

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

मानवविज्ञान विद्याशाखा (Faculty of Humanities)

**राष्ट्रीय शैक्षणिक धोरणानुसार (NEP)
अभ्यासक्रम (Syllabus)**

**Three Year- Six Semesters Bachelor's Degree Programme
Degree of Bachelor of Arts**

B. A. Second Year Semester : III & IV (NEP) : Level : 5.0

**Department Specific Core (DSC)/ Subject-Major/Minor- History
(DSC-Code-629)**

Major/Minor-DSC-History

Effective from Academic Year : 2026-27

Board of Studies (History)

Sant Gadge Baba Amravati University, Amravati

Chairman/Members of Board of Studies in the subject History in the faculty of Humanities

S.N	Name of the Member	Designation	Address
01.	Prof. Dr. Namdeo Wamanrao Dhale	Chairman	Professor, Department of History Jijamata Mahavidyalaya, Buldhana Cell-9420232130
02.	Prof. Dr. Santosh Pandurang Bansod	Member	Professor, Head Dept. of History, Narayanrao Rana Mahavidyalaya, Badnera Rly, Dist. Amravati .
03.	Dr. S. S. Bichewar	Member	Associate Professor, Head Dept. of History, P.D. Jain Arts College, Ansing , Dist. Washim.
04.	Prof. Dr. Kailash Julalsingh Gaikwad	Member	Professor, Head Dept. of History, Smt. Shakuntalabai Dhabeekar Mahavidyalaya, Karanja Lad.
05.	Prof. Dr. G.S. Mahadik	Member	Professor, Head Dept. of History, G.V.I.S.H.(V.M.V.), Amravati
06.	Prof. Dr. Nitin Ulhasrao Saraf	Member	Professor, Head Dept. of History Smt. Radhabai Sarda Mahavidyalaya, Anjangaon Surji Dist. Amravati
07.	Prof. Dr. Govind Madhaorao Tirmanwar	Member	Professor, Head Dept. of History, Late Dattatraya Pusadkar Arts College, Nandaon Peth Dist. Amravati.
06.	Prof. Dr. Sandesh Madhavrao Wagh	Member	Professor, Dept. of History ,Universaity of Mumbai , Kalina, Santacruz (E), Mumbai
09.	Prof. Dr. Rajendrasing Hirasing Devare	Member	Professor, Head Dept. of History, Shri Vyankatesh Arts, Sci. & Comm. College, Deulgaon Raja, Dist. Buldhana.
10.	Prof. Dr. Anil Nagorao Thakare	Member	Professor, Head Dept. of History Shri Gadge Maharaj Mahavidyalaya, Murtijapur, Dist. Akola.
11	Prof. Dr. Siddharth Bhagwan Jadhav	Member	Professor, Head Dept. of History, Smt. Nankibai Wadhwani Kala Mahavidyalaya, Yevatmal.
12.	Prof. Dr. Pradip Shamraoji Dhole	Member	Professor, Head Dept. of History Late Panchfulabai Pawade Arts, Commerce Mahila Mahavidyalaya, Jarud, Dist. Amravati.

Sant Gadge Baba Amravati University, Amravati

Faculty: Humanities, Discipline/Subject: -History

Teaching & Learning Scheme : For the Degree of Bachelor of Arts (B.A.)With Major/Minor-DSC-History

(Three/Four years Bachelor's Degree Programme)

B.A. Second Year -Semester - III / Level – 5.0

Mode of Teaching	Ver. No.	The Vertical	Type of Course	Course Code	Course Name	Credits	Workload (Hrs /Week	Vertical Workload Hrs /Week	Maximum Marks (Examination)		
									External	Internal	Total
Classroom Teaching /Lab Work(Practical) /outdoor/ Field	a	Major -DSC- History	Theory-III	629203	History of India (712 AD – 1525 AD)	4	4	8	60	40	100
			Theory-IV	629204	History of Vijaynagar and Bahamani Empire	2	2		30	20	50
		Major-IKS-Specific	Theory	629205	Ancient and Medieval Indian Numismatics	2	2		30	20	50
	b	Minor-DSC- History	Theory - III	629251	History of Medieval India and Culture (1206 AD-1756 AD)	4	4	4	60	40	100
	c	GOEC/OE (Other than faculties of Humanities)	Theory- V OE-5	-----	-----	2	2	2	--	30+20	50
	d	VSC-History	Theory-II	629272	History of Tourism and Management Studies	2	2	2	--	30 (College Level Exam) + 20 (Internal)	50
	e	AEC – English	Theory	--	--	1	2	4		15+10	25
		AEC- MILL	Theory/ Demonstrative - III	--	--	1	2			15+10	25
	f	FP/CES	Project-I	629286	Field Project History – Phase I	2	4	8	----	50	50
		CC	Outdoor			2	4				
		TOTAL				22	-	-			500

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(Three/Four years Bachelor's Degree Programme)

B.A. Second Year -Semester - IV / Level – 5.0

Mode of Teaching	Ve r. No.	The Vertical	Type of Course	Course Code	Course Name	Credits	Workload (Hrs /Week	Vertical Workload Hrs /Week	Maximum Marks (Examination)		
									External	Internal	Total
Classroom Teaching /Lab Work(Practical) /outdoor/ Field	a	Major-DSC History	Theory- V	629206	History of India (1526 AD – 1756 AD)	4	4	8	60	40	100
			Theory-VI	629207	History of Maratha (1600 AD – 1707 AD)	4	4		60	40	100
	b	Minor-DSC-History	Theory-IV	629252	History of Social Movement of Maharashtra (1848 AD - 1960 A.D.)	4	4	4	60	40	100
	c	GOEC/OE (other than faculties of Humanities)	Theory-VI OE-6	-----	-----	2	2	2	--	30+20	50
	d	VSC-History	Theory-III	629273	History of Indian Iconography	2	2	2	--	30 (College Level Exam) + 20 (Internal)	50
	e	AEC – English	Theory			1	2	4		15+10	25
		AEC- MILL	Theory /Demonstrative - IV			1	2			15+10	25
	f	FP/CES	Project-II	629287	Field Project History –Phase II	2	4	8	---	50	50
		CC	Outdoor			2	4				
		TOTAL				22					500

Syllabus-History

B. A. Second Year Semester : III & IV (NEP)

Level : 5.0

**Department Specific Core (DSC)/ Subject-Major/Minor- History
(DSC-Code-629)**

Major/Minor-DSC-History

Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus: B. A. Second Year (History) Semester – III & IV

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 B.A. 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. Second 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), i, Washim, Karanja,Shirpur Jain, Pohradevi 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, Pratishthan, 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

Sant Gadge Baba Amravati University, Amravati

As Per NEP 2020 Syllabus Session for 2026-27

(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus : B.A. Second Year (History) Semester – III : Level : 5.00

Major III : DSC History- (Th) : Course Code : 629203 : History of India (712 AD-1525 AD)

Each theory paper of **Major** shall be of 4 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	External Marks	Internal Marks	Total Marks
5.00	III	629203	Major III - DSC –History (Th)- History of India (712 AD - 1525 AD)	04	60	3 Hrs.	60	40	100

Course Objectives -

1. To introduce the foundational shift in Indian geopolitics through the study of Arab and Turkic invasions and the subsequent establishment of the Delhi Sultanate.
2. To critically analyze the administrative, fiscal, and innovative reforms introduced by major rulers of the Slave, Khilji, and Tughlaq dynasties and their impact on medieval governance.
3. To provide a comprehensive understanding of the regional history of the Deccan, focusing specifically on the rise, socio-cultural contributions, and decline of the Yadav Dynasty of Deogiri.
4. To evaluate the socio-economic and gender structures of the Sultanate period, enabling students to understand the lifestyle of common masses, trade networks, and the status of women.
5. To foster an appreciation for the cultural synthesis of medieval India by exploring the Bhakti movement, regional sects (Mahanubhav & Lingayat), education systems, and Indo-Islamic art and architecture.

