

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



**FACULTY OF HUMANITIES
NEP- 2020 COMPLIANT CURRICULUM FOR
B.A.-III HISTORY**

WITH EFFECT FROM- 2026-27

NAAC Accredited-2022
'B++' Grade (CGPA-2.96)



PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP- 2020 Compliant Curriculum for

B.A.-III, History

Program Preamble

The Bachelor of Arts (B.A) in History is a comprehensive and dynamic program designed to provide students with a deep understanding of the fundamental principles of History, along with the practical skills required to apply this knowledge in historical contexts. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The B.A. History program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in history while allowing for specialization and interdisciplinary learning. The curriculum is structured around several key components:

- 1. Major Courses:** These core courses form the backbone of the program, providing in-depth knowledge and understanding of essential History concepts, theories, and methodologies. Students will engage with topics Ancient Indian History, Medieval Indian History and Modern Indian History, Historical Tourism and comprehensive education in the discipline.
- 2. Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their History education with insights from fields such as Applied History, Social reforms in Maharashtra and India, or Historical Tourism, enhancing their versatility and broadening their career prospects.
- 3. Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
- 4. Vocational and Skill Enhancement Courses:** Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience in areas such as computational physics, electronics, and instrumentation. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement in various scientific and technological fields.
- 5. Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.

6. **Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in History and related fields.
7. **Research Methodology and Research Projects:** Research is a critical component of the B.A. History program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry. By engaging in independent research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.

Multiple Entry and Multiple Exit Options

In accordance with the NEP 2020, the B.A. History program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **Year1:**
Upon completion of the first year, students may exit with a **Certificate in History**.
- **Year2:**
After two years, students may choose to exit with a **Diploma in History**.
- **Year3:**
Completion of the third year qualifies students for a B.A. **Degree in History**
- **Year4:**
The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in History**.
- **Eligibility for B.A. History**

The Eligibility Criteria for Course as per Govt. / PAHSUS rules and norms.

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B.A. History

Program Outcomes (POs)

Students graduating from the Bachelor of Arts in History program will be able to:

Major Courses:

- **PO1:** To apply reasoning informed by the contextual knowledge of the past to assess the current state of society, economy, environment, culture and related areas.
- **PO2:** Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **PO3:** Ethics: Recognize different value systems including your own understand the moral dimensions of your decisions and accept responsibility for them.

Minor Courses:

- **PO3:** Acquire complementary knowledge and skills from a related or distinct discipline, enhancing interdisciplinary understanding and versatility.

Open Electives/General Electives:

- **PO4:** Explore diverse subjects beyond the core discipline, fostering a broad-based education and cultivating critical thinking and creativity.

Vocational and Skill Enhancement Courses:

- **PO5:** Gain hands-on experience and technical proficiency in specific vocational areas, preparing for immediate career opportunities.

Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):

- **PO6:** Understand and appreciate the rich heritage of the Indian Knowledge System, integrating traditional wisdom with modern education.

- **PO7:** Develop ability enhancement skills like communication and life skills along with ethical values, social responsibility, and a strong sense of citizenship, contributing positively to society.

Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/ Internship/Apprenticeship:

- **PO8:** Apply theoretical knowledge to real-world situations through field projects, internships, community engagement and on job Training for gaining practical experience and problem-solving skills.

Research Methodology and Research Project:

- **PO9:** Acquire research skills; including data collection, analysis, and interpretation, fostering a Social, scientific and Historical approach to problem-solving to develop independent research projects handling capabilities.
- **PO10:** Students learn historical research methods to generate knowledge about the various events and phenomena form the past.



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सोलापूर विद्यापीठ

॥ विद्यया संपन्नता ॥

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UNIVERSITY, SOLAPUR**

Faculty of Humanities

**NEP- 2020 Compliant Curriculum for
B.A. History
Program Specific Outcomes (PSOs)**

Students graduating from B.A. History will able to:

PSO1: Historical Understanding of Society: To apply reasoning informed by the contextual knowledge of the past to assess the current state of polity society, economy, environment, culture and Religious related areas. Analyze the Scio-Political and Cultural Background of the Indian History.

PSO2: Ethics and value: The recognize different value systems including your own understand the moral dimensions of your decisions and accept responsibility for them.

PSO3: Application of History in Knowledge Construction: Apply their history knowledge to develop innovative and logical understanding of the past to make sense of the current situations on their historical context and compare various concepts in social studies though the Indian History.

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PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR
Structure Credit distribution Structure for Three/ Four year Honours /
Honours with Research
B.A. Degree Programme with Multiple Entry and Exit option
Faculty of Humanities
Bachelor of Arts (B.A-III, History)

Level	Sem.	Major	Minor	Vocational and Skill VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./Sem.	Degree/Cum. Cr.
5.5	V	DSC-VII (4) History of Ancient India (Pre Historic period to 650 A.D.)-I DSC-VIII (4) History of Modern World (1871 -2000A.D) -I	DSE -A (4) Growth & Decline of the Maratha Power (1707 -1818 A.D) -I <i>OR</i> DSE -B (4) History of Mughal India (1526-1707A.D)-I	Minor-V (4) Applied History -I	VSC- III (2) Introduction to Forts	IKS(Specific)(2) Ancient Indian Architecture	FP (2)	22
	VI	DSC-IX (4) History of Ancient India (Pre Historic period to 650 A.D.)-II DSC-X (4) History of Modern World (1871-2000A.D)-II	DSE -A (4) Growth and Decline of the Maratha Power (1707-1818 A.D) -II <i>OR</i> DSE -B (4) History of Mughal India (1526-1707)-II	Minor-VI(4) Applied History -II	VSC-IV(2) Introduction to Museum and Museology	----	OJT (4)	22
	Cum. Cr.	16	08	08	04	02	06	44

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**Syllabus
(According to NEP 2020)
B.A. Part- III (History)
Choice Based Credit System
W. e. f. Academic Year-2026-27**

Semester – V

LEVEL	SEMESTER V	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA	CA	TOTAL	
5.5	Subject Code	Major (DSC) and (DSE) , Minor, GE/OE				
	DSC-VII G03-DSC1-0517	History of Ancient India (Pre Historic period to 650 A.D.)-I	60	40	100	4
	DSC- VIII G03-DSC1-0518	History of Modern World (1871 to 2000 A.D.)-I	60	40	100	4
	DSE (A) OR (B) G03-DSE-0509	(A) Growth and Decline of the Maratha Power (1707 to 1818 A.D.)-I OR (B) History of Mughal India (1526 to 1707 A.D.)-I	60	40	100	4
	Minor -V G03-DSC2-0509	Applied History -I	60	40	100	4
	Vocational and Skill VSC, SEC (VSEC) and IKS					
	VSC -III G03-VSC-0509	Introduction to Forts	30	20	50	2
	IKS (Specific) G03-IKS-0501	Ancient Indian Architecture	30	20	50	2
	'B++' Grade (OJT, FP, CEP, CC, RP)					
	FP G03-FP-0501	Field Project	30	20	50	2
Total Credits					22	

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**Syllabus
(According to NEP 2020)
B.A. Part- III (History)
Choice Based Credit System
W. e. f. Academic Year-2026-27
Semester – VI**

LEVEL	SEMESTER VI	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA	CA	TOTAL	
5.5	Sub. Code	Major (DSC), Minor, GE/OE				
	DSC- IX G03-DSC1-0617	History of Ancient India (Pre History period to 650 A.D.)-II	60	40	100	4
	DSC- X G03-DSC1-0618	History of Modern World (1871 to 2000 A.D.)-II	60	40	100	4
	DSE (A) OR (B) G03-DSE-0609	(A) Growth and Decline of the Maratha Power (1707 to 1818A.D.) -II OR (B) History of Mughal India (1526 to1707A.D.)-II	60	40	100	4
	Minor -VI G03-DSC2-0609	Applied History -II	60	40	100	4
	Vocational and Skill VSC, SEC (VSEC) and IKS					
	VSC -IV G03-VSC-0609	Introduction to Museum and Museology	30	20	50	2
	OJT, FP, CEP, CC, RP					
	OJT G03-OJT-0601	On Job Training			100	4
	Total Credits					22



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
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**B.A.-III History
Semester-V**

Vertical: DSC- VII

Course Code: G03-DSC1-0517

Course Name: - History of Ancient India (Pre historic period to 650 A.D.)- I

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: This course explores the major historical developments in ancient India. It traces the history of the Indian subcontinent from the Paleolithic period to the Vardhan Dynasty. The student will be introduced to the political, social, economic and religious developments in India during this formative period. This course will help the students to understand how India came to be. They will know the facts about the early period of Indian history. They will get an introduction to the beginnings of India's political, socio-economic and cultural dynamics and understand the legacy of Ancient India. Ancient Indian History can be complex and diverse, requiring students to delve into different aspects of society, culture, politics, and religion. Ancient Indian history is interconnected with various disciplines such as archaeology, anthropology, sociology, linguistics, and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of ancient Indian history. Ancient Indian history involves analyzing and interpreting historical sources, evaluating different perspectives, and constructing well-reasoned arguments. Students to develop analytical and critical thinking skills to comprehend and critically assess historical evidence and interpretations.

