



The Kelkar Education Trust's

**Vinayak Ganesh Vaze College of Arts, Science & Commerce (Autonomous)**

Mithagar Road, Mulund East, Mumbai-400081, India

**College with Potential for Excellence**

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**Syllabus for B.A Second Year Programme**

**History**

Syllabus as per Choice Based Credit System (NEP-2020)

**(June 2024 Onwards)**

**Board of Studies in History**

**V. G. Vaze College of Arts, Science and Commerce (Autonomous)**

**Submitted by**

**Department of History**

**Vinayak Ganesh Vaze College of Arts, Science and Commerce  
(Autonomous)**

Mithagar Road, Mulund (East) Mumbai-400081. Maharashtra, India.

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❖ Syllabus as per Choice Based Credit System (NEP 2020)

Syllabus Approved

Subject: **BA**

	No. Heading	Particulars
1	Title of Programme	<b>Second Year B.A. History:</b> <b>Semester III and IV</b>
2	Eligibility for Admission	The First Year B.A. examination of this university with History as a Major or Minor subject or any other university recognized as equivalent thereto.
3	Passing marks	Minimum D Grade or equivalent minimum marks for passing at the Graduation level.
4	Ordinances/Regulations (if any)	---
5	No. of Years/Semesters	One year/Two semester
6	Level	U.G. Part-I : Level- 2.1
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic year	2024-2025

Date: .....

Signature: .....

BOS Chairperson: .....

**The Detailed Semester and Course Wise Syllabus as follows:**

The total minimum credits required for completing the B.A in History is **00**

<b>SEMESTER – III</b>					
<b>Code</b>	<b>Course of Study - Major</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
	Course 1 Cr. 4: History of Medieval India I (1000 CE to 1526 CE)	4	-	-	4
	<b>MINOR Credits 4</b>				
	Course 1 Cr. 4: Milestones in World History I (1300 CE -1914 CE)	4	-	-	4
	<b>VSC Credits 2</b>				
	Course 1 Cr. 2: Research Methodology in History I	1	-	2	3
	<b>FP Credits 2</b>				
	Course 1 Cr. 2:Practical	-	-	2	2
<b>Total</b>		<b>09</b>	<b>-</b>	<b>04</b>	<b>13</b>
<b>SEMESTER – VI</b>					
<b>Code</b>	<b>Course of Study - Major</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
	Course 1 Cr. 4: History of Medieval India II (1525 CE to 1707 CE)	4	-	-	4
	<b>MINOR Credits 4</b>				
	Course 1 Cr. 2: Milestones in World History II (1914 CE to 1945 CE)	4	-	-	4
	<b>VSC Credits 2</b>				
	Course 1 Cr. 2: Research Methodology in History II	1	-	2	3
	<b>FP Credits 2</b>				
	Course 1 Cr. 2:Practical	-	-	2	2
<b>Total</b>		<b>09</b>	<b>-</b>	<b>4</b>	<b>13</b>

MAJOR		MINOR	VSC	OJT / FP
Mandatory*	Electives Any one			
For History				
<b>Credits 4</b> Course 1 Cr. 4: History of Medieval India I (1000 CE to 1526 CE)	NA	<b>Credits 4</b> Course 1: Cr. 4: Milestones in the World History (1300 CE to 1914 CE)	<b>Credits 2</b> Research Methodology in History I	<b>Credits 2</b>
For History				
<b>Credits 4</b> Course 1 Cr. 4: History of Medieval India II (1526 CE to 1707 CE)	NA	<b>Credits 4</b> Course 1: Cr. 4: Milestones in the World History (1914 CE to 1945 CE)	<b>Credits 2</b> Research Methodology in History II	<b>Credits 2</b>
08	00	08	04	04

## Programme Outcomes

Upon successful completion of the B.A. (History) course from Vaze College affiliated to Mumbai University, graduates can expect the following outcomes:

<b>PO1</b>	Exhibit a deep understanding of the core concepts and theories in their respective discipline (Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO2</b>	Demonstrate the ability to analyse complex issues, think critically, and solve problems in their respective fields ((Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO3</b>	Show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
<b>PO4</b>	Recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations.
<b>PO5</b>	Effectively communicate their ideas and findings in both written and oral forms, demonstrating proficiency in academic and professional communication.