Outcomes:

After successful completion of this course, students will be able to:

1. Reconstruct the historical timeline of the Delhi Sultanate and comprehend how external invasions led to deep political and structural changes in Northern India.
2. Evaluate and compare medieval administrative policies, such as Alauddin Khilji's market control mechanisms and Mohammad Tughlaq's innovative economic experiments.
3. Analyze the local and regional history of Maharashtra by explaining the political achievements, architectural marvels (Hemadpanti), and literary developments under the Yadavas of Deogiri.
4. Assess the socio-economic transformations of the medieval period, including agrarian relations, trade dynamics, and the critical shifts in the social status of women.
5. Demonstrate an understanding of religious harmony and cultural synthesis by highlighting the role of the Bhakti movement, local sects and the architectural evolution of the Sultanate era.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Arab and Turkic invasions and Rajput Resistance 1.The Invasion of Muhammad bin Qasim 2.Mahmud Ghazni's invasion and impact 3.Mohammad Ghori's invasion and impact 4.Resistance of the Rajput States to Arab and Turkic invasions	10 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar/Assignment on any topic of the above syllabus. (Marks 20) 2.Test with multiple choice questions / short and long answer questions. (Marks 20)
Unit – 2	Establishment of the Sultanate - Slave and Khilji Dynasties 1.Qutbuddin Aibak 2.Shamshuddin Iltutmish 3.Razia Sultana and Sultan Giasuddin Balban 4.Reforms of Allauddin Khilji	10 Hrs.	10 Marks	
Unit – 3	Tughlaq, Sayyid and Lodi Dynasties 1. Innovative Experiments of MohammadTughlaq 2.Reforms of Feroz Shah Tughlaq 3.Saayad and Lodi dynasties: Political Work 4.Debate of Sultanate	10 Hrs.	10 Marks	
Unit – 4	Yadav Dynasty of Deogiri : 1.Background to the rise of Yadav power and Bhillama- V 2.Achievement of Ramdevray Yadav and Decline of Yadav Power 3.Social condition 4.Cultural achievements	10 Hrs.	10 Marks	
Unit – 5	Sultanate Period: Polity, Society and	10 Hrs.	10 Marks	

	Economy 1. Administration 2. Society 3. Women Status 4. Economy			
Unit – 6	Sultanate period : Religious and Cultural Condition 1. Bhakti Movement 2. Mahanubhav and Lingayat sect 3. Education 4. Art and Architecture	10 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) Mujumdar, R.C.- History and Culture of Indian People vols. 1 to5 (Vakataka Gupta Age) 16) तातेड, डॉ. कविता राजेंद्र - जैन संस्कृती मे नारीप्रतिमा, वान्या पब्लिकेशन्स, कानपूर, 2020 17) बनसोड, डॉ. संतोष, जाधव, डॉ. सिद्धार्थ - भारताचा इतिहास (प्रारंभ ते 1205) श्री साईनाथ प्रकाशन नागपूर, 2017 18) इनके, डॉ., रत्रिद्र - प्राचीन भारताचा इतिहास, (प्रारंभ ते 1206 प्रशांत प्रकाशन जळगाव, 2023 19) तातेड डॉ. कविता, जाधव डॉ. सिद्धार्थ, भारताचा इतिहास इ.स. 700 ते इ.स.1200, पिंपळापुरे प्रकाशन नागपूर, 2024 20) राठोड, डॉ. विपिन, मेहरबान, - प्राचीन भारतीय संस्कृती एवम इतिहास, सूर्या, प्रकाशन, कानपूर, 2015 21) बनसोड, डॉ. संतोष, जाधव, डॉ. सिद्धार्थ - भारताचा इतिहास (प्रारंभ ते 1205) श्रीसाईनाथ प्रकाशन नागपूर, 2017 22) आचार्य, डॉ. धनंजय, तिरमनवार डॉ. गोविंद - भारताचा इतिहास (प्रारंभपासून ते इ.स. 700 पर्यंत) श्रीसाईनाथ प्रकाशन, नागपूर, 2022 23) इनके, डॉ., रत्रिद्र - प्राचीन भारताचा इतिहास, (प्रारंभ ते 1206) प्रशांत प्रकाशन , जळगाव, 2023 24) बनसोड, डॉ. संतोष, राऊत, डॉ. प्रवीण - प्राचीन भारत, ज्ञानपथ पब्लिकेशन, अमरावती, 2022				

25) पंडित, डॉ. सुरेश- भारताचा इतिहास(इ.स.701 ते 1525) अजिंक्यप्रकाशनवाशिम, प्रथम आवृत्ती 2023 26) डॉ. वैद्य रवींद्र, डॉ. शहा जी. बी., डॉ. ढाले नामदेव, डॉ. येवले प्रदीप, भारताचा इतिहास (प्रारंभापासून ते इ.स. 1200) प्रशांत पब्लिकेशन जळगाव, 2017 27) बिचेवार डॉ. सचितानंद शंकर, परिवर्तनाचा महामेरू महात्मा बसवेश्वर स्वाती प्रकाशन, पूर्णा - एप्रिल 2015 28) बिचेवार डॉ. सचितानंद शंकर, लिंगायतः एक ऐतिहासिक मागोवा महाराष्ट्र बसव परिषद प्रकाशन, भालकी जिल्हा बिदर- कर्नाटक 29) बिचेवार डॉ. सचितानंद शंकर प्रेरणाताई महात्मा बसवेश्वर वचन अकादमी, पुणे- 2020 30) मेनकुदळे डॉ. अशोक क्रांतिकारी युगप्रवर्तक महात्मा बसवेश्वर, हिरेमठ संस्थान ट्रस्ट, महाराष्ट्र बसव परिषद, भालकी जिल्हा बिदर- (कर्नाटक) पाचवी आवृत्ती एप्रिल 2025	
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Model Questions	1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks) 4) Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years-Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus : B.A. Second Year (History) Semester–III : Level : 5.0

Major IV- DSC- History--Theory Paper : Course Code:629204 :

History of the Vijayanagara and Bahamani Empires

Each theory paper of **Major** shall be of 2 Credits comprising of 4 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		Total Marks
							External	Internal	
5.0	III	629204	Major IV-DSC- History (Th) - History of Vijayanagar and Bahamani Empires	02	30	2 Hrs.	30	20	50

Course Objectives

1. Trace the rise and political struggle of the Vijayanagara and Bahamani empires in medieval South India.
2. To study the special contributions and reforms of Krishnadevaraya and Mahmud Gawan.
3. To explain to the students the administrative, military and revenue systems of the two empires.
4. To analyse the socio-economic life of the time, the views of foreign travellers and the progress in art and architecture.

Course Outcomes

After successful completion of this course, the students:

1. Will be able to analyse the power struggle and geographical importance in the medieval political history of South India.
2. Can explain the political glory of Krishnadevaraya's time and the nature of the 'Naikkar' system in South Indian administration.
3. Mahmud will be able to evaluate the reform of Gawan and the disruptive history of the five Shahs that emerged from the Bahamani Empire.
4. Can highlight the historical importance of Hampi and Indo-Islamic architecture by depicting socio-economic prosperity through the eyes of the then foreign travellers.
- 5.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Vijayanagara Empire: Foundation and Administration 1. Sources of History of the Vijayanagara Empire 2. Rise of the Empire: Achievements of Harihara and Bukka 3. Achievements of Krishnadevaraya 4. Administrative System	07 Hr	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar / Assignment on any topic of the above syllabus. (Marks 10) 2.Test with multiple choice questions / short and long answer questions. (Marks 10)
Unit – 2	Vijayanagara Empire: Society, Culture and Downfall 1. Social Life 2.Economic Condition 3.Cultural Contribution 4.Battle of Talikota and the Downfall of the Empire	08 Hr	08 Marks	
Unit – 3	Bahamani Empire: Rise and Administration 1.Sources of History of the Bahamani Empire 2.Rise of the Bahamani Empire: Achievements of Ala-ud-din Bahaman Shah (HasanGangu) 3. Administrative and Military Reforms of Mahmud Gawan 4. Administrative System	07 Hr	07 Marks	
Unit – 4	Bahamani Empire: Society, Culture and Disintegration 1.Socio-Religious Life 2.Economic Condition 3.Art and Architecture 4.Disintegration of the Empire: Rise of the Five Shahi Kingdoms (Bijapur, Golkonda, Ahmadnagar, Berar and Bidar)	08 Hr	08 Marks	
Reference Books				

1) बनसोड डॉ.संतोष, जाधव डॉ. सिद्धार्थ,भारताचा इतिहास (1206- 1525) श्री साईनाथ प्रकाशन नागपूर,2018 2) डॉ वैद्य रविंद्र., डॉ .बी.शहा जी .,डॉ ढाले नामदेव., डॉ.येवले प्रदीप- भारताचा इतिहास (१२०६-१५२६) प्रशांत पब्लिकेशन जळगाव 3)वानखडे डॉ किशोर ,विदर्भातील सुफी संत ,आधार प्रकाशन अमरावती, द्वितीय आवृत्ती 19 मार्च 2021 4) तातेड डॉ.कविता, जाधव डॉ.सिद्धार्थ,भारताचा इतिहास (1206-1526) पिंपळापुरे प्रकाशन नागपूर, 2025 5) पंडित, डॉ. सुरेश- भारताचाइतिहास(इ.स.701ते1525) अजिंक्यप्रकाशनवाशिम, प्रथमआवृत्ती2023 6) डॉ.संतोष बनसोड ,डॉ.सिद्धार्थ जाधव-भारताचा इतिहास (1526-1556) साईनाथ प्रकाशन,नागपुर 7) डॉ. आचार्य धनंजय, डॉ. तिरमनवर गोविंद :भारताचा इतिहास (इ.स.701 ते 1525), श्री. साईनाथ प्रकाशन, नागपूर	
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Model Questions:	1) Long answers on any Two Units out of the four Units. (Each question having 07 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4) Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years-Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme :B. A.

