

Rayat Shikshan Sanstha`s
Sadguru Gadage Maharaj College, Karad
(Autonomous)



Accredited By NAAC with 'A+' Grade

CHOICE BASED CREDIT SYSTEM

Syllabus For

B.A. Part III History

(Syllabus to be implemented from June, 2024 onwards.)

B.A. Part -III-History

Semester–V, Course-VII

NHISO7 History of Ancient India (from beginning to 4th c. BC)

Course Outcomes:

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

CO 1. Understand the development of people from hunters to the builders of civilization.

CO 2. Explain the transition from Early to Later Vedic period.

CO 3. Give an account of the teachings of Gautama Buddha and Vardhamana Mahavira

CO 4. Describe the rise and growth of the Mauryan Empire

Module 1. Pre and Proto historic India (Teaching hours: 15, Credit: 1)

a. The Hunter-Gatherers: Paleolithic and Mesolithic

b. The Early Farmers: Neolithic and Chalcolithic

c. The First Urbanization: Harappan Civilization

Module II: The Vedic Age and Epics (Teaching hours: 15, Credit: 1)

a. Transition from Early to Later Vedic period: Polity and Economy

b. Transition from Early to Later Vedic period: Society and Religion

c. The Epics: Ramayana and Mahabharata

Module III: The Second Urbanization (Teaching hours: 15, Credit: 1)

a. Emergence of Regional States (16 Maha-Janapada)

b. Gautama Buddha- His teachings

c. Vardhamana Mahavira- His teachings

Module IV: The Mauryan Empire (Teaching hours: 15, Credit: 1)

a. Chandragupta Maurya and Kautilya

b. Ashoka's Dhamma

c. Mauryan administration

References

- Allchin, R. and Bridget, Rise of Civilization in India and Pakistan, CUP, Delhi, 1983
- Jha, D.N. Ancient India: In Historical Outline. Manohar Publishers and Distributors, 1998
- Richman, Paula. Many Ramayanas, OUP, Delhi, 1992
- Singh, Upinder, A History of Ancient and Early Medieval India. Pearson Longman, Delhi, 2009
- Thapar Romila, Early India (from the Origins to A. D. 1300), Penguin books, 2001

NHISO8 Medieval Indian History (1206-1526 AD)

Course Outcomes:

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

CO 1. Understand the contributions of rulers and administrator to the shaping of India in Medieval period.

CO 2. Know the administrative structure of this period.

CO 3. Understand experiments and reforms by Sultans in the area of economy.

CO 4. Know the religious atmosphere of the country, as also, development of architecture during this period.

Module 1. Major Rulers in North India (Teaching hours: 15, Credit: 1)

a. Allauddin Khilji: Sothern Campaign and Internal policy

b. Muhammad - bin- Tughlaq: Experiments

Module 2. Major Rulers in South India (Teaching hours: 15, Credit: 1)

a. Krishnadevaraya: Military success and cultural contribution

b. Mahmud Gavan: Contribution to Bahmani Kingdom

Module 3. Administration and Economy (Delhi Sultanate and Vijayanagar)

(Teaching hours: 15, Credit: 1)

a. Administration: Central and Provincial

b. Agriculture and Land Revenue

c. Industry and Trade

Module 4. Religion and Architecture (Teaching hours: 15, Credit: 1)

a. Sufi Order

b. Bhakti Movement: Kabir and Surdas

c. Architecture: Delhi Sultanate, Vijayanagar

References:

- Chandra, Satish. History of Medieval India (800-1700). Orient Longman, Hyderabad, 2007
- Chitnis K. N. Glimpses of Medieval Indian Ideas and Institution, 1974
- Chitnis K.N. Socio-Economic Aspects of Medieval India, Poona, 1979
- Farooqui, Salma Ahmed. A Comprehensive History of Medieval India, Pearson, 2011
- Majumdar R. K. & Srivastava. A. N. History of Delhi Sultanate (from 1206 to 1526 AD). New Delhi, 1974

- Mehta, Jaswant Lal. Advanced Study in the History of Medieval India, Volume I to III, Sterling, New Delhi, 1981
- Mitchell, George & Mark Zebrowski. Architecture and Art of Deccan Sultanates (The New Cambridge History of India Vol. 1:7) Cambridge University Press, Cambridge, 1999
- Mittal, Jagdish. Deccani Scroll Paintings, in the Jagdish and Kamala Mittal Museum of Indian Art, Hyderabad, 2014

NHISO9 History of Modern World (18th to 19th Century)

Course Outcomes:

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

CO 1. Give an account of the American Revolution and its consequences

CO 2. Explain the causes, effects and major events of French Revolution

CO 3. Explain the main events in unification of Italy

CO 4. Describe the main events in unification of Germany

Module 1. American Revolution (1776) (Teaching hours: 15, Credit: 1)

a) Causes

b) Important events

c) Effects

Module II: French Revolution (1789) (Teaching hours: 15, Credit: 1)

a) Causes

b) Important events and major leaders

c) Effects

Module III: Unification of Italy (1871) (Teaching hours: 15, Credit: 1)

a) Background

b) Role of Mazzini, Garibaldi and Cavour

c) Victor Emmanuel II and Unification of Italy

Module IV: Unification of Germany (1871) (Teaching hours: 15, Credit: 1)

a) Background

b) Role of William I

c) Bismarck and Unification of Germany

References:

- Bhattacharjee, Arun. World Revolutions, Ashish Publishing House, New Delhi, 1988
- Blanning, T.C. W. The Oxford History of Modern Europe, OUP, 2000
- Desmond Seward. Metternich: The First European, Thistle Publishing, 2015
- Hayes, C.J.H. Modern Europe to 1870. Macmillan, University of Michigan, 1953
- Mukherjee, L. A Study of Modern Europe and the World, Calcutta, 2011

NHISO10 Rise of Maratha Empire

Course Outcomes:

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

CO 1 Demonstrate understanding of the historical events and figures shaping the Maratha Empire.

CO 2 Analyze the political, military, and social dynamics during crucial periods, such as the Civil War and Third Battle of Panipat.

CO 3 Evaluate the contributions of key figures to Maratha power.

CO 4 Apply historical knowledge to comprehend the consequences of battles and civil unrest, fostering a comprehensive grasp of the Maratha Empire's significance in Indian history.

Module 1. Chhatrapati Shahu (Teaching hours: 15, Credit: 1)

- a. Release of Shahu and Civil war in Maharashtra
- b. Contribution of Balaji Vishwanath to Maratha Power

Module 2. Bajirao I (Teaching hours: 15, Credit: 1)

- a. Relation with Nizam
- b. Growth of Maratha Power in the North

Module 3. Balaji Bajirao and the third Battle of Panipat (1761)

(Teaching hours: 15, Credit: 1)

- a. Peshwa Balaji Bajirao: expeditions in north
- b. Third Battle of Panipat: Causes and Consequences

Module 4. Post- Panipat Revival (Teaching hours: 15, Credit: 1)

- a. Peshwa Madhavrao I
- b. Barbhai Conspiracy

References:

- Brij Kishore, Tarabai and his Times, Bombay, 1963
- Dighe, V. G. Peshwa Bajirao and Maratha expansion, Karnataka Publishing House, Bombay, 1944
- Gordon, Stewart N. The Marathas: 1600-1818, Cambridge university Press, 2003.
- Gupta, P. C. Bajirao II and East India Company, Allied Publications Private Limited, Calcutta, 1964

- Ranade, M. G. Rise of Maratha Power, 1900
- Sen, S. N. Anglo Maratha Relations (1785-1796), Macmillan, Madras, 1974
- Sharma, S. R. The Founding of Maratha Freedom, Orient Longmans, Bombay, 1964
- Sinha, H. N. Rise of the Peshwas, The Indian Press (Publications) Ltd, Allahabad, 1954

NHISO11 History: Theory and Recent Trends

Course outcomes

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

CO 1 Understand various meanings, scope and types of history.

CO 2 Understand recent trends in history.

CO 3 Understand the nature of historical data and its critical examination.

CO 4 Know the importance of the Museum as a source to write history.

Module 1. History: Meaning, Nature, and Scope (Teaching hours: 15, Credit: 1)

- a. Definitions
- b. Nature and scope
- c. Types of history

Module 2. Recent Trends in History (Teaching hours: 15, Credit: 1)

- a. Local history
- b. Feminist history
- c. Subaltern history

Module 3. Sources (Teaching hours: 15, Credit: 1)

- a. Sources: written, unwritten and oral
- b. Internal and external criticism of written Sources

Module 4. Museum as a source of History (Teaching hours: 15, Credit: 1)

- a. Museum and Museology
- b. Chhatrapati Shivaji Maharaj Vastusangrahalaya (Prince of Wales Museum), Mumbai
- c. Town Hall Museum, Kolhapur

References

- B. Shaikh Ali. History: Its theory and Method. Madras, 1978
- Carr E. H. What is History? Palgrave Publishers Ltd., Macmillan, 1986
- Collingwood R.G. The idea of history. Oxford University Press, Oxford, 1978.
- Gottschalk Louis. Understanding History, New York, second edition, 1969.
- Iftikhar Rukhsana. Indian Feminism: Class Gender and Identity in Medieval Ages, 2016
- Jaypalan, N. Historiography. Atlantic Publishers and Distributors (P) LTD, Delhi, 2008
- Joy David C.I., Ebenezer Shinekumar (Ed.) Subaltern Historiography: A Reader. Indian Society for Promoting Christian Knowledge, 2021

- Mujumdar R.C. *Historiography in modern India*, Bombay, 1970.
- Ranjit Guha (Ed.), *A Subaltern studies Reader (1986 to 1995)*. Oxford India press, 2000
- Alf Gunvald Nilsen and Srila Roy (Ed.) *New Subaltern Politics: Reconceptualizing Hegemony and Resistance in Contemporary India*. Oxford University Press, 2015
- Sarkar H. *Museums and Protection of Monument and Antiquities of India*. New Delhi, 1980
- Saiji Narayanan C. K., *Indian Women, Feminism and Women's Liberation*. Indus Scrolls Press, 31st October 2022
- Sreedharan E. *A textbook of Historiography 500 BC to AD 2000*. Orient Longman, Hyderabad, 2000.

Faculty Humanities
Program BA-History
Course BA-III
Semester V

Course Category Skill Enhancement Course (SEC)-1

Course Title Historical Tourism- V

Number of Credit 02

Marks 50

Course Outcomes:

CO 1. Students understood correlation of tourism to historical study.

CO 2. Students learned historical development of tourism in Indian history.

CO 3. Students understood the Government's policy regarding tourism and development of Tourism Industry in India

Module 1. History and Tourism (Teaching Hours -15, Credit-01)

- a. The role of history in tourism
- b. Historical Interpretation of tourist destination
- c. Brief history of tourism in India

Module 2. Development of Indian Tourism Industry (Teaching Hours -15, Credit-01)

- a. Indian Tourism Development Corporation (ITDC)
- b. Tourism policy of India
- c. Importance of tourism in Indian economy

References:

- D'Souza, Mario. Tourism Development and Management. Mangal Deep Publications, 1998
- Dhar Prem Nath, International Tourism. Kanishka Publishers, New Delhi, 2000
- Kothari, Anurag. A Textbook of Tourism Marketing. Wisdom Press, New Delhi, 2011
- M. Sarngadharan and V. S. Sunanda. Health Tourism in India. New Century Publications, New Delhi, 2009
- Rana, Pratap and Prasad Kamla. Tourism Geography. Shree Publishers & Distributors, New Delhi, 2005
- Sampson, Charlie. Rural Tourism. Discovery Publishing House Pvt. Ltd., New Delhi, 2011

- Singh Ratandip. Infrastructure of Tourism in India. Kanishka Publishers, New Delhi,
- 1998
- Singh, Ratandip. Tourism Marketing. Kanishka Publishers, New Delhi, 2000

BA-III-History

Semester-VI

NHISO12 History of Ancient India (From 4th c. BC to 7th c. AD)

Course Outcomes:

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

CO 1. Know the political, economic and religious developments which took place in early historic India

CO 2. Explain the role played by Major Satvahana, Kushana, Gupta and Vakataka Kings

CO 3. Give an account of the developments in the post-Gupta period

CO 4. Have an informed opinion about the society and culture of Ancient India

Module 1. Early Historic India (Teaching hours: 15, Credit: 1)

a. Major Kings: Satvahana and Kushans

b. Industry and Trade

c. Hinayana Buddhism

Module 2. The Classical Age (Teaching hours: 15, Credit: 1)

a. Major Kings: Guptas and Vakataka

b. Literature and Science

c. Mahayana Buddhism and Puranic Hinduism

Module 3. The Post-Gupta Period (Teaching hours: 15, Credit: 1)

a. North India: Harshavardhana

b. Deccan: Early Chalukya of Badami

c. South India: Pallava

Module 4. Society and Culture (Teaching hours: 15, Credit: 1)

a. Position of Women and Education in Ancient India

b. Ajanta Paintings

c. Chalukya and Pallava Temples

References

- Altekar, A. S. Position of Women in Hindu Civilization. Motilal Banarasidas, New Delhi, 2016.
- Altekar, A. S. Education in Ancient India, Gyan Books, 2009
- Annegiri, A. M., The Cave Temples of Badami, Bhavani Prakashan, Dharwad, 1980
- Brown, Percy, Indian Architecture (Buddhist, Hindu period), D.B.Taraporevala, Bombay, 1960

- Chopra, Gurpreet and Bharath. Pallavas and Chalukyas: Competition in Stone. Notion Press, 2021
- Debiprasad Chattopadhyaya, History of Science and Technology in Ancient India: Astronomy, Science and Society, Firma KLM, Calcutta, 1996
- Dikshit, D. P. Political History of the Chalukyas of Badami.
- Ganguly, D. K. The Imperial Guptas and their Times. Abhinav Publications, 20
- Gopalan, R. History of the Pallavas of Kanchi, Maven Books, 2021
- Huntington, Susan, L. The Art of Ancient India: Buddhist, Hindu, Jain. Penguin Books; Harmondsworth. 1986
- Michell, George. Badami, Aihole, Pattadakal
- Minkshi, C. Administration and Social Life under the Pallavas. Maven Books, 2021.
- Mooerji, Rdhakumud. The Gupta Empire
- Rajasekhara, S. The Chalukyas of Badami. Aryan Books International, 2016
- Sastri K. . Nilakanata. A History of South India. OUP, 1997
- Shashtir, Ajay Mitra. The Satavahanas and the Western Kshatrapas. Dattsons, 1998.
- Shashtir, Ajay Mitra (ed.) The Ages of the Satvahanas. Aryan Books International, 2002
- Singh, Upinder, A History of Ancient and Early Medieval India. Pearson Longman, Delhi, 2009
- Thapar Romila, Early India (from the Origins to A. D. 1300), Penguin books, 2001
- The Age of Imperial Kanauj. The History and Culture of the Indian People Vol. 4. Bharaitya Vidya Bhavan, Mumbai.

NHISO13 Medieval Indian History (1526-1707 AD)

Course Outcomes

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

CO 1. Understand the policies of representative rulers in Medieval India.

CO 2. Know developments and changes in the area of administration and economy during this period.

CO 3. Understand religious atmosphere in Medieval India.

CO 4. Know the cultural legacy, left by these rulers and people during Medieval period.

Module 1. Major Rulers in North India (Teaching hours: 15, Credit: 1)

a. Akbar: Rajput Policy

b. Shahjahan: Architecture

Module 2. Major Rulers in South India (Teaching hours: 15, Credit: 1)

a. Chand Bibi

b. Ibrahim Adil shah II

Module 3. Administration and Economy (Teaching hours: 15, Credit: 1)

a. Administration: Central and Provincial

b. Land Revenue: Akbar and Malik Ambar

c. Industry and Trade

Module 4. Religion, Art and Architecture (Teaching hours: 15, Credit: 1)

a. Sikh Religion

b. Miniature painting: Mughal and Deccan

c. Architecture: Red Fort (Agra), Gol Gumbaj (Bijapur), Golkonda Fort (Hyderabad)

References

- Chandra, Satish. History of Medieval India (800-1700). Orient Longman, Hyderabad, 2007
- Chitnis K. N. Glimpses of Medieval Indian Ideas and Institution, 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
- Mitchell, George & Mark Zebrowski. Architecture and Art of Deccan Sultanates (The New Cambridge History of India Vol. 1:7) Cambridge University Press, Cambridge, 1999

- Mittal, Jagdish. Deccani Scroll Paintings, in the Jagdish and Kamala Mittal Museum of Indian Art, Hyderabad, 2014
- Qureshi I. H. The Administration of the Mughal Empire. Low Price Publication, Delhi, 1990
- Raychaudhari Tapan and Irfan Habib (eds.), Cambridge Economic History of India (c.1200 C. 1750). Vol. I., S. Chand, Delhi, 1984

NHISO14 History of Modern World (20th Century)

Course Outcomes:

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

CO 1. Know the causes and effects of the First World War

CO 2. Give an account of Russian Revolution 1917

CO 3. Explain the causes, main events and effects of the Second World War

CO 4. Describe the formation of UNO and its work

Module 1. First World War (1914) (Teaching hours: 15, Credit: 1)

a. Causes

b. Important events

c. Effects

Module 2. Russian Revolution (1917) (Teaching hours: 15, Credit: 1)

a. Causes

b. Important events

c. Effects

Module 3. Second World War (1939) (Teaching hours: 15, Credit: 1)

a. Causes

b. Important events

c. Effects

Module 4. UNO (1945) (Teaching hours: 15, Credit: 1)

a. Establishment and objectives

b. Organization Structure and Branches of UNO

c. Its role in maintaining World Peace

References

- Bhattacharjee, Arun. World Revolutions, Ashish Publishing House, New Delhi, 1988
- Blanning, T.C. W. The Oxford History of Modern Europe, OUP, 2000
- Desmond Seward. Metternich: The First European, Thistle Publishing, 2015
- Hayes, C.J.H. Modern Europe to 1870. Macmillan, University of Michigan, 1953
- Mukherjee, L. A Study of Modern Europe and the World, Calcutta, 2011

NHISO15 Expansion and decline of Maratha Empire

Course Outcomes:

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

CO 1. Develop a nuanced understanding of critical historical periods within the Maratha Empire, discerning the sociopolitical intricacies that shaped its evolution.

CO 2. Evaluate the roles and contributions of key historical figures, fostering a comprehensive appreciation of their impact on Maratha history.

CO 3. Analyze the dynamics of Maratha Confederacies, enhancing the ability to discern the interconnected forces influencing the empire's governance.

CO 4. Demonstrate a critical awareness of the factors contributing to the decline of Maratha power, linking historical events to broader socio-political contexts.

Module 1. Karveer State (Teaching hours: 15, Credit: 1)

- a. Sambhaji II
- b. Jijabai
- c. Shivaji II

Module 2. Maratha Confederacy I (Teaching hours: 15, Credit: 1)

- a. Mahadaji Shinde
- b. Malharrao Holakar
- c. Damaji Gaikawad

Module 3. Maratha Confederacy II (Teaching hours: 15, Credit: 1)

- a. Raghuji Bhosale
- b. Parsurambhau Patwardhan
- c. Kanhoji Angre

Module 4. Decline of the Maratha Power (Teaching hours: 15, Credit: 1)

- a. Peshwa Bajirao II
- b. Second and Third Anglo- Maratha War
- c. Causes for the decline of Maratha Empire

References

- Chitnis, K. N., Glimpses of Medieval Indian Ideas and Institutions, Pune, 1981
- Duff. Grant. A History of Mahrattas, Vol. I to III. Oxford University Press Calcutta, 1921
- Kadam V. S. Maratha Confederacy: A study in its Origin and Development, Munshiram

Manoharlal Publishers Pvt. Ltd. 1993

- Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Pune, 1969.
- Nagrale, N. N. Peshwa Maratha relations and Malharrao Holkar, Jaipur, 1989
- Rathod, N. G. The Great Maratha. Sarup and Sons, New Delhi, 1994

NHISO16 Techniques of History Writing

Course outcomes:

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

CO 1. Understand the process of writing a research proposal.

CO 2. Know the importance and types of archival sources.

CO 3. Learn various types of field strategies.

CO 4. Know various tools of research.

CO 5. Understand the important steps of presenting research.

Module 1. Preparation of Research Proposal (Teaching hours: 15, Credit: 1)

- a. Selection of topic
- b. Study area (Spatial and Temporal Limits)
- c. Review of literature
- d. Objectives and methodologies

Module 2. Use of Archival Sources (Teaching hours: 15, Credit: 1)

- a. Archives: Meaning and Importance
- b. Types of archives
- c. Concept of Digital Archives

Module 3. Field Methods (Teaching hours: 15, Credit: 1)

- a. Survey
- b. Questionnaire
- c. Interview

Module 4. Tools and Presentation of Research (Teaching hours: 15, Credit: 1)

- a. Note-taking
- b. Footnotes and Endnotes; Glossary, Appendix and Index
- c. Bibliography: Style of references (MLA and APA)
- d. Report writing

References

- B. Shaikh Ali, History: Its theory and method, Macmillan India, Ltd. Madras, 1978.
- Bajaj S.K. Research Methodology in History, New Delhi, 1998
- Chitnis K. N. Research methodology in History, Pune, 1979

Program BA-History

Course BA-III

Semester VI

Course Category Skill Enhancement Course (SEC)

Course Title Historical Tourism-VI

Number of Credit 02

Marks 50

Historical Tourism -VI

Course Outcomes

CO 1 Students introduced and understood the work of organizations in the world and India working towards the development of tourism.

CO 2 Students became aware of the Laws related to tourism as well as the issue of ethics involved in it.

CO 3 Students learned various employment opportunities in tourism industry.

CO 4 Students introduced to various tourist companies working in the tourism sector.

Module 1. Tourism Marketing Policies (Teaching Hours -15, Credit-01)

- a. United Nation World Tourism Organization (UNWTO)
- b. Ministry of Tourism, Government of India
- c. Laws and Ethics of Tourism

Module 2. Employment Opportunities in Tourism Sector (Teaching Hours -15, Credit-01)

- a. How to plan a tour?
- b. Employment opportunities in Government Sector
- c. Employment opportunities in Private Sector
- c. Select Tourist Companies: Cox and Kings, Thomas Cook, SOTC, Kesari Tours, Veena World, Club Mahindra, Make My Trip, Goibibo

References:

- D'Souza, Mario. Tourism Development and Management. Mangal Deep Publications, 1998
- Dhar Prem Nath, International Tourism. Kanishka Publishers, New Delhi, 2000
- Kothari, Anurag. A Textbook of Tourism Marketing, Wisdom Press, New Delhi, 2011
- M. Sarngadharan and V. S. Sunanda. Health Tourism in India. New Century Publications, New Delhi, 2009

- Rana, Pratap and Prasad Kamla. Tourism Geography. Shree Publishers & Distributors, New Delhi, 2005
- Sampson, Charlie. Rural Tourism. Discovery Publishing House Pvt. Ltd., New Delhi, 2011

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Department of History

B. A. III 2023-24

Nature of Question Paper

Total Marks: 40

Instruction: 1. all question are compulsory

2. Figures to the right indicate full marks.

Q. 1. Choose correct answer from the given alternatives	10 Marks
Q. 2. Write short notes (any 2 from 4)	10Mark
Q. 3 Write short answers (any 2 from 4)	10 Mark
Q.4 Broad Question (any 1 from 2)	10 Mark