

Resolution No.: \_\_\_\_\_

## **Bharatiya Vidya Bhavan's**

**M. M. College of Arts, N.M. Institute of Science, H.R.J.  
College of Commerce. (Bhavan's College) Autonomous**

**(Affiliated to University of Mumbai)**



**Syllabus for: S.Y.B.A**

**Program: B.A.**

**Program Code: BHA.BA**

**Course Code: (BHA. HISTORY)**

**Choice Based Credit System (CBCS)  
with effect from Academic Year 2022-23**



## PROGRAM OUTCOMES

### Program Outcomes – UG Programme in arts

The B.A. Programme is formulated based on the inputs received from the members of board of studies of Bhavan's College (Autonomous) and is geared meets the standards prescribed by general humanities education. Our students are allowed to choose from any of the three subjects from the cluster of History, Economics, Political Science, Philosophy, Psychology Geography and English, Hindi and Marathi Literature.. Some learning outcomes include:

	<b>PO Description</b>
<b>PO</b>	<b>A student completing Bachelor's Degree in Arts program will be able to:</b>
<b>PO-1</b>	Disciplinary Knowledge & Cognitive skills: Capable of demonstrating comprehensive knowledge and understanding of one or more other disciplines that form a part of an undergraduate programme of study. Students choosing combination of three subjects develop social, political, historic, economic and literary consciousness and will be better able to appreciate different civilizations, culture At the end of the programme, they usually will have advanced reading, writing, speaking, interpretive and composition skills in both languages.
<b>PO-2</b>	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using appropriate media; confidently share one's views and express herself/ himself; demonstrate the ability to listen carefully; and present complex information in a clear and concise manner to different groups.
<b>PO-3</b>	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
<b>PO-4</b>	Values and Ethical Awareness: Ability to embrace moral/ ethical values in conducting one's life, possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
<b>PO-5</b>	Employability: On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations.. They will also be able to appear for competitive examinations conducted for public sector jobs.
<b>PO-6</b>	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life- long learning in the broadest context socio- technological changes. Critical sensibility to lived experiences, with self-awareness and reflexivity of both and society.
<b>PO-7</b>	Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources
<b>PO-8</b>	Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to apply one's learning to real life situations.
<b>PO-9</b>	A student completing Bachelor's Degree in Arts program will be able to:
<b>PO-10</b>	Apply knowledge and experience to foster personal growth and better appreciation of the diverse social world in which we live.
<b>PO-11</b>	Communicate competently through writing, reading, speaking, and to be able to connect to the world in a meaningful way.
<b>PO-12</b>	Acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible citizen.
<b>PO-13</b>	Develop a knowledge base sufficient to appear for various competitive examinations or choose the post graduate program of their choice.

<b>PO-14</b>	Increase their understanding of culture and art and contribute to the society by being able to generate solutions for social, political issues at individual and societal level.
<b>PO-15</b>	Apply knowledge and experience to foster personal growth and appreciate the diverse social world in which we live.



## PROGRAM SPECIFIC OUTCOMES

<b>PSO</b>	<b>Description</b>
	<b>A student completing Bachelor's Degree in <u>B. A.</u> program in the subject of <u>History</u> will be able to:</b>
<b>PSO 1</b>	<b>Write a term paper/ Research paper.</b> Students will be able to learn skills such as writing research papers, articles, taking references, paraphrasing it, doing literature review, data collection, interpretation analysis, and conclusions.
<b>PSO 2</b>	<b>Acquire Historical Knowledge.</b> Students of History will gain Historical knowledge through reading reference books, archival sources, journals, articles, etc.
<b>PSO 3</b>	<b>Utilize modern tools for Historical Interpretation.</b> students shall be able to utilize e-resources, modern archives, digital libraries as a modern tool of usage
<b>PSO 4</b>	<b>Foster their personality and shall learn the true way of adhering to democratic environment.</b> Students shall be able to understand rights and duties mentioned in the Constitution of India.
<b>PSO 5</b>	<b>Visit and interpret about Heritage and Historical Places.</b> Student shall be able to learn and understand practical applications of Historical theories, evidences, sources, and events by visiting libraries, archives, historical places. Through that they can learn certain specific field visits, surveys, explorations etc.
<b>PSO 6</b>	<b>Learn to use Encyclopedia for better generation of researchable Historical ideas.</b> Students shall be able to understand conceptual frameworks of full explanations and various theories, and interdisciplinary approaches of important concepts.