## Programme Specific Outcomes

<b>PSO1</b>	Describe, understand, and classify various source materials available for the study of the different periods of history; Indian and Foreign
<b>PSO2</b>	Comment on the social, political, educational, religious, cultural and economic developments of different dynasties that ruled India, critique Landmark events in world history and understand their causes and impact.
<b>PSO3</b>	Acquire sensitivity to the environment, discernment to cultural heritage And concern for the underprivileged.
<b>PSO4</b>	Analyse and demonstrate their knowledge about the significance of source materials, explain the methods of data collection and analysis, present research reports and apply the skills of research methodology, archaeology, heritage tourism, archival sciences, numismatics, and library management Towards employability.
<b>PSO5</b>	Critically evaluate the knowledge acquired, apply the information in assignments and presentations and express lessons learnt, at examinations and job interviews. Examine the lessons learnt from the past judiciously to establish a connect with current situations and commit to norms and ethical guidelines of regulatory bodies.

\*\*\*\*\* **Note:** Students are allowed to select one elective out of two electives given in curriculum

**Proposed Draft Syllabus for FYBA History Semester I & II**  
**(History Specialization)**  
**Choice Based Credit System (NEP 2020)**  
**(Implemented from the academic year, 2023-2024)**

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**Semester – III**

**Major**

**Course Code: VAHS200**

**Credits: 4**

**History of Medieval India I (1000 CE to 1526 CE)**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To get acquainted with the sources of medieval Indian history, understand the conditions prevalent in India on the eve of the Turkish invasion; and examine the historical events that led to the foundation of Delhi Sultanate.
2.	To trace the foundation, expansion and consolidation of the Delhi Sultanate under Slave dynasty, the Khaljis and Tughlaqs; to study the administrative and judicial system and the revenue and military reforms; to analyse the downfall of the Delhi Sultanate under the Sayyids and Lodhis. To review the Party System in India.
3.	To review the rise and downfall of the Vijayanagar Kingdom and the Bahmani Kingdom; to examine the cultural conditions in the Vijayanagar Empire and Bahmani kingdoms.
4.	To evaluate socio-economic and cultural conditions; growth of art and architecture during the period under study.

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	To identify various sources of medieval Indian History; to describe the geopolitical and socio-economic conditions prevalent in India on the eve of the Turkish invasion;
<b>CO2</b>	To recall the process of the foundation of the Delhi Sultanate and enumerate the major achievements of the Slave Dynasty; to review the expansion and decline of the Delhi Sultanate under the Khilji, Tughlaq, Sayyid and Lodi dynasties, examine the administrative system of the Delhi Sultanate and the economic, military and judicial reforms during the Sultanate period.
<b>CO3</b>	Explain the political developments in Deccan and South India, narrate the salient developments in the Vijayanagar and Bahamani Kingdoms and describe the relations between them.
<b>CO4</b>	To assess the socio-economic life, education system, literary achievements, religious institutions and growth of the art and architecture in India during the period under study; to recognise and describe the political and economic developments during the Medieval period of Indian history in the form of answers, apply knowledge acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present

## **COURSE CONTENT**

<b>Unit</b>	<b>Contents</b>	<b>No. of lectures</b>
<b>Unit I</b>	<b>India on the eve of the Turkish invasion (11<sup>th</sup> Century)</b> a) Sources of Delhi Sultanate, Vijayanagar Empire and Bahmani Kingdom b) Socio-economic and political conditions of India c) Early Turkish invasions- Mahmud Gazni and Mohammad Ghori	<b>15</b>
<b>Unit II</b>	<b>FoundationConsolidation, Expansion and Administration of the Delhi Sultanate</b> a) Slave dynasty and Khilji dynasty b) Tughluq, Sayyid and Lodi c) Central Administration and Iqta system	<b>15</b>