Course Objectives:

During this course, the student is expected to:

1. Survey the sources of history of Ancient India.
2. Introduce various historical concepts.
3. Introduce the major events in development of Indian society and culture

Course Outcomes:

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

1. Examine institutional basis of India.
2. Identify the rulers and their administration.
3. Clarify the causes for the first and second urbanizations
4. Explain the transition from Early to Later Vedic period.

Unit- I Sources of Ancient Indian History.	No. of lectures-15	Weightage:15 Marks
Unit content : A) Archaeological Sources. B) Literary Sources		
Unit- II Pre- Historic Age	No. of lectures-15	Weightage:15 Marks
Unit content: A) Paleolithic B) Mesolithic C) Neolithic		
Unit- III Indus Valley Civilization	No. of lectures-15	Weightage:15 Marks
Unit content: A) Discovery and Town Planning. B) Social, Religious and Economic Conditions C) Decline of Indus Valley Civilization.		
Unit- IV Vedic Period	No. of Lectures-15	Weightage:15 Marks
Unit content: A) Origin of Aryans. B) Political Condition. C) Social and Religious Condition		

List of Reference Books:

1. गायधनी, राहुलकर : प्राचीन भारताचा सांस्कृतिक इतिहास,
2. देव शां. भा. : पुरातत्व विद्या.
3. जोशी तर्कतीर्थ लक्ष्मणशास्त्री : वैदिकसंस्कृतीचा विकास.
4. झा डी. एन.,श्रीमाळी : प्राचीन भारताचा इतिहास.
5. थापर रोमीला. : प्राचीन भारताचा इतिहास.
6. भिडे गजानन : प्राचीन भारत.
7. ढवळीकर, गायकवाड, देगलूरकर : प्राचीन भारतीय इतिहास व संस्कृती.
8. भिडे, पाटील : प्राचीन भारतीय कला.
9. माटे म. श्री. : प्राचीन भारतीय कला.
10. वर्णकर श्रीधर भास्कर : भारतीय धर्म व तत्वज्ञान
11. गोसावी र.रा. : पाच भक्तियोग.
12. भिडे गजानन. : प्राचीन भारतीय राजकीय व सांस्कृतिकइतिहास.
13. भिडे गजानन : प्राचीन भारतीय संस्थांचा इतिहास.
14. जोशी तर्कतीर्थ लक्ष्मणशास्त्री (संपा.) : मराठी विश्वकोश (संबंधित खंड).
15. महादेवशास्त्री जोशी (संपा.) : भारतीय संस्कृती कोश (संबंधित खंड).
16. शहा सुमतीबाई (संपा.) : पूर्णाय (जैन ज्ञानकोश.)
17. Altekar A. S. : State and Government in Ancient India.
18. Kosambi D. D. : An Introduction to the Study of Indian History.
19. Mahajan V. D. : Ancient India.
20. Mujumdar R. C. : Ancient India.
21. Possehl G. L (ed.) :Ancient City of the Indus.
22. Sankalia H. D. : Pre-history and proto-history of india and pakistan.



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**B.A.-III History
Semester-V**

Vertical: DSC- VIII

Course Code: G03-DSC1-0518

Course Name: - History of Modern World (1871to 2000 A.D.)- I

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: This course conveys an understanding of an interconnected world history in the twentieth century. The course focuses on, why and how the world changed in the first half of the twentieth century. It also offers specific case studies to empirically underline the holistic nature of world his-tory. One of the aims of this course is to make students aware of the contemporary world of ideas they inhabit. The paper highlights the period from Bismarck age to Cold War. It includes the Paris Peace Conference, League of nation and several security conferences. It discusses economic depression and Ne Deal, economic and political aspects of Russian Revolution, rise of totalitarianism and nationalism and foreign policies of different countries. The paper highlights the political and diplomatic changes in Modern world. Academicians get the privilege to know about economic evolution, political and diplomatic upheaval of the time.

Course Objectives:

During this course, the student is expected to:

1. Help to know Modern World.
2. Acquaint the political and socio- economic development in other countries.
3. State the importance of brotherhood, peace, co-operation and national security.

Course Outcomes:

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

1. Understand the relations between the nations in the world.
2. Understand the political, social and economic challenges in the Modern World
3. Analyze the streamline the role of League of Nations

Unit -I Bismarck	No. of lectures-15	Weightage:15 Marks
Unit content A) Life of Bismarck B) Internal policy C) Foreign policy		
Unit- II New Imperialism	No. of lectures-15	Weightage:15 Marks
Unit content: A) Meaning and Background B) Causes C) Imperialism in Africa		
Unit- III First World War	No. of lectures-15	Weightage:15 Marks
Unit content: A) Causes and Course B) Effects C) League of Nations		
Unit- IV Russian Revolution,1917	No. of lectures-15	Weightage:15 Marks
Unit content: A) Causes B) Course C) Effects		

List of Reference Books:

1. Marriot J. A. R. : A History of Europe.
2. Lipson. : Europe in 19th and 20th Centuries.
3. Pannikar K. M. : Asia and Western Dominance.
4. Gooch G.P. : History of Modern Europe.
5. Ketelbey C.D. : History of Modern times.
6. Hazen H.G : Modern Europe.
7. Wells H.G : The Outline of History.
8. ओतुरकर व पोतनीस. : आधुनिक जगाचा इतिहास
9. शिरसीकर व.मं. : आधुनिक जगाचा इतिहास
10. कुलकर्णी व फडके. : आधुनिक युरोपचा इतिहास
11. आठवले सदाशिव. : अर्वाचीन युरोप.
12. गोरे ना.ग. : साम्राज्यशाही
13. गोरे ना.ग. : अमेरिकेचा इतिहास
14. कदम य.ना. : समकालीन आधुनिक जग
15. कदम य.ना. : विसाव्या शतकातील जगाचा इतिहास
16. गायकवाड, कदम, थोरात : आधुनिकजग भाग १ व भाग-२
17. वैद्य सुमन : आधुनिक जग

पण्यस्यैक अहिल्यादेवी होळकर

विद्यापीठ

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**B.A.-III History
Semester-V**

Vertical: DSE- A

Course Code: G03-DSE-0509

**Course Name: - Growth and Decline of the Maratha Power (1707
to 1818 A.D.)- I**

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation and expansion of the Maratha power . It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Objectives:

1. understand the process that led to the expansion of the Maratha power.
2. understand changed nature of Maratha polity during the Peshwa period.
3. examine role of Marathas in National politics of Eighteenth Century India.

Course Outcomes:

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

1. analyze the Marathas policy of expansion.
2. Understand the dynamics of Maratha Confederacy.
3. Understand the role played by the Marathas in the 18th century polity.

