

Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2024-25
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syalabus : B.A. First Year (History) Semester – I & II

PROGRAMME OUTCOMES (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. First Year (History)

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 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 Under Earn and Learn: - In the examination of SantGadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regional Heritage sites : Bhon, Tal. Sangrampur, Dist. Buldana, Lonar, Dist. Buldhana Tarapur, Dist. Buldhana, Narasimha Murti, Mehkar, Dist. Buldhana, Sharangdhar Balaji, Mehkar, Statue in (Hindu & Jain) Rohinkhed Dist. Buldhana, Kanchani Mahal, Mehkar, Dist. Buldhana, Lal Tekadi(Watsagulm) Washim, Karanja,Shirpur Jain Dist. Washim , Nimba, Tal. Darwha , Dist. Yavatmal, Kaundanyapur , Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtek,Kelzar, Dist. Nagpur, Nagardhan, Dist. Nagpur, Pawnar Dist. Wardha ,Ajintha-Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishtan, Dist. Aurangabad, Kandhar, Dist. Nanded etc . 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. Historians' research, analyzes, and interprets 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 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.

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

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Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

B.A. First Year (History) : Semester –I

Sr.No.	NEP Vertical Type	Course Code	Course
01	Major and Minor (Theory)	629201	DSC I (Th)- History of Jainism and Buddhism in Ancient India
02	Generic/ Open Elective	629202	OE1- History of Saints and Social Reformers of Vidarbha
		629203	OE2- History of Selected Social Reformers of Maharashtra -

B.A. First Year (History) : Semester -II

Sr.No.	NEP Vertical Type	Course Code	Course
01	Major and Minor (Theory)	629204	DSC II (Th) - History of India (700 AD – 1200 AD)
02	Generic/ Open Elective	629205	OE3- History of Selected World Heritage Sites in India
		629206	OE4- Pre-Ambedkar Social Movements in Vidarbha (1850-1920)

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Syalabus : B.A. First Year (History) Semester – I

Major and Minor

DSC I –Th 1

Each theory paper of Major shall be of 3 Credits comprising of 6 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks	Internal	Total Marks
	I	629201	DSC I (Th)- History of Jainism and Buddhism in Ancient India	03	45	3 Hrs.	60	40	100

Course Outcomes:

1. Students will understand the philosophies, doctrines and historical development of this ancient Indian religion.
2. Students will be able to explain the fundamental teachings, philosophies, and ethical principles of Jainism and Buddhism
3. Students will gain knowledge about the historical development and spread of Jainism and Buddhism in ancient India.
4. Students will analyze the influence of Jainism and Buddhism on ancient Indian culture, politics, art, and architecture, recognizing how these religions contributed to the broader cultural and societal transformations in India.
5. Students will enhance their critical thinking skills by engaging with primary and secondary historical sources, interpreting archaeological findings, and assessing historical narratives about Jainism and Buddhism
6. Students will get to know about the works of kings who contributed significantly to the spread of Buddhism and also help inculcate non-violent qualities in them.

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Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Sources of Ancient Indian History : 1. Archaeological Sources 2. Vedic Literature 3. Jain and Bouddha Literature 4. Accounts of Foreign travelers	07 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
Unit – 2	Rise, Philosophy and Spread of Jainism : 1. Rise of Jainism 2. Biography of Vardhaman Mahaveer 3. Philosophy of Jainism 4. Spread of Jainism	07 Hrs.	10 Marks	
Unit – 3	Sects and Cultural Contribution of Jainism : 1. Sects in Jainism 2. Art and Architecture in Jainism 3. Educational Centers of Jainism 4. Cultural Contribution of Jainism	08 Hrs.	10 Marks	
Unit – 4	Rise, Philosophy and Spread of Buddhism : 1 Rise of Buddhism 2 Biography of Siddhartha Gautam Buddha 3 Philosophy of Buddhism 4 Spread of Buddhism	08 Hrs.	10 Marks	
Unit – 5	Sects , Councils and Patrons of Buddhism 1. Sects in Buddhism 2. Buddhist Councils 3. Samrat Ashoks' Contribution to Buddhism 4. Samrat Harshwardhan's Contribution to Buddhism	08 Hrs.	10 Marks	
Unit – 6	Art, Architecture and Cultural Contribution of Buddhism : 1. Art and Architecture in Buddhism 2. Educational centers of Buddhism 3. Social effects of rise of Buddhism 4. Cultural Contribution of Buddhism	07 Hrs.	10 Marks	
Reference Books				
1) Chakravarti, Uma - Social Dimensions of Early Buddhism. 2) Kosambi, D.D. - An Introduction to the study of India History 3) Mujumdar.R.C. - History and culture of the Indian People 4) Nandi, R.N. - Social Roots of Religion in ancient India 5) Thapar, Romila - Ashok and Decline of the Mauryas 6) Thapar, Romila - Ancient Indian social History 7) Mujumdar, R.C.- History and Culture of Indian People vols. 1 to5 (Vakataka Gupta Age) 8) महाजन व्ही.डी . : प्राचीन भारत 9) सत्यकेतू विद्यालंकार : प्राचीन भारत का धार्मिक, सामाजिक एवं आर्थिक जीवन 10) थापर रोमिला : भारत का इतिहास, राजकमल प्रकाशन, दिल्ली 11) शर्मा रामशरण : प्राचीन भारत का इतिहास, राजकमल प्रकाशन, दिल्ली				