<b>Unit III</b>	<b>Deccan and South India</b> a) Vijayanagar Empire b) Bahmani Kingdoms c) Art & Architecture of Vijayanagar Empire and Bahmani Kingdom	<b>15</b>
<b>Unit IV</b>	<b>Society, Economy and Cultural life</b> a) Socio-economic and religious life b) Education and Literature C) Art and Architecture	<b>15</b>
<b>Total No. of Lectures</b>		<b>60</b>

### Reference Books:

1. Athar Ali, The Mughal Nobility under Aurangzeb, Asia Publishing House, Aligarh Muslim University, 1966.
2. Aziz Abdul, The Mansabdari System and the Mughal Army; Lahore, 1945.
3. Banerjee A. C. New History of Medieval India, S. Chand & Company, New Delhi, 1990.
4. Basham, A.L., The Wonder That Was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims, Rupa and Co. New Delhi, 1996.
5. Bhattacharya N. N., Medieval Bhakti Movement in India, South Asia Books, Columbai, 1990.
6. Bhatia, A. K, Tourism in India – History and Development, Sterling Publication, New Delhi, 1981.
7. Brown Percy, Indian Architecture (Islamic Period), Taraporvala And Sons Bombay, 1954.
8. Burton Stein, New Cambridge History of India: Vijayanagara, Cambridge University Press, New Delhi, 1993.
9. Burton, Stein: Peasant State and Society in Medieval South India; Oxford Paperback, New Delhi 1980.
10. Chopra P.N. Some Aspects of Society and Culture in the Mughal Age (1526-1707, IInd , edi., Shivlal Agrawal and Co. Ltd, Agra, 1963.
11. Habib Irfan, The Agrarian Systems of Mughal India (1526-1707), Bombay Asra Publication House, 1957.
12. Iswari Prasad, History of Medieval India, The Indian Press Ltd, Allahabad, 1952.
13. Lane Pool, Stanley, Life and Culture in Medieval India, Kamal Prakashan, Indore, 1978.
14. Mahajan V.D., History of Medieval India, S. Chand & Company, New Delhi, 1992.
15. Mahalingam T. V., Administration and Social Life under Vijayanagar; University of Madras, 1975.
16. Majumdar R.C., The History and Culture of Indian People, Vol. IV, The Delhi Sultanate, Bombay, 1967, Vol Vii, 1987.
17. Sarkar Jadunath, Shivaji and his Times, IInd ed., Longman, Green & Co, London, 1920.
18. Sharma S.R., Mughal Government and Administration, Hind Kitab, Bombay, 1951. Sharma S.R., Mughal Empire in India, Karnataka Printing Press, Bombay, 1934.
19. Shrivastava A.L., The Sultanate of Delhi (711 A.D – 1526), 5th ed, Shiv Lal Agrawala, Agra, 1966.
20. Shrivastava M.P., Society and Culture in Medieval India (1206 A.D. 17007 A. D., Chugh Publishers, Allahabad, 1975.
21. Siddiqui, N. A., Land Revenue Administration under the Mughals (1700- 1750) Asia Publishing House, Mumbai, 1972.
22. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century, Pearson Longman, New Delhi, 2009.
23. Sreenivasa Murthy H.V., Ramkrishna R. History of Karnataka, S. Chand & Company, New Delhi, 2009.



**Semester – III**

**MAJOR II/Minor**

**Course Code: VAHS201/VAHS202**

**Credits: 4**

**Milestones in World History I (1300 CE to 1914 CE)**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To comprehend the forces that helped in the modernization of Europe.
2.	To trace the process of industrialization of England and Europe and understand its consequences .
3.	. To review the expansion of European power over Asia and Africa.
4.	. To discuss and describe the growth of nationalism and study its manifestations.
5.	To critique the impact of the developments in Europe on the world.

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	To describe the Renaissance, explain the various Geographical Discoveries and argue the split in the Roman Catholic Church.
<b>CO2</b>	To recall the landmark revolutions in Europe, identify reasons for the collapse of absolutism and analyze the impact of each revolution.

<b>CO3</b>	To recognize the reasons for the Industrial Revolution, compare it with the other landmark revolutions
<b>CO4</b>	Integrate Imperialism with Industrialization and assess and argue its impact on the Imperialists and Imperialized; disseminate knowledge about landmark world events, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present situations and be in a position to evaluate the value of information acquired.

