

# **Sant Gadge Baba Amravati University, Amravati**

## **Part A**

**Faculty: - Humanities**

**Programme: B.A.**

**POs:**

**PO1. 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.

**PO2. 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.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. 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.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. 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**

PSO1: Analyze the Socio-Political and Cultural background of the Indian History.

PSO2: Examine various perspectives of history and historiography.

PSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

PSO4: Compare various concepts in Social Studies through the Indian History.

PSO5: Describe the developments of mankind.

### **Employability Potential of the Programme:**

#### **B.A. II**

#### **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 Medieval and Modern India. Most of the tourist destinations in India are based on Medieval and Modern architecture. Humayun's tomb, Agra fort, Buland Darwaza, Diwan-e-khass, Taj Mahal, the Jama Masjid, Moti Masjid, Bibi Ka Maqbara, and Badshahi Mosque, Red fort, Golden Temple Amritsar, Mewar, Aurangabad, Raigar, Pune, Sindudurg, Satara, Kolhapur, Jinji, Panhala, Balapur, Gavilgar fort, Narnala, 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:-** These were the international markets of the industry. During the 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 Regional Heritage site - Sindhkhed Raja, Mehkar, Deulgaon Raja, Khamgaon, Rohinkhed, Dist. Buldhana, Karanja Lad Dist. Washim, Narnala, Akot, Balapur, Dist. Akola, Gavilgar, Achalpur, Anjangaon Surji, Badnera, Hinglaspur Devi, Mahimapur, Dist. Amravati, Jalna, Khultabad, Daulatabad, Chatrapati Sambhaji Nagar (Aurangabad), Ahmadnagar, Mahur, Burhanpur. By making them aware of these Tourist places and 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 business through social customs:** -There are many customs and traditions that have been going on in India since Medieval times. The skill of creating the coordinator of this program is included in this course. So it can create a lot of jobs.

**7) Creation of an interpreter:** -The script and language that existed in medieval and modern 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, Persian letters, Sanskrit, Modi letters, arbi letters, etc. from this interpreter so that a large number of jobs will be available for the students.

**8) Historian:-**Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians' research, analyzes, and interprets historical

events and writes 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.

9) **Archivist:-** Archivists are primarily responsible for acquiring 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.

10) **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 exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

11) **Archeologist:-** Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examine 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.

12) **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-III**

| Code of the Course/Subject | Title of the Course/ Subject                            | Total Number of Periods | No. of Credits |
|----------------------------|---------------------------------------------------------|-------------------------|----------------|
| History                    | History of Medieval India<br>From 1526 A.D.to 1756 A.D. | 75 Periods              | 04             |

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

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

**Course Outcome**

**CO1:** Survey the sources of History of Medieval India.

**CO2:** Describe the social, economic, religious and institutional bases of Medieval India.

**CO3:** Analyze development of the concept of Nation- State background of political history.

**CO4:** Study medieval Indian Art & Architecture

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

CSO1: Learn the socio-political and cultural background of the Medieval Indian History.

CSO2: Learn various Medieval Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Medieval Indian History.

CSO5: Learn developments of mankind.

