

"Education through self-help is our motto." - Karmaveer

Rayat Shikshan Sanstha's

SADGURU GADAGE MAHARAJ COLLEGE, KARAD

(An Autonomous College)



Accredited By NAAC with 'A+' Grade
CHOICE BASED CREDIT SYSTEM



B.A. Part - III

History

(Syllabus to be implemented from June, 2021 onwards.)

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SADGURU GADAGE MAHARAJ COLLEGE, KARAD

(An Autonomous College)

Department of History

Title and Subject Code

B.A.III History

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1.	V	Early India (from beginning to 4th c. BC)	HISO7	History Course-7
2.	V	History of Medieval India (1206-1526 AD)	HISO8	History Course-8
3.	V	Age of Revolutions	HISO9	History Course-9
4.	V	Political History of the Marathas	HISO10	History Course-10
5.	V	History: Its Theory	HISO11	History Course-11
6.	VI	Ancient India (From 4th c. BC to 7th c. AD)	HISO12	History Course-12
7.	VI	History of Medieval India (1526-1707 AD)	HISO13	History Course-13
8.	VI	Making of the Modern World (16th to 19 th Century)	HISO14	History Course-14
9.	VI	Polity, Economy and Society under the Marathas	HISO15	History Course-15
10.	VI	Methods and Applications of History	HISO16	History Course-16

Course Structure
B.A. Part - III: HISTORY

Sr. No.	Sem	Title of the Paper	Discipline Specific Elective	Distribution of Credit	Workload Per week	Total Credit	Theory Marks	Internal Evaluation
1.	V	Early India (from beginning to 4th c. BC)	History Course-7	4	4 Lectures	40	60	40
2.	V	History of Medieval India (1206-1526 AD)	History Course-8	4	4 Lectures		60	40
3.	V	Age of Revolutions	History Course-9	4	4 Lectures		60	40
4.	V	Political History of the Marathas	History Course-10	4	4 Lectures		60	40
5.	V	History: Its Theory	History Course-11	4	4 Lectures		60	40
6.	VI	Ancient India (From 4th c. BC to 7th c. AD)	History Course-12	4	4 Lectures		60	40
7.	VI	History of Medieval India (1526-1707 AD)	History Course-13	4	4 Lectures		60	40
8.	VI	Making of the Modern World (16th to 19 th Century)	History Course-14	4	4 Lectures		60	40
9.	VI	Polity, Economy and Society under the Marathas	History Course-15	4	4 Lectures		60	40
10.	VI	Methods and Applications of History	History Course-16	4	4 Lectures		60	40



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(An Autonomous College)
Department of History
B.A.III HISTORY
EQUIVALENCE

Sr. No.	Class	Semester	Paper No.	Title of the Paper Old	Title of the Paper (New)
1.	B.A.III	V	7	Early India (from beginning to 4th c. BC)	Early India (from beginning to 4th c. BC)
2.	B.A.III	V	8	History of Medieval India (1206-1526 AD)	History of Medieval India (1206-1526 AD)
3.	B.A.III	V	9	Age of Revolutions	Age of Revolutions
4.	B.A.III	V	10	Political History of the Marathas	Political History of the Marathas
5.	B.A.III	V	11	History: Its Theory	History: Its Theory
6.	B.A.III	VI	12	Ancient India (From 4th c. BC to 7th c. AD)	Ancient India (From 4th c. BC to 7th c. AD)
7.	B.A.III	VI	13	History of Medieval India (1526-1707 AD)	History of Medieval India (1526-1707 AD)
8.	B.A.III	VI	14	Making of the Modern World (16th to 19 th Century)	Making of the Modern World (16th to 19 th Century)
9.	B.A.III	VI	15	Polity, Economy and Society under the Marathas	Polity, Economy and Society under the Marathas
10.	B.A.III	VI	16	Methods and Applications of History	Methods and Applications of History

Intake capacity / number of students (wherever applicable)

Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD
(An Autonomous College)
Choice Based Credit System B.A. Part - III (History) SEMESTER - V
History Course – 7: Early India (from beginning to 4th c. BC)
Subject Code: (HISO7) (Credit 04) June 2021 onwards

Preamble: This course explores the major historical developments in India from the beginning to the 4th Century B.C. It traces the history of the Indian subcontinent from the Paleolithic period to the establishment of the Mauryan state. The student will be introduced to the political, social, economic and religious developments in India during this formative period. This course will help the students to understand how India came to be. They will know the facts about the early period of Indian history up to the 4th century B.C. They will get an introduction to the beginnings of India's political, socio-economic and cultural dynamics and understand the legacy of Ancient India.

Course Outcomes:

After studying the course the student will be able to ...

- 1) Understand the transition of humans in India from Hunters to Farmers
- 2) Explain the transition from Early to Later Vedic period.
- 3) Clarify the causes for the first and second urbanizations
- 4) Give an account of the teachings of Gautama Buddha and Vardhamana Mahavira
- 5) Describe the rise and growth of the Mauryan Empire
- 6) Explain the salient features of Ashoka's Dhamma

Expected Skills impartation (Through theory and practical's):

1. Social Responsibility and ethics skills
2. Critical thinking skills
3. Leadership skills
4. Diplomacy skills
5. Creativity and imagination skills

S. N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Source of feedback	Cos
1.	Module I: The Beginning a) The Hunter-Gatherers: Paleolithic and Mesolithic b) The Early Farmers: Neolithic and Chalcolithic c) The First Urbanization: Harappan Civilization d) The Megalithic Nomads: Burial types, nature of remains	Module I: The Beginning 1.1 The Hunter –Gatherers: Paleolithic and Mesolithic Cultures 1.2 The Early Farming Cultures in India: Neolithic and Chalcolithic 1.3 The Earliest Maritime Culture of India: Indus Valley Civilization/Harappan Culture-Origin, the first Urbanization, Port Towns and Harbours, Extent, Dominant features. 1.4 The Megalithic Burials: Types of Megalithic Burials, Nature of Remains.	Module I: The Beginning 1.1 The Hunter –Gatherers: Paleolithic and Mesolithic Cultures 1.2 The Early Farming Cultures in India: Neolithic and Chalcolithic 1.3 The Earliest Maritime Culture of India: Indus Valley Civilization/Harappan Culture-Origin, the first Urbanization, Port Towns and Harbours, Extent, Dominant features. 1.4 The Megalithic Burials: Types of Megalithic Burials, Nature of Remains.	To make understand the students that the Indus Valley Civilization/ Harappan Culture was nothing but the Earliest Maritime Culture.	Sub Committee	CO1
2.	Module II: The Vedic Age and Epics a) Vedic literature b) Transition from Early to Later Vedic period: Polity and Economy c) Transition from Early to Later Vedic period: Society and Religious	Module II: The Vedic Age and the Epic period 2.1 The Aryans and the Vedic Literature 2.2 Transition from Early to Later Vedic Period: Polity and Economy 2.3 Transition from Early to Later Vedic Period: Society and Religion 2.4 The Epics: The Ramayana and the Mahabharata	Module II: The Vedic Age and the Epic period 2.1 The Aryans and the Vedic Literature 2.2 Transition from Early to Later Vedic Period: Polity and Economy 2.3 Transition from Early to Later Vedic Period: Society and Religion 2.4 The Epics: The Ramayana and the Mahabharata	To understand the difference between Vedic age and the age of Epics, it is necessary to study the concerned literature	BOS Committee	CO2

	d) The Epics: Ramayana and Mahabharata					
3.	Module III: The Second Urbanization a. Nature of second urbanization b. Emergence of Regional States (16 Maha-janapadas) c. Gautama Buddha- His teachings d. Vardhamana Mahaveer- His teachings	Module III: The Period of Second Urbanization 3.1 Nature of Second Urbanization 3.2 Rise of 16 Maha-janapadas 3.3 Ideology of Buddhism 3.4 Ideology Jainism	Module III: The Period of Second Urbanization 3.1 Nature of Second Urbanization 3.2 Rise of 16 Maha-janapadas 3.3 Causes of rise of Jainism & Buddhism 3.4 Teaching of Buddha & Mahaveer	To introduce the students with the background of Buddhism and Jainism	Stake holder	CO3 CO4
4.	Module IV: The Mauryan Empire a. Sources: Arthashastra and Indica b. Chandragupta Maurya and Ashoka c. Mauryan administration d. Ashoka's Dhamma	Module IV: The Mauryan Empire 4.1 Sources: Arthashastra and Indica 4.2 Chandragupta Maurya and Ashoka 4.3 Mauryan Administration 4.4 Ashoka's Dhamma	Module IV: The Mauryan Empire 4.1 Sources: Arthashastra and Indica 4.2 Chandragupta Maurya and Ashoka 4.3 Mauryan Administration 4.4 Ashoka's Dhamma	--	BOS Committee	CO5 CO6
Practical work: Case Study / Field Survey / Field Visits / Project:						CO2 CO4
<ol style="list-style-type: none"> 1. Experimental teaching in primary and secondary level. 2. Visit to caves. 3. Report on Ancient coins. 4. Collection of You Tube video on Ancient cultures 						

Select Reference Books:

