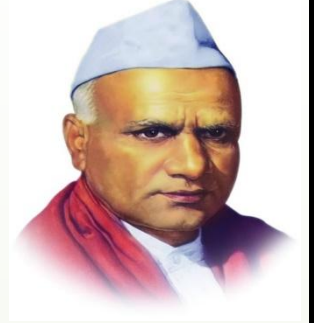


“Dissemination of Education for Knowledge, Science and Culture”

-Shikshanmaharshi Dr. Bapuji Salunkhe



Shri Swami Vivekanand Shikshan Sanstha's

Vivekanand College, Kolhapur

(Empowered Autonomous)

Department of History

As per NEP 2020

Syllabus for B.A. III. (Hons) w.e.f.

2025-26

Vivekanand College , Kolhapur (Empowered Autonomous)

Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. V. Paper No. VII

History of Mughal India (1526-1707) -I

B.A.III- DSC01HIS51

Objectives of course:

The objective of this paper is to enable the student to Understand and adequate with the socio-economic condition of Mughal India with the help of available literary and archaeological sources.

Learning outcomes:

By the end of this course it is expected that the student will be able

- i. To get acquainted with silent features of Mughal Polity, Society and Economy.
- ii. To examine and evaluate the various sources of Mughal History.

Module No.	Name of Unit	Teaching Hours	Credits
1.	Module . I Sources a) Literary: Sources in Farsi , Marathi, and Sanskrit languages. b) Archaeological sources c) Foreign travellers' account: Factory Records & Fransis Bernier d) Mughal Court Writers :-Abul Fajal & Abdul Kadir Badayuni	15	1
2.	Module II Mughal Polity a) Mughal Administrative system b) Mansab & Jagir c) Religious policy of Akbar & Aurangzeb	15	1
3.	Module. III Rural Economy & Society a) Agricultural Production, Techniques & Crop Patterns, irrigation b) Land Revenue System c) The Village community	15	1
4.	Module. IV Trade & Commerce a) Trade routes & Internal trade, Mode of Transports b) Indian ocean trade network in 17 th century	15	1
	Total	60	4

Vivekanand College , Kolhapur (Empowered Autonomous)

Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. VI. Paper No. XI

History of Mughal India (1526-1707 A.D.) -II

B.A.III- DSC01HIS61

Objectives of course:

The objective of this paper is to enable the student to Understand and adequate with the cultural developments of Mughal India with the help of available monuments . Also this paper throw lights on various aspects of Sufi and Saint tradition.

Learning outcomes:

By the end of this course it is expected that the student will be able

- i. To get acquainted with silent features of cultural developments of Mughal.
- ii. To criticize the urban centres of during Mughal era.
- iii. To critically evaluate the Mughal Maratha relations.

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Module. I Urban Centres</u> a) Urban economy, crafts industries, Imperial Karkhanas & Textile b) Urban social structure, merchant communities, craftsman and labour	15	1
2.	<u>Module. II Cultural Developments</u> a) Visual: Paintings, Sculpture b) Performing Art: Music, Dance, Vocal c) Mughal Architecture	15	1
3.	<u>Module. III Mughal Maratha Relation</u> a) Chh. Shivaji Maharaj b) Chh. Sambhaji Maharaj c) Chh. Rajaram Maharaj d) Chh. Tarabai	15	1
4.	<u>Module. IV Religion & Culture</u> a) Sufis b) Saint Tradition , Vaishnavism	15	1
	Total	60	4

Reference Books:

1. Ali, M. Athar, - Mughal Nobility under the Aurangzeb, Asia Publication, Mumbai, 1970.
2. Khan, A.R.- Chieftains in the Mughal Empire during the reign of Akbar, IIAS, Simla, 1977.
3. Habib , Muhammad – Politics and Society in early Medieval period Vols. I & II
4. Chitnis, K.N.,- Glimpses of Medieval Indian Ideas and Institutions.
5. Catherine, Asher – Architecture of Mughal India, Cambridge, 1992.
6. Arasaratnam, S. Martime – India in the Seventeen Century, OUP, New Delhi, 1994.
7. Dasgupta, Ashin – Indian Merchants and the Decline of Surat, C. 1700-1750, Manohar Pub., New Delhi, 1994.
8. Irfan Habib, Medieval India
9. Chitnis, K.N.- Social- Economic Aspects of Medieval India, Pune, 1974.
10. Hassan, Narul S – Thoughts on Agrarian Relations in Mughal India, PPH, New Delhi, 1973.

Marathi References

- i. K. N. Chitnis , Madhyayugin Bharatiya Sankalpana va Sanstha
- ii. Murland , Akbar te Aurangzeb
- iii. Dr. S. P. Shinde, Prof. Vishwnath Pawar, Mughalkalin Bhartacha Itihas, Phadke Prakashan, Kolhapur-2012
- iv. Kshattivar , Madhyayugin Bharat
- v. Dhavale Bargal, Madhyayugin Bharat
- vi. A. R. Kulkarni , Marathyacha Itihas
- vii.V. K. Rajvade , Marathyanchya Itihasachi Sadhne
- viii. P.V. Kate , Madhyayugin Bhartacha Itihas

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Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. V. Paper No.VIII

HISTORY OF SULTANATE INDIA (1206 - 1550)

B.A.III- DSC01HIS52

Objectives of course:

The purpose of the course is to enable the student to Understand the important developments in the History of Sultanate India in a thematic approach. Also this paper will discuss about the major historical and political events during Gualm Dynasty, Khilji Dynastry and Tughlaq Dynasty.

Course Outcomes: After studying this course students will be able to:

CO I: Understand the important sources of Sultanate Indian History.

CO II: acquaint with the early phase of Gulam Dyansty .

CO III: Elaborate historical relevance of Allaudin Khilji

CO IV: Evaluate the history of Muhammad Bin Tughlaq.

	Content	Teaching Hours	Credits
Mod ule-I	Sources and Historiography: a. Foreign Sources (Persian Sources) – Albaruni- <i>Tarikh Ul-Hind</i> , (Muhammad Ghazani) Minaj-Us-Siraj - <i>Tabakat E Nasiri</i> (Iltutmish) Hasan Nijami-Tajul - <i>Masir</i> (Kutubuddin Aibak) Ziyaudddin Barni – <i>Tarikh E Firojshahi</i> Shams E- Siraj Afif – <i>Firojshah</i> Ibn Batuta-Kitab -Ur- <i>Rahela</i> b. Indian Sources (Vernacular Sources) c. Archaeological Sources (Epigraphic)	15	01
Mod ule- II.	Establishment of Sultanate Rule Under Gulam Dynasty a. Qutbuddin Aibak (1206-1210) b. Iltutmish (1210-1236) c. Razia Sultana (1236-1240) d. Balaban (1266-1286)	15	01
Mod ule- III.	Sultan Allauddin Khilaji (1296-1316) a. North Victory b. Southern Policy c. Market Regulations	15	01
Mod ule- IV.	Muhammad Bin Tughlaq (1325-1351) a. Moving of Capital b. Agricultural Experiment in Doab Region c. Token Currency d. Internal Conflicts	15	01

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Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. VI. Paper No. XII

SOCIETY, ECONOMY, CULTURE DURING SULTANATE ERA

B.A.III- DSC01HIS62

Course Outcomes: After studying this course students will be able to:

CO I: Know the other regional dynasties such as Vijaynagar Empire and Bahmani Empire

CO II: Understand the social and economic condition during sultanate

CO III: acquaint with the social and economic condition during Vijayanagar and Bahmani Empire

CO IV: Determine the progress of art, architecture and literature during sultanate period.

	Content	Teaching Hours	Credits
Module-I	Vijaynagar Empire a. Political Condition b. Social Condition c. Economic Condition d. Religious Condition	15	01
Module-II.	Bahamani Empire a. Political Condition b. Social Condition c. Economic Condition d. Religious Condition	15	01
Module-III.	Society & Economy During Sultanate a. Social Condition b. Economic Condition c. Religious Condition	15	01
Module-IV.	Art and Architecture during Sultanate, Bahamani and Vijayanagar Empire a. Art b. Architecture c. Literature	15	01

ESSENTIAL READINGS

1. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.
2. Satish Chandra, Medieval India I. Peter Jackson, The Delhi Sultanate.
3. Catherine Asher and Cynthia Talbot, India Before Europe.
4. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
5. K.A. Nizami, Religion and Politics in the Thirteenth Century.
6. W.H. McLeod, Karine Schomer, et al, Eds, The Sants.
7. S.A.A. Rizvi, A History of Sufism in India, Vol. I.
8. Mohibul Hasan, Historians of Medieval India.
9. Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
10. Burton Stein, New Cambridge History of India: Vijayanagara.
11. Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.
12. प्रा. मदन माड्रीकर (1987), मध्ययुगीन भारताचा इतिहास (ई.स. 1007-1707), विद्या बुक्स पब्लिशर्स, औरंगाबाद
13. बारगळ ढवळे (1987), मध्यकालीन भारत (ई.स. 1206-1707), , विद्या प्रकाशन , नागपूर

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Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. V. Paper No.IX

Shivaji And His Times (1600 AD to 1707)

B.A.III- DSC01HIS53

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Chapter- 1</u> Background of Rise of Maratha Power a) Political, Social, Economic and Religious b) Role of Shahaji, Jijabai, Dadoji Kondadev and early activities of Shivaji	15	1
2.	<u>Chapter- 2</u> Chh. Shivaji's Conflict with the Adilshahi Kingdom a) Jawali's Chandrarao More Episode b) Afzalkhan Episode c) Siddhi Zohar	15	1
3.	<u>Chapter-3</u> Chh. Shivaji's Conflict with the Mughals. a) Expedition of Shahistekhan b) Surat Expedition of Chh. Shivaji Maharaj c) Mirza Raja Jaysingh and Treaty of Purandar d) Agra Visit	15	1
4.	<u>Chapter-4</u> Chh. Shivaji's Coronation and Karnataka Expedition a) Causes of Coronation b) Nature of Coronation c) Chh. Shivaji Maharajas Karnataka Expedition	15	1
	Total	60	4

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Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. VI. Paper No. XIII

B.A.III- DSC01HIS53

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Chapter- 1</u> Chh. Shivaji's administrative System and policies. a) Civil b) Military c) Judicial	15	1
2.	<u>Chapter- 2</u> Village Community and Agrarian System a) Rural Economy b) Vatansanstha c) Agricultural Economy d) Revenue System of Chh. Shivaji Maharaj	15	1
3.	<u>Chapter-3</u> Estimate of Chh. Shivaji a) Nation Builder b) Administrator c) Military Leader d) Diplomat	15	1
4.	<u>Chapter-4</u> Work of Chh. Sambhaji, Chh.Rajaram and Tarabai a) Chh. Sambhaji Maharaj b) Chh. Rajaram Maharaj c) Maharani Tarabai	15	1
	Total	60	4

References:

1. Desai, Ranjit. Shivaji The Great Maratha. Mehta Publishing House, 2016.
2. Kincaid, Dennis. Shivaji: The Grand Rebel. Oxford University Press, 2003.
3. Laine, James W. Shivaji: Hindu King in Islamic India. Oxford University Press, 2003.
4. Sarkar, Jadunath. Shivaji and His Times. Longmans, Green and Co., 1919.
5. Purandare, Vaibhav. Shivaji: India's Great Warrior. Juggernaut Books, 2019.

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Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. V. Paper No. X

Research in History

B.A.III- DSE01HIS51

Objectives of course:

The purpose of the course is to enable the student to understand the Concept, nature, scope, importance of research in History.

Also this paper tries to evaluate the sources, tools, steps and tools in history research.

Learning outcomes:

By the end of this course it is expected that the student will be able to

1. Study and adequate with the nature, scope and importance of History
2. Criticize and evaluate the sources and tools of historical research
3. Study and Examine the steps and process of writing history
4. To inculcate research ethics & burden the research aptitude among students.

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Module I. Introduction to History</u> a) Meaning of History b) Kinds of History c) Auxiliary Sciences	15	1
2.	<u>Module II. Acquisition of Historical Data</u> a) Survey, Interview, questionnaire b) Archives and Newspapers c) Internet, Radio, T.V., Short films Unit	15	1
3.	<u>Module . III Process of History Writing</u> a) Selection of Topic b) Chapter scheme c) Evaluation of Sources d) Presentation Unit	15	1
4.	<u>Module IV. Tools of Writing History</u> a) Notes Taking and end notes b) Index and bibliography c) Dating	15	1
	Total	60	4

(Visit to Historical Monuments, Museums & or Places is Compulsory with Report Writing)

Vivekanand College , Kolhapur (Empowered Autonomous)

Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. VI. Paper No. XIV

Applications of History

B.A.III- DSE01HIS61

Objectives of course:

This paper is aimed at acquainting the students with the usefulness of the knowledge of history in various career . The purpose of the course is to enable the student to understand the applications of History. Also this paper tries to analyse history as a source of earnings and skill developments for the carrier opportunities in history.

Learning outcomes:

By the end of this course it is expected that the student will be able to

- i. To understand the application of history with reference to Archives, Museums & Tourism Industry.
- ii. To prepare students for competitive and civil examinations.
- iii. To inculcate research ethics & burden the research aptitude among students.

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Module I. Museums</u> a) Definition and nature of Museum b) Types of Museum c) Study of Chhatrapati Shivaji Maharaj Vastusangrahalaya (Prince of Wales) d) Study of Town Hall Museum (Kolhapur)	15	1
2.	<u>Module II. Historical Tourism</u> a) Tourism : Concept and Nature b) Importance of Tourism for History c) Destinations: 1)Ajanta and Ellora , Raigad	15	1
3.	<u>Module III. Conservation and Preservation</u> a) Documents b) Paintings c) Monuments	15	1
4.	<u>Module IV. Careers in History</u> a) Tourism Industry b) Museums and Archives c) Importance of History for the preparation of Competitive Examinations	15	1
	Total	60	4

(Visit to Historical Monuments, Museums & or Places is Compulsory with Report Writing)

Reference Books:

1. Ali Sheikh,B., History :Its theory and Method, (2nd Edition) Macmillan India Ltd.,Mumbai,1984.
2. Carr, E.H.,What is History .Palgrave Hampshire Macmillan & Co., London.,Reprint 2001, First Publication-1969.
3. Chitins .,K.N. Research Methodology in History.Pune,1979.
4. Jain Gopal Lal., Research Methodology: Methods, Tools and Techniques, Jaipur.2003.
5. Punja, Shobita, An Illustrated Guide to Museums of India .Hong Kong: The Guidebook Company Limited, 1990
6. Kothari ,C.R., Research Methodology: Method and Techniques, New Delhi,2001.
7. Bakshi, Smita J. and Dwivedi,C.P.,- Modern Museums, Abhinav Publication, New Delhi, 1973.
8. Dwivedi, C. P. and Pant , G. N. – Museums and Museology , New Horizon, New Delhi, 1980.
9. Singh, Ashok -Cultural Tourism in India , Raj Book Enterprise, Jaipur, 2002.
10. Raina, A.K., Jain Nilu – Dynamic of Tourism, Kanishka Publication, New Delhi, 2010.
11. Nagraju,S. – Buddhist Architecture of western India, Agam Kala Prakashan, New Delhi, 1981

Marathi References

- i. Dr. Prabhakar Dev - Itihas Shashtra
- ii. Shanta Kotekar- Itihas Tantra va Tatvadnyan
- iii. S. M. Garge- Itihasachi Sadhane
- iv. Dr. B. N. Sardesai- Itihaslekhan Parichay
- v. Sadashiv Athavale- Itihasache Tatvadnyan
- vi. V. S. Bandre- Sadhan Chikitsa
- vii.Gaikwad , Sardesai, Vanmane – Aitihāsik Kagadpatre va Sthle Yancha Abhyas

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Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. V. Paper No. V

India Since Independence-I

B.A.III- Minor (History)- MIN01HIS51

Objectives of course:

This is an introductory paper aimed to promote a broad understanding of major developments in post independent India with the help of study of political parties and contribution of Prime Ministers. Also this paper will focus on development of land ceiling acts, zamindari abolition acts, green revolution and agrarian struggles in India.

Learning outcomes: By the end of this course it is expected that the student will be able to

- i. Examine the transformation of congress into a political party.
- ii. Criticize the internal policy and foreign policy of Prime Ministers of India.
- iii. Get acquainted with emergency, its nature, scope and impacts.
- iv. Study agrarian reforms in post independent India.

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Module. I Political Parties in brief :</u> <u>Congress-I</u> a) Pandit Nehru b) Indira Gandhi	15	1
2.	<u>Module. II Political Parties in brief :</u> <u>Congress-II</u> a) Rajiv Gandhi b) P. V. Narsimharao	15	1
3.	<u>Module III. Other political parties in brief</u> a) Janata Party: Morarji Desai b) Janata Dal: V. P. Singh c) BJP: Atal Bihari Vajpayee	15	1
4.	<u>Module. IV Agriculture (1947-1991)</u> a) Land reforms: Zamindari Abolition, Land Ceiling, Bhoodan Movement b) Green revolutions c) Agrarian struggles: Telangana (Andhra Pradesh) , Shetkari Sanghatana (Maharashtra)	15	1
	Total	60	4

Vivekanand College , Kolhapur (Empowered Autonomous)

Syllabus for B.A. III. History (Hons) w.e.f. 2025-26

Sem. VI. Paper No. VI

India Since Independence-II

B.A.III-Minor (History)- MIN01HIS61

Objectives of course:

This is an introductory paper aimed to promote a broad understanding of major developments in post independent India with the help of study of post independent Indian Economy and Foreign Policy. Also this paper will focus on environmental and social movements in India.

Learning outcomes: By the end of this course it is expected that the student will be able to

- i. Examine the changing facets of post independent Indian economy with the help of five year plans.
- ii. Criticize the foreign policy of India.
- iii. Get acquainted with socio-environmental and political movements in India.

Module No.	Name of Unit	Teaching Hours	Credits
1.	<u>Module. I Post Independent Economy</u> a) Five year Plans b) Industrial Development:- Cotton, Steel and Cement c) Trade: Import & Export	15	1
2.	<u>Module II. Foreign policy</u> a) Principles of Indian Foreign Policy b) Non alignment movement c) India's role in international politics: U.S.A and U.S.S.R	15	1
3.	<u>Module. III. Problems</u> a) Students unrest: Nav Nirman Andolan b) Emergency, role of Jaiprakash Narayan c) Terrorism in Punjab	15	1
4.	<u>Unit IV. Movements</u> a) Environmental Movement b) Women's movements: Manjushri Sarda Case and Bhavridevi Case c) Movements of Depressed Classes: Namantar Chalval	15	1
	Total	60	4

Reference books:

- 1) Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, India since independence, Penguin Books, New Delhi , 2000
- 2) P S Joshi , S. V. Gholkar , History of Modern India from 1800 to 1964, S Chand Publication, New Delhi, 1983
- 3) Rajni Kothari, Politics in India, New Delhi, 1970
- 4) Francine R. Frankel, India's Political Economy, 1947-1977, Delhi, 1978
- 5) Kedarnath Prasad Indian Economy Since Independence: A 50 years' Profile, National Publishing House, 1997
- 6) Rajni Kothari, Politics in India, New Delhi, 1970
- 7) Yogendra Singh, Social Change in India, New Delhi, 1993
- 8) A C Chatterji: India's Foreign Policy

Marathi References:

- i. Y. N. Kadam, Dr. Arun Bhosle, Swatrantyottar Bharat I & II , Phadke Prakashnan, Kolhapur, 2015
- ii. Y. N. Kadam , Adhunik Bhartacha Itihas, Phadke Prakashan, Kolhapur 2013
- iii. Dr. Suman Vaidya Shanta Kotekar, Swatantr Bhartacha Itihas, Nagpur., 1988
- iv. Dr. G. V. Kayande Patil, Krushi Arthashastra, Chaitnya Publication, Nashik
- v. Dr. Desai , Dr. Bhalerao, Bharatiya Arthvyavstha
- vi. Y. N. Kadam, Antarrashtriya Rajkaranat Bharat, Phadke Prakashan , Kolhapur, 2009

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History- B.A. III (2025-26)

Sem. V & Sem. VI

Structure of Question Paper

Total Marks = 40

Time=2.00 hours

* All Questions are compulsory (Based on all Modules)

Q.1	A. Multiple Choice Questions	05 Marks
Q.1	B. Match the Pairs	05 Marks
Q.2	A. Broad Answer Question	10 Marks
	Or B. Broad Answer Question	10 Marks
Q.3	A. Broad Answer Question	10 Marks
	Or B. Broad Answer Question	10 Marks
Q.3	Short notes (Any 2)	10 Marks
	Total	40 Marks

Internal Evaluation: 10 Marks

Sr. No	Evaluation Type	Marks
1.	Departmental Activities	(10 Marks each activity)
2.	Project & Viva Voce	Paper wise internal
3.	Field visits & Report writings	marks activity may
4.	Group Discussion	changes
5.	Student Seminar with lesson note	
	OJT SEM-V (2 Credits)	25 Marks
	FP- SEM-VI (2 Credits)	25 Marks