## **COURSE CONTENT**

<b>Unit</b>	<b>Contents</b>	<b>No. of lectures</b>
<b>Unit I</b>	<b>The Emergence of a Modern Europe</b> (a) Renaissance: Meaning, Causes & Features (b) Renaissance Art, Architecture, Sculpture, Science and Literature (c) Reformation: Causes & Martin Luther	<b>15</b>
<b>Unit II</b>	<b>Revolutions and the collapse of Absolutism</b> (a) The American War of Independence (b) The Revolution in France (c) Napoleon	<b>15</b>
<b>Unit III</b>	<b>Industrial Revolution</b> (a) Causes of the Industrial Revolution (b) Important Inventions and Discoveries (c) Significance of the Industrial Revolution	<b>15</b>
<b>Unit IV</b>	<b>Imperialism</b> (a) Causes of Imperialism (b) Techniques of Imperialism (c) Consequences of Imperialism: Political, SocioCultural, Economic	<b>15</b>

**Reference Books:**

1. Bennis F.L. European History since 1870, Appleton Century Gofts, New York, 1950.
2. Carrie Albercht R.A., Diplomatic History of European since the Congress of Vienna, Harper, New York, 1958.
3. Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Response, 1830-1975, Sixth Edition, Prentice Hall, 1966.
4. Cornwell, R.D, World History in the Twentieth Century, Addison-Wesley Longman Ltd, 1981.
5. Ergang, Robert, From Renaissance to Waterloo, Third Edition, Heath, 1966.
6. Fay S.B., Origins of the World War 1930, New York- Second Ed. New York Free Press 1999.
7. Fergusson, W and Brunn, G, A Survey of European Civilization, 3rd edition, Houghton and Co. 1958.
8. Fisher S. N., The Middle East: A History, Rontiedgy & Kegan Paw, 1971.
9. Grant and Temperley, Europe in 19th& 20thCenturies 1940.5 th Ed.,Longman New York
10. Hayes, C, Moon, T.P and Wayland, J.W, World History, 3nd Revised ed. The Mac Millan Co., 1950.
11. Hobsbawm, Eric, Age of Extremes: The Short Twentieth Century 1914- 1991, Viking, Penguin Books, 1995.
12. Immanual C.Y.,The Rise of Modern China OUP, New York 1975.
13. Keylor, William, The Twentieth Century World and Beyond: International History Since 1900, Oxford University Press, 2006.
14. Kennedy MA, A Short History of Japan North American Library Press 1965.
15. Kirk S.E., A Short History of the Middle East, New York 1959.
16. Lenczowski G, The Middle East in world Affairs, Cornell University Press, 1971.
17. Lipson E., Europe in the 19th20th Centuries – 1916 A.H.Black, London.
18. Lowe, Norman, Mastering World History, Macmillan Education Ltd., 1985
19. Jain Hukumchand and Krishna Mathur, Adhunik Jagacha Itihas, K Sagar Publication ,Pune 2006.
20. Kadam, Y.N.Visavya Shatkalin Jagacha Itihas,Phadke Prakashan, Kolhapur, 2005.
21. Kulkarni A.R. and Deshpande, Adhunik Jagacha Itihas, Vol. I and II, Snehvardhan Publishing House, Pune, 1996.
22. Sakure Vijayaand Anil Kathare, Jagtik Itihasatil Stithantre, ChinmeyPrakasan, Aurangabad, 2011.
23. Udgaokar M. N. and Ganesh Raut, Adhunik Jag, Diamond Publication,

**Semester – III**

**VSEC**

**Course Code: VAHS203**

**Credits: 4**

**Research Methodology in History I**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To comprehend the meaning of and sources for history writing and understand how the varied source materials are classified.
2.	To know the different methods of data collection in social science research, to know interview types, grasp techniques of observation and also identifying the tools for the collection of data.

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	Define Sources and describe the variety of sources students of history can avail of for the writing of history, classify source material and learn to corroborate source material.
<b>CO2</b>	Appraise and Assess the appropriateness of methods for data collection as well as identify correct tools for the same.