-----  
**Module –I**

**No. of Lecture: 12**

**1. Establishment and Consolidation of Mughal Empire:**

- 1.1 Babar
- 1.2 Akbar
- 1.3 Aurangzeb

**2. Mughal Polity:**

- 2.1 Administrative Structure
- 2.2 Manasabdari system
- 2.3 Jahagirdari system

**3. Mughal's Relation with Rajput :**

- 3.1. Special Reference to Akbar and Aurangajeb

**Module –II**

**No. of Lecture: 12**

**1. Decline of Mugal power and its effect**

1.1 Causes of decline of Mugal Power

1.2 Effect of decline of Mugal Empire

**2. Status of Women in Mugal period:**

2.1. Status of Women

**3. Mughal Economy and Religion:**

3.1 Agricultural, Trade and Commerce

3.2 **Sikh** and Kabirpanthis

**Module –III**

**No. of Lecture: 12**

**1. Emergence of Maratha Power**

1.1 Political, Social, Religious and Economic Condition before rise of Maratha

**2. Causes of Rise of Maratha Power**

**3. Maratha Power under Shivaji**

3.1. Shivaji's Relations with Adilshahi

3.2 Shivaji's Relations with Mugal

3.3 Significance of Shivajis Coronation

**Module –IV**

**No. of Lecture: 12**

**1. Maratha Power under Sambhaji**

1.1 Sambhaji's Relations with the Portuguese

1.2 Sambhaji's Relations with the Siddis of Janjira

1.3 Sambhaji's Relations with the Mughals

**2. The Maratha War of Independence**

1.1. The Maratha War of Independence under Rajaram

1.2. The Maratha War of Independence under Tarabai

**3. Religious Policy of Maratha**

3.1. Religious Policy of Shivaji

3.2. Religious Policy of Sambhaji

**Module –V**

**No. of Lecture: 12**

**1. Political Administration under Maratha**

1.1 Central Administration,

1.2 Provincial Administration,

**2. Military System under Maratha**

2.1 Infantry, Cavalry, Navy

2.2 Secret Intelligence System of Shivaji

**3. Judicial Administration under Maratha**

3.1 Judicial Structure and Procedure

3.2 Crimes and Punishment

## **Skill Enhancement Module**

### **CO's:**

**CO1:** Study of Tourism in Medieval Indian Art & Architecture

**CO2:** Student's are aware and able to describe local tourist places.

**CO3:** Prepare the students for employability.

### **Module -VI**

**No. of Lecture: 15**

### **Tourism in Art and Architecture in Medieval India**

These places include Regional Heritage site - Sindhkhed Raja, Adgaon Raja, Sakharkerda, Mehkar, Deulgaon Raja, Khamgaon, Rohinkhed, Dist. Buldhana, Karanja Lad Dist. Washim, Narnala, Akot, Balapur, Dist. Akola, Gavilgar, Achalpur, Anjangaon Surji, Hinglaspur Devi, Mahimapur, Dist. Amravati, Jalna, Khultabad, Daulatabad, Chatrapati Sambhaji Nagar (Aurangabad), Ahmadnagar, Mahur, Burhanpur, Bhamraja, Dist. Yeotmal, Chandrapur.

### **Any Two Activities:**

**To the Internal Evaluation - Any nearest Local Historical Place Visit for Study Tour OR Project on Historical Topic OR Seminar OR Assignment Activities Related to Module -VI**

### **Books Recommended:**

1. Chitnis K.N. Socio-Economic aspects of Medieval India
2. Chopra P.N -A Socio-Economic and cultural History of Medieval India
3. Habibullah - Foundation of Muslim rule in India
4. Hussaini S.A.O. - Administration under the Mughals
5. Moreland W.H. -Agrarian System of Muslim India
6. Sarkar Sir J.N. -Mughal Administration
7. Singh Meera-Medieval History of India.
9. Ghosh A. - Indian Economy
10. हबीब इरफान- मध्यकालीन भारत खंड 1 ते 5, राजकमल प्रकाशन,
11. सतीशचंद्र.- मध्यकालीन भारत, ओरीएंट ब्लैकस्वॉन पब्लिकेशन, 2016
12. आचार्य धनंजय- भारताचा इतिहास (1526 -1947)) साईनाथ प्रकाशन, नागपूर
13. बनसोड डॉ संतोष , जाधव डॉ. सिध्दार्थ - भारताचा इतिहास (1526 -1756) साईनाथ प्रकाशन नागपूर
14. वारंगे डॉ. ज्ञानेश्वर, बनसोड डॉ संतोष ,- यवतमाळ जिल्ह्याचा इतिहास (1200 ते 1900 आधार पब्लिकेशन अमरावती

15. देवकर, डॉ. श्याम-बाळापूर शहरातील ऐतिहासिक वास्तूंचा अभ्यास, मंदर इंडिया पब्लिकेशन अमरावती , 2020
16. वाघ, संदेश, लता अकलूजकर, हरी जमाले ( संपादक )- शिवाजी आणि शिवकाल ( इ. स. 1630 ते इ. स. 1707), प्रकाशन अक्षरलेणं सोलापूर, आवृत्ती - 2013
17. वाघ, संदेश, अंबादास मंजुळकर, अजितकुमार यादव ( संपादक )- मराठ्यांचा इतिहास, प्रकाशन अक्षरलेणं सोलापूर, प्रथमवृत्ती - 2011-12
18. ढाले, डॉ. नामदेव, राऊत उमेश- बुलढाणा जिल्ह्यातील ऐतिहासिक स्थळांचा इतिहास , ज्ञानपथ पब्लिकेशन , अमरावती. २०२३
19. गजभिये, डॉ ओम – छत्रपती संभाजी महाराजांची युद्धनीती , पैंगंगा प्रकाशन औरंगाबाद ,
- 20 . वानखडे, किशोर- विदर्भातील सूफी संत , आधार प्रकाशन , अमरावती
21. झनके, रवींद्र पुंडलिक , - विदर्भाची विशेषता , पैंगंगा प्रकाशन , मेहकर , २०२३