Course Name : History

Course Code : 629

Syllabus: B.A. Second Year (History) Semester-III : Level : 5.0

IKS-Major Specific - DSC-History-Theory Paper- Course Code: 629205 :

Ancient and Mediaeval Indian Numismatics

Each theory paper of **Major IKS** shall be of 2 Credits comprising of 4 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		Total Marks
							External	Internal	
5.0	III	629205	IKS -Major Specific -DSC- History -Theory Paper- Ancient and Medieval Indian Numismatics	02	30	2 Hrs.	30	20	50

Course Outcomes:

1. Identify and classify different types of Indian coins based on their historical period.
2. Analyze the role of coins as historical sources for economic, political and cultural history.
3. Understand the process of coin minting and the materials used in difference.

Course Outcomes:

After completing the course, students will be able to:

1. Understand the meaning, nature, scope, and importance of Indian Numismatics.
2. Explain the origin and development of Indian coinage from Punch-Marked Coins to the Medieval period
3. Identify and classify the major coins of Ancient and Medieval Indian dynasties.
4. Analyze coins as historical sources for studying political, economic, social, and religious aspects of Indian history.
5. Recognize foreign influences on Indian coinage and understand basic methods of coin preservation and conservation.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Introduction to Indian Numismatics 1. Meaning ,Nature and Scope of Numismatics 2. Significance of Numismatics 3. Origin of Coins : Punchmark 4. Sources and Methods of Studying Coins	07 Hr	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar / Assignment on any topic of the above syllabus. (Marks 10) 2.Test with multiple choice questions / short and long answer questions(Marks 10) .
Unit – 2	Coins of Ancient period 1. Mahajanpada and Mouryanperiod 2. Indo-Greek and Kushanaperiod 3. Satavahana and Gupta period 4. Vardhan period	08 Hr	08 Marks	
Unit – 3	Coins Under Medieval Period 1. Coinage in Sultanate Period 2. Coinage under Shershaha Suri’s Period 3. Coinage under Mughal periods 4. Coinage under Marathaperiod	07 Hr	07 Marks	
Unit – 4	Coinage as a Sources of Socio-Economic History and its preservation Methods 1.Impact of foreign in fluencies on Indian coinage. 2.Coinage as evidence of trade, commerce, and economy. 3. Religious and political symbolism in coinage 4. Methods of coin preservation	08 Hr	08 Marks	
Reference Books				
1. Chattopadhyaya,B.D.,CoinsandCurrencySystemsofSouthIndia,NewDelhi.1877 2. Gupta,P.L., The Coins, New Delhi: National Book Trust. 3. Kosambi,D.D., ,Indian Numismatics, Orient Longman Limited ,New Delhi. 1981 4. Sharma,I.K., Coinage of Satavahana Empire, Agamkala Prakashan,NewDelhi. 1980, 5. Vanaja.R., ,IndianCoinage,IndianNationalMuseum,NewDelhi,1983 6. Altekar,A.S.,1937.CatalogueofCoinsoftheGuptaEmpire.Varanasi:NumismaticSocietyofIndia. 7. Numismatic Digest AJournalPublishedbyIndianInstituteofResearchingNumismaticStudies, Anjaneri (Nasik). 8. HodiwalaS.H.HistoricalstudiesintheMughalnumismaticsthenumismaticssocietyCalcutta,1923 9. KulkarniA.R.MaharashtraintheageofShivaji,DeshmukhandCompanyPune,1969 10. खरे ग.ह.: नाणी ,भारतीय इतिहास संशोधक मंडळ,पुणे, १९३३				

11. मेहंदळे ग.भा.; श्री राजा छत्रपती भाग १, भाग २ डायमंड पब्लिकेशन,पुणे,२००७ 12. प्रभूणे पदमाकर, महाराष्ट्रातील चलनांचा इतिहास (१६७४-१९४७) डायमंडपब्लिकेशन,पुणे,२०११ 13. गावंडे इंजि.अनिकेत, ढाले प्रा.डॉ.नामदेव- प्राचीन भारतीय नाणकशास्त्र,प्रशांत पब्लिकेशन,जळगाव,२०२५ 14. गावंडे इंजि.अनिकेत,, ढाले प्रा.डॉ.नामदेव- मध्ययुगीन भारतीय नाणकशास्त्र प्रशांत पब्लिकेशन,जळगाव,२०२६	
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Model Questions	1. Long answers on any Two Units out of the four Units. (Each question having 07 Marks) 2. Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3. Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4. Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus : B.A. Second Year (History) Semester –III : Level : 5.0

Minor III : DSC- History (Th) : Course Code :629251:

History of Medieval India and Culture (1206 AD-1756 AD)

Each theory paper of DSC **Minor** shall be of 4 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	External Marks	Internal	Total Marks
5.0	III	629251	Minor III -DSC- History (Th)- : History of Medieval India and Culture(1206 AD-1756 AD)	04	60	3 Hrs.	60	40	100

Course Objectives:

1. To explain the foundation, achievements and administrative reforms of the Delhi Sultanate.
2. To understand the rise, major policies and decline of the Mughal Empire.
3. To study the social structure, educational system and status of different sections of Medieval Indian society.
4. To understand the foundational process and core features of HindaviSwarajya
5. To analyze the administrative and visionary structures of ChhatrapatiShivajiMaharaj
6. To examine the growth of religious movements and sects, including the Bhakti, Sufi, Sikh, Warkari, Mahanubhav and Lingayat traditions.
7. To develop an understanding of the art, architecture and painting traditions of Medieval India.
8. To develop historical thinking, analytical ability and appreciation of India's medieval cultural heritage.

Course Outcomes:**After completing the course, students will be able to:**

1. Explain the political development, achievements and reforms of the Delhi Sultanate rulers.
2. Analyse the rise, important policies and decline of the Mughal Empire.
3. Appreciate the socio-religious inclusivity and welfare nature of Swarajya
4. Evaluate the distinct administrative framework of the Maratha State
5. Students will gain knowledge of the social structure and religious practices of medieval Indian society.
6. Students will be able to explain the significance of Bhakti and Sufi movements in socio-cultural transformation.
7. Students will develop critical thinking skills to analyze the socio-cultural history of medieval India.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Delhi Sultanate: Foundation, Achievements and Reforms 1. Foundation of the Delhi Sultanate and Qutb-ud-Din Aibak 2. Achievements of Ghiyas-ud-Din Balban 3. AlauddinKhalji's Market Control Policy Muhammad bin Tughlaq's Experiments	10 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar / Assignment on any topic of the above syllabus. (Mark 20) 2.Test with multiple choice questions / short and long answer questions. (Mark 20)
Unit – 2	The Mughal Empire: Rise, Policies and Decline 1. Emperor Babur and the First Battle of Panipat 2. Akbar's Religious Policy 3. Aurangzeb's Deccan Policy 4. Decline of Mughal Power	10 Hrs.	10 Marks	
Unit – 3	Establishment of Hindavi Swarajya and Administration 1. Establishment and Features of Hindavi Swarajya 2. Coronation of Chhatrapati Shivaji Maharaj 3. Ashta PradhanMandal System 4. Religious Policy of Chhatrapati Shivaji Maharaj	10 Hrs.	10 Marks	
Unit – 4	Social and Educational Status 1. Hindu Society 2. Muslim Society 3. Status of Women	10 Hrs.	10 Marks	