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Unit -I Chhatrapati Shahu Maharaj & civil war	No. of lectures-15	Weightage:15 Marks
Unit content : A) Release of Shahu Maharaj B) Conflict between the Chhatrapati Shahu and Maharani Tarabai C) Work of Peshwa Balaji Vishwanath		
Unit- II Peshwa Bajirao I	No. of lectures-15	Weightage:15 Marks
Unit content: A) Southern Expansion and Internal Affairs B) Northern Expansion C) Relation with Portuguese and Siddi		
Unit- III Peshwa Balaji Bajirao (Nanasaheb)	No. of lectures-15	Weightage:15 Marks
Unit content: A) Southern Expansion B) Northern Expansion C) Relation with Bhosale and Angre		
Unit- IV Third battle of Panipat,1761	No. of lectures-15	Weightage:15 Marks
Unit content: A) Background and causes B) Course and defeat of the Marathas C) Effects		

List of Reference Books:

1. Dighe V.G.: Peshwa Bajirao - I and Maratha Expansion, Karnataka Pub., House, Bombay, 1944.
2. Grant Duff: Histroy of the Marathas Vol - I, Oxford University Press, London, 1921.
3. Kishor Brij: Tarabai and Her Time, Asia Publishing House, Bombay, 1963.
4. Kulkarni A.R.: The Marathas, New Delhi, 1996.
5. Patil Shalini: Maharani Tarabai of Kolhapur, S. Chand and Company, New Delhi.
6. Sardesai G.S.: New History of Maratha Vol. - I, II & III
7. Sarkar Jadunath: Fall of Mughal Empire, Calcutta, 1949.
8. Sinha H.N.: Rise of the Peshwas, Vol. I, Indian Press, Allahabad, 1931.
9. Srinivasan C.K.: Bajirao the First the Great Peshwa, Asia Pub. House, 1961.
10. कुलकर्णी अ.रा., खरे ग.ह. (संपा): मराठ्यांचा इतिहास खंड २ व ३, कॉन्टिनेन्टल प्रकाशन, २०१०.
11. खोबरेकर वि.गो. : महाराष्ट्राचा इतिहास मराठा कालखंड भाग २, म.रा. सा स सं. मं. मुंबई, २००६.
12. देसाई स.शं. : मराठ्यांच्या इतिहासाची साधने, पोतुर्गीज दफ्तर, खंड-२, म.रा.सा.सं.मं. मुंबई, १९७४.
13. पगडी सेतुमाधवराम हिंदवी स्वराज्य आणि मोगल, व्हिनस प्रकाशन, पुणे १९६६.
14. पवार आप्पासाहेब (संपा.): ताराबाईकालीन कागदपत्रे, शिवाजी विद्यापीठ, कोल्हापूर.
15. पवार जयसिंगराव मराठी साम्राज्याचा उदय आणि अस्त, मेहता पब्लिशिंग, पुणे.
16. पवार जयसिंगराव महाराणी ताराबाई, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर.
17. शेजवलकर टी.एस. पानीपत १७६१, राजहंस प्रकाशन, पुणे
18. शेजवलकर टी. एस. निजाम पेशवे संबंध १८ वे शतक, पुणे विद्यापीठ, पुणे.
19. सरदेसाई गो. स.: मराठी रियासत, खंड ३ तो ८, पॉप्युलर प्रकाशन, मुंबई.



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**B.A.-III History
Semester-V**

Vertical: DSE- B

Course Code: G03-DSE-0509

Course Name: - History of Mughal India (1526 to 1707 A.D.)- I

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble:

This course covers the important period of Indian History that is medieval period. The Mughal Empire ruled large parts of the Indian subcontinent from the early 16th to mid-19th centuries. This paper is designed to provide the students with a firm basis for the understanding of the period 1526-1707. By discussing the nature of the social, political and religious foundations of Mughal India as a dynamic process, the student will acquire multifaceted understanding of the factor that shaped state and society in the Mughal period and that were carried into the later colonial state. In this course political, social, economic and cultural aspects of Mughal Empire (1526-1707) put forth to study.

Course Objectives:

During this course, the student is expected to:

1. Survey the sources of history of Medieval India.
2. Understanding the centralized nature of the Mughal Empire.
3. Analyze the socio-political impact of Mughal rule on the Indian subcontinent.

Course Outcomes:

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

1. Identify and examine the various sources of Mughal History.
2. Enhance their knowledge of the history of the Mughal empire and learn about the relations of different power factions of the Mughal rule.
3. Develop a comprehensive understanding of the changing political scenario of the Medieval period.

Unit -I Literary Sources of Mughal India	No. of lectures-15	Weightage:15 Marks
Unit content: A) Persian and Turki Sources B) Sanskrit and Marathi Sources C) Foreign Travel Accounts		
Unit- II Foundation of Mughal Empire & Babar	No. of lectures-15	Weightage:15 Marks
Unit content: A) Political Condition of India Early 16 th Century B) Early Life of Babar and First Battle of Panipat, 1526 C) Stability of Mughal power: Battle of Khanwa and Ghagra		
Unit- III Humayun and Shershaha	No. of lectures-15	Weightage:15 Marks
Unit content: A) Early Life and difficulties of Humayun B) Early Life of Shershaha C) Conflict between Humayun and Shershah		
Unit- IV Akbar	No. of lectures-15	Weightage:15 Marks
Unit content: A) Early Life and Expansion of Mughal Empire B) Rajput Policy C) Religious Policy		

List of Reference Books:

1. Choudhari M.I. : The State and Religion In Mughal India
2. Habib Irfan : Akbar and His India
4. Moreland W.H. : From Akbar to Aurangzeb
5. Mujumdar R.C. : The History and Culture of Indian people Vol.III
6. Richards J.F.(ed): The Mughal Empire Power, Administration & in Mughal India
7. Sharma R.S. : The Religious Policy of the Mughal Emperor
8. Sarkar J. : A Short History of Aurangzeb
9. चौबळ ज.श्री. (अनु.): असे होते मोगल
10. दिवेकर ह. रा. (अनु.): बाबराची स्मृतीचित्रे, साहित्य अकादमी नवी दिल्ली, १९९६
11. आठवले सदाशिव : दाराशिकोह, शिवाजी व शिवयुग
12. ढवळे व बारगळ : मध्ययुगीन भारत (इ.स. १२०६ ते १७६१)
13. पगडी सेतु माधवराव : भारतीय मुसलमान शोध व बोध
14. महाजन व्ही. डी. : मध्यकालीन भारत (इ.स. १००० ते १७६१)
15. कोलारकर शं.गो. : मध्ययुगीन भारत
16. पगडी सेतु माधवराव : मोगल मराठे संबंध, औरंगजेब दरबाराची बातमीपत्रे खंड-३.



**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-V**

Vertical: Minor-V

Course Code: G03-DSC2-0509

Course Name: Applied History – I

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble:

Applied history involves the practical application of historical knowledge, methods, and perspectives to address contemporary issues and challenges. It seeks to utilize insights from the past to inform and guide present-day decision-making, policy formulation, and problem-solving across various fields, including governance, diplomacy, business, and public administration. By drawing on historical precedents, case studies, and analyses, applied history offers valuable context, perspective, and lessons that can inform strategic planning, conflict resolution, and the development of effective solutions to complex societal, economic, and political issues. Furthermore, it encourages the interdisciplinary engagement of historians with practitioners and decision-makers in diverse professional domains to apply historical insights in practical contexts. Overall, applied history leverages the depth of historical knowledge and research to inform contemporary endeavors and enhance informed decision-making in a wide range of practical settings.

Course Objectives:

During this course, the student is expected to:

1. Study the Importance of Applied history and application of history in various subjects.
2. The study of concepts of tourism history.
3. Study the Objectives, Types and Characteristics of history.
4. To the study of Tourist and Tourist guide.

Course Outcomes:

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

1. Grasp the details of meaning and nature of applied history.
2. Analyze and compare the professional opportunities in tourism.
- 3 Understand the issues in application of history in various subjects.
4. Identify the role and characteristics of tourist guide.