<b>PSO 7</b>	<b>Set the Chronology for Comparative studies.</b> The students shall be able to learn historical events chronologically, with comparative analysis.
<b>PSO 8</b>	<b>Strengthen the Intellectual Ability of Students to understand the Ideologies of important Historical Personalities.</b> To be aware of the efforts and the role of our various national leaders, social reformers and freedom fighters in creation of an Independent Nation. That shall build character of History students and shall encourage other students to follow role models.



## PROGRAM OUTLINE

YEAR	SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	BH.UAHIS101	History of Modern India (1757 CE-1947 CE)	3
FYBA	II	BH.UAHIS201	Socio-Economic History of Modern India (1757 CE - 1947 CE)	3
SYBA	III	BH.UAHIS301	Landmarks in World History, 1300 CE. -1919 CE.	3
SYBA	III	BH.UAHIS302	From the Earliest times to the 6th Century BCE	3
SYBA	IV	BH.UAHIS401	Landmarks in World History, 1919 CE. -1945 CE.	3
SYBA	IV	BH.UAHIS402	4th CBC to Early Medieval Period	3
TYBA	V	BH.UAHIS501	History of Medieval India (1000 CE. – 1526 CE.)	4
TYBA	V	BH.UAHIS502	History of Modern Maharashtra (1818 CE-1960 CE.)	4
TYBA	V	BH.UAHIS503A	Introduction to Archaeology	4
TYBA	V	BH.UAHIS503B	Media and Communication	4
TYBA	V	BH.UAHIS504	History of the Marathas (1630 CE -1707 CE)	4
TYBA	V	BH.UAHIS505	History of Contemporary World (1945 CE -2000 CE)	4
TYBA	V	BH.UAHIS506	Research Methodology and Sources of History	4
TYBA	VI	BH.UAHIS601	History of Medieval India (1526 CE – 1707 CE)	4

<b>TYBA</b>	<b>VI</b>	BH.UAHIS602	History of Contemporary India (1947 CE- 2000 CE)	<b>4</b>
<b>TYBA</b>	<b>VI</b>	BH.UAHIS603A	Introduction to Museology and Archival Science	<b>4</b>
<b>TYBA</b>	<b>VI</b>	BH.UAHIS603B	Media and Communication	<b>4</b>
<b>TYBA</b>	<b>VI</b>	BH.UAHIS604	History of the Marathas (1707 CE - 1818 CE)	<b>4</b>
<b>TYBA</b>	<b>VI</b>	BH.UAHIS605	History of Asia (1945 CE - 2000 CE)	<b>4</b>
<b>TYBA</b>	<b>VI</b>	BH.UAHIS606	Research Methodology and Sources of History	<b>4</b>
		<b>TOTAL</b>		<b>66</b>

**(Note: PAPER NO VI (A) AND VI (B) ARE APPLIED COMPONENTS, CREDITS FOR IT ARE COUNTED ONLY 4 PER SEMESTER THAT IS 4+4 = 08 CREDITS FOR SEM V & SEM VI )**



## DETAILED SYLLABUS – SEMESTER III

### PREAMBLE

<b>Programme: BA</b>				<b>Semester: III</b>	
<b>Course: History</b>				<b>Course Code: BH.UAHIS301</b>	
<b>Teaching Scheme</b>				<b>Evaluation Scheme (Theory)</b>	
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous Internal Assessment (CIA)</b>	<b>End Semester Examination (ESE)</b>
04	NA	NA	03	(Marks - 40)	(Marks: 60)
<p><b>Pre-requisites:</b> Maps, Charts, Laptop, LCD projector/ OHP, Online GMeet, Google forms, Google classroom, YouTube Videos, PPT, Google Jamboard / Notepad/ Blackboard</p>					
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students shall interpret and study the major political developments such as transition of Europe from medieval to modern times and its impact on the world.</li> <li>2. To acquaint the students with the revolutions in Europe that challenged the old order.</li> <li>3. To propagate the role of Nationalism and the formation of Nation states in Europe</li> <li>4. To analyse the factors responsible for rise of Colonial Imperialism in Europe.</li> </ol>					
<p><b>Course Outcomes:</b> After the completion of the course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) To enhance student abilities to relate development of the landmark events, concepts and themes in the World History</li> <li>2) To appreciate the events such as Renaissance, Reformation, Revolutions and transition leading to socio-political, economic and cultural change</li> </ol>					
<p><b>Paper Name- (Landmarks in World History, 1300 A.D.-1945 A.D)</b></p>					
<b>INDEX</b>					
<b>Unit</b>	<b>Description</b>				<b>Periods</b>
<b>1</b>	<p><b>Understanding Renaissance and its impact</b></p> <p>(a) Causes &amp; Nature</p> <p>(b) Art, Architecture and Literature</p> <p>(c) Science &amp; Geographical Discoveries</p>				15
<b>2</b>	<p><b>Age of Transformation</b></p> <p>(a) Reformation</p> <p>(b) American Revolution</p> <p>(c) French Revolution</p>				15