	4. Status of Education			
Unit – 5	Religion and Sects 1. Bhakti Movement 2. Sufi Movement 3. Teaching of Sant Kabir and Sikhism 4. Warkari, Mahanubhav and Lingayat Sects	10 Hrs.	10 Marks	
Unit – 6	Art and Architecture 1. Architecture during Sultanate Period 2. Architecture during Jahangir and Shah Jahan Period 3. Fort Architecture of Chhatrapati Shivaji Maharaj 4. Paintings during the Mughal Period	10 Hrs.	10 Marks	
Reference Books				
1. चिटणीस, कृ. ना., <i>मध्ययुगीन भारतीय संकल्पना व संस्था</i> , पुणे, 1976. 2. कुलकर्णी, वि. वि. आणि नेवासकर, अशोक, <i>मध्ययुगीन भारताचा इतिहास (इ.स. 1206 ते 1707)</i> , पुणे. 3. मेहता, जे. एल. (अनुवाद : देशपांडे, व. तु.), <i>मध्ययुगीन भारताचा बृहत् इतिहास</i> , युनिव्हर्सिटी प्रकाशन, वाराणसी. 4. गगे, स. मा. (संपा.), <i>मुसलमानी रियासत</i> , खंड 1 व 2, पॉप्युलर प्रकाशन, मुंबई, 2012. 5. बनसोड, संतोष आणि जाधव, सिद्धार्थ, <i>भारताचा इतिहास (1526–1556)</i> , श्री साईनाथ प्रकाशन, नागपूर. 6. वैद्य, रविंद्र; शहा, जी. बी.; ढाले, नामदेव आणि येवले, प्रदीप, <i>भारताचा इतिहास (1206–1526)</i> , प्रशांत पब्लिकेशन, जळगाव. 7. आचार्य, धनंजय आणि तिरमनवर, गोविंद, <i>भारताचा इतिहास (इ.स. 701 ते 1525)</i> , श्री साईनाथ प्रकाशन, नागपूर. 8. बिचेवार डॉ. सचितानंद शंकर, परिवर्तनाचा महामेरू महात्मा बसवेश्वर स्वाती प्रकाशन, पूर्णा - एप्रिल 2015 9. बिचेवार डॉ. सचितानंद शंकर, लिंगायत: एक ऐतिहासिक मागोवा महाराष्ट्र बसव परिषद प्रकाशन, भालकी जिल्हा बिदर- कर्नाटक 10. बिचेवार डॉ. सचितानंद शंकर प्रेरणाताई महात्मा बसवेश्वर वचन अकादमी, पुणे- 2020 11. मेनकुदळे डॉ. अशोक क्रांतिकारी युगप्रवर्तक महात्मा बसवेश्वर, हिरेमठ संस्थान ट्रस्ट, महाराष्ट्र बसव परिषद, भालकी जिल्हा बिदर- (कर्नाटक) पाचवी आवृत्ती एप्रिल 2025 12. पगडी, सेतुमाधवराव, <i>मोगल आणि मराठे</i> , परचुरे प्रकाशन, मुंबई, 1963. 13. खोबरेकर, वि. गो., <i>भारतीय मध्ययुगीन इतिहास</i> , महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 2008. 14. कुलकर्णी, अ. रा., <i>मध्ययुगीन महाराष्ट्र</i> , डायमंड पब्लिकेशन्स, पुणे, 2007.				

15. ग़ोवर, बी. एल. एवं ग़ोवर, एस., <i>मध्यकालीन भारत का इतिहास</i> , एस. चन्द एण्ड कम्पनी, नई दिल्ली, 2018 16. पाण्डेय, अवध बिहारी, <i>मध्यकालीन भारत का इतिहास</i> , सेंट्रल बुक डिपो, इलाहाबाद, 2014 17. विद्यालंकार, सत्यकेतु, <i>भारत का मध्यकालीन इतिहास</i> , श्री सरस्वती सदन, नई दिल्ली, 2010 18. श्रीवास्तव, आशीर्वादी लाल, <i>दिल्ली सल्तनत</i> , शिवलाल अग्रवाल एण्ड कम्पनी, आगरा, 2017 19. महाजन, वी. डी., <i>मध्यकालीन भारत</i> , एस. चन्द एण्ड कम्पनी, नई दिल्ली, 1990 20. Satish Chandra, <i>Medieval India: From Sultanate to the Mughals</i> , Har-Anand Publications, New Delhi. 21. Basham, A. L., <i>The Cultural History of India</i> , Oxford University Press, New Delhi. 22. Habibullah, A. B. M., <i>The Foundation of Muslim Rule in India</i> , Central Book Depot, Allahabad. 23. Aiyangar, S. K., <i>South India and Her Muhammadan Invaders</i> , Oxford University Press, Madras. 24. NilakantaSastri, K. A., <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagar</i> , Oxford University Press, New Delhi, 1955. 25. Sewell, Robert, <i>A Forgotten Empire (Vijayanagar): A Contribution to the History of India</i> , Asian Educational Services, New Delhi, 2000 (Reprint). 26. Majumdar, R. C. (Ed.), <i>The Delhi Sultanate and the Vijayanagara Empire</i> ,	
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Model Questions	1.Long answers on any Two Units out of the six Units. (Each question having 10 Marks) 2.Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3.Short answers on any Four Units out of the six Units. (Each question having 05 Marks) 4.Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus : B.A. Second Year (History) Semester –III : Level : 5.0

Vocational and Skill Enhancement Course(VSEC)

Major VSEC-II – DSC History -Theory Paper- Course Code: 629272 :

History of Tourism and Management Studies

Each theory paper of DSC -Major VSEC-Theory paper shall be of 2 Credits comprising of 4 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		Total Marks
							External	Internal	
5.0	III	629272	DSC History - Major VSEC- II- History of Tourism and Management Studies	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Course Objectives:

1. To introduce students to the fundamental concepts, definitions, and the evolving scope of tourism from a historical perspective.
2. To trace the historical evolution of tourism in India from ancient times to the modern era, highlighting the contribution of Thomas Cook.
3. To underscore the significance of India's tangible and intangible heritage, including UNESCO World Heritage sites, forts, and cultural festivals, as key tourism drivers.
4. To familiarize students with core management concepts, including the operations of travel agencies, tour operators, and the hospitality/hotel industry.
5. To develop practical skills in tourism planning, marketing, and the specific professional qualities required to function effectively as a certified tour guide.
6. To educate students on the importance of sustainable tourism, eco-preservation, and the vast employment opportunities available in this multi-disciplinary industry.

Course Outcomes:

After completing the course, students will be able to:

1. **Historical and Conceptual Understanding:** Define tourism, classify its modern forms and gain knowledge of its evolution from ancient pilgrimages to modern commercial tourism.
2. **Heritage Literacy and Evaluation:** Analyze and evaluate the architectural, cultural, and historical significance of India's UNESCO sites, monuments, and festivals in attracting domestic and international tourists.
3. **Core Operational Skills in Tourism:** Understand the structural workflows, functions, and marketing strategies utilized by travel agencies, tour operators, and various segments of the hospitality sector.
4. **Professional Competency as a Tour Guide:** Develop the competencies required for professional tour guiding, including communication skills, crowd management, safety protocols, and the interpretation of historical data.
5. **Career Opportunities:** Identify and explore potential employment sectors such as aviation, hospitality, heritage management, and entrepreneurship in regional tourism.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Concept of Tourism and Historical Background 1. Definition and Scope of Tourism 2. Development of Indian Tourism: Ancient and Medieval Periods 3. Rise of Modern Tourism : Contribution of Thomas Cook 4. Types of Tourism in the Modern Era	07 Hrs.	07Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1. Seminar / Assignment on any topic of the above syllabus. (Marks 10) 2. Test with multiple choice questions / short and long answer questions (Marks 10) .
Unit –2	Historical Heritage and Importance of Indian Tourism 1. Role of Historical Monuments and Forts in Tourism Development. 2. Role of Museums in Tourism 3. Cultural Tourism: Major Festivals and Fairs of India. 4. Importance of Modern Tourism	08Hrs.	08 Marks	
Unit –3	Tourism Management 1. Basic Principles and Function of Tourism Management 2. Core Functions of Travel Agencies and Tour Operators 3. Hospitality Management: Hotel and Home Stay 4. Importance of Tourism Marketing	07 Hrs.	07Marks	