- Allchin, B.G.; Allchin, B.; Allchin, R.; Yoffee, N.; Alcock, S.; Dillehay, T. et al. (1982): The Rise of Civilization in India and Pakistan: Cambridge University Press (Cambridge World Archaeology).
- Habib, I.; Thakur, V. (2016): The Vedic Age: Tulika Books (A People's History of India Series).
- Jha, D.N. (1977): Ancient India: an introductory outline: People's Pub. House.
- Kosambi, D.D. (1975): An Introduction to the Study of Indian History: Popular Prakashan.
- Majumdar, R. C.; Bharatiya Vidya Bhavan; Bharatiya Itihasa Samiti (1951): The History and Culture of the Indian People: The Vedic age: G. Allen & Unwin (The History and Culture of the Indian People).
- Sharma, R. S. (1991): Aspects of Political Ideas and Institutions in Ancient India: Motilal Banarsidass.
- Sharma, R.S. (2006): India's Ancient Past : OUP India.
- Sharma, R.S. (2007): Material Culture and Social Formations in Ancient India: Macmillan India.
- Sharma, R.S.; Kumar, D. (2018): Bharat Ka Prachin Itihas: Oxford University Press India.
- Singh, U. (2009): A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century (PB): Pearson India.
- Thapar, R. (2004): Early India: From the Origins to AD 1300: University of
- Thapar, R. (2012): Asoka and the Decline of the Mauryas: OUP India (Oxford India Perennials).
- थापर रोमिला, अर्ली इंडिया, के सागर पब्लिकेशन, पुणे, 2013
- थापर रोमिला, दी पेंग्वीन हिस्टरी ऑफ अर्ली इंडिया, के सागर पब्लिकेशन्स : पुणे, 2018
- वासंती फडके (अनु.), एंशंट इंडिया (प्राचीन भारत) मूळ लेखक शर्मा आर.एस., के सागर पब्लिकेशन, पुणे, 2015
- रोमिला थापर, लिखित अशोक आणि मौर्यांचा न्हास, (Asoka and the Decline of the Mouryas या पुस्तकाचा अनुवाद). अनुवादिका. डॉ. शरावती शिरगावकर, अनुवादिका, महाराष्ट्र राज्य, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 2007
- ढवळीकर, मधुकर केशव, आर्यांच्या शोधात, राजहंस प्रकाशन, पुणे, 2012
- ढवळीकर, मधुकर केशव, कोण होते सिंधू लोक ?, राजहंस प्रकाशन प्रा.लि.पुणे, 2016

- ढवळीकर, मधुकर केशव, कोणे एके काळी सिंधू संस्कृती, राजहंस प्रकाशन, पुणे, 2006

Research journals:

1. The Quarterly Journal of History, Oxford University Press
2. Indian Economic and Social History Review, Sage Delhi
3. Indian Historical Review, Sage for ICHR, Delhi
4. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
5. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
6. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
7. Social Scientist Indian School for Social Sciences, Delhi
8. Deccan College Bulletin Deccan College, Pune
9. Inclusive Kolkata Institute of Contemporary Studies (Online)
10. Journal of Asian Studies
11. Journal of Royal Asiatic Societies
12. Puratattav
13. Indian Historical Review
14. Environmental History
15. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
16. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
17. समाज प्रबोधन पत्रिका, अशोक चौसाळकर, इचलकरंजी.
18. त्रैमासिक, भारत इतिहास संशोधन, पुणे
19. नवभारत, प्राज्ञपाठ शाला, वाई.

Additional readings:

1. Daily Newspapers: Loksatta, Maharashtra Times, The Hindu, Indian Express and Times of India
2. BBC History Magazine
3. Discovery of India

Medium of Instruction: Marathi

Special instructions, if any:

Watch the Episode of Bharat Ek Khoj

Library and laboratory equipment`s:

1. Map of Ancient India
2. Pictorial Graphs
3. Harappan Movie



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Choice Based Credit System B.A. Part - III (History) SEMESTER - V

History Course – 8: History of Medieval India (1206-1526 AD)

Preamble: This course covers the important period of Medieval Indian History. It was during this period that the Sultans established their rule in India. They introduced fundamental changes in polity, society, religion and culture of India. The course will acquaint the student with various sources of medieval Indian history. Students will get knowledge about the activities of major rulers and the policies followed by them. The students will know about the agricultural condition, development of trade and industry as well as the social, religious and architectural milieu of the period.

Course Outcomes:

After studying the course the student will be able to...

- 1) Describe the different types of historical sources available for writing the history of medieval India
- 2) Explain the contributions of medieval rulers like Allaudin Khilji, Muhammad-bin- Tuqhaq, Krishnadevraya, and Mahmud Gavan
- 3) Give an account of the administration and economy of the Delhi sultanate and Vijayanagar Empire
- 4) Elucidate the significant developments which took place in religion, society and culture

Expected Skills impartation (Through theory and practical's):

1. Understanding skills
2. Creativity skills
3. Military Leadership skills
4. Analytical skills
5. Diplomacy skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I - Sources: a) Literary: Tarikh-i- Firozshahi, Amuktamalyada b) Archaeological (excluding Monuments) c) Account of Foreign Travelers: Ibn Battuta, Domingo Paes	Module I - Sources 1.1 Literary: Tarikh-i- Firozshahi and Fatuh Us Salatin 1.2 Amuktamalyada 1.3 Archaeological (excluding Monuments) 1.4 Account of Foreign Travelers: Ibn Battuta, Domingo Paes	Module I - Sources 1.1 Literary: Persian :- Tarikh-i- Firozshahi 1.2 Literary :- Tamil - Amuktamalyada 1.3 Account of Foreign Travelers: Ibn Battuta, Domingo Paes 1.4 Archaeological (excluding Monuments)	To introduce the students with the important Persian and Tamil Literary sources of medieval Indian History	BOS Committee	CO1
2.	Module II - Major Rulers a) Allaudin Khilji: Internal policy and reforms b) Muhammad - bin- Tughlaq : Experiment of Token Currency c) Krishnadevraya: Military success and cultural contribution d) Mahmud Gavan: Contribution to Bahmani Kingdom	Module II - Major Rulers 2.1 Allaudin Khilji: Internal policy and reforms 2.2 Muhammad - bin- Tughlaq : Experiment of Token Currency and Experiment of change of Capital 2.3 Krishnadevraya: Military Expeditions 2.4 Mahmud Gavan: Contribution to Bahmani Kingdom	Module II - Major Rulers & Administrators 2.1 Allaudin Khilji: Internal policy and reforms 2.2 Muhammad - bin- Tughlaq : Experiment of Token Currency and Experiment of change of Capital 2.3 Krishnadevraya: Military Expeditions 2.4 Mahmud Gavan: Contribution to Bahmani Kingdom	The title of the module is changed according to the sub-points in the module. To make students familiar with the major experiments implemented by Muhammad - bin- Tughlaq	Sub Committee	CO 2
3.	Module III - Administration and Economy (Delhi Sultanate and Vijaynagar) a) Administration : Central and Provincial b) Agriculture and Land Revenue c) Industry and Trade	Module III - Administration and Economy (Delhi Sultanate and Vijaynagar) 3.1 Central Administration 3.2 Provincial Administration 3.3 Agriculture 3.4 Land Revenue	Module III - Administration and Economy (Delhi Sultanate and Vijaynagar) 3.1 Central Administration 3.2 Provincial Administration 3.3 Agriculture 3.4 Land Revenue	---	BOS Committee	CO 3
4.	Module IV) Religion, Society and Culture:	Module IV) Society and Culture:	Module IV) Religion, Society and Culture:	To focus on the major religious	Stake holder	CO 4

a) Sufi Order: Chishti Silsila; Bhakti Movement: Sant Kabir; Sikh Religion: Guru Nanak b) Society: Hindu and Muslim c) Architecture: Delhi Sultanate, Vijaynagar and Bahamani.	4.1 Society: Hindu 4.2 Society: Muslim 4.3 Architecture: Delhi Sultanate 4.4 Architecture: Vijaynagar	4.1 Religion – Sufism, Bhakti Movement 4.2 Society: Hindu & Muslim 4.3 Architecture: Delhi Sultanate 4.4 Architecture: Vijaynagar & Bahamani	movements		
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Practical work: Case Study / Field Survey / Field Visits / Project: 1. Field visit to Monuments of Medieval Period. 2. Project on the Policies of Medieval rulers 3. Survey of Forts built during medieval period 4. A Study of Changes introduced by the medieval rulers in the various administrative sectors	CO3 CO4
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Select Reference Books:

- Rizvi, S.A.A., The Wonder that was India, Part II, Rupa, Delhi, 2002
- Chitnis, K.N., Glimpses of Medieval Indian Ideas and Institutions, 1974
- Chitnis K. N. Socio- Economic Aspects of Medieval India, Poona, 1979
- Mehta, Jaswant Lal, Advanced Study in the History of Medieval India, Volume I to III, Sterling, New Delhi, 1981.
- Raychaudhuri Tapan and Irfan Habib (eds.), Cambridge Economic History of India, Vol. I.C. 1200 C.1750., Delhi, S. Chand, 1984.
- Satish Chandra, History of Medieval India (800- 1700), Orient Longman, Hyderabad, 2007
- वर्माहरिश्रंकर(संपा.), मध्यकालीन भारत का इतिहास खंड – I, II. राजकमल प्रकाशन, नई दिल्ली, 2011
- मेहता जे.एल., क्षीरसागर वि.एस, देशपांडे व्ही.टी, मध्ययुगीन भारताचा बृहत इतिहास, तीन खंड, के सागर पब्लिकेशन्स, पुणे, 2017
- सतीश चंद्र, वि.एस. क्षीरसागर, मध्ययुगीन भारत-मोगल साम्राज्य 1526-1748, के सागर पब्लिकेशन्स, 2017
- चिटणीस के.एन., मध्ययुगीन भारतीय संकल्पना व संस्था, खंड 1 ते 4, पुणे 1982
- कोलारकर श. गो., मध्ययुगीन भारताचा इतिहास(1206 ते 1707), श्री मंगेश प्रकाशन, 1994
- बारगळव ढवळे, मध्ययुगीन भारत, विद्याप्रकाशन, नागपूर, 1947
- मूरलॅन्ड डब्ल्यू.एच., अबकार कालीन हिंदुस्थान, ICHR, डायमंड प्रकाशन, पुणे, 2006

- मूरलॅन्ड डब्ल्यू.एच., अबकार ते औरंगजेब, ICHR, डायमंड प्रकाशन, पुणे, 2006
- सिद्दिकी एन.ए., मोगकालीन महसूल पद्धती, ICHR, डायमंड प्रकाशन, पुणे, 2006
- जदूनाथ सरकार, औरंगजेब, डायमंड प्रकाशन, पुणे, 2006

Research journals:

1. Indian Economic and Social History Review, Sage Delhi
 2. Indian Historical Review, Sage for ICHR, Delhi
 3. Medieval History Journal, Sage, Delhi
 4. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
 5. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
 6. Deccan College Bulletin Deccan College, Pune
 7. Inclusive Kolkata Institute of Contemporary Studies (Online)
 8. Journal of Oriental Studies
 9. Journal of the Economic and Social History
 10. Indian Journal of Gender Studies
 11. Comparative Studies in Society and History
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
 2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
 3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
 4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
 5. नवभारत, प्राज्ञपाठशाला, वाई.
 6. शोधनिबंधसंग्रह, आखिल महाराष्ट्र इतिहास परिषद.