Unit- I	Introduction to Applied History	No. of lectures-15	Weightage:15 Marks
Unit contents: A) Meaning and Definition of Applied History. B) Importance of Applied History. C) Application of History in various subjects.			
Unit- II	Archeology and History	No. of lectures-15	Weightage:15 Marks
Unit content: A) Meaning and Definition of Archeology B) Rise and development of Indian Archeology C) Historical importance of Archeology			
Unit- III	Historical Monuments	No. of lectures-15	Weightage:15 Marks
Unit content: A) Nature of Historical Monuments B) Importance of Historical Monuments C) Methods of Conservation and Preservation of monuments			
Unit- III	Archives and History	No. of Lectures-15	Weightage:15 Marks
Unit content: A) Meaning and Definition of Archives B) Rise and development of Archives in India C) Historical importance of Archives			

List of Reference Books:

- 1) Chris Cooper and Fletcher, Tourism: Principles and Practices.
- 2) S. Wahab, Tourism Marketing.
- 3) James W. Morrison, Travel Agent and Tourism.
- 4) John Bakewell, The Complete Traveler,
- 5) Edward D. Mill's, Design for Holiday's and Tourism.
- 6) A. K. Bhatia, Tourism: Principles.
- 7) Douglas Pierce, Tourism Today: A Geographical Analysis.
- 8) Mujumdar R. C. (Gen. Ed.) for Arts Architecture Culture, Mumbai, 1988
- 9) Bhatia A, Tourism in Indian history & development, Delhi, 1978
- 10) Davide T Herbert (ed), Heritage Tourism & society, Maunsell.
- 11) Agarwal Rajesh K & Nangia Sudesh, Economic & Employment potential of archaeological monuments in India. Birla Institute of Scientific research
- 12) Nagar S. L., Protection, Conservation & preservation of India's monuments. Aryan books International, New Delhi 1998.
- 13) Chainani. S., Heritage conservation, legislative and organizational policies for India. New Delhi: INTACH. 2007
- 14) UNESCO World Heritage website:
- 15) Convention Concerning the Protection of the World Cultural and Natural Heritage.
- 16) Patil Sulochana, Applied History, Atharv Publication, Jalgaon.
- 17) Shirsat Dipak & Deshmukh Prashant, Upayojit Itihas, Atharv Publication, Jalgaon.
- 18) Shende Nishant, Upayojit Itihas, Atharv Publication, Jalgaon.



**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-V**

Vertical: VSC-III

Course Code: G03-VSC-0509

Course Name: Introduction to Forts

***Teaching Scheme**

Lectures: 02 Hours/week

Total Lecture-30

Credits-02

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Course Preamble: Forts have played a decisive and enduring role in shaping the political, military, and cultural history of India. As strategic centers of administration, defense, and resistance, forts represent the ingenuity of indigenous military planning, architectural excellence, and the assertion of regional power. Across different historical periods, forts functioned not only as military strongholds but also as hubs of governance, trade, culture, and social life, thereby becoming integral to the historical landscape of India.

UNESCO World Heritage List under the category “Maratha Military Landscapes of India.” This global acknowledgment highlights the international importance of Indian forts as living heritage sites that embody military innovation, cultural identity, and historical continuity.

Designed as a Vocational and Skill enhancement Course, this paper also sensitizes students to contemporary issues related to fort conservation, heritage management, and sustainable tourism. The course aims to develop historical understanding along with practical awareness of preservation practices, institutional frameworks, and community participation, thereby preparing students for further studies and careers in heritage, archaeology, tourism, and cultural resource management.

Course Objectives:

During this course, the student is expected to:

- 1) Acquaint students with the historical significance of forts in Indian history.
- 2) Develop understanding of fort architecture, layout, and defensive systems.
- 3) Introduce concepts of fort conservation and heritage management.
- 4) Enhance awareness of forts as cultural assets and tourism resources.

Course Outcomes:

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

- 1.Explain the origin, development, and functions of forts in India.
2. Identify major architectural components and defensive features of forts.
- 3.Understand the role of forts in political, military, and regional history.
- 4.Apply basic concepts of heritage conservation and fort tourism management.

Unit No.-I- Importance and Types of Forts	No. of lectures-15	Weightage:15 Marks
Unit content A) Meaning, definition, and origin of forts B) Types of forts C) Importance of forts		
Unit No.-II- Architecture and Administration Of Selected Maratha Forts	No. of lectures-15	Weightage:15 Marks
Unit content: A) Fort Architecture B) Fort Administration C) Study of selected Forts - i) Raigad ii) Sindhudurga iii) Solapur		

List of Reference Books:

- 1 Allen, Charles : Fortress of the Raj. Abacus, 2002.
- 2 Brown, Percy : Indian Architecture (Islamic Period). 7th ed., D.B. Taraporevala Sons, 1983.
- 3 Deloche, Jean : Studies on Fortification in India. IGNCA, 2007.
- 4 Gordon, Stewart :The Marathas 1600–1818. Cambridge UP, 1993.
- 5 Michell, George: The Architecture of the Indian Subcontinent. Yale UP, 1990.
- 6 Nath, R. : History of Sultanate Architecture. Abhinav Publications, 1978.
- 7 Spodek, Howard. :An Introduction to the History of India. Pearson, 2011.
- 8 Tillotson, G. H. R : The Tradition of Indian Architecture. Yale UP, 1989.
- 9 Toy, Sidney. : A History of Fortification. Pen & Sword Books, 2006.
- 10 UNESCO. World Heritage Monuments of India. UNESCO Publishing, 2012.
- 11 देशपांडे, ग. स. महाराष्ट्रातील किल्ले. कॉन्टिनेंटल प्रकाशन, पुणे, 2010.
- 12 कुलकर्णी, अ. रा. मराठ्यांची लष्करी व्यवस्था. मेहता पब्लिशिंग हाऊस, पुणे, 2008.
- 13 जाधव, संजय. किल्ले : इतिहास आणि स्थापत्य. श्रीसाई प्रकाशन, औरंगाबाद, 2015.
- 14 साठे, रामचंद्र. शिवकालीन दुर्गव्यवस्था. राजहंस प्रकाशन, पुणे, 2012.
- 15 पाटील, बाबासाहेब. महाराष्ट्राचा सांस्कृतिक वारसा. ग्रंथाली, मुंबई, 2014.
- 16 केळकर, दत्तात्रेय. दुर्गशास्त्र. लोकवाङ्मय गृह, मुंबई, 2009.
- 17 भोसले, विजय. मराठ्यांचे किल्ले आणि युद्धनीती. प्रशांत पब्लिकेशन, नाशिक, 2016.
- 18 शिंदे, राजेंद्र. ऐतिहासिक किल्ले आणि संवर्धन. यशोदीप प्रकाशन, सोलापूर, 2018.
- 19 देशमुख, अनिल. वारसा पर्यटन आणि किल्ले. साकेत प्रकाशन, औरंगाबाद, 2020.
- 20 मोरे, विलास. किल्ले : इतिहास, पर्यटन आणि संरक्षण. विद्या प्रकाशन, कोल्हापूर, 2021.



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-V**

Vertical: IKS Specific

Course Code: G03-IKS-0501

Course Name: Ancient Indian Architecture

***Teaching Scheme**

Lectures: 02 Hours/week

Total Lecture-30

Credits-02

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Course Preamble:

This Course introduces to the students the glorious tradition of Indian architecture. The intricacies of Indus architecture to temple architecture provides valuable insight about our heritage. After completing this course the learner would be able to distinguish different kinds of Indian architecture. Indian architecture is one of the oldest continuous architectural traditions in the world. Evolved over 5,000 years: From the Indus Valley Civilization to modern-day structures. Religion played a central role-most ancient monuments are temples, stupas, and monasteries. Three main styles of temple architecture: Nagara, Dravidian and Vesara. Emphasis on symbolism, sacred geometry, and cosmic alignment.

Course Objectives:

During this course, the student is expected to:

1. Introduce ancient Indian Art and Architecture
2. Introduce Sculpture Schools in ancient Indian Architecture.
4. Introduce Styles of Temple Architecture

Course Outcomes:

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

1. knowledge about ancient Indian Science and Technology
2. Knowledge of Ancient Indian Religious Places
3. Examine different styles of Hindu and Buddhist architecture.
4. Efforts will be made for the protection and conservation of ancient Indian monuments.