## COURSE CONTENT

Unit	Contents	No. of lectures
Unit I	<b>Nature and Scope of Research of Social Science Research</b>  a) Meaning, Objectives and Scope of Social Science Research; Types of Research b) Sources: Meaning and Classification c) Preliminary Steps in Research: Literature Review, Selecting a Topic, Hypothesis	15
Unit II	<b>Methods and Tools of Data Collection</b>  a) Survey and Case Study b) Interview Method and Observation Method c) Constructing Questionnaires, Interview Schedules and Observationnaires	15
<b>Total No. of Lectures</b>		<b>30</b>

### Reference Books:

- 1) Acton, H. B. “*Comte’s Positivism and the Science of Society in Philosophy*”, (Vol. 26, October, 1951).
- 2) Agarwal, R. S., *Important Guidelines on Research Methodology*, Delhi, 1983.
- 3) Ali Sheikh, *History: Its Theory and Method*, Macmillan India Ltd., Madras 1978.
- 4) Ayer, A. J. *Foundations of Empirical Knowledge* Macmillan Co., London, 1961.
- 5) Barzun, Jacques, Graff, Henry F. *The Modern Researcher*, Third Edition, New York, 1977.
- 6) Bloch, Marc, *The Historian’s Craft*, Trans. Peter Putnam Manchester University Press, Manchester, 1954.
- 7) Bloch, March, *The Historian’s Craft*, Trans. Sarah Mathews, Weidenfeld & Nicholson, London, 1980.
- 8) C. Behan McCullough, *Justifying Historical Description*, Cambridge University Press, New York, 1984. Cambridge, 1991.
- 9) Cannon John, ed. 1980. *The Historian at Work*, London, George Allen and Unwin
- 10) Carr, E. H. *What is History?* Macmillan, London: 1964. Chattopadhyaya, Debiprasad (ed.) *History and Society*, Calcutta, 1978.

- 11) Clark, G. Kitson, *Guide for Research Students Working on Historical Subjects*, OUP, Cambridge, 1972.
- 12) Collingwood, R. G. *The Idea of History*, Oxford University Press. Oxford 1978.
- 13) Collingwood, R. G. *The Idea of History*, Ed. T. M. Knox (Oxford University Press, London, 1973.
- 14) Conal Furay & Michael J. Salevouris, *The Methods and Skills of History A Practical Guide*. Third Edition. Wheeling,: Harlan Davidson, Inc., Illinois, 2010.
- 15) Dasgupta, Sugata, *Methodology of Social Science Research*, New Delhi, Impex India, 1967
- 16) Devahuti (ed.), *Problems of Indian Historiography*, Delhi, 1979.
- 17) Diltthey W, H. P. Rickman,, *Meaning in History*, (ed) George Allen &Unwin Ltd., London, 1961.
- 18) Dobрева, Milena and Ivacs Gabriella, *Digital Archives: Management, Use and Access*, Facet Publishing, London, 2015

**Semester – IV**

**Major**

**Course Code: VAHS250**

**Credits: 4**

**History of Medieval India II (1526 CE to 1707 CE)**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To get acquainted with the sources of the Mughal dynasty, and examine the historical events that led to the foundation of the Mughal dynasty with special reference to Babur, Humayun.
2.	To discuss the expansion and consolidation of the Mughal Empire up to 1707; to trace the expansion and consolidation of the Mughal rulers, to trace the contribution of Mughal princesses
3.	To study the administrative, judicial, revenue and military reforms during the Mughal period.
4.	To evaluate the changes in socio-economic and cultural life during the Mughal era; To discuss the unique features of political institutions, social and economic conditions and cultural evolution during this period.

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	To identify various sources of the Mughal dynasty; to describe the geopolitical and socio-economic conditions prevalent in India on the eve of the foundation of the Mughal empire.
<b>CO2</b>	To review the expansion and consolidation of the Mughal Empire up to 1707; to trace the expansion and consolidation of the Mughal rulers, to trace the contribution of Mughal princesses
<b>CO3</b>	Analyse the administrative, revenue, judicial and military reforms under the Mughals.