Additional readings:

- A) BBC History magazine
- B) Editorial article of Loksatta
- C) Times of India
- D) Digital Marathi Vishwakosh

Medium of Instruction: Marathi

Special instructions, if any:

Library and laboratory equipment`s:

Historical Film : Padmavat Movie

Pictorial Graphs

You Tube Video

Binocular



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SADGURU GADAGE MAHARAJ COLLEGE, KARAD
(An Autonomous College)
Choice Based Credit System B.A. Part - III (History) SEMESTER - V
History Course – 9: Age of Revolutions
Subject Code: (HISO9) (Credit 04) June 2021 onwards

Preamble: This course introduces the students to the path breaking events of global history. The students will study the accounts of the causes and consequences of the transformative revolutions which changed the history of mankind. They brought about sudden big changes not only in the country in which they happened but also the world in general. Most of them left a lasting effect on the thought and the socio-political and cultural conditions of mankind. The course has been framed to make the students aware of the change and impact of these revolutionary events.

Course Outcomes:

After studying the course the student will be able to...

- 1) Explain the causes and consequences of the Reformation
- 2) Give an account of the role played by Martin Luther
- 3) Explain the salient features of the Industrial revolution
- 4) Give an account of the American revolution
- 5) Explain the causes, effects and major events of French Revolution
- 6) Explain the role of major leaders of the French Revolution

Expected Skills impartation (Through theory and practical's):

1. Social responsibility and ethics skills
2. Leadership skills
3. Critical thinking skills
4. Presentation skills
5. Diplomacy skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I: Reformation (16th Century) a) Causes b) Role of Martin Luther c) Consequences	Module I: Reformation (16th Century) 1.1 Causes of the Reformation 1.2 Course 1.3 Role of Martin Luther 1.4 Consequences	Module I: Reformation (16th Century) 1.1 Causes of the Reformation 1.2 Course 1.3 Role of Martin Luther 1.4 Consequences	To understand the events which took place during the reformation	Sub Committee	CO1 CO2
2	Module II: Industrial Revolution (18th Century) a) Causes b) Major Developments c) Effects	Module II: Industrial Revolution (18th Century) 2.1 Background of Industrial Revolution 2.2 Causes 2.3 Spread of Industrial Revolution 2.4 Effects	Module II: Industrial Revolution (18th Century) 2.1 Background of Industrial Revolution 2.2 Causes 2.3 Spread of Industrial Revolution 2.4 Effects	To give information regarding the spread of the industrial revolution in the various parts of the world	BOS Committee	CO3
3	Module III: American Revolution (1776) a) Causes b) Important events c) Impact	Module III: American Revolution (1776) 3.1 Background- British Colonies 3.2 Causes 3.3 Important events 3.4 Impact	Module III: American Revolution (1776) 3.1 Background- British Colonies 3.2 Causes of American Revolution 3.3 Important events 3.4 Effect	To understand the various aspects of American revolution right from the establishment of British colonies up to the effects of the revolution	Stake holder	CO4
4	Module IV: French Revolution (1789) a) Causes b) Important events and major leaders c) Impact on the world	Module IV: French Revolution (1789) 4.1 Causes 4.2 Course 4.3 Important Leaders 4.4 Impact on World	Module IV: French Revolution (1789) 4.1 Causes 4.2 Course 4.3 Role of Leaders 4.4 Effect on World	To understand the events which took place during the French revolution	Sub Committee	CO5 CO6

<p>Practical work: Case Study / Field Survey / Field Visits / Project:</p> <ol style="list-style-type: none"> 1. Poster presentation on leaders of revolutions 2. Model presentation on industrial revolutions 3. Photo and video collection of various events and leaders 4. A study of role played by the leaders of revolutions 	<p>CO1 to CO6</p>
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Select Reference books:

- ArunBhattacharjee,WorldRevolutions,AshishPublishingHouse,NewDelhi,1988
- L. Mukherjee, A Study of Modern European theWorld,Calcutta,2011
- John Merriman, A History of Modern Europe ;From the Renaissance to the Present, W.W. Norton and Company, 2009
- HeatherM.Campbell,TheEmergenceofModernEurope,c.1500to1788,TheRosen Publishing Group, Inc,2011
- प्रा. भवरे ना.गो., डॉ.मु.बा.देवपुजारी, अमेरिकेचा इतिहास, पायल प्रकाशन, नागपूर, 1973
- देशपांडे सु.ग., अमेरिकेचा इतिहास, व्हीनस प्रकाशन, पुणे, 1971
- मार्डीकर मदन, आधुनिक युरोपचा इतिहास इ.स.1781 ते 1945, विद्या बुक्स, 2005
- विद्यालंकार सत्यकेतू, युरोप का आधुनिक इतिहास (1798-1974), 2013
- कुलकर्णी अ.रा. आणि फडके श्री.रा, आधुनिक युरोप, देशमुख आणि कंपनी , 1967
- देसाई दत्ता, आधुनिकतेचे आगमन, युरोपकेंद्री इतिहासाचा जागतिक विचार, द युनिक अकॅडमी, पुणे, 2015
- जोगळेकर ज.द, फ्रेंच राज्यक्रांती, मॅजेस्टीक प्रकाशन, 1989
- केळकर न.चिं., फ्रेंच राज्यक्रांती, भावे प्रकाशन, 1989
- देव बळवंत अनंत, मार्टिन ल्युथर युरोपातील धर्मक्रांतीचा इतिहास, गंगाबाई देव, 1915
- मॅरिसन रिचर्ड बी (भाषांतर परांजपे वा कृ.), अमेरिकन क्रांति, सौ. सुलोचना लिमये, 1957

Research journals:

1. The Quarterly Journal of History, Oxford University Press
 2. Indian Historical Review, Sage for ICHR, Delhi
 3. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
 4. Studies in History, Sage, Delhi
 5. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
 6. Inclusive Kolkata Institute of Contemporary Studies (Online)
 7. Quarterly Review of Historical Studies
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
 2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
 3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
 4. त्रैमासिक, भारत इतिहास संशोधन, पुणे

Additional readings:

Social contract

जोसेफमॅझिनीचे चरित्र

BBC History Magazine

Readers Digest

Chronicle Review

Medium of Instruction: Marathi**Special instructions, if any:**

Try to read the biographies of the important leaders of revolutions

Library and laboratory equipment`s:

Historical Movies

Pictorial Graphs

You Tube Video

World Map



Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD
(An Autonomous College)
Choice Based Credit System B.A. Part - III (History) SEMESTER - V
History Course – 10: Political History of the Marathas (1707 to 1818)
Subject Code: (HISO10) (Credit 04) June 2021 onwards

Preamble: The course is designed to study the political condition of Marathas after 1707. The Maratha polity was transformed into the largest political entity of India in the eighteenth century. The course introduces the students to the political developments which led to the expansion of Maratha power in the eighteenth century. It also explores the causes and events which led to the eventual decline of Maratha power.

Course Outcomes:

After studying the course the student will be able to...

- 1) Describe the political conditions of the Marathas up to the year 1740
- 2) Explain the role of Balaji Bajirao.
- 3) Explain the causes and effects of the Battle of Panipat.
- 4) Understand the political condition of the Marathas after 1761.
- 5) Critically analyze the causes for the decline of Maratha power.

Expected Skills impartation (Through theory and practical's):

1. Leadership Skills
2. Critical thinking Skills
3. Diplomacy skills
4. Creativity and imagination Skills
5. Problem solving skills

S.N .	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I: Political condition up to 1740 a. Release of Shahu; Struggle between Shahu and Maharani Tarabai. b. Balaji Vishwanath : Delhi Campaign, Maratha Confederacy c. Bajirao Peshwa: Northern Policy, Relations with Nizam	Module I: Political condition up to 1740 1.1 Release of Shahu; Struggle between Shahu and Maharani Tarabai. 1.2 Balaji Vishwanath : Delhi Campaign, Maratha Confederacy 1.3 Bajirao Peshwa: Southern Policy 1.4 Bajirao Peshwa: Northern Policy	Module I: Political condition up to 1740 1.1 Release of Shahu; Struggle between Shahu and Maharani Tarabai. 1.2 Peshwa Balaji Vishwanath : Delhi Campaign, Maratha Confederacy 1.3 Peshwa Bajirao I : Southern Policy 1.4 Peshwa Bajirao I: Northern Policy	To understand the Southern Policy of Peshwa Bajirao I in detail	BOS Committee	CO1
2	Module II: Balaji Bajirao and Battle of Panipat (1761) a. Relations with Angre b. Conflict with Raghujibhosale c. Battle of Panipat-1761	Module II: Balaji Bajirao and Battle of Panipat (1761) 2.1 Relations with Angre 2.2 Conflict with Raghujibhosale 2.3 Battle of Panipat-1761: Causes and Course 2.4 Battle of Panipat – 1761 : Impact	Module II: Balaji Bajirao and Battle of Panipat (1761) 2.1 Northern and southern expansion 2.2 Relation with Angre and Bhosale 2.3 Battle of Panipat Causes and Course 2.4 Consequences - Battle of Panipat	To bring to the notice to the students the expansion of Maratha power during the rule of Balaji Bajirao	Stakeholder	CO2 CO3
3	Module: III Political condition after 1761 a. Madhavrao Peshwa b. Mahadji Shinde c. Nana Phadnavis	Module: III Political condition after 1761 3.1 Madhavrao Peshwa 3.2 Mahadji Shinde 3.3 Malharrao Holkar 3.4 Nana Phadnavis	Module: III Political condition after 1761 3.1 Peshwa Madhavrao 3.2 Malharrao Holkar & Mahadji Shinde 3.3 Barbhai & Nana Phadnavis 3.4 First Anglo-Maratha War	To understand the background of the conflict between Maratha and the British	BOS Committee	CO4
4.	Module IV: Decline of the Maratha Power	Module IV: Decline of the Maratha Power	Module IV: Decline of the Maratha Power	To understand the role of Peshwa	Stakeholder	CO5

	a. Peshwa Bajirao II b. Second and Third Anglo-Maratha War c. Causes for the decline of Maratha power	4.1 First Anglo-Maratha War 4.2 Second Anglo-Maratha War 4.3 Third Anglo-Maratha War 4.4 Causes for the decline of Maratha power	4.1 Peshwa Bajirao II 4.2 Second Anglo-Maratha War 4.3 Third Anglo-Maratha War 4.4 Causes of the decline of Maratha power	Bajirao II behind the decline of Maratha Power	holder	
Practical work: Case Study / Field Survey / Field Visits / Project: <ol style="list-style-type: none"> 1. A study of fort : A case study 2. Survey of historical monuments- Samadhi 3. Report on museum visit 4. Project on historical monuments – Wada 5. Visit to Peshwa Daftar 						CO1 to CO5