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<p>12) कोसारे एच. एल. : प्राचीन भारतातील नाग, नेहा प्रकाशन, नागपूर, 2008</p> <p>13) कोसंबी धर्मानंद : प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड पब्लिशिंग, पुणे</p> <p>14) डॉ. पठारे उत्तम : प्रारंभिक भारत : प्रागैतिहासिक काळ ते सौर्यकाळ</p> <p>15) डॉ. मुखर्जी राधाकुमूद : प्राचीन भारत</p> <p>16) डॉ. मोरवंचीकर आर. एस.: प्राचीन भारत, कैलास प्रकाशन, औरंगाबाद</p> <p>17) देव, प्रभाकर : प्राचीन भारत, विद्या प्रकाशन, औरंगाबाद</p> <p>18) डॉ. कोलते, वि. भि., प्रचीन विदर्भ व आजचे नगपुर, अमरखिती विद्यपीठ प्रकशन, 1996</p> <p>19) सखिखे, डॉ. आ. ह. – सर्वोत्तम भूमिपुत्र गौतमबुद्ध</p> <p>20) शमशिशरण – प्रचीन भरते कइतिहसि, रजिकमल प्रकशन, दिल्ली</p> <p>21) कोसारे एच. एल. – प्रचीन भरते लील नगि, नेहा प्रकशन, नगपूर, 2008</p> <p>22) कोसंबी धमनिंद – प्रचीन भरतीय संस्कृती व सभ्यत, डखिमंड पब्लिशिंग, पुणे</p> <p>23) तखिड, डॉ. कवितखिड – जसंस्कृती मे नखि प्रतिमवखि खिलकेशन्स, कनिमूर, 2020</p> <p>24) रखिड, डॉ. विपिन, मेहरबखि – प्रचीन भरतीय संस्कृती एवम इतिहसि, सूय प्रकशन, कनिमूर, 2015</p> <p>25) इंगळे, (चखिकर) रवींद्र – सिंधूतेबुद्ध अजतिइतिहसिखि शोध, हस्तखिर प्रकशनगृह, नखिड, 2022</p> <p>26) बनसोड, डॉ. संतोष, जखिख, डॉ. सिध्दखि- भरते खि इतिहसि (प्रखि ते 1205) श्रीसखिख प्रकशन नगपूर, 2017</p> <p>27) डोंगरे, डॉ. वसंत – सौर्य सखिख एवं प्रचीन भरते में मुद्रखिलक्रेखिकसि, शखिख खिनठखि, 2012</p> <p>28) कोलखिर, श. गो. – प्रचीन भरते खि खिखीय, सखिख, सखिखीकइतिहसि</p> <p>29) आचखि, डॉ. धनंजय, तिरमनवरि डॉ. गोविंद - भरते खि इतिहसि (प्रखिपखि ते इ.स. 700 पर्यंत) श्रीसखिख प्रकशन, नगपूर, 2022</p> <p>30) इनके, डॉ., रविंद्र – प्रचीन भरते खि इतिहसि, (प्रखि ते 1206) प्रशतिप्रकशन, जळगखि, 2023</p> <p>31) बनसोड, डॉ. संतोष, राऊत, डॉ. प्रवीण - प्राचीन भारत, ज्ञानपथ पब्लिकेशन, अमरावती, 2022</p> <p>32) खेरडे, डॉ. मिनल, प्राचीन विदर्भाच्या इतिहासातील सुवर्णकाळ वाकाटक कालीन विदर्भ, डायमंड पब्लिकेशन पुणे, 2022</p> <p>33) पंडित, डॉ. सुरेश- भरते खि इतिहसि (इ.स. 701 ते 1525) अजिंक्यप्रकशनवखिम, प्रथम आवृत्ती 2023</p> <p>34) डॉ. वखिखी, डॉ. शखिखी. बी., डॉ. ढखि नखिखि, डॉ. येवले प्रदीप, भरते खि इतिहसि (प्रखिपखि ते इ.स. 1200) प्रशतिपब्लिकेशन जळगखि, 2017</p> <p>35) रखिड डॉ. अखिन कुमरि प्रचीन भरतीय खिखीय खिखीपरंखि, सखिख प्रकशन, नगपूर २०२३.</p> <p>36) कखि, यखिख- भरते खि इतिहसि, संपखि – सुनितखिखी, संशोधित आवृत्ती, यमक प्रकशन, नखिख, २०२२</p> <p>37) भोरखि डॉ. अशोक, डॉ. गद्रे, बौद्ध धम खि इतिहसि खिखपुणे प्रकशन, नगपूर, २००५</p>	
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<p>Model Questions</p>	<p>1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>
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Programme : B. A.