<b>CO4</b>	Narrate the significance of social, political, socio-economic history of medieval India (1526 to 1707), articulate lessons learnt in the form of answers, communicate the information acquired into assignments and presentations, examine critically what they have learnt, and be in a position to evaluate the value of information acquired.
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## **COURSE CONTENT**

<b>Unit</b>	<b>Contents</b>	<b>No. of lectures</b>
<b>Unit I</b>	<b>Sources and Foundation of the Mughal Rule</b> a) Sources of Mughal period b) Babur, Humayun c) Sher Shah	<b>15</b>
<b>Unit II</b>	<b>Consolidation, Expansion and Downfall of the Mughal Empire</b> a) Akbar, Jahangir b) Shah Jahan, Aurangzeb c) Prominent Mughal women and their contribution	<b>15</b>
<b>Unit III</b>	<b>Mughal Administration</b> a) Central and Provincial administration b) Revenue and Judiciary c) Military - Mansabdari system and Urdubegis	<b>15</b>
<b>Unit IV</b>	<b>Socio-economic and Cultural life</b> a) Society and Economic life b) Religion c) Art and Architecture	<b>15</b>



## Reference Books:

1. Athar Ali, The Mughal Nobility under Aurangzeb, Asia Publishing House, Aligarh Muslim University, 1966.
2. Aziz Abdul, The Mansabdari System and the Mughal Army; Lahore, 1945.
3. Banerjee A. C. New History of Medieval India, S. Chand & Company, New Delhi, 1990.
4. Basham, A.L., The Wonder That Was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims, Rupa and Co. New Delhi, 1996.
5. Bhattacharya N. N., Medieval Bhakti Movement in India, South Asia Books, Columbai, 1990.
6. Bhatia, A. K, Tourism in India – History and Development, Sterling Publication, New Delhi, 1981.
7. Brown Percy, Indian Architecture (Islamic Period), Taraporvala And Sons Bombay, 1954.
8. Burton Stein, New Cambridge History of India: Vijayanagara, Cambridge University Press, New Delhi, 1993.
9. Burton, Stein: Peasant State and Society in Medieval South India; Oxford Paperback, New Delhi 1980.
10. Chopra P.N. Some Aspects of Society and Culture in the Mughal Age (1526-1707, IInd , edi., Shivlal Agrawal and Co. Ltd, Agra, 1963.
11. Habib Irfan, The Agrarian Systems of Mughal India (1526-1707), Bombay Asra Publication House, 1957.
12. Iswari Prasad, History of Medieval India, The Indian Press Ltd, Allahabad, 1952.
13. Lane Pool, Stanley, Life and Culture in Medieval India, Kamal Prakashan, Indore, 1978.
14. Mahajan V.D., History of Medieval India, S. Chand & Company, New Delhi, 1992.
15. Mahalingam T. V., Administration and Social Life under Vijayanagar; University of Madras, 1975.
16. Majumdar R.C., The History and Culture of Indian People, Vol. IV, The Delhi Sultanate, Bombay, 1967, Vol Vii, 1987.
17. Sarkar Jadunath, Shivaji and his Times, IInd ed., Longman, Green & Co, London, 1920.
18. Sharma S.R., Mughal Government and Administration, Hind Kitab, Bombay, 1951. Sharma S.R., Mughal Empire in India, Karnataka Printing Press, Bombay, 1934.
19. Shrivastava A.L., The Sultanate of Delhi (711 A.D – 1526), 5th ed, Shiv Lal Agrawala, Agra, 1966.
20. Shrivastava M.P., Society and Culture in Medieval India (1206 A.D. 17007 A. D., Chugh Publishers, Allahabad, 1975.
21. Siddiqui, N. A., Land Revenue Administration under the Mughals (1700- 1750) Asia Publishing House, Mumbai, 1972.
22. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century, Pearson Longman, New Delhi, 2009.
23. Sreenivasa Murthy H.V., Ramkrishna R. History of Karnataka, S. Chand & Company, New Delhi, 2009.

