे.
3. रा.गो कोलारकर, मराठ्यांचा इतिहास,
4. के.एन.चिटणीस, मध्ययुगीन भारतीय संकल्पना व संस्था भाग एक
5. वा.कृ भावे महाराष्ट्राचा सामाजिक इतिहास पेशवेकालीन महाराष्ट्र, वरदा प्रकाशन

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

7.सर जदुनाथ सरकार.गंविद्वांस (अनुवादक) मोगल साम्राज्याचा -हास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Peshwa Period : Part II

Code: HIS-256- OE

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

Key: 3 = Strong Relation | 2 = Moderate Relation | 1 = Low Relation

Justifications

- CO1 & CO2 – PO1, PO6: Analyzing political developments and administrative structures of the Peshwas sharpens critical thinking and problem-solving abilities while encouraging students to draw connections between causes and consequences of historical events.
- CO3 – PO8: Studying the policies of key Peshwas nurtures value-based learning by understanding leadership, governance ethics, and political strategies of the era.
- CO4 & CO5 – PO3, PO4: Evaluating Maratha relations with powers like the Nizam, Hyder Ali, and the East India Company develops multicultural competence and research skills through comparative historical analysis.
- CO6 – PO3, PO8: Exploring socio-cultural aspects like literature, art, and religion fosters cultural appreciation and value inculcation, enriching historical understanding.
- CO7 – PO1, PO4, PO9: Engaging with primary and secondary sources enhances critical thinking, research methodology, and ICT skills, aligning with modern historical scholarship.

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Skill Enhancement Course (SEC)
Course Name	: Medieval Indian Arts and Architecture (1206 To 1857)
Course Code	: HIS-257- SEC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

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

Course Outcomes:

CO 1. Students will gain an understanding of the architectural techniques employed during the Sultanate period, particularly the arcuate techniques involving arches and domes.

CO 2. They will be able to identify and appreciate key architectural landmarks of the Sultanate era, including the Qubbat-ul-Islam Mosque, Tomb of Iltumish, Qutb Minar, and Alai Darwaza.

CO 3. The course will provide insights into Deccan Art & Architecture, including the Bahamani and Vijaynagar styles, and their contributions to regional aesthetics.

CO 4. Students will be able to analyze the architectural achievements of the Sur dynasty, focusing on notable structures like the Qila-i-Kuhna Mosque and tombs.

CO 5. They will gain a comprehensive understanding of Mughal Art & Architecture under Akbar, Jahangir, and Shah Jahan, including the significance of architectural marvels like the Taj Mahal and Red Fort.

CO 6. The course will enable students to appreciate the intricacies of Mughal paintings and their impact on visual arts during the medieval period.

CO 7. Students will explore the diverse regional Art & Architecture styles that coexisted alongside the dominant Mughal tradition, providing a broader perspective on India's artistic

heritage.

Topics and Learning Points	
Unit I Sultanate Art & Architecture	10
a) Arcuate Technique (Archesdomes)	
b) Qubbat - ul-Islam Mosque	
c) Tomb of Iltumish	
d) Qutbminar	
e) Alai Darwaza	
Unit II Deccan Art & Architecture	04
a) Bahamani	
b) Vijaynagar (Hampi)	
Unit III Sur Art & Architecture	04
a) Qila -i- Kuhna Mosque	
b) Tombs (HasanSur and SherShah)	
Unit IV Mughal Art & Architecture	12
a) Akbar :The Tomb of Humayan, Agra Fort,Fatehpur Sikri, Allahabad and Lahor forts	
b) Jahangir: Sikandara, TombofItmad-ud-Daula	
c) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid	
a) Mughal Paintings	
b) Regional Art & Architecture	

References:

- 1) Percy Brown : Indian Architecture (Islamic period),Mumbai1997
- 2) Percy Brown : Indian Painting, New Delhi,1965
- 3) R.Nath : History of Sultanate Architecture, Delhi, 1978
- 4) Catherine B.Asher : The New Cambridge History of India, Mughal Architecture.
- 5) Satish Grover : The Architecture of India (Islamic Period) Delhi,1981
- 6) Ebba Koch: The Mughal Architecture: An outline of its History and Development, Primus Books, Delhi,2014
- 7) S.P. Verma :Art and Material Culture in the Paintings of Akbars Court, Delhi 1978
- 8) K.Khandalwal : Document sonIndian Painting, Bombay1969

- 9) M.C. Beach : The Cambridge History of India : Mughal and Rajput Paintings, Cambridge University Press 1992
- 10) Surendra Sahai : Indian Architecture, Islamic period
- 11) Z.A.Desai : Indo-Islamic Architecture, Publication Division, Ministry of Information and Broadcasting, Govt. of India ,Delhi 1970
- 11) Daljeet: Mughals and Deccan Paintings, From the collection of National Museum, New Delhi 1999
- 12) Ziauddin Desai: Indo – Islamic Architecture, Delhi 1970
- 13) Subhash Parihar:Some aspect of Indo - Islamic Architecture, Delhi 1999
- 14) Abha Narain Lambah & Alka Patel :The Architecture of the Indian Sultanates, Marg publication, 2006

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Medieval Indian Arts and Architecture (1206 To 1857)

Code: HIS-257-SEC

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1: Understanding of architectural techniques of Sultanate period	3	2	2	3	1	2	1	2	1	2
CO 2: Identification of key architectural landmarks of Sultanate era	3	2	3	2	1	2	1	2	1	2
CO 3: Insights into Deccan Art & Architecture (Bahamani and Vijaynagar styles)	3	2	3	2	1	3	2	2	1	2
CO 4: Analysis of architectural achievements of the Sur dynasty	3	2	2	2	1	2	2	2	1	2
CO 5: Comprehensive understanding of Mughal Art & Architecture (Akbar, Jahangir, Shah Jahan)	3	2	3	3	1	3	2	2	1	3
CO 6: Appreciation of Mughal paintings and their impact on visual arts	3	2	3	2	1	3	2	2	1	2
CO 7: Exploration of regional Art & Architecture styles coexisting with Mughal tradition	3	2	3	2	1	3	2	2	1	2

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

Justification:

CO 1 (Architectural techniques of Sultanate period) & CO 5 (Mughal Art & Architecture) with PO 1 (Critical Thinking) and PO 4 (Research Skills):

Analyzing complex architectural techniques and the artistic vision behind monuments requires deep critical thinking and a strong understanding of historical methods. This strongly aligns with PO 1 (Critical Thinking) and PO 4 (Research Skills) (weightage: 3).

CO 2 (Sultanate landmarks) & CO 7 (Regional styles) with PO 3 (Multicultural Competence):

Recognizing and analyzing architectural landmarks and styles, especially those that contributed to the cultural fabric of India, fosters an appreciation for diversity and multicultural interactions, aligning these outcomes with PO 3 (weightage: 3).

CO 3 (Deccan styles) & CO 6 (Mughal paintings) with PO 6 (Problem-Solving Abilities) and PO 8 (Value Inculcation):

Understanding the nuances of artistic movements, especially how regional and cultural contexts shaped them, fosters problem-solving abilities in interpreting historical art. It also contributes to value inculcation, as it involves studying artistic traditions that embody philosophical and ethical values (weightage: 3 for PO 6, PO 8).

CO 6 (Mughal paintings) with PO 5 (Environmental Awareness):

Although this outcome is weakly related to environmental awareness, the focus on art appreciation may have slight connections to environmental influences on materials and preservation (weightage: 1).

PO 9 (Digital Skills) has lower weightage across most COs:

The focus of these COs is on historical analysis and interpretation, which involves some research but does not heavily emphasize digital tools or technologies, so PO 9 has a lower weightage (1).

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Community Engagement Project
Course Name	: Practical
Course Code	: HIS-254- CEP
No. of Lectures	: 30
No. of Credits	: 2

The Department will follow the SOPs and Guidelines prepared by the College in the regard