Unit –4	Components and Opportunities in Tourism Management 1.Tourism Planning: Process of and Key Tools 2.Tour Guide: Role Responsibilities and Skills 3.Sustainable Tourism and Environmental Conservation 4.Employment Opportunities in the Tourism Sector	08Hrs.	08 Marks	
Reference Books				
1. डॉ. प्रल्हाद देवरे, (२०१८), पर्यटन भूगोल आणि व्यवस्थापन, डायमंड पब्लिकेशन, पुणे. 2. डॉ. सतीश कुलकर्णी, (२०१५), पर्यटन विकास आणि व्यवस्थापन, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर. 3. डॉ. संजय पडवळ, (२०२०), ऐतिहासिक पर्यटन: स्वरूप आणि संधी, चिन्मय प्रकाशन, औरंगाबाद. 4. डॉ. विठ्ठल घारपुरे, (२०१२), पर्यटन भूगोल, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर. 5. डॉ. सुधीर मोरे आणि डॉ. बी. व्ही. पाटील, (२०२३), हेरिटेज टूर गाईड आणि पर्यटन व्यवस्थापन, प्रशांत पब्लिकेशन, जळगाव. 6. डॉ. सोमनाथ रोडे, (२०१४), पर्यटन आणि इतिहास, शिवप्रतीक प्रकाशन, छत्रपती संभाजीनगर. 7. कुमार राकेश, (२०१६), पर्यटन और होटल प्रबंधन, राजकमल प्रकाशन, दिल्ली. 8. डॉ. अशोक शर्मा, (२०१४), पर्यटन प्रबंधन के सिद्धांत, मलिक अँड कंपनी, जयपूर. 9. डी. एस. भारद्वाज, (२०१०), पर्यटन नियोजन एवं विकास, कल्याणी पब्लिशर्स, नवी दिल्ली. 10. डॉ. प्रवीन कुमार, (२०१८), भारत में पर्यटन विकास और ऐतिहासिक विरासत, अर्जुन पब्लिशिंग हाऊस, नवी दिल्ली. 11. A. K. Bhatia, (२००६), Tourism Development: Principles and Practices, Sterling Publishers, New Delhi. 12. Pran Nath Seth, (२००६), Successful Tourism Management, Sterling Publishers, New Delhi. 13. Romila Chawla, (२००४), Tourism Marketing, Sonali Publications, New Delhi. 14. Jagmohan Negi, (२०१७), Travel Agency and Tour Operation Concepts and Principles, Kanishka Publishers, New Delhi.				

Model Questions:	1.Long answers on any Two Units out of the four Units. (Each question having 07 Marks) 2.Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3.Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4. Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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B. A. Second Year: Semester –III (NEP) : Subject : History (Vertical-f)
Field Project (FP/Community Engagement Service) (CES)-Phase-I
Course Code: 629286 : Major –DSC-History (Related to Major paper)

Level	Semester	Vertical Type	Type of Course	Course Code	Course Name	Credits	Learning Hours	Maximum Marks
5.0	B.A. Sem- III	Major-History Field Project -I	Project Phase-I (Related to Major)	6292286	Field Project (FP) Phase-I	02	Total: 60 Per Week :04	1.Project Proposal/Synopsis : 20 2.Project Report Writing : 20 3.Presentation & Viva Voce :10 Total = 50

Course Objectives: The main objectives of this course are:

1. To develop foundational understanding of regional monuments, oral traditions, folklore, culinary heritage, genealogy and local institutional history.
2. To enable students to apply historical theories and fieldwork methodologies for conducting interviews, drafting genealogies and documenting local heritage.
3. To train students to analyze chronological changes in regional economies, environmental transformations, traditional attire and local transport systems.
4. To cultivate critical thinking for evaluating primary sources, including oral narratives, subaltern records, revenue documents and local toponymy.
5. To empower students to categorize collected data, interpret findings objectively and construct a scientific Historical Project Report per university standards.

Course Outcomes:

Upon successful completion of this field project, students will be able to:

1. Classify, map and document local monuments, forts, stepwells, archaeological heritage and potential regional tourism sites using systematic field notes.
2. Reconstruct the socio-cultural fabric and daily life history of the region by conducting structured interviews with local personalities, elder citizens and folk artists.
3. Analyze the shifting dynamics of traditional handicrafts, rural industries, weekly bazaars and agrarian tools in relation to the broader socio-economic history of the province.
4. Utilize old land records, Modi script documents, official gazetteers and institutional files as primary source materials for drafting local history narratives.
5. Demonstrate independent analytical thinking, historical objectivity and the academic writing skills necessary to compile a comprehensive field study report compliant with NAAC and university criteria, thereby enhancing employability in heritage management, tourism, and archival sectors."

Course Content:

Important Instructions for course work (Field project) : When students are assigned topics at the national or international level for their field project, it is mandatory to include a 'local context' or a direct 'interview/visit' related to that topic in the final project report.

- **Students can be assigned Field Project topics under the following main categories:**

1. Local History & Heritage: e.g., History of the village/town, monuments, ancient architecture, oral history, folk arts, traditional games, and food culture.

2. Economic & Environmental History: e.g., Water heritage, geographical background, traditional industries, agricultural practices, and the study of economic changes.

3. Indian Freedom Struggle & Nation Building: e.g. Regional and national freedom movements, unsung local freedom fighters., tribal and peasant uprisings, the partition of India, making of the Indian Constitution, and post-independence social-religious reform movements.

4. World History & Global Politics:e.g., World revolutions, both World Wars, the Great Depression, the Cold War, decolonization, and international organizations like the UNO and the League of Nations

5. Institutional & Modern Development:e.g. Institutional history, modern reforms, education, and the study of India's planned economic progress after independence, including the Five-Year Plans.

Evaluation Scheme

Sr. No.	Evaluation Component	Expected Work	Marks
1	Project Proposal/Synopsis	Title, Introduction, Objectives, Methodology, Significance, Scope, Chapterisation and Bibliography.	20
2	Project Report Writing:	Handwritten or typed report. (Annexure like photos, maps, or documents are optional if applicable).	20
3	Presentation & Viva Voce	Presentation in front of the examiners	10
Total Marks			50

Important Instructions for Project Report

1. Word Limit for Report: Minimum - 800 to 1000 words.

2. Supporting Documents (Annexure): Supporting documents (such as photographs, maps, interview questionnaires, etc.) are **optional**. They should be attached as an annexure only if they are relevant to your specific project topic.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

मानवविज्ञान विद्याशाखा (Faculty of Humanities)

**राष्ट्रीय शैक्षणिक धोरणानुसार (NEP)
अभ्यासक्रम (Syllabus)**

**Three Year- Six Semesters Bachelor's Degree Programme
Degree of Bachelor of Arts**

B. A. Second Year Semester : IV (NEP) : Level : 5.0

**Department Specific Core (DSC)/ Subject-Major/Minor- History
(DSC-Code-629)**

Major/Minor-DSC-History

Effective from Academic Year : 2026-27

Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Syllabus : B.A. Second Year (History) Semester-IV : Level : 5.0

Major V : DSC-History-Theory Paper -Course Code : 629206 :

History of India (1526 AD-1756 AD)

Each theory paper of Major shall be of 4 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		Total Marks
							External	Internal	
5.0	IV	629206	Major V -DSC-History -Theory-History of India (1526 AD-1756 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

The course aims to:

1. Provide a comprehensive understanding of the establishment and consolidation of the Mughal Empire in India.
2. Examine the political, administrative, economic, and cultural developments under Mughal rule.
3. Explore the interaction between the Mughal state and regional powers, including the rise of resistance movements.
4. Develop critical perspectives on the decline of centralized authority and the transition towards regionalism.
5. Encourage students to engage with primary sources, historiography, and scholarly debates on Mughal India.
6. Strengthen analytical, interpretive, and communication skills through historical study.

Course Outcomes (COs)

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

1. Describe the foundation of the Mughal Empire and its early challenges.
2. Analyze the administrative, military, and revenue systems introduced by the Mughals.
3. Evaluate the cultural and architectural contributions of the Mughal period.
4. Assess the role of major emperors (Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb) in shaping Indian history.