### **Subject: History**

#### **Semester-IV**

| <b>Code of the Course/Subject</b> | <b>Title of the Course/ Subject</b>                        | <b>Total Number of Periods</b> | <b>No. of Credits</b> |
|-----------------------------------|------------------------------------------------------------|--------------------------------|-----------------------|
| <b>History</b>                    | <b>History of Modern India From. 1757 A.D to 1947 A.D.</b> | <b>75 Periods</b>              | <b>04</b>             |

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

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

#### **Course Outcome**

**CO1:** Learn the colonialism in India.

**CO2:** Understand the social, economic, religious and institutional bases of Modern India.

**CO3:** Know development of the concept of Nation- State background of political history.

**CO4:** Study of Modern Indian development of Democracy.

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

CSO1: Learn the socio-political and cultural background of the Modern Indian History.

CSO2: Learn various Modern Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Modern Indian History.

CSO5: Learn developments of mankind and respect to our Freedom Fighter.

-----

**Module –I****No. of Lecture: 12**

- 1. Advent of European Powers:**
  - 1.1 Portuguese
  - 1.2 French
  - 1.3 British
- 2. Tools of Expansion of British Dominion in India:**
  - 2.1 Subsidiary Alliance
  - 2.2 Doctrine of Lapse
- 3. Economic Changes**
  - 3.1 Land Revenue Statements - Permanent Settlement, Rayatwari, Mahalwari
  - 3.2 Commercialization of Agriculture and its Effects
  - 3.3 Decline of Indian Industries

**Module –II****No. of Lecture: 12**

- 1. Uprising and Revolt in colonial period**
  - 1.1 Revolt of 1857: Causes and Results
  - 1.2 Reasons for the failure of the Revolt of 1857
  - 1.3 Proclamation of Queen Victoria -1858
- 2. Socio - Religious Movements:**
  - 2.1 Brahmo Samaj, Arya Samaj, Ramkrishna Mission
  - 2.2 Satyashodhak Samaj, Bahishkrut Hitakarni Sabha
  - 2.3. Sant Sevalal and his Work
- 3. Modern Education**
  - 3.1 Introduction of Modern Education
  - 3.2 Development
  - 3.3 Its Effects

**Module -III****No. of Lecture: 12**

- 1. Nationalism**
  - 1.1 Rise of Nationalism – Causes
  - 1.2 Formation of Political Association
  - 1.3 Foundation of Indian National Congress
- 2. Indian National Congress (Early Phase)**
  - 2.1 Achievements of Moderates
  - 2.2 Partition of Bengal
  - 2.3 Extremists and achievements
- 3. Indian National Congress (Later Phase)**
  - 3.1 Formation of Muslim League
  - 3.2 Home – Rule Movement,
  - 3.3 Khilafat Movement

**Module -IV****No. of Lecture: 12**

- 1. Early Gandhian Programmes**
  - 1.1 Early Struggle – Champaran Satyagraha, Ahmadabad Mill Strike,



- Khed Satyagrahya
  - 1.2 Rowlatt Act- Jallianwala Bagh Massacre
  - 1.3 Non Co-operation Movement - Causes, Nature, Effects
- 2. Civil Disobedience Movement**
  - 2.1 Simon Commission
  - 2.2 Gandhi - Irwin Pact
  - 2.3 Round Table Conferences , Poona Pact
- 3. Quite India Movement:**
  - 3.1 Causes,
  - 3.2 Course (Nature)
  - 3.3 Effects