Select Reference books:

- V.G.Dighe, Peshwa Bajirao and Maratha expansion, Karnataka Publishing House, Bombay, 1944
- M.G. Ranade, Rise of Maratha Power, 1900
- S. R. Sharma-The founding of Maratha freedom, Orient Longmans, Bombay, 1964
- H.N. Sinha-Rise of the Peshwas, The Indian Press(Publications) Ltd, Allahabad, 1954
- S.N.Sen-, AngloMaratha Relations 1785-1796, Macmillan, Madras, 1974
- P.C.Gupta, Bajirao II and East India Company, Allied Publications Private Limited, Calcutta, 1964
- Brij Kishore, Tarabai and his Times, Bombay, 1963
- G.S.Sardesai-New History of Marathas Vols I, II and III, Bombay, 1948
- पवार अप्पासाहेब (संपा): ताराबाई कालीन कागदपत्रे, खंड 1, शिवाजी विद्यापीठ, 2018
- भावे, वा.कृ., पेशवे कालीन महाराष्ट्र, पुनर्मुद्रित, इंडियन काउन्सिल अफ हिस्टॉरिकल रिसर्च, नवी दिल्ली, 1976
- पगडीसेतुमाधवराव : मराठ्यांचे स्वातंत्र्ययुद्ध, पुणे, 1962

- रानडे, महादेव गोविंद, मराठी सत्तेचा उत्कर्ष, वरद प्रकाशन, 2016
- देशपांडे प्र.न. : मराठी सत्तेचा उदय आणि उत्कर्ष, स्नेह वर्धन पब्लिशिंग हाऊस, पुणे, 2001
- फाटकन.र. : (अनु) : मराठी सत्तेचा उत्कर्ष, (म.गो.रानडे कृत राईज आ^फ मराठा पॉवरचे भाषांतर)
- पवार जयसिंगराव, महाराणी ताराबाई, ताराराणी विद्यापीठ प्रकाशन, 1975
- पवार जयसिंगराव, मराठी साम्राज्याचा उदय आणि अस्त, कोल्हापूर, 1993
- शेजवलकर त्र्यं. श., श्रीशिवछत्रपती - संकल्पित शिवचरित्राची प्रस्तावना, आराखडा व साधने, मराठ मंदिर प्रकाशन, मुंबई, 1964
- शेजवलकर त्र्यं.श., पानिपत1961, जोशी आणि लोखंडे प्रकाशन, 1961
- शेजवलकर गो.स., मराठी रियासत, 1ते8खंड, पॉप्युलर प्रकाशन, पुणे

● **Research journals:**

1. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
2. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
3. Swarnabhumi
4. Vikramshila Journal of Social Sciences
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
5. नवभारत, प्राज्ञ पाठशाला, वाई.
6. शोधनिबंधसंग्रह, आखिल महाराष्ट्र इतिहास परिषद.

Additional readings:

Panipat
Swami

Rau

Panipatchi Bakhar....ani panipat,

Maharaja Yashvantrao Holkar

Medium of Instruction: Marathi

Special instructions, if any:

Study of Bakhars

Library and laboratory equipment`s:

Movies :Bajirao Mastani, Panipat,

T.V.Serial- Swamini,





Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD
(An Autonomous College)
Choice Based Credit System B.A. Part - III (History) SEMESTER - V
History Course – 11: History: It's Theory
Subject Code: (HISO11) (Credit 04) June 2021 onwards

Preamble: This course has been designed to impart knowledge of the discipline of history to the students. The students will learn the nature and scope of the discipline. They will have a clear understanding of the nature of the evidence collected from primary and secondary sources. They will be introduced to the process of presenting and writing history. They will know the methods of writing history.

Course Outcomes:

After studying the course the student will be able to...

- 1) Understand the definition and scope of the subject of History
- 2) Know the process of acquiring historical data
- 3) Explain the process of presenting and writing history
- 4) Understand the methods of writing history

Expected Skills impartation (Through theory and practical`s):

1. Research ability skills
2. Critical thinking skills
3. Creativity and imagination skills
4. Problem solving skills
5. Analytical skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I: History: Definition and Scope a) Meaning, Scope and Nature b) Types of History c) Interdisciplinary Approach	Module I: History: Definition, Scope and Nature 1.1 Definition , Scope and Nature 1.2 Importance of History 1.3 Types of History 1.4 Interdisciplinary Approach	Module I: History: Definition, Scope and Nature 1.1 Definition , Scope and Nature 1.2 Types of History 1.3 Uses of History 1.4 Interdisciplinary Approach	To understand the applicability of History	Stake holder	CO1
2	Module II: Acquisition of Historical Data a) Sources: Nature and Types b) Methods of Data Collection c) Methods of Critical Enquiry	Module II: Acquisition of Historical Data 2.1 Sources: Nature and Types 2.2 Methods of Data Collection 2.3 Internal Criticism Method 2.4 External Criticism Method	Module II: Acquisition of Historical Data 2.1 Sources: Nature and Types 2.2 Methods of Data Collection 2.3 Internal Criticism 2.4 External Criticism	Criticism of documentary evidence is inevitable in the research in History	BOS Committee	CO2
3	Module III: Process of presenting and writing history a) Steps of Historical Research b) Data Analysis and Interpretation c) Presentation	Module III: Process of presenting and writing history 3.1 Qualities of Researcher 3.2 Steps of Historical Research 3.3 Data Analysis and Interpretation 3.4 Presentation	Module III: Process of presenting and writing history 3.1 Responsibility for the Results of Research 3.2 Steps of Historical Research 3.3 Data Analysis and Interpretation 3.4 Presentation	To inculcate the value of ethical research among the students	Stake holder	CO3
4	Module IV: Methods of History writing a) Note taking b) Footnotes and End notes c) Index, Appendix, Bibliography	Module IV: Methods of History writing 4.1 Note taking Method 4.2 Footnotes and Endnotes Method 4.3 Types of Index, 4.4 Appendix, Bibliography Methods	Module IV: Methods of History writing 4.1 Introduction to Reference Management Tools(RMT) 4.2 Footnotes and Endnotes Method 4.3 Types of Index 4.4 Appendix, Bibliography	To introduce the students with the modern referencing tools in research	BOS Committee	CO4

Practical work: Case Study / Field Survey / Field Visits / Project: <ol style="list-style-type: none"> 1. Observation of Temple 2. Observation of Historical Monuments 3. Research article writing 4. Collection of Manuscript 	CO3 CO4
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Select Reference books:

- B.Shaikh,Ali.,History,ItsTheoryandMethod,MacmillanIndiaLtd,Madras,1978
- Carr,E.H.,WhatisHistory,PalgravePublishersLtd.,Macmillan,1986
- Chitnis,K.N.,ResearchMethodologyinHistory,Poona,1979
- Bajaj, S. K., Research Methodology in History, Anmol Publications Pvt. Ltd., New Delhi,1998
- Collingwood,R.G.,TheIdeaofHistory,OxfordUniversityPress,Oxford1978
- Gottschalk, Louis.,UnderstandingHistory,NewYork,SecondEdition,1969
- Mujumdar,R.C.,HistoriographyinModernIndia,Bombay,1970
- Mujumdar, R. K. and A. N. Shrivasta, Historiography, S. B. D. Publishers and Distributers, Delhi, 1996
- Dasgupta, Sugata., *Methodology of Social Science Research*, New Delhi, Impex India, 1967
- Devahuti, (ed.)*Problems of Indian Historiography*, Delhi, 1979
- Gottschalk, Louis., *Understanding History*, New York, Second Edition, 1969
- Habib, Irfan, *Interpreting Indian History*, North-Eastern Hill University, Shillong.
- कोठेकर, शांता.,इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २००५
- गायकवाड, आर. डी., सरदेसाई, बी. एन. आणि हनमाने, व्ही. एन.इतिहासलेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास, फडके प्रकाशन, कोल्हापूर, १९८८
- गद्रे, प्रभाकर.,इतिहास लेखनाच्या परंपरा, श्री मंगेश प्रकाशन, नागपूर, २००४
- सरदेसाई, बी. एन.,इतिहासलेखन पद्धती, फडके प्रकाशन, कोल्हापूर, २००४
- राजदेरकर, सुहास.,इतिहासलेखनशास्त्र, विद्या प्रकाशन, नागपूर, १९९८
- सरदेसाई, बी. एन.,इतिहासलेखन परिचय, फडके प्रकाशन, कोल्हापूर, २००६

- देशमुख, प्रशांत., इतिहासाचे तत्त्वज्ञान, विद्या बुक्स पब्लिशर्स, औरंगाबाद, २००५
- लेले, वि. गो., (अनुवादक) इतिहास म्हणजे काय? कॉन्टिनेन्टल प्रकाशन, पुणे, १९९४
- आठवले, सदाशिव., इतिहासाचे तत्त्वज्ञान, प्राज्ञपाठशाला, वाई, १९६७
- आगलावे, प्रदीप., सामाजिक सनोधन, पद्धती शास्त्र व तंत्र, साईनाथ प्रकाशन, नागपूर.
- देव, प्रभाकर., इतिहास एक शास्त्र, कल्पना प्रकाशन नांदेड, १९९७
- कोठेकर शांता., इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, 2005
- गायकवाड, आर.डी., सरदेसाई, बी.एन.आणि हनमाने, व्ही.एन. इतिहासलेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास, फडके प्रकाशन, कोल्हापूर, 1988
- आगलावेप्रदीप, सामाजिक संशोधन, पद्धती शास्त्र व तंत्र, साईनाथ प्रकाशन, नागपूर, 2019
- मोतीचंद्र सार्थवाह, साहित्य अकादमी, नवी दिल्ली, 2010
- वांबूरकर जास्वंदी, इतिहास लेखनातील नवे प्रवाह, डायमंड प्रकाशन, पुणे

Research journals:

1. The Quarterly Journal of History, Oxford University Press
2. Indian Historical Review, Sage for ICHR, Delhi
3. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
4. Studies in History, Sage, Delhi
5. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
6. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
7. Social Scientist Indian School for Social Sciences, Delhi
8. Inclusive Kolkata Institute of Contemporary Studies (Online)
9. History and Theory Wiley Blackwell for Wesleyan University, Oxford
10. Historical Research Wiley Blackwell for Wesleyan University, Oxford Current History Current History Inc., Philadelphia
11. Anushilan: Research Journal of Indian
12. Apurva: Research Journal of Faculty of Arts,
13. Manviki: A Journal of Humanities & Social Sciences
14. Biblio: The Review of Books

1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
5. शोधनिबंधसंग्रह, आखिल महाराष्ट्र इतिहास परिषद.