- Interpret the causes of conflicts between the Mughal state and regional powers such as the Marathas, Rajputs, and Deccan Sultanates.
- Critically examine the decline of the Mughal Empire up to 1707 and its historical significance.
- Apply historical reasoning to connect Mughal policies with long-term socio-political changes in India.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit– 1	Establishment of Mughal Rule and ShershahSuri 1.Babur: Prehistory and Early Invasion 2.First Battle of Panipat, Battle of Khanua and Baburnama 3.Revenue Administration of Shershah Suri 4. Public welfare work of Shershah Suri	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar /Assignment on any topic of the above syllabus. (Mark 20) 2.Test with multiple choice questions / short and long answer questions. (Mark 20)
Unit– 2	Akbar 1. Accession and second battle of Panipat 2. Religious policy 3. Din I llahi religion 4. Rajput policy and Haldighathi war	10 Hr	10 Marks	
Unit– 3	Aurangzeb: 1. Accession and empire expansion 2. South policy 3. Religious policy and its consequences. 4. Causes of failure	10 Hr	10 Marks	
Unit– 4	Mughal Polity and Decline: 1. Administration system 2. Revenue system 3. Manasabdari system 4. Decline of Mughal power	10 Hr	10 Marks	
Unit– 5	Religious Movement of the Mughal Period 1. Sufi movement 2. Shikha movement 3. Warkari Movement: Sant Namdev and Sant Tukaram 4. Impact of religious movements on Mughal policies.	10 Hr	10 Marks	
Unit– 6	Arrival of European Power 1. Portuguese 2. French 3. British 4. Relations of European powers with the Mughals	10 Hr	10 Marks	
Reference Books				

१. बनसोड, संतोष आणि जाधव, सिद्धार्थ (२०१८), भारताचा इतिहास १५२६-१७५६, श्री साईनाथ प्रकाशन, नागपूर.
२. हेंडवे, जगदीश (२०२३), मध्ययुगीन भारताचा इतिहास १५२६-१७५६, साईज्योती पब्लिकेशन, नागपूर.
३. देवरे राजेंद्रसिंग, गायकवाड कैलास, (२०२५) भारताचा इतिहास (१५२६-१७०७), प्रशांत पब्लिकेशन, जळगाव
४. कुलकर्णी, प्रा.वि.व. आणि नेवासकर, प्रा.(२००९) अशोक ., मध्ययुगीन भारताचा इतिहास १२०६-१७०७, विद्या प्रकाशन, नागपूर.
५. गंगे, स(२०१२) (.संपा) .मा ., मुसलमानी रियासत, खंड १ आणि २, पॉप्युलर प्रकाशन, मुंबई.
६. प्रतापसिंह, ओझा (२०१३), मुगलकालीन भारत १६५०-१७६१, रिसर्च पब्लिकेशन, जयपूर.
७. भाटिया, पी(१९६१) (.अनु) .आर ., खाफीखानकृत भारताचा इतिहास, इंडोलॉजी बुक हाऊस, वाराणसी.
८. महाजन, व्ही(१९९०) .डी ., मध्यकालीन भारत, एस.चंद अँड कंपनी लि ., नवी दिल्ली.
९. सरकार, जदुनाथ (२०१६), मुगलकालीन शासन पद्धती, शिवलाल अँड कंपनी, जयपूर.
१०. Satish Chandra,(1976),A History of Medieval India, NCERT, Delhi. Lane pool Stanley,(1963),Medieval India under Mohammedan Rule, A Universal Publication.
११. S.R.Sharma,(2005)The Crescent in India:A Study in Medieval History, Bhartiya Kala Prakashan
१२. Satish Chandra,(1997),Medieval India from Sultanate to the Mughals, HarAnand Publications, Delhi
१३. Ishwari Prasad,(2018)AShort History of Muslim Rulein India, SurjeetPublications
१४. R.P Tripathi,(2012),Rise and Fall of the Mughal Empire (Eng.orHindi Version) Surjeet Publications

Model Questions	1) Long answers on any Two Units out of the six Units.(Each question having 10 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Four Units out of the six Units.(Each question having 05 Marks) 4) Short answers types questions should internal choice based.(i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati As
Per NEP 2020 Syllabus Session for 2026-27
(Three Years-Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme :B. A. Course

Name : History Course

Code : 629

Syllabus :B.A. Second Year (History) Semester-IV : Level : 5.0

Major VI :: DSC-History- Theory- Course Code : 629207 : History of Maratha (1600 AD–1707 AD)

Each theory paper of Major shall be of 4 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		Total Marks
							External	Internal	
5.0	IV	629207	Major VI –DSC- History- Theory- History of Maratha (1600 AD–1707 AD)	04	60	3 Hrs.	60	40	100

Course Outcomes (COs)

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

1. Explain the socio-political and cultural background of the Maratha state during the 17th century.
2. Analyze the rise of Chhatrapati Shivaji Maharaj and his administrative, military, and diplomatic strategies.
3. Evaluate the role of the Maratha Confederacy in resisting Mughal expansion between 1600–1707 A.D.
4. Interpret primary and secondary historical sources related to Maratha history with critical thinking.
5. Assess the legacy of Maratha rule in shaping regional identity, governance, and cultural heritage.
6. Develop historical writing, presentation, and research skills through assignments and projects.

Programme Outcomes (POs)

This course contributes to the broader undergraduate programme outcomes:

1. Knowledge Base: Gain foundational knowledge of Indian history with emphasis on regional powers and their impact on national politics.
2. Critical Thinking: Apply analytical skills to evaluate historical events, causes, and consequences in the Maratha period.
3. Research Skills: Use historical methods, source criticism, and historiography to conduct independent research.
4. Communication Skills: Present historical arguments effectively in written, oral, and digital formats.
5. Ethical Awareness: Appreciate the values of justice, leadership, and cultural integration demonstrated by Maratha rulers.
6. Lifelong Learning: Cultivate curiosity about history and its relevance to contemporary society, encouraging continuous learning.
7. Regional & National Identity: Understand the Maratha contribution to the development of Indian polity and identity.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit– 1	Maharashtra Before and the Rise of Maratha Power 1.Pre-Maratha Period: Social and Religious Condition 2. Pre-Maratha Period: Political and Economic Condition 3.Causes for the Rise of Maratha Power 4.Contribution of Rajmata Jijau and Shahaji Raja	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar / Assignment on any topic of the above syllabus. (Mark 20) 2.Test with multiple choice questions / short and long answer questions. (Mark 20)
Unit– 2	Chhatrapati Shivaji Maharaj and Contemporary Powers 1.Adilshahi Relations : Causes for the Conquest of Javali and its Significance, the Afzal Khan Conflict 2. Relations with the Siddi of Janjira 3. Political and Commercial Relations with the Portuguese 4. Political and Commercial Relations with the British	10 Hr	10 Marks	
Unit– 3	Mughal –Maratha Conflict and Coronation 1.Conflict with Shaista Khan and the First Raid on Surat: Causes and Significance 2. Invasion of Mirza Raja Jai Singh: Treaty of Purandar-1665 3.Visit to Agra and Escape (1666): Causes and Significance 4. Need and Significance of the Coronation (1674) of Chhatrapati Shivaji Maharaj	10 Hr	10 Marks	
Unit– 4	Chhatrapati Sambhaji Maharaj and the Maratha War of Independence (1680 – 1707) 1. Accession and Coronation of Chhatrapati Sambhaji Maharaj 2. Achievements of Chhatrapati Sambhaji Maharaj 3. Maratha War of Independence Under the Leadership of Chhatrapati Rajaram Maharaj 4. Maratha War of Independence: Military Policy of Maharani Tarabai	10 Hr	10 Marks	
Unit– 5	Civil and Military Administration 1. Central Administration: Structure and Feature of Ashta Pradhan Mandal 2. Provincial Administration: Subha, Pargana and Gram (Mauza) 3. Infantry and Cavalry : Structure and Features 4. Administration of Fort	10 Hr	10 Marks	