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Unit No.-I- Notable Ancient Indian Architecture	No. of lectures-15	Weightage:15 Marks
Unit content : A) Harappan architecture- Town Planning and public utility centres B) Kailas Temple, Elora C) Ajanta caves		
Unit No.-II- Important Architecture in Ancient India	No. of lectures-15	Weightage:15 Marks
Unit content: A) Stupa Architecture- special reference to Sanchi stupa B) Nagara stayle Temple Architecture – special reference to Khandariya Mahadev Temple, Khajuraho C) Dravid stayle Temple Architecture - special reference to Brahadeshwar Temple, Tanjavur		

List of Reference Books:

1. Dr. Deglurkar, Dhavlikar : Prachin Bhartiya Itihas Ani Sanskruti
2. Mahajan V.D. : Ancient India
3. Bhide G.L. : Prachin Bharat , Phadake Prakashan, Kolhapur
4. Prachary Y.N. Kadam : Prachin Bharatacha Itihas , Phadake Prakashan, Kolhapur
5. Agrawal, V.S : Evolution of Hindu Temples and other Essays;
6. Bose, Kumar, Gangoli, O.C : The Art of the Rashtrakutas Krishna Deva : Temples of North India Khajuraho -
7. Mchell, George : The Hindu Temple: An Introduction to its Meaning and Forms
8. Mitra, Debala : Buddhist Monuments
9. Pandey, J.N. : Bharatiya Kala
10. Shukla, D.N. : Vastushastra, Vol.1 Hindu Science Architecture
11. Srinivasan, K.R. Suson, : Temples of South India
12. रोमिला थापर : अर्ली इंडिया के, सागर प्रकाशन, पुणे
13. आर.एस.शर्मा : प्राचीन भारताचा इतिहास
14. पी.जी.जोशी : प्राचीन भारताचा इतिहास

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**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-V**

**Vertical: FP
Course Code: G03-FP-0501
Course Name: - Field Project**

***Teaching Scheme**

**Field Work: 02 Hours/week
Field work Guidance Total - 02
Credits-02**

***Examination Scheme**

**UA:30 Marks (Project Report)
CA:20Marks(Attendanceand oral)**

* Students should visit any local to national level historical places, various monument , archives , museums and submit a brief report to concerned teacher. OR participate exhibition, conservation, restoration, socio-religious and cultural events related to study of History and submit a brief report to concerned teacher.

* Subject teacher should guidance our students time to time.

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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-VI**

Vertical: DSC-IX

Course Code: G03-DSC1-0617

Course Name: History of Ancient India (Pre historic period to 650 A.D.)-II

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture- 60

Credits- 04

***Examination Scheme**

UA: 60 Marks

CA: 40 Marks

Course Preamble: This course explores the major historical developments in ancient India. It traces the history of the Indian subcontinent from the Paleolithic period to the Vardhan Dynasty. The student will be introduced to the political, social, economic and religious developments in India during this formative period. This course will help the students to understand how India came to be. They will know the facts about the early period of Indian history. They will get an introduction to the beginnings of India's political, socio-economic and cultural dynamics and understand the legacy of Ancient India. Ancient Indian History can be complex and diverse, requiring students to delve into different aspects of society, culture, politics, and religion. Ancient Indian history is interconnected with various disciplines such as archaeology, anthropology, sociology, linguistics, and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of ancient Indian history. Ancient Indian history involves analyzing and interpreting historical sources, evaluating different perspectives, and constructing well-reasoned arguments. Students to develop analytical and critical thinking skills to comprehend and critically assess historical evidence and interpretations.

Course Objectives:

During this course, the student is expected to:

1. To survey the sources of history of Ancient India.
2. To introduce various historical concepts.
3. To Introduce the major events in development of Indian society and culture

Course Outcomes:

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

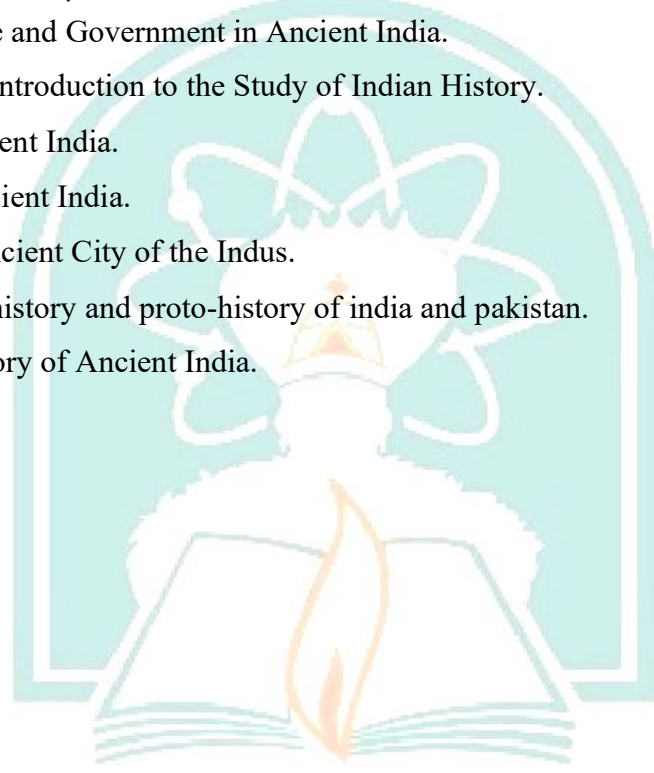
1. Students will be able to examine institutional basis of India.
2. Identify the rulers and their administration.
3. Evaluate the legacy of Jainism and Buddhism.

Unit-I Religious & Political Development	No. of lectures-15	Weightage: 15 Marks
Unit content A)Jainism : life and Work of Vardhaman Mahavir B) Buddhism : Life and Work of Gautam Buddha C) Sixteen Mahajanpadas and Rise of Magadha Empire		
Unit –II Mauryan Empire	No. of lectures-15	Weightage: 15 Marks
Unit content: A) Contribution of Chandragupta Maurya B) Ashoka and his Dhamma C) Mauaryan Administration		
Unit-III Age of the Satvahanas and Guptas	No. of lectures-15	Weightage: 15 Marks
Unit content: A) Rise and Expansion of Satvahanas B) Rise and Expansion of Guptas C) Social, Economic and cultural condition of Gupta Period		
Unit-IV Vardhan and Vakataka Dynasty	No. of Lectures-15	Weightage:15 Marks
Unit content: A) Rise of vardhan Dynasty B) Contribution of Harshavardhan C) Contribution of vakataka		

List of Reference Books:

1. गायधनी, राहुलकर : प्राचीन भारताचा सांस्कृतिक इतिहास,
2. देव शां. भा. : पुरातत्व विद्या.
3. जोशी तर्कतीर्थ लक्ष्मणशास्त्री : वैदिकसंस्कृतीचा विकास.
4. झा डी. एन.,श्रीमाळी : प्राचीन भारताचा इतिहास.
5. थापर रोमीला. : प्राचीन भारताचा इतिहास.
6. भिडे गजानन : प्राचीन भारत.
7. ढवळीकर, गायकवाड, देगलूरकर : प्राचीन भारतीय इतिहास व संस्कृती.
8. भिडे, पाटील : प्राचीन भारतीय कला.
9. माटे म. श्री. : प्राचीन भारतीय कला.
10. वर्णकर श्रीधर भास्कर : भारतीय धर्म व तत्वज्ञान
11. गोसावी र.रा. : पाच भक्तियोग.

12. भिडे गजानन. : प्राचीन भारतीय राजकीय व सांस्कृतिकइतिहास.
13. भिडे गजानन : प्राचीन भारतीय संस्थांचा इतिहास.
14. जोशी तर्कतीर्थ लक्ष्मणशास्त्री (संपा.) : मराठी विश्वकोश (संबंधित खंड).
15. महादेवशास्त्री जोशी (संपा.) : भारतीय संस्कृती कोश (संबंधित खंड).
16. शहा सुमतीबाई (संपा.) : पूर्णाय (जैन ज्ञानकोश.)
17. Altekar A. S. : State and Government in Ancient India.
18. Kosambi D. D. : An Introduction to the Study of Indian History.
19. Mahajan V. D. : Ancient India.
20. Mujumdar R. C. : Ancient India.
21. Possehl G. L (ed.) :Ancient City of the Indus.
22. Sankalia H. D. : Pre-history and proto-history of india and pakistan.
23. Tripathi R.S. : History of Ancient India.



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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-VI**

Vertical: DSC- X

Course Code: G03-DSC1-0618

Course Name: - History of Modern World (1871to 2000A.D.)- II

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: This course seeks to delineate some important aspects of the twentieth century world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focuses on world politics in the post-war period that saw a new type of war as manifested in the Cold War. Students will also get to know how nationalism, a core issue of 20th-century contemporary world history, triggered national liberation movements that saw the emergence of the Third World on the one hand as well as the end of the Cold War on the other-culminating in the rise of a unipolar world system.

Course Objectives:

During this course, the student is expected to:

1. understanding the contemporary world in light of it's background History.
2. State the importance of brotherhood, peace, co-operation and national security.
3. Examine peace keeping process in the modern world.

Course Outcomes:

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

1. Understand the relations between the nations in the world.
2. Analyze the streamline the role of League of Nations and UNO.
3. Understand the consequences of the World Wars and Cold War regarding the present global crises.