Additional readings:

स्थानिक इतिहास लेखन – राजा दिक्षित

Research Methodology- K. N. Chitnis

What is History – E.H. Carr

Medium of Instruction: Marathi

Special instructions, if any:

Maintaining Diary of Daily Events

Library and laboratory equipment`s:

India Map

Camera

Binocular

Scanner



Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD
(An Autonomous College)
Choice Based Credit System B.A. Part - III (History) SEMESTER - VI
History Course – 12: Ancient India (From 4th c. BC to 7th c. AD)
Subject Code: (HISO12) (Credit 04) June 2021 onwards

Preamble: This course explores the history of India from the 4th century BC to the 7th century A.D. It takes a panoramic survey of the historical developments during this crucial period of Indian history. The course studies the eventful changes which took place under the Satavhana, Kushanas, Guptas, Vakatakas, Chalukyas and Pallavas. The students will be introduced to the incomparably vivid picture of India which prevailed during the ancient period. They will be acquainted with not only the glory of Ancient India but also the social inequality and social evils which have shaped India in the past.

Course Outcomes:

After studying the course the student will be able to...

- 1) Know the political, economic and religious developments which took place in early historic India
- 2) Know the development of science during Guptas and Vakatakas
- 3) Explain the role played by Major Satavahana, Kushana, Gupta and Vakataka Kings
- 4) Give an account of the developments in the Post-Gupta period
- 5) Have an informed opinion about the society and culture of Ancient India

a) Expected Skills impartation (Through theory and practical's):

1. Social Responsibility and ethics skills
2. Critical thinking skills
3. Leadership skills
4. Diplomacy skills
5. Creativity and imagination skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I: Early Historic India a)Sources: Gatha Saptashati, Periplus of the ErythraeanSea b)Major Kings: Satavahana andKushanas c)Industry andTrade d) Hinayana Buddhism	Module I: Early Historic India 1.1 Sources – Milindpanha, Gathasaptasati, Periplus of the Erythraean Sea, Natural History of Pliny 1.2 Major Dynasties – Satavahana, Kushanas, Sakas and the Kshapratas 1.3 Trade and Commerce in Early Historic India- Trade and Industry, Trade Routes, Means of Transport 1.4 Buddhism and Trade	1.1 Sources – Milindpanha, Gathasaptasati, Periplus of the Erythraean Sea 1.2 Major Dynasties – Satavahana, Kushanas 1.3 Major Dynasties Sakas and the Kshapratas 1.4 Trade and Commerce	To understand the Early History of India the book Milindpanha provides important information.	Sub Committee	CO1 CO3
2	Module II: The Classical Age b)Major Kings: Guptas and Vakatakas c)Economy and Greater India d)Literature and Science e)Religion	Module II: The Classical Age 2.1 The Guptas and the Vakatakas 2.2 Economy of the Gupta and Post Gupta Period 2.3 Literature and Science 2.4 Religion and Art	Module II: The Classical Age 2.1 The Guptas and the Vakatakas 2.2 Economy of the Gupta and Post Gupta Period 2.3 Literature and Science 2.4 Religion and Art	Religion and Art were the inseparable parts so it becomes necessary to understand this	BOS Committee	CO2
3	Module III: The Post-Gupta Period a) Source: HiuenTsang b)North India: Harshavardhana c) Deccan: Early Chalukyas of Badami d) South India:Pallavas	Module III: The Post Gupta Perid 3.1 Sources-Hiuen Tsang and Banbhatta 3.2 North India: Harvashadharvana 3.3 Deccan: Early Chalukyas of Badami	Module III: The Post Gupta Perid 3.1 Sources-Hiuen Tsang and Banbhatta 3.2 North India: Harvashadharvana 3.3 Deccan: Early Chalukyas of Badami	To understand the history of post Gupta period the writings of Banbhatta provides important	Stake holder	CO4

		3.4 South India: Pallavas	South India: Pallavas	information		
4	Module IV: Society and Culture a) Position of Women and Varna Structure (From Vedic period to Post-Gupta period) b) Education c) Art (From Mesolithic Art to Ajanta Paintings) d) Architecture- (Rock-Cut Caves (Maharashtra) to Constructed Temples (MadhyaPradesh)	Module IV: Society and Culture 4.1 Position of Women in Ancient India (From Sunga period to Post Gupta Period) 4.2 Education: Vedic and Buddhist 4.3 Buddhist Rock -cut Art, Sculpture and Painting 4.4 Temple Architecture during the Chalukyan Period	Module IV: Society and Culture 4.1 Position of Women in Ancient India (From Sunga period to Post Gupta Period) 4.2 Education: Vedic and Buddhist 4.3 Buddhist Rock -cut Art 4.4 Temple Architecture during the Chalukyan Period	To understand the new techniques of temple architecture emerged during Chalukyan period	BOS Committee	CO5

Practical work: Case Study / Field Survey / Field Visits / Project: 1. Visit to Budhist Caves in Satara District. 2. A survey of Ancient monuments in Satara District 3. A project on the work of various Ancient rulers 4. A Experimental learning through ancient painting	CO2 CO4
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Select Reference Books :

- Jha, D.N .(1977):Ancient India: an introductory outline: People's Pub. House.
- Kosambi, D.D .(1975):An Introduction to the Study of Indian History: Popular Prakashan.
- Mujumdar, R. C.; Bharatiya Vidya Bhavan; Bhāratīya Itihāsa Samiti (1951): The History and Culture of the Indian People: The Vedic age :G. Allen & Unwin (The History and Culture of the Indian People).
- Sharma, R. S. (1991): Aspects of Political Ideas and Institutions in Ancient India: Motilal Banarsidas.
- Sharma, R.S.(2006):India's Ancient Past: OUP India.
- Sharma, R.S.(2007):Material Culture and Social Formations in Ancient India: Macmillan India.
- Sharma, R.S.; Kumar,D.(2018):Bharat Ka Prachin Itihas :Oxford University Press India.
- Singh,U.(2009):AHistoryofAncientandEarlyMedievalIndia:FromtheStone Agetothe12thCentury(PB):Pearson India.

- Thapar, R. (2004): Early India: From the Origins to AD 1300: University of California Press.
- Mujumdar, R.C.; Altekar, A.S. (1986): Vakataka-Gupta Age Circa 200-550 A.D.: Motilal Banarsidass (History and Culture Series).
- Munshi, K.M.; Mujumdar, R.C. (1997): The Classical Age: Bharatīva Vidya Bhavan (History and Culture of the Indian People/General ed.: R.C. Mujumdar).
- Sastri, K.A.N. (1958): A History of South India from Prehistoric Times to the Fall of Vijayanagar: Oxford University Press.
- कोसंबी डी.डी., प्राचीन भारतीय संस्कृती आणि सभ्यता, डायमंड प्रकाशन, 2006
- थापर रोमिला, अर्लि इंडिया, के सागर पब्लिकेशन, पुणे, 2013
- फडके वासंती (अनु), एंशंट इंडिया (प्राचीन भारत) मूळ लेखक शर्मा आर.एस., के सागर पब्लिकेशन, पुणे, 2015

Research journals:

1. The Quarterly Journal of History, Oxford University Press
2. Indian Historical Review, Sage for ICHR, Delhi
3. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
4. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
5. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
6. Deccan College Bulletin Deccan College, Pune
7. Adhikar-An International Refereed journal
8. Interdisciplinary Journal of Contemporary Research
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
3. समाजप्रबोधन पत्रिका, अशोक चौसाळकर, इचलकरंजी.
4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
5. नवभारत, प्राज्ञ पाठशाला, वाई.
6. शोधनिबंध संग्रह, आखिल महाराष्ट्र इतिहास परिषद.

Additional readings:

प्राचीन भारताचा राजकीय इतिहास, हेमचंद्रराय चौधरी
अर्थशास्त्र, कौटिल्य

हर्षचरित्र बाणभट्ट
राजतरंगिणी, कल्हण
मालविकाग्नीमित्र, कालिदास

Medium of Instruction: Marathi

Special instructions, if any:

Refer E-PG Pathshala, Khan Academy, Swayam Courses

Library and laboratory equipment`s:

Ancient Movies : Ashoka, The Gautama

Bharat Ek Khoj

Map of India

Binocular



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Choice Based Credit System B.A. Part - III (History) SEMESTER - VI

History Course – 13: History of Medieval India (1526-1707 AD)

Subject Code: (HISO13) (Credit 04) June 2021 onwards

Preamble: This course explores the history of the Mughal period in India. The Mughals introduced fundamental changes in the polity, economy, society, culture and religion of India. The Bahamani kingdom in the Deccan also split up into five smaller kingdoms during this period. In the course the students will be introduced to the important events, personalities and developments in India. They will know the policies followed by important rulers and will acquaint themselves with the general scenario prevalent in India during the period. They will understand how a syncretic culture developed in India during the period.