Unit– 6	Social and Religious Policy of Chhatrapati Shivaji Maharaj 1. Policy Regarding the Caste System 2. Policy towards Women 3. Opposition to Evil Customs and Traditions 4. Religious Policy	10 Hr	10 Marks	
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Reference Books				
1. Balkrishnan, (1932), Shivaji the Great, Tarapowala Sons & Co., Bombay. 2. Satishchandra, (1976), A History of Medieval India, NCERT, Delhi. 3. A.R. Kulkarni (1996), Medieval Maharashtra, Delhi, Books and Books) 4. J.N. Sarkar, (2010) Life and Times of Shivaji ,OrientBlackswanPvt. Ltd. New Delhi 5. मदन मारडीकर औरंगाबाद ,विद्या बुक्स पब्लिशर्स ,मराठ्यांचा इतिहास ,(1998) , 6. अ. रा. कुलकर्णी , (२००४), शिवकालीनमहाराष्ट्र, राजहंसप्रकाशन, पुणे. 7. अ. रा. कुलकर्णी, (२०००), अशीहोतीशिवशाही, राजहंसप्रकाशन, पुणे. 8. अ. रा. कुलकर्णी, खरे (संपा.), (२००६), मराठ्यांचा इतिहास, खंड-१, कॉन्टिनेंटलप्रकाशन, पुणे. 9. कृ. अ. केळूसकर, (२०१०), छत्रपतीशिवाजीमहाराज, वरदाप्रकाशन, पुणे. 10. स. मा. गर्गे (संपा.), (१९८८-८९), मराठीरियासत, खंड १ ते ३, पॉप्युलरप्रकाशन, मुंबई. 11. कमल गोखले, (२००१), शिवपुत्रसंभाजी, नवकमलप्रकाशन, पुणे. 12. सेतुमाधवराव पगडी, (२०१३), छत्रपतीशिवाजी, नॅशनलबुकट्रस्टइंडिया, दिल्ली. 13. सेतुमाधवराव पगडी, (१९६४), मोगल-मराठासंघर्ष, चित्रशाळाप्रेसप्रकाशन, पुणे. 14. जयसिंगराव पवार, (२००६), मराठ्यांचे स्वातंत्र्ययुद्ध, सुमेरूप्रकाशन, डोंबिवली. 15. गोविंद पानसरे, (२००९), शिवाजीकोणहोता?, लोकवाङ्मयगृह, मुंबई. 16. पी. एस. पिसूर्लेकर, (१९६७), पोतुगीज- मराठेसंबंध, पुणेविद्यापीठ. 17. एस.ए.बाहेकर,(२००८),छ.शिवाजीमहाराजवपरकीयसागरीसत्ता,प्रितमपब्लिकेशन्स, जळगाव. 18. वा.सी.बेंद्रे, (२०१३), मालोजीराजेआणिशहाजीमहाराज, पार्श्वपब्लिकेशन, कोल्हापूर. 19. वा. सी. बेंद्रे, (१९७१), श्रीछ. संभाजीमहाराजयांचेविचिकित्सकचरित्र, पीपीएचबुकस्टॉल, मुंबई. 20. वा. सी. बेंद्रे, (संपा.), (१९६८), विजापूरचीअदिलशाही, मुंबईमराठीग्रंथसंग्रहालय, मुंबई.				

Model Questions	1) Long answers on any Two Units out of the six Units.(Each question having 10 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Four Units out of the six Units.(Each question having 05 Marks) 4) Short answers types questions should internal choice based.(i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years-Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme :B. A.

Course Name : History

Course Code : 629

Syllabus: B.A. Second Year (History) Semester-IV : Level : 5.0

Minor IV : DSC-History-Theory Paper : Course Code: 629252

History of Social Movement of Maharashtra (1848 AD-1960 AD)

Each theory paper of Major shall be of 4 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		Total Marks
							External	Internal	
5.0	IV	629252	Minor IV -DSC- History- Theory-- History of Social Movement of Maharashtra (1848 AD-1960 AD)	04	60	3 Hrs.	60	40	100

Course Outcomes:

1. Acquire in-depth knowledge and understanding of the social movements that emerged in Maharashtra during the period from 1848 to 1860 AD.
2. Develop analytical skills to critically examine the causes, objectives, strategies and impact of social Movements in Maharashtra
3. Understand the beginning and growth of Social Movements in Maharashtra
4. Give an account of various social movements of the peasants, workers, women and backward classes.
5. Know the background and events which led to the formation of separate state of Maharashtra
6. Analyze the impact of social, cultural and religious issues that were central to the reformers' agendas.
7. Students should gain an understanding of the social context of Maharashtra during the period under study

Course Objectives

1. Understand the social, religious, economic, and cultural background of Maharashtra and the emergence of social movements.
2. Explain the causes, objectives, and development of farmers', non-Brahmin, tribal, women's, and labor movements.
3. Analyze the role of major leaders and reformers in promoting social justice and equality.
4. Evaluate the impact of various social movements on the transformation of Maharashtra society.
5. Develop an understanding of the contribution of social movements to democratic and social change in Maharashtra.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	The Rise of Social Movements, Meaning, nature and expansion 1.Social and Religious life before the subject period 2.Economic and Cultural life before the subject period 3. Definition and meaning of Social Movements 4.Reasons for the rise of Social Movements	10 Hrs	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar / Assignment on any topic of the above syllabus. (Mark 20) 2.Test with multiple choice questions / short and long answer questions. (Mark 20)
Unit –2	Farmers' movement 1.Reasons for the rise of farmers' movement 2.Problems of farmers and their nature 3.Farmers' movement of Mahatma Phule 4.Dr.BabasahebAmbedkar'sPeasant Movement	10 Hrs	10 Marks	
Unit –3	Non-Brahmin Movement 1.Reasons for the emergence of the non-Brahmin movement 2.Beginning,purpose and expansion of the non-Brahmin movement 3.Progress of the non-Brahmin movement 4.Historyof then on-Brahmin movement	10 Hrs	10 Marks	
Unit –4	Tribal movement in Maharashtra 1.Reasons for the emergence of the tribal movement 2.Major movements of the tribal’s 3.Effects of the tribal movement 4.Leaders of the tribal movement	10 Hrs	10 Marks	
Unit –5	Women's movement in Maharashtra 1.Reasons for the emergence of the women's movement 2.Problems of women and their nature 3. Major movements of women 4.Major leaders of the women's movement	10 Hrs	10 Marks	
Unit –6	Labor movement in Maharashtra 1.Purposeandreasonsofthelabor movement 2.Problems of workers and their nature 3.Major movements of workers in Maharashtra 4.Leaders of the labor movement	10 Hrs	10 Marks	
Reference Books 1) Aglave Pradeep- Dr .Ambedkar on Nation and Nationalism, Dr.AmbedkarChair, Nagpur, First Edition, 2014. 2) Ambedkar B. R.-Annihilation of Caste with Reply to Mahatma Gandhi, Dr. Babasaheb Ambedkar 3) Wagh Sandesh M.-Dr.Babasaheb Ambedkar’s Social Movement, Sandesh Publication, Mumbai, 2012. 4) Ambedkar B.R. Dr. Babasaheb Ambedkar Writings and Spech, Vol.1-21, Education Department Government of Maharashtra, Mumbai, First Edition, 1992.				

- 5) Wagh Sandesh M.- Dr.B. R. Ambedkar ,Sugawa Wagh Sandesh M.- Prakashan,Pune,2011.
- 6) Dr.Babasaheb Ambedkar: Architect to the Labor Policy of India, Sandesh Publications, Mumbai, 2016
- 7) Biswas Oneil-A Phenomenon named Ambedkar, Blumoon Book, New Delhi, First Edition, 1998.
- 8) Dongre M.K. - *Dimensions of Ambedkarism*, Vinay Publications, Nagpur, 2005.
- 9) Moon Vasant- *Dr. Babasaheb Ambedkar Writings And Speeches Vol. 1*, Dr. Babasaheb Ambedkar
- 10) Moon Vasant - *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 14 Part Two (Section IV)*,
- 11) Moon Vasant -*Dr. Babasaheb Ambedkar Writings and Speeches Vol. 15 (Sections I to VIII)*,
- 12) Moon Vasant -*Dr. Babasaheb Ambedkar Writings and Speeches Vol. 3*, Dr. Babasaheb Ambedkar,
- 13) Mahatma Phule -RajarshiShahu Source Material Publication Committee, Government of Maharashtra, Mumbai, Second Edition,
- 14) Narake Hari, Dr. Kasare M.L. -*Dr. B.R. Ambedkar and His Egalitarian Revolution Part One Struggle*
- 15) *Human Rights* - Dr. Babasaheb Ambedkar Source Material Publication Committee Higher Education Department Government of Maharashtra, Mumbai, First Edition, 2003.
- 16) Rodrigues Valerian -*The Essential Writings of B.R. Ambedkar*, Oxford University Press, New York, 2002.
- 17) Tomar J.P.S. -*Dr. Ambedkar's Thought on Education*, A.P.H Publishing Corporation, New Delhi, 2010. .
- 18) Wagh Sandesh M. -*Dr. Babasaheb Ambedkar: Architect of the Labour Policy of India*, Sandesh Publications, Mumbai, 2016.
- 19) Wagh Sandesh M. -*Socio-Political Conditions in the Nineteenth Century India*, Sandesh Publications, Mumbai, 2012.
- 20) Keer Dhananjay, The Peasant Movement in Maharashtra
- 21) Kothari Rajni, Grassroots Movements and Social Change
- 22) म्हस्के, डॉ.बी. आर. - विदर्भातील दलित चळवळीचाइतिहास, नभ प्रकाशन, अमरावती, 2012
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Model Questions	1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks) 4) Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus : B.A. Second Year (History) Semester –IV: Level : 5.0

Vocational and Skill Enhancement Course(VSEC)

DSC -Major VSEC-III –History-Theory Paper- Course Code: 629273 :

History of Indian Iconography

Each theory paper of **DSC -Major VSEC-Theory paper** shall be of 2 Credits comprising of 4 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		Total Marks
							External	Internal	
5.0	IV	629273	DSC-History - Major- VSEC-III- History of Indian Iconography	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Outcomes:

1. Identify and describe key iconographic elements in Indian art and sculpture.
2. Analyze the religious and philosophical symbolism in Indian iconography.
3. Understand the development of artistic traditions across different historical periods.
4. Apply iconographic knowledge to interpret ancient Indian art and heritage sites.