Unit -I Rise of Dictatorship	No. of lectures-15	Weightage:15 Marks
Unit content: A) Italy- Mussolini B) Germany – Hitler C) Turkistan- Kemal Pasha		
Unit- II Second World War	No. of lectures-15	Weightage:15 Marks
Unit content: A) Causes B) Course C) Effects		
Unit- III Cold War	No. of lectures-15	Weightage:15 Marks
Unit content: A) Meaning B) Course C) Effects		
Unit- IV United Nations	No. of lectures-15	Weightage:15 Marks
Unit content: A) Foundation, aims and objectives B) Organs C) Work of United Nations (1945 to 2000)		

List of Reference Books:

1. Marriot J. A. R. : A History of Europe.
2. Lipson. : Europe in 19th and 20th Centuries.
3. Pannikar K. M. : Asia and Western Dominance.
4. Gooch G.P. : History of Modern Europe.
5. Ketelbey C.D. : History of Modern times.
6. Hazen H.G : Modern Europe.
7. Wells H.G : The Outline of History.
8. ओतुरकर व पोतनीस : आधुनिक जगाचा इतिहास
9. शिरसीकर व.मं. : आधुनिक जगाचा इतिहास
10. कुलकर्णी व फडके. : आधुनिक युरोपचा इतिहास
11. आठवले सदाशिव. : अर्वाचीन युरोप.
12. गोरे ना.ग. : साम्राज्यशाही
14. कदम य.ना. : समकालीन आधुनिक जग
15. कदम य.ना. : विसाव्या शतकातील जगाचा इतिहास
16. गायकवाड, कदम, थोरात : आधुनिकजग भाग १ व भाग-२
17. वैद्य सुमन : आधुनिक जग



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-VI**

Vertical: DSE- A

Course Code: G03-DSE-0609

Course Name: Growth and Decline of the Maratha Power (1707 to 1818 A.D.)- II

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation and expansion of the Maratha power. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Course Objectives:

During this course, the student is expected to:

1. understand changed nature of Maratha polity during the Peshwa period.
2. examine the dynamics of Maratha Confederacy.
3. examine role of Marathas in National politics of Eighteenth Century India.
4. Analyze the forces that led to the downfall of the Maratha power.

Course Outcomes:

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

1. Understand the role played by the Marathas in the 18th century polity.
2. Identify the causes of the downfall of Maratha empire.
3. analyze the civil administration, military administration and judicial system during the Peshwa peri

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Unit -I Restoration of the Maratha Power	No. of lectures-15	Weightage:15 Marks
Unit content: A) Conflict between Peshwa Madhavrao- I and Raghunathrao B) Work of Peshwa Madhavrao -I C) Northern politics after Panipat battle, 1761		
Unit- II Period of Barbhai	No. of lectures-15	Weightage:15 Marks
Unit content: A) Assassination of Narayanrao and Barbhai council B) First Anglo - Maratha war C) Relation with Mysore and Nizam state in Period of Barbhai		
Unit- III Decline of the Maratha power	No. of lectures-15	Weightage:15 Marks
Unit content: A) Peshwa Bajirao - II B) Second Anglo - Maratha war and Third Anglo - Maratha war C) Causes of Downfall of the Maratha power		
Unit- IV Administrative system during the Peshwa period	No. of lectures-15	Weightage:15 Marks
Unit content: A) Civil Administration B) Military system C) Judicial system		

List of Reference Books:

1. Dighe V.G.: Peshwa Bajirao - I and Maratha Expansion, Karnataka Pub., House, Bombay, 1944.
2. Grant Duff: Histroy of the Marathas Vol - I, Oxford University Press, London, 1921.
3. Kishor Brij: Tarabai and Her Time, Asia Publishing House, Bombay, 1963.
4. Kulkarni A.R.: The Marathas, New Delhi, 1996.
5. Patil Shalini: Maharani Tarabai of Kolhapur, S. Chand and Company, New Delhi.
6. Sardesai G.S.: New History of Maratha Vol. - I, II & III
7. Sarkar Jadunath: Fall of Mughal Empire, Calcutta, 1949.
8. Sinha H.N.: Rise of the Peshwas, Vol. I, Indian Press, Allahabad, 1931.
9. Srinivasan C.K.: Bajirao the First the Great Peshwa, Asia Pub. House, 1961.
10. कुलकर्णी अ.रा., खरे ग.ह. (संपा): मराठ्यांचा इतिहास खंड २ व ३, कॉन्टिनेन्टल प्रकाशन, २०१०.
11. खोबरेकर वि.गो. : महाराष्ट्राचा इतिहास मराठा कालखंड भाग २, म.रा. सा स सं. मं. मुंबई, २००६.
12. देसाई स.शं. : मराठ्यांच्या इतिहासाची साधने, पोतुर्गीज दफ्तर, खंड-२, म.रा.सा.सं.मं. मुंबई, १९७४.
13. पगडी सेतुमाधवराम हिंदवी स्वराज्य आणि मोगल, व्हिनस प्रकाशन, पुणे १९६६.
14. पवार आप्पासाहेब (संपा.): ताराबाईकालीन कागदपत्रे, शिवाजी विद्यापीठ, कोल्हापूर.
15. पवार जयसिंगराव मराठी साम्राज्याचा उदय आणि अस्त, मेहता पब्लिशिंग, पुणे.
16. पवार जयसिंगराव महाराणी ताराबाई, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर.
17. शेजवलकर टी.एस. पानीपत १७६१, राजहंस प्रकाशन, पुणे
18. शेजवलकर टी. एस. निजाम पेशवे संबंध १८ वे शतक, पुणे विद्यापीठ, पुणे.
19. सरदेसाई गो. स.: मराठी रियासत, खंड ३ तो ८, पॉप्युलर प्रकाशन, मुंबई.
20. सरदेसाई गो. स. : ब्रिटीश रियासत, खंड १ व २ पॉप्युलर प्रकाशन, मुंबई.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-VI**

Vertical: DSE- B

Course Code: G03-DSE-0609

Course Name: - History of Mughal India (1526 to 1707 A.D.)- II

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: This course covers the important period of Indian History that is medieval period. The Mughal Empire ruled large parts of the Indian subcontinent from the early 16th to mid-19th centuries. This paper is designed to provide the students with a firm basis for the understanding of the period 1526-1707. By discussing the nature of the social, political and religious foundations of Mughal India as a dynamic process, the student will acquire multifaceted understanding of the factor that shaped state and society in the Mughal period and that were carried into the later colonial state. In this course political, social, economic and cultural aspects of Mughal Empire (1526-1707) put forth to study.

Course Objectives:

During this course, the student is expected to:

1. learn the Mughal ruler and incidents regarding Deccan policies and examine the causes of the decline of the Mughal empire
2. understand basic components of the Medieval administrative system.
3. Introduce historical monuments and places in India.

Course Outcomes:

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

1. Analyze the impact of various Mughal rulers on Indian polity and society.
2. examine social, economic and religious condition in Medieval period
3. Understand the growth, features of mediaeval Indian art and architecture.

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Unit -I Jahangir and Shahajahan	No. of lectures-15	Weightage:15 Marks
Unit content A) Life and work of Jahangir B) Life and work of Shahajahan		
Unit- II Aurangzeb	No. of lectures-15	Weightage:15 Marks
Unit content: A) Early Life of Aurangzeb B) Northern and Deccan policy of Aurangzeb C) Evaluation of Aurangzeb		
Unit- III Administrative System of Mughal Empire	No. of lectures-15	Weightage:15 Marks
Unit content: A) Administrative System of Shershaha B) Administrative System of Akbar		
Unit- IV Architecture in Mughal Period	No. of lectures-15	Weightage:15 Marks
Unit content: A) Period of Babar, Humayun and Shershaha B) Period of Akbar and Jahangir C) Period of Shahajahan and Aurangzeb		

List of Reference Books:

1. Choudhari M.I.: The State and Religion In Mughal India
2. Habib Irfan Akbar and His India
3. Lane poole: Aurangzeb
4. Moreland W.H.: From Akbar to Aurangzeb
5. Mujumdar R.C.: The History and Culture of Indian people Vol.III
6. Richards J.F. (ed): The Mughal Empire Power, Administration & in Mughal India (The Imperial Momentary System of Mughal India)
7. Sharma R.S.: The Religious Policy of the Mughal Emperor
8. Sarkar J.: A Short History of Aurangzeb
9. चौबळ ज. श्री (अनु.): असे होते मोगल
10. दिवेकर ह. रा (अनु.) बाबराची स्मृतीचित्रे, साहित्य अकादमी नवी दिल्ली, १९९६
11. ढवळे व बारगळ : मध्ययुगीन भारत (इ.स. १२०६ ते १७६१)
12. पगडी सेतु माधवराव : भारतीय मुसलमान शोध व बोध
13. महाजन व्ही. डी. : मध्यकालीन भारत (इ.स. १००० ते १७६१)
14. कोलारकर शं.भो. : मध्ययुगीन भारत
15. पगडी सेतु माधवराव : मोगल मराठे संबंध, औरंगजेब दरबाराची बातमीपत्रे खंड-३.