Course Outcomes:

After studying the course the student will be able to...

- 1) Know about the various sources for writing Medieval Indian history
- 2) Explain the role of rulers like Babar, Akbar, Chandbibi and Ibrahim Adilshah II
- 3) Gain knowledge about the administrative and revenue system
- 4) Describe the condition of Industry and trade
- 5) Explain important developments in religion, society and culture

Expected Skills impartation (Through theory and practical's):

1. Understanding skills
2. Creativity skills
3. Military Leadership skills
4. Analytical skills
5. Diplomacy skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I:Sources a) Literary: Akbarnama, Gulshan -I -Ibrahimi b) Archaeological (excluding monuments) c) Accounts of Foreign Travelers: Francois Bernier, Niccolo Manucci	Module I:Importance and Nature of Contemporary Sources 1.1 Literary: Persian 1.2 Literary: Marathi and Sanskrit 1.3 Archaeological (excluding monuments) 1.4 Foreign Travelers Accounts: Francois Bernier, Niccolo Manucci	Module I:Importance and Nature of Contemporary Sources 1.1 Literary: Persian 1.2 Literary: Marathi and sanskrit 1.3 Archaeological (excluding monuments) 1.4 Foreign Travelers Accounts: Francois Bernier, Niccolo Manucci	To introduce the students with the important Persian, Marathi & Sanskrit Literary sources of medieval Indian History	Stake holder	Co1
2	Module II - Major Rulers a) Babar: Battle of Panipat and foundation of Mughal Empire. b) Akbar: Rajput policy c) Chandbibi d) Ibrahim AdilshahII	Module II - Major Rulers 2.1 Babar: Battle of Panipat and foundation of Mughal Empire 2.2 Akbar: Rajput policy 2.3 Chandbibi 2.4 Ibrahim Adilshah II	Module II - Major Rulers 2.1 Babar Battle of Panipat and foundation of Mughal Empire 2.2 Shershah : Administrative Policy 2.3 Akbar : Rajput policy 2.5 Ibrahim Adilsha II	-	Sub Committee	Co2
3	Module III- Administration and Economy a) Administration: Central and Provincial b) Land Revenue: Akbar and Malik Ambar c) Industry and Trade	Module III- Administration and Economy 3.1 Administration: Central and Provincial 3.2 Land Revenue: Akbar and Malik Ambar 3.3 Industry 3.4 Trade: Internal and External	Module III- Administration and Economy of Mughals 3.1 Administration: Central and Provincial 3.2 Land Revenue: Akbar 3.3 Industry 3.4 Trade: Internal and External	There is vague reference in the title of module so it is necessary to indicate the clear title of module	BOS Committee	Co3 Co4
4	Module IV: Religion,	Module IV: Religion and	Module IV: Religion and	To understand the	Stake	Co5

	Society and Culture a) Religious Policy: Akbar and Aurangzeb b) Society: Hindu and Muslim c) Architecture: Mughal and Adilshahi	Culture 4.1 Religious Policy: Akbar 4.2 Religious Policy: Aurangzeb 4.3 Architecture: Mughal 4.4 Architecture: Adilshahi	Culture 4.1 Religious Policy: Akbar and Aurangzeb 4.2 Architecture: Mughal 4.3 Architecture: Rajput 4.4 Architecture: Adilshahi	contribution of Rajput rulers in the architecture during medieval period is quite considerable	holder	
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Practical work: Case Study / Field Survey / Field Visits / Project: 1. Field visit to Monuments of Medieval Period. 2. Project on the Architecture of Medieval period 3. Survey of medieval monuments in Satara district 4. A Study of Changes introduced by the Akbar in the various administrative sectors	Co1 to Co4
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Select Reference Books:

- Chitnis, K .N., Glimpses of Medieval Indian Ideas and Institutions,1974
- ChitnisK.N.Socio-Economic Aspects of Medieval India, Poona,1979
- Mehta,Jaswant Lal, Advanced Study in the History of Medieval India ,Volume I to III, Sterling, New Delhi,1981.
- Qureshi I.H.,The Administration of the Moghal Empire, Delhi, Low Price, Publication1990
- Raychaudhuri Tapan and Irfan Habib (eds.), Cambridge Economic History of India,Vol.I.C.1200C.1750.,Delhi,S.Chand,1984
- J.F.Richards,The Mughal Empire, Delhi Foundation Books,1993.
- Satish Chandra, History of Medieval India (800-1700),OrientLongman, Hyderabad,2007
- मेहता जे.एल., क्षीरसागर वि.एस, देशपांडे व्ही.टी, मध्ययुगीन भारताचा बृहत इतिहास, तीन खंड के सागर पब्लिकेशन, पुणे, 2017
- सतीशचंद्र, वि.एस.क्षीरसागर, मध्ययुगीन भारत-मोगल साम्राज्य 1526-1748, के सागर पब्लिकेशन, 2017
- चिटणीस के.एन. : मध्ययुगीन भारतीय संकल्पना व संस्था 1 ते 4, पुणे, 1982
- कोलारकर श.गो. : मध्ययुगीन भारताचा इतिहास (1206ते 1707), श्री मंगेश प्रकाशन, 1994
- बारगळ व ढवळे, मध्यकालीन भारत, विद्याप्रकाशन, नागपूर, 1987
- मूरलॅन्ड डब्ल्यू.एच., अकबर कालीन हिंदुस्थान,ICHR, डायमंड प्रकाशन, पुणे, 2006

- मूरलॅन्ड डब्ल्यू.एच., अकबर ते औरंगजेब, ICHR, डायमंड प्रकाशन, पुणे, 2006
- सिद्दिकी एन.ए., मोगलकालीन महसूल पद्धती, ICHR, डायमंड प्रकाशन, पुणे, 2006
- सरकार जदूनाथ, औरंगजेब, डायमंड प्रकाशन पुणे, 2006

Research journals:

1. Indian Historical Review, Sage for ICHR, Delhi
 2. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
 3. Studies in History, Sage, Delhi
 4. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
 5. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
 6. Social Scientist Indian School for Social Sciences, Delhi
 7. Inclusive Kolkata Institute of Contemporary Studies (Online)
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
 2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
 3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
 4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
 5. नवभारत, प्राज्ञपाठशाला, वाई.
 6. परिवर्तनाचा वाटसरू, अभय कांता, पुणे.

Additional readings:

अकबरनामा

जहांगीरनामा

मध्ययुगीन भारतीय कला आणि संस्कृती (श्री.म.माटे)

Medium of Instruction: Marathi

Special instructions, if any:

Review of medieval architecture

Library and laboratory equipment`s:

Pictorial graphs

You Tube Video clips

Binocular

Atlas of Mughal India

Movies



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Choice Based Credit System B.A. Part - III (History) SEMESTER - VI

History Course – 14: Making of the Modern World (16th to 19th Century)

Subject Code: (HISO14) (Credit 04) June 2021 onwards

Preamble: This course deals with significant events in global history. The primary objective of the course is to introduce the students to the important events which have happened in the world in modern times. These events which were revolutionary in character had a profound impact on the making of the modern world. The students will be acquainted with the events of the Glorious revolution in England. They will understand the causes for the rise and spread of Nationalism and Imperialism. Moreover, they will know about some select important personalities who contributed to the making of the Modern World.

Course Outcomes:

After studying the course the student will be able to...

- 1) Know the causes and consequences of the Glorious revolution in England
- 2) Explain the concept of Nationalism and account for its rise and spread.
- 3) Describe the unification of Italy and Germany.
- 4) Give an account of the rise, growth and impact of Imperialism
- 5) Explain the significance of the Partition of Africa
- 6) Know the life and thoughts of important leaders like Metternich, Karl Marx and Abraham Lincoln

Expected Skills impartation (Through theory and practical`s):

- 1) Leadership skills
- 2) Social responsibility and ethics skills
- 3) Diplomacy skills
- 4) Problem solving skills
- 5) Critical thinking skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I: Glorious Revolution a) Causes b) Major events c) Consequences	Module I: Glorious Revolution 1.1 causes 1.2 Leaders 1.3 Major events 1.4 Consequences	Module I: Glorious Revolution 1.1 causes 1.2 Leaders 1.3 Course 1.4 Consequences	To makes students understand the contribution of Leaders during glorious revolution	Sub Committee	Co1
2	Module II: Nationalism a) Causes for the rise and spread of Nationalism b) Unification of Italy and Germany c) Impact	Module II: Nationalism 2.1 Rise of Nationalism 2.2 Unification of Italy 2.3 Unification of Germany 2.4 Impact of Nationalism	Module II: Nationalism 2.1 Rise and spread of Nationalism 2.2 Unification of Italy 2.3 Unification of Germany 2.4 Impact of Nationalism	-	BOS Committee	Co2 Co3
3	Module III : Imperialism a) Causes for rise and growth of Imperialism b) Partition of Africa c) Impact on the world	Module III : Imperialism 3.1 Causes of Imperialism 3.2 Partition of Africa 3.3 Major Imperialistic Nations: England and France 3.4 Impact on the World	Module III : Imperialism 3.1 Rise and Growth of Imperialism 3.2 Partition of Africa 3.3 Major Imperialistic Nations: England and France 3.4 Impact on the World	To understand the imperialism it becomes necessary to study the major imperialistic nations	Stake holder	Co4 Co5
4	Module IV: Important Personalities a) Metternich b) Karl Marx c) Abraham Lincoln	Module IV: Important Personalities 4.1 Ideology and Rule of Metternich 4.2 Writings of Karl Marx 4.3 Contribution of Abraham Lincoln 4.4 Foreign Policy of Bismarck	Module IV: Important Personalities 4.1 Ideology and Rule of Metternich 4.2 Writings of Karl Marx 4.3 Contribution of Abraham Lincoln 4.4 Foreign Policy of Bismarck	To understand the role of Bismarck in making Europe	Sub Committee	Co6
					Co2	

Practical work: Case Study / Field Survey / Field Visits / Project: <ol style="list-style-type: none"> 1. Poster presentation of leaders 2. Model presentation on unification of Germany and Italy 3. Photo and video collection of various events and leaders 4. A study of role played by the leaders in unification of Germany and Italy 	to Co6
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Selected Reference books:

- Arun Bhattacharjee, World Revolutions, Ashish Publishing House, New Delhi,1988
- L. Mukherjee, A Study of Modern Europe and the World, Calcutta,2011
- David Thompson, Europe Since Napoleon, Penguin books,1971
- T.C.W. Blanning, The Oxford History of Modern Europe, OUP,2000
- C.J.H. Hayes, Modern Europe to 1870 , Macmillan, University of Michigan,1953
- Desmond Seward, Metternich: The First European, Thistle Publishing,2015
- मार्ल्डीकर मदन, आधुनिक युरोपचा इतिहास इ.स. 1781 ते 1945, विद्या बुक्स, 2005
- कारखानीस सरला, कार्ल मार्क्स चरित्र आणि विचार, जयंत एस भट, 1960
- बापट राम, कार्ल मार्क्सचा विचार, परामर्श प्रकाशन, 1984
- पानसरे गोविंद, मार्क्सवादाची तोंडओळख, लोकवाड.मय गृह पुणे

Research journals:

1. The Quarterly Journal of History, Oxford University Press
2. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
3. Studies in History, Sage, Delhi
4. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
5. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
6. Social Scientist Indian School for Social Sciences, Delhi
7. Deccan College Bulletin Deccan College, Pune
8. Journal of Indian School of Political Economy Indian School of Political Economy, Pune
9. Inclusive Kolkata Institute of Contemporary Studies (Online)

1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
5. नवभारत, प्राज्ञ पाठशाला, वाई.
6. शोधनिबंधसंग्रह, आखिल महाराष्ट्र इतिहास परिषद.
7. परिवर्तनाचा वाटसरू, अभय कांता, पुणे.

Additional readings:

कम्युनिस्टमेनिफेस्टो

दासकॅपिटल

अब्राहम लिंकन यांची गाजलेली भाषणे

Medium of Instruction: Marathi

Special instructions, if any:

Reading and review of Bio-Graphies of the major world leaders (Abraham Linkan, Karl Marx, Meternich)

Library and laboratory equipment`s:

World Globe,

You Tube Video

Movies

Pictorial graphs of world leaders



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Choice Based Credit System B.A. Part - III (History) SEMESTER - VI

History Course – 15: Polity, Economy and Society under the Marathas

Subject Code: (HISO15) (Credit 04) June 2021 onwards

Preamble: The objective of the course is to explore the nature of the Maratha polity. The course will also introduce the students to the sources of Maratha history. It will acquaint the students with the economic and social condition prevalent under Maratha rule. The students will be able to understand the real picture of the prevalent caste system and the conditions of women.

Course Outcomes:

After studying the course the student will be able to...

- 1) Know the various sources for writing the history of the Marathas
- 2) Explain the significant developments in the polity of the Marathas
- 3) Describe the economic conditions
- 4) Explain the social conditions.

Expected Skills impartation (Through theory and practical's):

1. Leadership skills
2. Critical thinking skills
3. Diplomacy skills
4. Creativity and imagination skills
5. Problem solving skills

S.N	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I:Sources a. Importance of sources b. Indian Sources: Sanskrit, Marathi, Persian c. Foreign sources : Portuguese and English	Module I:Sources 1.1 Importance of sources 1.2 Indian Sources: Sanskrit, Marathi, Persian 1.3 Foreign sources : Portuguese and English 1.4 Archeological Sources	Module I:Sources 1.1 Importance of sources 1.2 Indian Sources: Sanskrit, Marathi, Persian 1.3 Foreign sources : Portuguese and English 1.4 Archeological Sources	Archeological sources are as important as the literary sources while understanding the Maratha history	Sub Committee	Co1

2	Module II: Polity under the Marathas a. Concept of Kingship b. Asthapradhan Mandal c. Transfer of power – Chhatrapati to Peshwa, Peshwa to Karbhari	Module II: Polity under the Marathas 2.1 Principles of Maratha Polity- Adnyapatra 2.2 Concept of Kingship 2.3 Asthapradhan Mandal 2.4 Transfer of power – Chhatrapati to Peshwa, Peshwa to Karbhari	Module II: Polity under the Marathas 2.1 Principles of Maratha Polity- Adnyapatra 2.2 Concept of Kingship 2.3 Asthapradhan Mandal 2.4 Transfer of power – Chhatrapati to Peshwa, Peshwa to Karbhari	Adnyapatra is one of the important source for the understanding of the Maratha Polity	BOS Committee	Co2
3	Module III: Economic condition a. Agrarian system – Land Revenue, Irrigation b. Industry c. Trade and Commerce	Module III: Economic condition 3.1 Agrarian system – Land Revenue, Irrigation 3.2 Industry 3.3 Trade 3.4 Commerce	Module III: Economic condition 3.1 Agrarian system – Land Revenue, Irrigation 3.2 Industry 3.3 Trade 3.4 Commerce	-	Stake holder	Co3
4	Module IV: Social condition a. Social Structure - Family , Untouchability, Vethbegar ,Slavery. b. Condition of women and castesystem c. Education and Festivals	Module IV: Social condition 4.1 Social Structure - caste system 4.2 Untouchability, Vethbegar and Slavery 4.3 Condition of women 4.4 Festivals	Module IV: Social condition 4.1 Social Structure - caste system 4.2 Untouchability, Vethbegar and Slavery 4.3 Condition of women 4.4 Fair and Festivals	To understand Fair and festivals which is the inseparable part of the Maratha Culture	Sub Committee	Co4

Practical work: Case Study / Field Survey / Field Visits / Project: 1. Poster presentation on Maratha culture 2. Survey of various monuments of Maratha period 3. Visit to museum 4. Project on Art and culture of Maratha period	Co2 to Co4
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Select Reference books:

- Chitnis, K.N., Glimpses of medieval Indian Ideas and Institutions, 2nd ed.,Pune,1981
- Chitnis, K.N., Glimpses of Maratha Socio-Economic History, Atlanta Publishers, New Delhi, 1994.
- Desai,S.V.,Social Life in Maharashtra under the Peshwas, Popular Publication., Bombay, 1962.
- Kulkarni, A.R., Maharashtra in the age of Shivaji (A study in Economic History), Pune, 1969.
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- अत्रे.त्र्यं.ना. गावगाडा, राजहंस प्रकाशन प्रा.लि., पुणे,2018
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- कुलकर्णी अ.रा.,शिवकालीन महाराष्ट्र, 1993, आवृत्ती
- गवळी.पा.आ.,पेशवेकालीन समाज व जातीय संघर्ष, 1982
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- गवळीपा.आ.: पेशवेकालीन महाराष्ट्र, संस्था व संकल्पना, कैलास पब्लिकेशन्स औरंगाबाद, 2000
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- बेंद्रेवा.सी, शिवशाहीचा चर्चात्मक इतिहास:साधन चिकित्सा, लोकवाङ्मय गृह, मुंबई, 1976

Research journals:

1. Indian Economic and Social History Review, Sage Delhi
2. Indian Historical Review, Sage for ICHR, Delhi
3. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
4. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
5. Social Scientist Indian School for Social Sciences, Delhi

6. Deccan College Bulletin Deccan College, Pune
7. Journal of Indian School of Political Economy Indian School of Political Economy, Pune
8. Inclusive Kolkata Institute of Contemporary Studies (Online)
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
5. नवभारत, प्राज्ञपाठशाला, वाई.
6. शोधनिबंधसंग्रह, आखिल महाराष्ट्र इतिहास परिषद.
7. परिवर्तनाचा वाटसरू, अभय कांता, पुणे.

Additional readings:

स्वामी

राऊ

आज्ञापत्र

पानिपत

Medium of Instruction: Marathi

Special instructions, if any:

Visit to museum

Visit to the monuments related to Maratha period

Watch the Zee T.V. Serial related to Maratha history

Library and laboratory equipment`s:

घाशीराम कोतवाल (नाटक)

काका मला वाचवा (नाटक)

You Tube video

Map of medieval India

Binocular



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Choice Based Credit System B.A. Part - III (History) SEMESTER - VI

History Course – 16: Methods and Applications of History

Subject Code: (HISO16) (Credit 04) June 2021 onwards

Preamble: This course has been designed to impart knowledge of the methods of history to the students. The students will understand the nature of archival sources. They will be introduced to the trends of local and oral history and will know about the tools of local history like Survey, Interview and Questionnaire. The students will be introduced to the technique of collecting data through oral interviews. The students will understand the concept of the museum and learn the basic principles of museology. Moreover, the course will introduce the students to the relevance of monumental heritage and its relationship with the discipline of history through the concept of Heritage Tourism

Course Outcomes:

After studying the course the student will be able to...

- 1) Understand the nature of archival sources
- 2) Gain conceptual clarity about recent trends in history.
- 3) Know about the application of history in museums.
- 4) Explain the concept and scope of heritage tourism.