Course Objectives

1. Understand the concept, forms, and functions of Murti and Pratima in Indian iconography.
2. Identify the iconographic features, attributes, and symbols of major Hindu, Buddhist, and Jain deities.
3. Analyze the development of religious images and artistic traditions across different dynasties and regions of India.
4. Interpret the symbolism of sacred motifs, gestures (Mudras), weapons (Ayudhas), vehicles (Vahanas), and other iconographic elements.
5. Evaluate the role of iconography in understanding India's religious, cultural, and artistic heritage.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Introduction to Indian Iconography 1. Definition and scope of iconography 2. Sources of Indian iconography : textual (Shilpa Shastras, Agamas, Puranas) and archaeological 3. Iconography vs. iconology : Understanding the difference 4. Early representations in pre-historic and Indus Valley civilization art	07 Hrs.	07Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1.Seminar / Assignment on any topic of the above syllabus. (Marks10)
Unit –2	Hindu Iconography 1. Concept of Murti and Pratima: Forms and Functions 2. Major Hindu Deities : Vishnu, Shiva, Devi, Ganesha, and their iconographic features 3. Attributes (Mudras, Ayudhas, and Vahanas) of Hindu deities 4. Depiction of Hindu deities in temple sculptures (Gupta, Chola, Pallava, and Orissan styles)	08Hrs	08 Marks	2. Test with multiple choice questions / short and long answer questions. (Mark 10)
Unit –3	Buddhist and Jain Iconography 1. Early representations of the Buddha: Aniconism to anthropomorphic forms 2. Major Buddhist iconographic elements: Mudras, Asanas, and Lakshanas of Buddha 3. Iconography of Bodhisattvas and other Buddhist deities 4. Jain iconography : Tirthankaras, Yakshas, and Yakshinis	07 Hrs	07 Mark	
Unit –4	Iconographic Symbolism and Artistic Traditions 1. Symbolism in Indian art: Lotus, Chakra, Trishula, Damaru, and other sacred symbols 2. Evolution of iconographic styles across dynasties (Maurya, Gupta, Chola, Pala) 3. Representation of celestial beings: Gandharvas, Apsaras, and Dikpalas 4. Regional variations in Indian iconography and folk traditions	08Hrs.	08 Marks	

Reference Books	
1. Banerjea ,J.N. The Development of Hindu Iconography	
2. Zimmer, Heinrich. Myths and Symbols in Indian Art and Civilization	
3. Rao, T .A. Gopinatha. Elements of Hindu Iconography	
4. Coomaraswamy, Ananda K. History of Indian and Indonesian Art	
5. Harle, J.C.The Art and Architecture of the Indian Subcontinent	
6. डॉ. राठोड, अश्विनकुमार आणि डॉ. ढाले, नामदेव, (२०२५), भारतीय मूर्तिशास्त्र, श्री साईनाथ प्रकाशन, नागपूर.	
7. जोशी, एन. पी., (१९७९), भारतीय मूर्तिशास्त्र, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई.	
8. खरे, ग. ह., (१९३९), मूर्तिविज्ञान, भारत इतिहास संशोधक मंडळ, पुणे.	
9. ढवळीकर, म. के., (१९७५), प्राचीन भारतीय संस्कृती आणि कला, कॉन्टिनेंटल प्रकाशन, पुणे.	
10. देव, शां. भा., (१९९०), भारतीय संस्कृती : पुरातत्त्वीय अभ्यास, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई.	
11. तुळपुळे, ह. गो., (१९९७), प्राचीन भारतीय कला आणि संस्कृती, स्नेहवर्धन प्रकाशन, पुणे.	
12. पाठक, अरुणचंद्र शंकर, (२००२), महाराष्ट्रातील बारव स्थापत्य आणि पारंपरिक जलव्यवस्थापन, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई.	
13. पाठक, अरुणचंद्र शंकर (संपा.), (२००९), महाराष्ट्र : इतिहास – प्राचीन काल, खंड १, भाग २ (स्थापत्य व कला), महाराष्ट्र राज्य गॅलॅटिअर, मुंबई.	
14. मिराशी, वा. वि., (१९८८), सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, विदर्भ संशोधन मंडळ, नागपूर.	
15. देव, शां. भा., (१९६८), पुरातत्त्व विद्या, कॉन्टिनेंटल प्रकाशन, पुणे.	

Model Questions:	1) Long answers on any Two Units out of the four Units. (Each question having 07 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4) Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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B. A. Second Year Semester –IV (NEP): Subject : History (Vertical-f)
Field Project (FP/Community Engagement Service) (CES)-Phase-II
Course Code: 629287 : Major –DSC-History (Related to Major paper)

Level	Semester	Vertical Type	Type of Course	Course Code	Course Name	Credits	Learning Hours	Maximum Marks
5.0	B.A. Sem- IV	Major-History Field Project -II	Project Phase-II (Related to Major)	629287	Field Project (FP) Phase-II	02	Total: 60 Per Week :04	1.Project Proposal/Synopsis : 20 2.Project Report Writing : 20 3.Presentation & Viva Voce :10 Total = 50

Course Objectives:

The main objectives of this course are:

- 1 To develop foundational understanding of regional monuments, oral traditions, folklore, culinary heritage, genealogy and local institutional history.
2. To enable students to apply historical theories and fieldwork methodologies for conducting interviews, drafting genealogies and documenting local heritage.
3. To train students to analyze chronological changes in regional economies, environmental transformations, traditional attire and local transport systems.
4. To cultivate critical thinking for evaluating primary sources, including oral narratives, subaltern records, revenue documents and local toponymy.
5. To empower students to categorize collected data, interpret findings objectively and construct a scientific Historical Project Report per university standards.

Course Outcomes:

Upon successful completion of this field project, students will be able to:

- 1.Classify, map and document local monuments, forts, stepwells, archaeological heritage and potential regional tourism sites using systematic field notes.
2. Reconstruct the socio-cultural fabric and daily life history of the region by conducting structured interviews with local personalities, elder citizens and folk artists.
3. Analyze the shifting dynamics of traditional handicrafts, rural industries, weekly bazaars and agrarian tools in relation to the broader socio-economic history of the province.
4. Utilize old land records, Modi script documents, official gazetteers and institutional files as primary source materials for drafting local history narratives.
5. Demonstrate independent analytical thinking, historical objectivity and the academic writing skills necessary to compile a comprehensive field study report compliant with NAAC and university criteria. thereby enhancing employability in heritage management, tourism, and archival sectors."

Course Content:

Important Instructions for course work (Field project) : When students are assigned topics at the national or international level for their field project, it is mandatory to include a 'local context' or a direct 'interview/visit' related to that topic in the final project report.

• **Students can be assigned Field Project topics under the following main categories:**

1. Local History & Heritage: e.g., History of the village/town, monuments, ancient architecture, oral history, folk arts, traditional games, and food culture.

2. Economic & Environmental History: e.g., Water heritage, geographical background, traditional industries, agricultural practices, and the study of economic changes.

3. Indian Freedom Struggle & Nation Building: e.g. Regional and national freedom movements, unsung local freedom fighters., tribal and peasant uprisings, the partition of India, making of the Indian Constitution, and post-independence social-religious reform movements.

4. World History & Global Politics:e.g., World revolutions, both World Wars, the Great Depression, the Cold War, decolonization, and international organizations like the UNO and the League of Nations

5. Institutional & Modern Development:e.g. Institutional history, modern reforms, education, and the study of India's planned economic progress after independence, including the Five-Year Plans.

Evaluation Scheme

Sr. No.	Evaluation Component	Expected Work	Marks
1	Project Proposal/Synopsis	Title, Introduction, Objectives, Methodology, Significance, Scope, Chapterisation and Bibliography.	20
2	Project Report Writing:	Handwritten or typed report. (Annexure like photos, maps, or documents are optional if applicable).	20
3	Presentation & Viva Voce	Presentation in front of the examiners	10
Total Marks			50

Important Instructions for Project Report

1. Word Limit for Report: Minimum - 800 to 1000 words.

2. Supporting Documents (Annexure): Supporting documents (such as photographs, maps, interview questionnaires, etc.) are **optional**. They should be attached as an annexure only if they are relevant to your specific project topic.