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UNIVERSITY, SOLAPUR**

**B.A.-III History
Semester-VI**

Vertical: Minor-VI

Course Code: G03-DSC2-0609

Course Name: Applied History -II

***Teaching Scheme**

Lectures: 04 Hours/week

Total Lecture-60

Credits-04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Applied history involves the practical application of historical knowledge, methods, and perspectives to address contemporary issues and challenges. It seeks to utilize insights from the past to inform and guide present-day decision-making, policy formulation, and problem-solving across various fields, including governance, diplomacy, business, and public administration. By drawing on historical precedents, case studies, and analyses, applied history offers valuable context, perspective, and lessons that can inform strategic planning, conflict resolution, and the development of effective solutions to complex societal, economic, and political issues. Furthermore, it encourages the interdisciplinary engagement of historians with practitioners and decision-makers in diverse professional domains to apply historical insights in practical contexts. Overall, applied history leverages the depth of historical knowledge and research to inform contemporary endeavors and enhance informed decision-making in a wide range of practical settings.

Course Objectives:

During this course, the student is expected to:

1. To study the Mass Media and History.
2. To the study Museum and History.
3. To study the Archaeology and Historical Research.
4. To the study of Archives and Historical Research.

Course Outcomes:

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

1. Grasp the details of meaning and types of media.
2. Analyze and compare the professional opportunities in the Museums.
- 3 Understand the issues in mass media and electronic media.
4. Student will able to identify the Historical research in Archives and Archaeology.

Unit- I	Mass Media and History	No. of lect.-15	Weightage:15 Marks
Unit contents: A) Meaning and types of Media. B) Rise and development of print Media C) Rise and development of Electronic Media.			
Unit- II	Museum and History	No. of lect.-15	Weightage:15 Marks
Unit content: A) Meaning, definition and importance of Museums. B) Rise and development museums in India. C) Opportunities in museums.			
Unit- III	Tourism and History	No. of lect.-15	Weightage:15 Marks
Unit content: A) Meaning and Definition of Tourism B) Nature and Scope of Tourism C) Types of Tourism			
Unit- IV	Applied History and Our Present	No. of lect.- 15	Weightage:15 Marks
Unit content: A) Management of Cultural Heritage B) Management of Natural Heritage C) Affiliated Professional fields of Applied History			

List of Reference Books:

- 1) Chris Cooper and Fletcher, Tourism: Principles and Practices.
- 2) S. Wahab, Tourism Marketing.
- 3) James W. Morrison, Travel Agent and Tourism.
- 4) John Bakewell, The Complete Traveler,
- 5) Edward D. Mill's, Design for Holiday's and Tourism.
- 6) A. K. Bhatia, Tourism: Principles.
- 7) Douglas Pierce, Tourism Today: A Geographical Analysis.
- 8) Mujumdar R. C. (Gen. Ed.) for Arts Architecture Culture, Mumbai, 1988
- 9) Bhatia A, Tourism in Indian history & development, Delhi, 1978
- 10) Davide T Herbert (ed), Heritage Tourism & society, Maunsell.
- 11) Agarwal Rajesh K & Nangia Sudesh, Economic & Employment potential of archaeological monuments in India. New Delhi 1974
- 12) Nagar S. L., Protection, Conservation & preservation of India's monuments.1998.
- 13) Chainani. S., Heritage conservation, legislative and organizational policies for India. New Delhi: INTACH. 2007
- 14) UNESCO World Heritage website:
- 15) Convention Concerning the Protection of the World Cultural & Natural Heritage.
- 16) Patil Sulochana, Applied History, Atharv Publication, Jalgaon.
- 17) Shirsat Dipak & Deshmukh Prashant, Upayojit Itihas, Atharv Publication, Jalgaon.
- 18) Shende Nishant, Upayojit Itihas, Atharv Publication, Jalgaon.
- 19) Shende Nishant, Bharat Pravasaani Paryatan, Atharv Publication, Jalgaon.



**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

B. A.- III History

Semester-VI

Vertical: VSC - IV

Course Code: G03-VSC-0609

Paper Name: Introduction to Museum and Museology

Teaching Scheme

Lectures:02 Hours/week,

Total Lectures -30

Credits-02

Examination Scheme

UA:30 Marks

CA: 20 Marks

Course Preamble:

Museums play a vital role in preserving cultural heritage, history, art, and scientific knowledge for present and future generations. They act as centers of education, research, and public engagement. The course Introduction to Museum is designed to provide undergraduate students with a foundational understanding of museums, their origin, development, types, and functions. It introduces students to basic museum practices such as collection, documentation, conservation, and exhibition, thereby creating awareness of museum studies as an academic discipline and professional field.

Course Objectives:

During this course, the student is expected to:

- 1) To introduce students to the concept, meaning, and evolution of museums.
- 2) To familiarize students with different types of museums and their social role.
- 3) To develop basic understanding of museum management and organization.
- 4) To provide knowledge about museum collections, conservation, and exhibition methods.

Course Outcomes:

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

- 1) Explain the meaning, scope, and importance of museums.
- 2) Identify various types of museums and their functions.
- 3) Understand basic principles of museum management and documentation.
- 4) Appreciate museums as institutions of education, culture, and heritage preservation.

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Unit-1- Introduction to Museums	No. of lectures-15	Weightage: 15 Marks
Unit Content : A) Meaning, definition and scope of museums B) Historical development of museums C) Importance of museums		
Unit -2 Types and Functions of Museums	No. of lectures-15	Weightage:15 Marks
Unit Content : A) Types of museums: Art, Archaeological, Historical, B) Role of Curator & Functions of museums C) Museums - i) Chhatrapati Shivaji Maharaj Museum, Mumbai ii) Town Hall Museum, Kolhapur iii) Raja Dinkar Kelkar Museum, Pune		

List of Reference Books	
1	Ambrose, Timothy, and Crispin Paine. Museum Basics. 3rd ed., Routledge, 2018.
2	Alexander, Edward P., and Mary Alexander. Museums in Motion: An Introduction to the History and Functions of Museums. 2nd ed., Rowman & Littlefield, 2015.
3	Burcaw, G. Ellis. Introduction to Museum Work. 3rd ed., AltaMira Press, 1997.
4	Lord, Barry, and Gail Dexter Lord. The Manual of Museum Management. 2nd ed., Rowman & Littlefield, 2009.
5	Weil, Stephen E. Making Museums Matter. Smithsonian Institution Press, 2002.
6	Burdhan Anand, Colonial Museum: An Inner History, Research India Press, Delhi, 1917
7	Dwivedi V.P.. Museums and Museology: New Horizons, Agam Kala Prakashan
8	Vergo Peter, New Museology, Reaction books, 1997
9	कुलकर्णी, शंकर. संग्रहालयशास्त्र : संकल्पना आणि कार्य. श्रीविद्या प्रकाशन, पुणे, 2015.
10	पाटील, अरुण. भारतीय संग्रहालये : इतिहास आणि विकास. मेहता पब्लिशिंग हाऊस, पुणे, 2012.
11	देशमुख, अनिल. संग्रहालय आणि सांस्कृतिक वारसा. ग्रंथाली प्रकाशन, मुंबई, 2016.
12	जाधव, संजय. संग्रहालय व्यवस्थापन आणि प्रशासन. कॉन्टिनेंटल प्रकाशन, पुणे, 2018.
13	कांबळे, रामदास. सांस्कृतिक अध्ययन आणि संग्रहालये. शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, 2014.
14	शिंदे, राजेंद्र. संग्रहालयशास्त्राची ओळख. लोकवाङ्मय गृह, मुंबई, 2011.
15	भोळे, मंगेश. भारतीय कला आणि संग्रहालये. डायमंड पब्लिकेशन्स, पुणे, 2013.
18	देशमुख प्रशांत, शिरसाट दीपक, उपयोजित इतिहास, प्रशांत पब्लिकेशन, जळगाव-
19	कुलकर्णी, शंकर. संग्रहालयशास्त्र : संकल्पना आणि कार्य. श्रीविद्या प्रकाशन, पुणे, 2015.