Expected Skills impartation (Through theory and practical`s):

1. Research ability
2. Critical thinking
3. Analytical skills
4. Writing skills
5. presentation skills

S.N.	Existing Curricular Module, SUK	Redesigned/Replaced Module by SUB COMMITTEE	Redesigned/Replaced Module by BOS	Justification	Periods	Cos
1.	Module I: Archival Sources a) Meaning, types, and importance of Archives b) Types of Records c) Concept of Digital Archives	Module I: Archival Sources 1.1 Meaning, types of Archives 1.2 Importance of Archives 1.3 Types of Archival Records 1.4 Concept of Digital Archives	Module I: Archival Sources 1.1 Meaning, types of Archives 1.2 Nature and Importance of Archives 1.3 Use of E-Resources 1.4 Concept of Digital Archives	To make students familiar with the use of Ethics in research	Sub Committee	Co1
2	Module II: Recent Trends in History a) Local History b) Oral History c) Tools of Local History (Survey, Interview, Questionnaire) d) Interview Technique	Module II: Recent Trends in History 2.1 Local History 2.2 Oral History 2.3 Tools of Local History (Survey and Questionnaire) 2.4 Interview Technique	Module II: Recent Trends in History 2.1 Local History 2.2 Oral History 2.3 Tools of Local History (Survey and Questionnaire) 2.4 Interview Technique	--	BOS Committee	Co2
3	Module III: Museology a) Definition, Nature and Importance of Museum b) Types of Museums c) Methods of Collection, Conservation and Preservation Techniques of Objects	Module III: Museology 3.1 Definition, Importance of Museum 3.2 Types of Museums 3.3 Conservation and Preservation Techniques of Object 3.4 Career Opportunities in Museum Sector	Module III: Museology 3.1 Definition, Importance of Museum 3.2 Nature and Types of Museums 3.3 Conservation and Preservation Techniques of Object 3.4 Career Opportunities in Museum Sector	To introduce the students with the Career Opportunities in Museum Sector	Stake holder	Co3
4	Module IV -Understanding Heritage Tourism a) Concept, Scope and Significance of	Module IV -Understanding Heritage Tourism 4.1 Concept, Scope and Significance of Heritage	Module IV -Understanding Heritage Tourism 4.1 Concept, Scope and Significance of Heritage	To create awareness among the students in tourism sector	BOS Committee	Co4

	Heritage Tourism b) Meaning and Historical Perspective of Tourism c) World Heritage Sites in India	Tourism 4.2 Meaning and Historical Perspective of Tourism 4.3 World Heritage Sites in India 4.4 Careers Opportunities in Tourism Sector	Tourism 4.2 History and Tourism 4.3 Identification, Enumeration Preservation, Documentation and of Local Heritage 4.4 Careers Opportunities in Tourism Sector			
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Practical work: Case Study / Field Survey / Field Visits / Project: <ol style="list-style-type: none"> 1. Guide the Tourists 2. Observation of Historical Monuments 3. Research article writing 4. Collection of Manuscript 5. Project on various museum 	Co1 to Co4
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Select Reference books:

- Bhatia, A. K., Tourism in India, Sterling Publishers, Delhi
- Mahajan, L. C., and others, Tourism Business, King Books, Delhi
- Raina, A. K. and other, Tourism Destination Management Principles Practices, Kanishka Publishers Distributors, New Delhi
- Sarkar, H., Museums and Protection of Monument and Antiquities in India, New Delhi, 1980
- Bhormik, S. K., Protection and Conservation of Museums and Fine Arts
- Agarwal, O. P. Conservation of Manuscript's and Panting's of South East Asia, London, 1984
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- खोबरेकर, वि. गो., महाराष्ट्रातील दफ्तरखाने वर्णन व तंत्र, मुंबई
- बोरकर, रघुनाथ, संग्रहालयशास्त्र, पिंपळापुरे बुक, नागपूर
- अगरवाल, ओ. पी., (अनु. सुजला देव) कलावस्तू आणि ग्रंथालय साहित्याचे जतन, नॅशनल बुक ट्रस्ट, नवी दिल्ली
- शुक्ल, जी. व पांडे, वि., संग्रहालय विज्ञान, मोतीलाल बनारसीराम, नवी दिल्ली

- कठारे, आणि साखरे., पुरातत्त्व विद्या, वस्तुसंग्रहालय शास्त्र आणि पर्यटन
- खतीब, के. ए., पर्यटन भुगोल, मेहता पब्लिशिंग हाऊस, पुणे, २००६
- धारपुरे, विठ्ठल., पर्यटन भुगोल, पिपळापुरे अँड कंपनी पब्लिशर्स, नागपूर
- नागतोडे, पी. एम. आणि पारधी, दिगंबर., पर्यटन भुगोल, विद्या प्रकाशन, नागपूर
- घैसास, वासंती., प्रवास, तंत्र आणि मंत्र राजहंस प्रकाशन, पुणे
- देव, प्रभाकर., इतिहास एक शास्त्र, कल्पना प्रकाशन नांदेड, १९९७
- राऊत, गणेश (संप), दत्तक गावांचा इतिहास, खंड १, २, ३, पुणे विद्यापीठ, पुणे, १९९९
- वांबूरकर जसवंदी, इतिहास लेखनातील नवे प्रवाह, डायमंड प्रकाशन, पुणे
- गायकवाड, आर.डी., सरदेसाईबी.एन.आणि हनमाने, व्ही.एन., इतिहासलेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास, फडके प्रकाशन, कोल्हापूर, 1988
- गद्रे, प्रभाकर, इतिहास लेखनाच्या परंपरा, श्री.मंगेश प्रकाशन, नागपूर, 2004
- सरदेसाई, बी.एन., इतिहासलेखनपद्धती, फडके प्रकाशन, कोल्हापूर, 2004
- राजदेरकर सुहास, इतिहासलेखनशास्त्र, विद्या प्रकाशन, नागपूर, 1998
- सरदेसाईबी.एन., इतिहासलेखन परिचय, फडके प्रकाशन, कोल्हापूर, 2006
- देशमुख प्रशांत, इतिहासाचे तत्त्वज्ञान, विद्या बुक्स पब्लिशर्स, औरंगाबाद, 2005
- कोठेकर शांता, इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर 2005
- आठवले सदशिव, इतिहासाचे तत्त्वज्ञान, प्राज्ञपाठशाला, वाई, 1967
- आगलावे प्रदीप, सामाजिक संसोधन-पद्धती शास्त्र व तंत्र, साईनाथ प्रकाशन, नागपूर, 2019

Research journals:

1. The Quarterly review of historical studies, Institute of Historical Studies, Kolkata.
2. Studies in History, Sage, Delhi
3. Proceedings of the Indian History Congress, Indian History Congress, Delhi/Aligarh
4. Deccan Studies Journal, Centre for Deccan Studies, Hyderabad.
5. Social Scientist Indian School for Social Sciences, Delhi

6. Deccan College Bulletin Deccan College, Pune
7. Journal of Indian School of Political Economy Indian School of Political Economy, Pune
8. Inclusive Kolkata Institute of Contemporary Studies (Online)
1. भारतीय इतिहास आणि संस्कृती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई.
2. संशोधक, राजवाडे इतिहास संशोधन मंडळ, धुळे
3. समाजप्रबोधन पत्रिका, अशोकचौसाळकर, इचलकरंजी.
4. त्रैमासिक, भारत इतिहास संशोधन, पुणे
5. नवभारत, प्राज्ञ पाठशाला, वाई.
6. शोधनिबंध संग्रह, आखिल महाराष्ट्र इतिहास परिषद.
7. परिवर्तनाचा वाटसरू, अभय कांता, पुणे.

Additional readings:

Indian tourism (Tourist places of India) – Anurag Mathur
Tourism in India, P.K. Mishra
Museums of India, Mahua Chakravarti

Medium of Instruction: Marathi

Special instructions, if any:

Visit to Departments of museology of Pune and Aurangabad University
Visit to various museums in Satara District

Library and laboratory equipment`s:

Magnifying glass
Scanner
Camera
Apps related to museology and archeology



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Revised Question Paper Pattern
Under Graduate

- Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:
Time:

Total Marks: 60

Q. 1. Objective Questions		
A) Choose the correct alternatives from the following.	10	
B) Answer in one sentence,		05
Q.2. Write short Notes (<i>Three out of Five</i>)	15	
A)		
B)		
C)		
D)		
E)		
Q.3. Write short answer (<i>Three out of Five</i>)	15	
A)		
B)		
C)		
D)		
E)		
Q.4. Answer following questions.		
A) Answer following question in broad.	10	
B) Answer following question in short.	05	

Instruction for paper setting:

1. Question paper should be set on three units of the syllabus.
2. One unit should be kept for Class Test (Internal Evaluation).
3. Equal weight age should be given to all the three units.
4. Question 3 is dedicated to Reference to Context, translation, interview, definitions, meaning of concepts, tree diagram, reasoning, advertisement writing, telephonic conversation, do as directed, mention characteristics, highlights, stylistics, story writing, role playing, abstract writing, paraphrasing. *(choose one of the formats)*



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Revised Question Paper Pattern

Post Graduate

- Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:

Total Marks: 60

Time:

Q. 1. Objective Questions

A) Choose the correct alternatives from the following.

10

B) Answer in one sentence,

05

Q.2. Write short Notes (*Three out of Five*)

15

A)

B)

C)

D)

E)

Q.3. Write short answer (*Three out of Five*)

15

A)

B)

C)

D)

E)

Q.4. Answer following questions.

A) Answer following question in broad.

15

OR

B) Answer following question in short.

Instruction for paper setting:

1. Question paper should be set on three units of the syllabus.

2. One unit should be kept for Class Test (Internal Evaluation).
3. Equal weightage should be given to all the three units.
4. Question 3 is dedicated to Reference to Context, translation, interview, definitions, meaning of concepts, tree diagram, reasoning, advertisement writing, telephonic conversation, do as directed, mention characteristics, highlights, stylistics, story writing, role playing, abstract writing, paraphrasing.(choose one of the formats)



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Internal Evaluation Methods

Sr. No.	Social Sciences
1	Class Test(20Marks)
1	Written Test
2	Online Test
3	Open-book Test
4	Surprise Test
2	Assignment- B.A.-I (10Marks)
	Group Discussion-B.A.-II
	Seminar/Project-B.A.-III
	Book Review/ Seminar-M.A.-I
	Research Paper/ Research Project-M.A.II
3	Subject Specific Activities (10Marks)
1	Article writing in news paper
2	Blog Writing
3	Collection of Climatic Data
4	Debate
5	Downloading of Satellite Imageries
6	Excursion
7	Field Survey
8	Flip
9	Google Classroom
10	Industrial Visit
11	Internship

12	Kahoot
13	Mapwork
14	MOOC
15	Online Course
16	Outrich Programme-IIRS
17	Participation in Seminar, Conference
18	Participation in Celebration of Days and weeks
19	Poster
20	Quiz
21	Report Writing
22	Societal Activities
23	Surveying
24	Theme Based-Paper cutting
25	Unmanned Vehicle Survey-Drone
26	Use of ICT for collection of information, Data
27	Wall Paper
28	Participation in NSS/NCC
29	Achievement in Sport/Cultural/Extra Curricular Activities/ Participation in Departmental Activities
30	SWAYAM

Note: Class test will be devoted to one of the Unit from the syllabus it carries 20 Marks