#### **Module -V**

**No. of Lecture: 12**

#### **1 Revolutionary Movement**

- 1.1 Azad Hind Army
  - 1.2 Abhinav Bharat, Patri Sarkar
  - 1.3 Lahor, Kakori and Chittgong Conspiracy
- 2 Dr. B. R. Ambedkar : Contribution to Nation Building**
  - 2.1 Southborough franchise commission, Simon commission
  - 2.2 Role as member of Voice Roy's Council
  - 2.3 States and minorities

#### **3. India towards Independence:**

- 3.1. Dr. B. R. Ambedkar and Plan -1945,
- 3.2. Mounbattan Plan – 1947, Participation of India
- 3.3. Indian Act of Independence

### **Skill Enhancement Module**

#### **Module -VI**

**No. of Lecture: 15**

#### **Tourism in Art and Architecture in Modern India**

##### **CO's:**

**CO1:** Study of Tourism in Modern Indian Art & Architecture

**CO2:** Students are aware and able to describe tourist places and respect freedom fighters.

**CO3:** Prepare the students for employability.

#### **Module - VI**

Buldana, Chandur biswa, Paturda (Sangrampur) Khamgaon, Shegaon, Chikhali, Garadgoan, Akola, Dahihanda, Akot, Balapur Murtijapur, Barshitakli, Tornala, Washim,

Karanja, Yavatmal, Pusad, Darva, Loni, Ghatanji Wani, Umarkhed, Bhabulgaon, Amaravati, Mozari, Papad, Achlur, Dhamangaon, Badnera, Shendurjhanghat, Darapur, Karjgaon, Morshi, Varud, Chikhaldara, Anjangaon surji

### **Any Two Activities:**

**To the Internal Evaluation - Any nearest Local Historical Place Visit for Study Tour OR Project on Historical Topic OR Seminar OR Assignment Activities Related to Module - VI**

#### **Reference Books :**

1. Bipan Chandra-Communalism in Modern India
2. Desai A.R.- Peasant Struggles in India
3. Mujumdar R.C. - History of Freedom Movement in India
4. Sarkar S.C. & Gupta K.K. -Modern Indian History
5. Ranade M. G. -Religious and Social Reforms
6. Shrinivas M.N. - Social Change in Modern India
7. Heimsath C.M. -Indian Nationalism and Hindu Social Reforms - Indian Economy
8. Ghosh A. - The Economic History of India
9. Dhoke, Arvind- Dr. B. R. Ambedkar Contribution to National Building R.P. publication  
Kartar Nagar Delhi 2009
10. Saraf, Nitin Uhasrao- Modern History of India (1920AD to 1965AD), Om Publishing  
Company, Delhi
11. देवरे. डॉ. राजेंद्र सिंग, इंगोले डॉ. संतोष - भारताचा इतिहास (इ. स. 1757 ते 1947) साई ज्योती पब्लिकेशन  
नागपुर 2020
12. बनसोड, डॉ. संतोष, जाधव, डॉ. सिद्धार्थ- भारताचा स्वातंत्र्य लढा (1857-1947) रोमा पब्लिकेशन यवतमाळ
13. ढाले, डॉ. नामदेव- स्वातंत्र्य चळवळीत बुलढाणा जिल्ह्याचे योगदान, नभ प्रकाशन अमरावती, 2013
14. बनसोड, डॉ. संतोष, वानखडे डॉ. किशोर- वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २ , अजिंक्य प्रकाशन,  
वाशिम, 2023
15. वाघ, संदेश, तुकाराम शिंदे, हरी नारायण जमाले ( संपादक )-भारतीय राष्ट्रीय चळवळीचा इतिहास ( इ. स. 1885  
ते इ. स. 1947 ) प्रकाशन अक्षरलेणं, सोलापूर, आवृत्ती - 1 ऑगस्ट 2013
16. बनसोड, डॉ. संतोष- यवतमाळ जिल्ह्यातील आर्थिक आंदोलने , पायगुन प्रकाशन , अमरावती २०१७
17. कोठे , डॉ . प्रशांत — अचलपूरचा इतिहास, (इ.स. १७६४-१८५३ )
18. . ढाले, डॉ . नामदेव, राऊत उमेश- बुलढाणा जिल्ह्यातील ऐतिहासिक स्थळांचा इतिहास , ज्ञानपथ पब्लिकेशन ,  
अमरावती. २०२३
19. झनके, डॉ रवींद्र- विदर्भाची विशेषता , पैनगंगा प्रकाशन , मेहकर, २०२३