**Semester – IV**

**MAJOR II/MINOR**

**Course Code: VAHS251/VAHS252**

**Credits: 4**

**Research Methodology in History II**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To discuss and describe the growth of nationalism and study its manifestations.
2.	To comprehend the forces that led industrialized imperialistic Europe to conflict and cause the Great War.
3.	To trace the rise of dictatorship Europe and understand its consequences
4.	To discuss the events and course of the Second World War and describe its consequences.
5.	To critique the landmark developments of the 20thc with a view to understand the present

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	To define nationalism, identify the reasons for the manifestations of nationalism in the 19th century and understand its course and impact.
<b>CO2</b>	To describe the nature, causes and consequences of the First World War, explain the various geographical spaces involved and argue the achievements and failures of the League of Nations .
<b>CO3</b>	To recall the dictators of Europe & identify reasons for the rise and fall of dictatorships.

<b>CO4</b>	To review the reasons for the Second World War, identify major battles and estimate strategies, categorize its impact and debate the functioning, achievements and failures of the UNO; to disseminate knowledge about landmark world events of the 20thc, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present situations and be in a position to evaluate the value of information acquired.
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## **COURSE CONTENT**

<b>Unit</b>	<b>Contents</b>	<b>No. of lectures</b>
<b>Unit I</b>	<b>History and Historical Research</b>  a) Definition of History and Importance of Teaching History b) Historical Research: Characteristics and Significance c) Ethics in Historical Research	<b>15</b>
<b>Unit II</b>	<b>Evaluating Historical Evidence</b>  a) Role of Auxiliary Sciences in Historical Research b) Critical Processes in Historical Research c) Interpreting Historical Data	<b>15</b>
<b>Total No. of Lectures</b>		<b>30</b>

### **Reference Books:**

1. Bennis F.L. European History since 1870, Appleton Century Gofts, New York, 1950.
2. Carrie Albercht R.A., Diplomatic History of European since the Congress of Vienna, Harper, New York, 1958.
3. Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Response, 1830-1975, Sixth Edition, Prentice Hall, 1966.
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**Semester – IV****VSEC****Course Code: VAHS253****Credits: 4****History of Medieval India II (1526 CE to 1707 CE)****Course Learning Objectives**

Upon completion of the course the student will be able

1.	To get acquainted with the sources of the Mughal dynasty, and examine the historical events that led to the foundation of the Mughal dynasty with special reference to Babur, Humayun.
2.	To discuss the expansion and consolidation of the Mughal Empire up to 1707; to trace the expansion and consolidation of the Mughal rulers, to trace the contribution of Mughal princesses
3.	To study the administrative, judicial, revenue and military reforms during the Mughal period.
4.	To evaluate the changes in socio-economic and cultural life during the Mughal era; To discuss the unique features of political institutions, social and economic conditions and cultural evolution during this period.

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	To identify various sources of the Mughal dynasty; to describe the geopolitical and socio-economic conditions prevalent in India on the eve of the foundation of the Mughal empire.
<b>CO2</b>	To review the expansion and consolidation of the Mughal Empire up to 1707; to trace the expansion and consolidation of the Mughal rulers, to trace the contribution of Mughal princesses
<b>CO3</b>	Analyse the administrative, revenue, judicial and military reforms under the Mughals.
<b>CO4</b>	Narrate the significance of social, political, socio-economic history of medieval India (1526 to 1707), articulate lessons learnt in the form of answers, communicate the information acquired into assignments and presentations, examine critically what they have learnt, and be in a position to evaluate the value of information acquired.

## COURSE CONTENT

Unit	Contents	No. of lectures
Unit I	<b>Sources and Foundation of the Mughal Rule</b> a) Sources of Mughal period b) Babur, Humayun c) Sher Shah	15
Unit II	<b>Consolidation, Expansion and Downfall of the Mughal Empire</b> a) Akbar, Jahangir b) Shah Jahan, Aurangzeb c) Prominent Mughal women and their contribution	15
Unit III	<b>Mughal Administration</b> a) Central and Provincial administration b) Revenue and Judiciary c) Military - Mansabdari system and Urdubegis	15
Unit IV	<b>Socio-economic and Cultural life</b> a) Society and Economic life b) Religion c) Art and Architecture	15
<b>Total No. of Lectures</b>		<b>60</b>

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