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
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**B.A.-III History
Semester-VI**

Vertical: OJT

Course Code: G03-OJT-0601

Course Name: - On Job Training

***Teaching Scheme
Total - 120 Hours
Credits- 04**

***Examination Scheme
OJT Completed
100 Marks**

As per Guidelines Faculty of Humanities PAHSUS

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EQUIVALENT SUBJECTS FOR OLD SYLLABUS
Name of the Course: - B.A. Part-III History (Semester-V & VI)
W.e.f. 2026 - 27

Sr. No.	Paper No. & Name of the Old Paper	Paper No. & Name of the New Paper
1	VII & XII History of Ancient India	DSC VII & IX History of Ancient India
2	VIII & XIII History of Mughal India	DSE B History of Mughal India
3	IX & XIV Growth and Decline of the Maratha Power	DSE A Growth and Decline of the Maratha Power
4	X & XV History of Modern World	DSC History of Modern World
5	XI & XVI Historical Sources, Research and Places	

Evaluation Pattern - 04 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

Evaluation Pattern- 02 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

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Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit wise Weightage distribution.

College Level Assessment (CA) Activities:

*Home Assignment / Unit test / Oral test / Seminar / Field work / Study tour report / Case Study etc.
Choice of Subject Teacher.

Nature of Question Paper Pattern: - 04 Credits Paper

As per NEP-2020 Structure for UG Course

W.e.f.-2026-27

Time-2.30

Marks-60

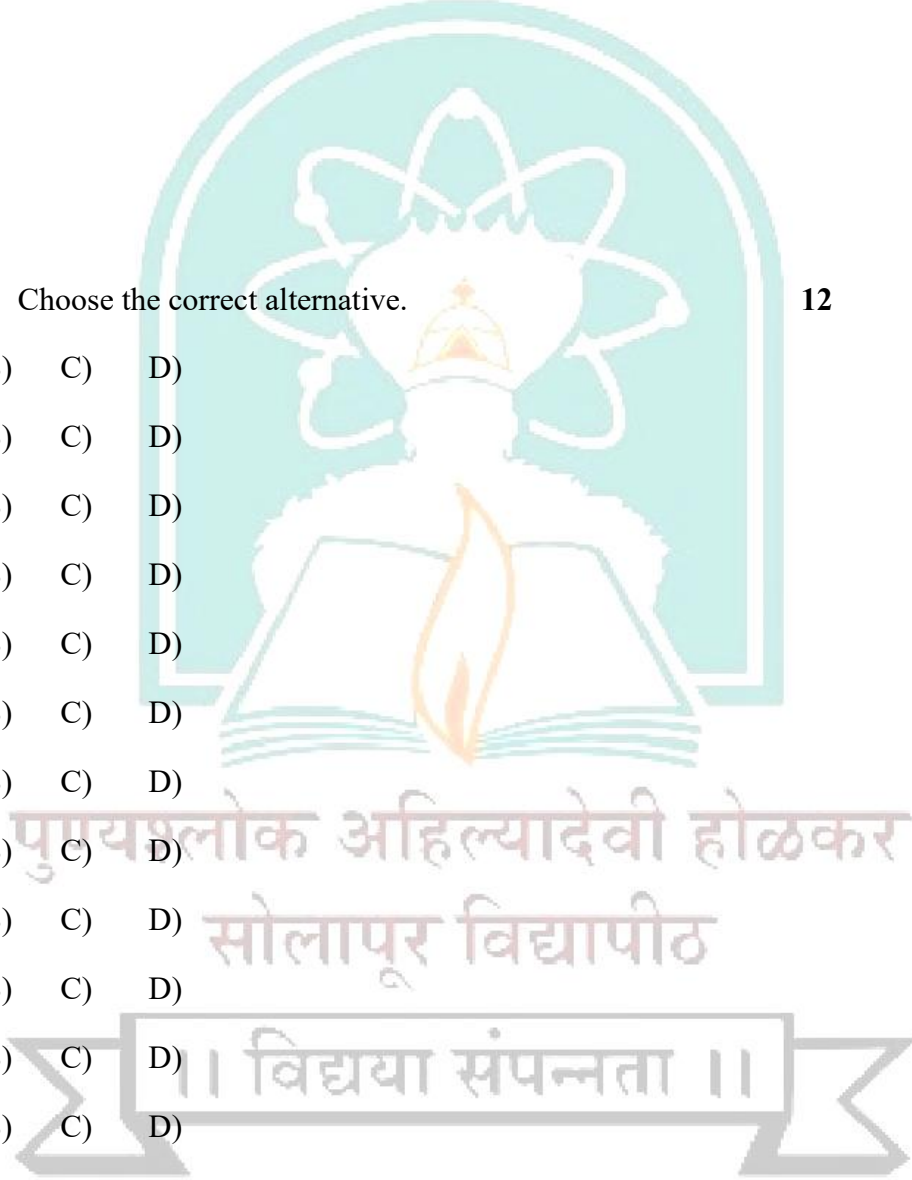
Instruction:

- 1)
- 2)

Question No. 1 Choose the correct alternative.

12

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)
- 7) A) B) C) D)
- 8) A) B) C) D)
- 9) A) B) C) D)
- 10) A) B) C) D)
- 11) A) B) C) D)
- 12) A) B) C) D)



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Question No. 2 Write short answers (Any four)

12

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Question No.3 Write short answers (Any Two)

12

- 1)
- 2)
- 3)
- 4)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

- 1)
- 2)

Question No. 5 Write the details answer (Broad answer type question)

12

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Nature of Question Paper Pattern: - 02 Credits Paper

As per NEP-2020 Structure for UG Course

W.e.f.-2026-27

Time-1.30

Marks-30

Instruction:

- 1)
- 2)

Question No. 1 Choose the correct alternative.

06

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)

Question No. 2 Write short answers (Any Two)

06

- 1)
- 2)
- 3)
- 4)

Question No. 3 Write short answers / Short note.

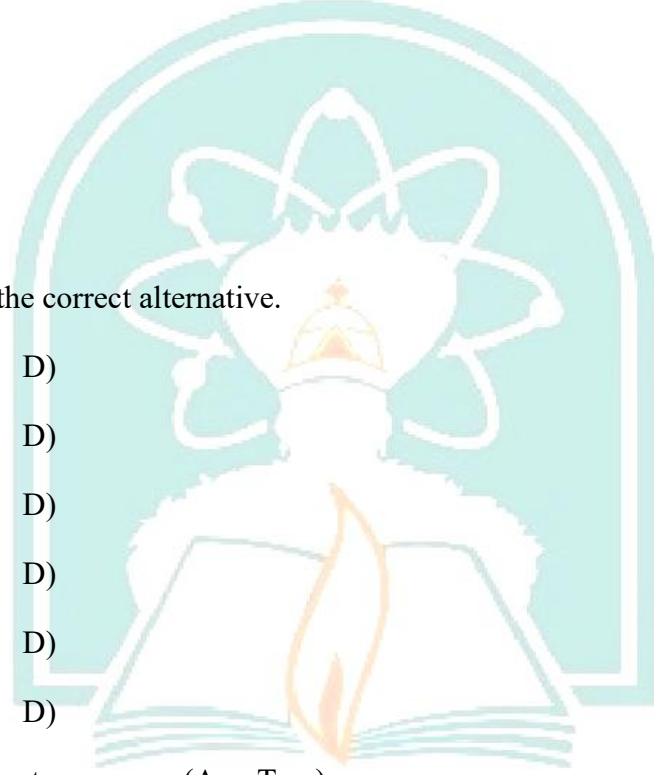
06

- 1)

Question No.4 Write the detail answer (Broad answer type question) (Any one).

12

- 1)
- 2)



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