Course Name : History

Course Code : 629

Syalabus : B.A. First Year (History) Semester –II Level – 4.5

Major and Minor

DSC II –Th2

Each theory paper of Major shall be of 3 Credits comprising of 6 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks	Internal	Total Marks
4.5	II	629204	DSC II (Th)- History of India (700 AD – 1200 AD)	03	45	3 Hrs.	60	40	100

Course Outcomes:

By the end of the course, students will be able to:

- 1. Understand the Political Landscape:** Analyze the major political entities and their territorial extents during the period from 700 AD to 1200 AD
- 2. Examine Socio-Economic Structures:** Understand the economic systems, including agriculture, trade, and the role of guilds and urbanization.
- 3. Explore Religious and Cultural Developments:** Study the patronage of art, architecture, literature, and the influence of religion on cultural expressions.
- 4. Evaluate Military Conflicts and Diplomacy:** Examine the role of diplomacy, alliances, and conflicts in shaping regional and inter-regional politics.
- 5. Interpret Primary and Secondary Sources:** Critically engage with secondary sources, understanding different historiographical perspectives.
- 6. Develop Critical Thinking and Research Skills:** Formulate historical arguments and narratives based on evidence and logical reasoning. Conduct independent research, utilizing libraries, archives, and digital resources effectively.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Pala, Pratihara and Rashtrakuta Dynasty 1. Cultural Contribution of Pala Dynasty 2. Cultural Contribution of Pratihara Dynasty 3. Cultural Contribution of Rashtrakuta Dynasty 4. Tripartite struggle for Kanauj	07 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar/Assignment on any topic of the above syllabus.

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Unit – 2	Major Dynasties in Pre Medieval India 1. Chauhan (Chahamana) dynasty from Ajmer 2. Chandela dynasty from Bundelkhand 3. Parmar dynasty: Development in Art and Architecture 4. Achievement of Raja Bhoj (Parmar dynasty)	07 Hrs.	10 Marks	2. Test with multiple choice questions / short and long answer questions.
Unit – 3	Contribution of Chalukya, and Cholas 1. Achievements of Chalukya 2. Cultural Development of Chalukya 3. Cultural Development in Cholas dynasty 4. Trade of the Cholas	08 Hrs.	10 Marks	
Unit – 4	Invasion of Arab and Turk 1. Causes of Invasion of Muhammad Bin Qasim 2. Effect of Invasion of Muhammad Bin Qasim 3. Rides of Muhammad Ghazani 4. Effects of Muhammad Ghazani's rides	08 Hrs.	10 Marks	
Unit – 5	Mohammad Ghori's invasions of India 1. Reasons for Mohammad Ghazni's invasion of India 2. First and Second Battle of Terai 3. Battle of Chandwad 4. Effects of Mohammad Ghori's ride on India	08 Hrs.	10 Marks	
Unit – 6	Social, Economic, Educational and Religious Condition in India 1. Social Condition of India 2. Economic Condition of India 3. Educational Condition of India 4. Religious Condition of India	07 Hrs.	10 Marks	
Reference Books				
1) Agrawal, D.P. - The Archaeology of India 2) Chakravarti, Uma - Social Dimensions of Early Buddhism. 3) Chatopadhyaya B.D. - History of science and Technology in Ancient India 4) Harle, J.C. - The Art and Architecture of the Indian Subcontinent 5) Jha, D.N. - Economy and society in Early India 6) Kosambi, D.D. - An Introduction to the study of India History 7) Mujumdar.R.C. - History and culture of the Indian People 8) Nandi, R.N. - Social Roots of Religion in ancient India 9) Rayachaudhari, H.C.- Political History of ancient India 10) Sahu, B.P. - Land system and rural society in early India 11) Thapar, Romila - Ashok and Decline of the Mauryas 12) Thapar, Romila - Ancient Indian social History 13) Sharma.R.S. - Material culture and social formations in ancient India- 14) Lal, B.B., S.P. Gupta. - Frontiers of the Indian civilization 15) Bingley, A.H. -Hand-Book on Rajputs: History and Origin, Geographical 16) Distribution, Religion - Custom and Festivals, Manohar Publisher and Distributor, 2023 17) Sharma, Dashrath - Early Chauhan Dynasties, S. Chand & Co. Delhi, 1959				

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Model Questions	<p>1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>
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