<b>3</b>	<b>Europe in 18<sup>th</sup> &amp; 19<sup>th</sup> Century</b> (a) Unification of Italy & Germany (b) Industrial Revolution (c) Imperialism in Asia & Africa	15
<b>4</b>	<b>World in Transition (1914 - 1919)</b> a) World War- I b) League of Nations c) Russian Revolution	15
	<b>Total</b>	<b>60</b>

### Detailed syllabus

#### Detailed Syllabus: (per session plan)

**Paper Name- Landmarks in World History, 1300 A.D.-1945 A.D.)**

<b>Units</b>	<b>Detailed descriptions</b>	<b>Lecture period /unit</b>
<b>1</b>	Renaissance and its impact	<b>15</b>
<b>2</b>	Age of Political Transformation	<b>15</b>
<b>3</b>	Nationalism and Imperialism	<b>15</b>
<b>4</b>	World in Transition (1914 AD. -1919 AD.)	<b>15</b>

### Text books

- 1. Dr. Eugene D'Souza, 'Landmarks in World History 1300 AD. – 1945 AD , Semester-3 & 4, Manan /Publication, Mumbai, 2018**

### Reference Books:

1. Bennis F.L. European History since 1870, Appleton Century Gofts, New York, 1950.
2. Carrie Albercht R.A., Diplomatic History of Europe since the Congress of Vienna, Harper, New York, 1958.
3. Chatterjee N.C. History of Modern Middle East, Abhinav Publication, New Delhi, 1987.
4. Clyde and Beers, Far East, N.D. Prentice Hall of India Pvt. Ltd., 1976.
5. Cornell R.D., World History in the Twentieth Century, Longman, Essex 1999.
6. David M.D., Landmarks in World History, Himalaya Publishing House, Mumbai, 1999.
7. David M.D Rise and Growth of Modern Japan- Himalaya Publications House, Mumbai 1999.
8. Fay S.B. Origins of the World War 1914-1918, New York- Second Ed. New York Free Press 1999
9. Grant and Temperley: Europe in 19th& 20th Centuries 1940
- 10. Hayes C.J.H. Contemporary Europe since 1870-1955, Macmillan, New York. Ed. Longman New York 2005.**
- 11. Hsu Immanual C.Y. The Rise of Modern China OUP, New York 1975.**
12. Kennedy MA, A Short History of Japan North American Library Press 1965.
13. Kirk S.E. A Short History of the Middle East. New York 1959.



14. Lewis Bernard, The Emergence of Modern Turkey, Oxford University, London.
15. Lipson E. Europe in the 19th 20<sup>th</sup> Centuries – 1916 A.H.Black, London.
16. Lipton Joseph M. The History of Modern Iran: An Interpret ion, Harvard University Press 1975.
17. Lowe Norman, Mastering Modern World History -4<sup>th</sup> Mahmood Shamma Ed.,An Introduction to the History of the World, Pearson, Delhi 2012. Ed. Palgrane Macmillan 2005..
18. Story Richard,Japan &The Decline of the West in Asia 1894-1943, St. Martin Press. 1979 New York City,1979.
19. Taylor A. J.P.The struggle for Mastery in Europe (1848-1918) , Oxford 1954.
20. Thomson David: Europe Since Napoleon- 1962, Longman. (Indian Ed. Jain Pushpak Mandir Jaipur 1977).

**Books in Marathi:**

1. Jain Hukumchand and Krishna Mathur, Adhunik JagachaItihas, K SagarPublication, Pune 2006.
2. Kadam,Y.N. Visavya Shatkalin JagachaItihas, Phadke Prakashan, Kolhapur, 2005.
3. Kulkarni A.R. and Deshpande, Adhunik Jagacha Itihas, Vol. I and II, Snehvardhan Publishing House, Pune, 1996.
4. Sakure Vijayaand Anil Kathare, Jagtik Itihasatil Stithantre, Chinmey Prakasan, Aurangabad, 2011.
5. Udgaokar M. N. and Ganesh Raut, Adhunik Jag, Diamond Publication, Pune 2008.
6. Vaidya Suman and Shanta Kothekar, Adhunik Jag, Vol. I and II, Shri Sainath Prakashan, Nagpur 2000.

**Self-study topics**

Various wars fought in the Europe in context to Balkan nations, and West Asia oil producing countries

**List of Topics for the practical study through Maps:**

Impact of Renaissance, Age of Reason and Enlightenment, World War-1 and 2, Economic Recovery after World War, various attempts made by League of Nations, and United Nations Organization for Peace keeping,

**Details of Conduct of Practical Examination (Evaluation Scheme): NA**



## DETAILED SYLLABUS – SEMESTER III

### PREAMBLE

<b>Programme: BA</b>				<b>Semester: III</b>	
<b>Course: History</b>				<b>Course Code: BH.UAHIS302</b>	
<b>Teaching Scheme</b>				<b>Evaluation Scheme (Theory)</b>	
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous Internal Assessment (CIA)</b>	<b>End Semester Examination (ESE)</b>
04	NA	NA	03	(Marks - 40)	(Marks: 60)
<p><b>Pre-requisites:</b> Maps, Charts, Laptop, LCD projector/ OHP, Online Google Meet, Google Forms, Google Classroom, YouTube videos, PPT, Google Jamboard / Notepad/ Blackboard</p>					
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students shall interpret and study about the ideas, institutions, forces and movements that laid the foundation of Indian society from Pre-Historic times</li> <li>2. To acquaint the students with the various literary and archaeological sources of Ancient India</li> <li>3. To trace the determinants of changes in Political, Socio- Economic, Religious and Cultural life</li> <li>4. To analyse the process of urbanization and formation of state</li> </ol>					
<p><b>Course Outcomes:</b> After the completion of the course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) To enhance student abilities to understand the ancient period of Indian history</li> <li>2) They will be able to trace the history of India in chronological framework of Ancient Indian Administration, Culture, Polity and Society</li> </ol> <p><b>Paper Name- (History of Ancient India From the Earliest Times to 6th Century BCE)</b></p>					
<b>INDEX</b>					
<b>Unit</b>	<b>Description</b>				<b>Periods</b>
<b>1</b>	<p><b>Sources of Ancient India and Their Importance</b></p> <p>(a) Archaeological (b) Literary (c) Foreign Travellers</p>				15
<b>2</b>	<p><b>Harappan Culture</b></p> <p>(a) Social and Economic Life (b) Religious Life; Art (c) Town Planning and Decline of the Civilization</p>				15

<b>3</b>	<b>Vedic Age</b> (a) Political life; Emergence of Janapadas (b) Social and Economic Life (c) Religious Life	15
<b>4</b>	<b>India after 6th Century BCE.</b> (a) Mahajanapadas and Rise of Magadha (b) Jainism and Buddhism (c) Impact of Persian Expansion and Greek Invasion	15
	<b>Total</b>	<b>60</b>

### Detailed syllabus

#### Detailed Syllabus: (per session plan)

**Paper Name- From the Earliest times to 6th Century BCE**

<b>Units</b>	<b>Detailed descriptions</b>	<b>Lecture period /unit</b>
<b>1</b>	<b>Sources of Ancient India and Their Importance</b>	<b>15</b>
<b>2</b>	<b>Harappan Culture</b>	<b>15</b>
<b>3</b>	<b>Vedic Age</b>	<b>15</b>
<b>4</b>	<b>India after 6th Century BCE.</b>	<b>15</b>

### Text books

- 1. Dr. Eugene D'Souza, 'Ancient India (From Earliest Times to 1000 AD.), Semester-3 & 4, Manan Publication, Mumbai, 2018**

### Reference Books:

1. Agarwal, D.P., The Archaeology of India, Delhi Select Book Services, Syndicate, 1984.
2. Aiyangar, S.K., Ancient India and South Indian History Culture, Oriental Book Agency, Pune, 1941.
3. Basham, A. L., The Wonder that was India, Rupa & Co, 1998.
4. Basham, A. L., (ed) Cultural History of India, Oxford University Press, 1998.
- 5. Burjor Avari, India: The Ancient Past: A History of the Indian Subcontinent from c. 7000 BCE to CE 1200, 2nd edition, Routledge Publications, London, 2016**
6. Chakravarti, