

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed under Choice based Credit System 2022-23
Faculty : Humanities
Programme: B.A.
Course/ Subject : History

Part A

POs:

- 1.Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- 2.Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- 3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- 4. Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- 5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- 6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- 7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes Sample POs of PG Programmes

PSOs: of BA History

- 1: Analyze the Socio-Political and Cultural background of the Indian History.
- 2: Examine various perspectives of history and historiography.
- 3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.
- 4: Compare various concepts in Social Studies through the Indian History.
- 5: Describe the developments of mankind.

Employability Potential:

The following employment is available from this course

- 1) Competitive Examination:** - Today is the age of competition. In this age of

competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of ancient India. Most of the tourist destinations in India are based on ancient architecture. Mehroli's Iron Pillar, as well as Universities at Nalanda, Sachi, Vallabhi, Takshashila, Ujjaini, Mathura, as well as Stupas, monasteries, caves, inscriptions, columns, copperplates, palaces, etc. from the Maurya period. More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business: - Ancient Buddhist, Maurya, Gupta, Vakataka. During the Satvahana period, industry and business flourished. These were the international markets of the industry. During this course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment means Earn and Learn: - In the examination of Sant Gadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Reginal Heritage site - Bhon, Tal. Sangrampur, Dist. Buldana Lonar, Dist. Buldhana Tarapur, Dist. Buldhana, Narasimha Murti, Mehkar, Dist. Buldhana, Sharangdhar Balaji, Mehkar, Dist. Buldhana, Kanchanicha Mahal, Mehkar, Dist. Buldhana, Washim, Dist. Washim Nimba, Tal. Darvda, Dist. Yavatmal, Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtel, Dist. Nagpur, Nagardhan, Dist. Nagpur, Ajintha Aurangabad, Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishthan, Dist. Aurangabad, Kandhar, Dist. Nanded . By making them aware of these arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of Vipassana Center: - This course covers Buddhist period and Buddhist philosophy. Today, meditation is of paramount importance in terms of health. The importance of this meditation, its form and the creation of the center, etc., can be realized by the students. They can set up such centers.

7) Creation of business through social customs: -There are many customs and traditions that have been going on in India since ancient times. The skill of creating the coordinator of this program is included in this course. So it can create a lot of jobs.

8) Production of Yoga Instructors: -In ancient times, a large number of yoga instruments were widely used. It is also a part of this program.

9) Creation of an interpreter: -The script and language that existed in ancient times are not known to the masses. Since the study is in this course, the students will become aware of the

language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, bhujpatras, contemporary texts etc. from this interpreter so that a large number of jobs will be available for the students.

10) **Historian**:-Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historian' research, analyze, and interpret historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

11) **Archivist**:-Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

12)**Curator**:-Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy, exhibit, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

13) **Archeologist** :-Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

14) **History Teacher / Professor**:-While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites.

History Professors teach specialized and advanced history courses to students in their

undergraduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and books

Part B
Programme : B. A.
Subject History
Semester 1

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
History	History of India from Early to 700 A.D	75 Periods	05

Course Assessment: End Term Exam Marks: 80 (University level Exam)

SEM (Skill Enhancement Module):20 Marks(College level evaluation)

Course Outcome (COs)

- 1: Survey the sources of History of Ancient India.
- 2: Describe the social, economic, religious and institutional bases of Ancient India.
- 3: Analyze development of the concept of Nation- State background of political history.
- 4: Study ancient Indian Art & Architecture

On successful completion of the Course the students will be able to:

- 1: Learn the socio-political and cultural background of the Ancient Indian History.
- 2: Learn various Ancient Indian History Tourist places and Guide Tourist.
- 3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.
- 4: Understand various concepts in Social Studies through the Ancient Indian History.
- 5: Learn developments of mankind.

Unit I	1. Survey of the Sources of Ancient India: 1.1 Archaeological Sources. 1.2. Literary Sources and Foreign Travelers Account 2. Harappan Civilization: 2.1 Origin, extent
---------------	---

	2.2 Socio – Economic, Religious and Cultural Life 2.3 Script and Decline 3. Vedic Age : 3.1 Society, polity, economy, religious life in pre - Vedic period 3.2 Society, polity, economy and religious life in post - Vedic period (12 Periods)
Unit II	1. Rise of Religious Movements: 1.1 Causes, Doctrines and Social Dimensions of Buddhism and Jainism. 1.2 Spread and Decline Buddhism and Jainism. 2. Mouryan Dynasties 1.1 Chandragupta Mourya & Mouryan Administration, 3. Significance of Kaling War, Ashoka's Dhamma; Patronage to Buddhism (12 Periods)
Unit III	1. Post Mouryan Dynasties- Shungas, Kushanas and Satavahana 2. Gupta Dynasty : Samudragupta and Chandragupta Vikramaditya 3. Gupta's Administration (12 Periods)
Unit IV	1. Concept of Golden Age 2. Vakata Dynasty: 1.1. Relation of Vakataka with Gupta 1.2. Vakataka's Society and Religion 3. Vardhan Empire (12 Periods)
Unit V	1. Education in Ancient India 2. Position of Women in Ancient India 3. Judicial Administration in Ancient India (12 Periods)
Unit VI	Skill Enhancement Module Tourism in Art and Architecture in Ancient India (15 Periods)
Co's	CO1: Study of Tourism in ancient Indian Art & Architecture CO2: Students are aware and able to describe tourist places. CO3: Prepare the students for employability.
SEM I	1) Harappan Civilization Town Planning, Architecture 2) Mouryan's Art and Architecture 3) Kushan's Art and Architecture 4) Gupta Age Art and Architecture 5) Vakataka's Art and Architecture 6) Regional Heritage Sites Bhon, Tal. Sangrampur, Dist. Buldana Lonar, Dist. Buldhana Tarapur, Dist. Buldhana, Narasimha Murti, Mehkar, Dist. Buldhana, Sharangdhar Balaji, Mehkar, Dist. Buldhana, Kanchanicha Mahal, Mehkar, Dist. Buldhana, Washim, Dist. Washim Nimba, Tal. Darvha, Dist. Yavatmal, Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtek, Dist. Nagpur, Nagardhan, Dist. Nagpur, Ajintha Aurangabad, Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishthan, Dist. Aurangabad, Kandhar, Dist. Nanded
Activities:	1. Study Tour 2. Project 3. Seminar

4. Assignment

Weblink to Equivalent MOOC on SWAYAM :

1. https://onlinecourses.swayam2.ac.in/cec20_ge19/preview

(TOURISM AND TRAVEL MANAGEMENT)

By Mr N. ROOPESH KUMAR | DoS in Tourism and Hospitality Management, PoojaBhagavat Memorial Mahajana PG Centre.

2. https://onlinecourses.swayam2.ac.in/cec22_ge37/preview

(Tourism Resources of India)

By Prof. H. Rajashekar | Professor of Commerce & Tourism University of Mysore

Any pertinent media (recorded lectures, YouTube, etc.):

1. <https://youtu.be/k014Qu-U-kM>
2. <https://youtu.be/Aq0y9vz1lC4>

Course Material/Learning Resources:

Text books:

Reference Books:

1. A.S. Altekar :- Position of Women in In Hindu civilization.
2. Harle J.C.:- Art and Architecture of the India Sub continent
3. Mujumdar R.C. :- The Vakataka and Gupta Age
4. Mukharjee R.K. :- Education in Ancient India
5. Sharma R.S. :- Aspect of Political Ideas and Institution in Ancient India
6. Thapar Romila :- Ancient Indian History
7. Dr. Vipin Rathod - Historical Religious Places in Washim District, Surya Pub. Kanpur
8. अलतेकर मुजुमदार-प्राचीन भारत की शासन प्रणाली
9. डॉ. श. गो. कोलारकर-प्राचीन भारताचा राजकीय, सामाजिक, सांस्कृतिक इतिहास
10. डॉ. मिराशी बा. वि. -वाकाटक नृपती आणि त्यांचा काळ
11. महाजन व्ही. डी. -प्राचीन भारत
12. आचार्य धनंजय-भारताचा इतिहास (प्रारंभापासून 1526 पर्यंत)
13. डॉ. गायकवाड कैलास, भारतीय शिक्षण पद्धतीचा इतिहास , लोट्स अँड कोब्रा पब्ली. नागपूर
14. डॉ. मिराशी वि. वा. -सातवाहन आणि पश्चिमी क्षत्रप

15. डॉ. बनसोड संतोष, डॉ. जाधव सिध्दार्थ - भारताचा इतिहास (प्रारंभापासून 1526 पर्यंत), साईनाथ प्रकाशन नागपूर.
16. डॉ. डोंगरे वसंत – मौर्यकालीन मुद्रा
17. डॉ. रोकडे प्रशांत – सम्राट अशोककालीन कृषी व्यवस्था, रोशन ऑफसेट प्रिंटर्स, दिल्ली

Programme : B. A
Subject History
Semester2

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
History	History of India from Early to 701 A.D to 1525 A.D.	75 Periods	05

Course Assessment: End Term Exam Marks: 80 (University level Exam)

SEM (Skill Enhancement Module): 20 Marks (College level evaluation)

Course Outcome

- 1: Survey the sources of History in Sultanate period of India.
- 2: Analyze the social, economic, religious and institutional bases of Sultanate period of India.
- 3: Known development of the concept of Nation- State background of political history.
- 4: Study Sultanate period of India Art & Architecture

On successful completion of the Course the students will be able to:

- 1: Learn the socio-political and cultural background of the Sultanate period of Indian History.
- 2: Learn various Sultanate period Indian History Tourist places and Guide Tourist.
- 3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.
- 4: Analyze various concepts in Social Studies through the Sultanate period of Indian History.
- 5: Learn developments of mankind Through Religious Movements.

Unit I	The political situation in India before the establishment of the Sultanate: Invasion of Mohammad-Bin-Kasim, Mohammad Gazani and Mohammad Ghori Qutbuddin Aibak- Founder of Delhi Sultanate, Itutmish- Early Difficulties, Victory over his Rivals, Administration. Razia- Opposition to her Rule, Causes of her Fall. Balban- Theory of Kingship, Destruction of the 'Forty' (12 Periods)
Unit II	Allauddin Khilji's Political & Administrative Policy- His Theory of Kingship, Deccan Policy, Administrative Reforms , Allauddin Khilji's Economical Policy- Market Control and Revenue Policy, Estimate of his Achievement Mohammad Tughluq- His Revenue Reforms, Transfer of Capital, Introduction of Token Currency, Famine Relief and Agricultural Reforms, Causes of his Failure Firoz Shah Tughluq- Economic Reforms and Impact, (12 Periods)
Unit III	The Decline of the Sultanate The Bahamanis Kingdom- Rise and Expansion of Bahamani Kingdom, Society and Economy, Achievements of Muhammad Gawan, Disintegration of Bahamani Kingdom The Vijaynagar Empire- Rise and Expansion of Vijaynagar Empire, Society, Economy and Literature, Achievements of Krishna Deva Raya II, Disintegration of Vijaynagar Kingdom. (12 Periods)
Unit IV	- State & Society : Hindu and Muslim Society - Administrative System of Sultanate Period - Military Organization - Ruling Classes (12 Periods)
Unit V	Social Status of Women- Marriage, Property Rights, Sati, Pardah and Devdasi. Economical and Technological Developments- Agriculture, Industries, Trade and Commerce, Urban Centers Religious Movements- The Bhakti Movement :Warkari Sampraday, Mahanubhav Sampraday, Lingayat Sampraday, Suffi Movement (12 Periods)
Unit VI	Skill Enhancement Module Tourism in Art and Architecture in Sultanate period in India (15 Periods)
Co's	CO1: Study of Tourism in Sultanate Period's Indian Art & Architecture CO2: Student's are aware and able to describe tourist places.

	1) Gulams' Art and Architecture 2) Tughluq's Art and Architecture 3) Bahamani's Art and Architecture 4) Vijaynagar's Art and Architecture 5) Regional Heritage Site- Ridhampur , Dist. Amravati, Anjangaon Surji , Dist. Amravati Lasur , Dist. Amravati, Achalpur , Dist. Amravati, Kondeshwar , Dist. Amravati, Gavilgad fort , Dist. Amravati, Mahimapur , Dist. Amravati, Chikhaldara , Dist. Amravati, Karanja Lad , Dist. Washim Asadgad Fort , Dist. Akola, Narnala fort , Dist. Akola, Devagiri Fort , Dist. Aurangabad Mahurgad , Dist. Nanded, Khandeshwar Temple, Nandgaon Khandeshwar Dist Amravati.
Activities:	5. Study Tour 6. Project 7. Seminar 8. Assignment

Weblink to Equivalent MOOC on SWAYAM:

3. https://onlinecourses.swayam2.ac.in/cec22_ge38/preview

(Tourism Transport and Travel Services)

By Mr. Srikanth. K. S | Dept. of Tourism and Hospitality Management PBM Mahajana PG Center

4. https://onlinecourses.swayam2.ac.in/cec22_ge40/preview

(Tourism Planning and Sustainable Development)

By Prashant Kumar Gautam | Panjab University | Chandigarh

Books Recommended:

1. Aivangar S.K. Saltanate India and South Indian History and Culture
2. Basham A.K.- The Wonder That was India.
3. Basham A.L. - The cultural History of India of Deccan
4. Bhandarkar R.G. :- Ear IV History
5. Desai Z.A. :- Indo-Islamic Architecture
6. Harle J. C. :- Art and Architecture of the India Subcontinent
7. Habibulla :- Foundation of Muslim Rule in India
8. Majumdar R. C. - History and culture of the Indian people vols. IIIII, IV & V
9. Munshi V. K.M. and R. R. Diwakar:- Bharativa Vidya Bhavan series Indian Inheritance, 3 Vols
10. Puri Chopra and Das: Social and Economic History of India Vol.1
11. Rowland B. - The Art and Achitecture of India
12. Sharma R.S. :- Light on early Indian Society and Economy
13. Saraswati S.K:- A Survey of Indian Sculpture

14. Satish Chandra: Medieval India. From Sultanate to the Mughals
15. चिटनीस कृ.ना. - मध्ययुगीन भारतीय संकल्पना व संस्था
- 16.. सेतू माधवराव पगडी - सुफी संप्रदाय
17. के. एल. खुराना - भारत का सामाजिक एवम आर्थिक इतिहास
18. आशीर्वादीलाल श्रीवास्तव - दिल्ली सल्तनत
19. डॉ. विपीन बिहारी सिन्हा - दिल्ली सल्तनत
20. विद्याधर महाजन - मध्यकालीन भारत
21. भारताचा इतिहास (1205 ते 1526) - डॉ. धनंजय आचार्य, साईनाथ प्रकाशन नागपूर
22. डॉ.बिच्चेवार, सचितानंद - परिवर्तनाचा महामेरू महात्मा बश्वेश्वर, स्वाती प्रकाशन पुर्णा,
23. भारताचा इतिहास (1205 ते 1526), डॉ. संतोष बनसोड , डॉ. सिद्धार्थ जाधव - साईनाथ प्रकाशन नागपूर
- 24) यवतमाळ जिल्ह्याचा इतिहास – डॉ. वारंगे ज्ञानेश्वर, डॉ. बनसोड, संतोष, आधार पब्लिकेशन, अमरावती. मार्च २०२२

Weblink to Equivalent MOOC on SWAYAM:

1. https://onlinecourses.swayam2.ac.in/cec22_ge38/preview

(Tourism Transport and Travel Services)

By Mr. Srikanth. K. S | Dept. of Tourism and Hospitality Management PBM Mahajana PG Center

2. https://onlinecourses.swayam2.ac.in/cec22_ge40/preview

(Tourism Planning and Sustainable Development)

By Prashant Kumar Gautam | Panjab University | Chandigarh

Any pertinent media (recorded lectures, YouTube, etc.):

3. <https://youtu.be/k014Qu-U-kM>
4. <https://youtu.be/Aq0y9vz1lC4>
5. <https://youtu.be/UZsWXvpzmvw>
6. <https://youtu.be/GyjRF7rWxuk>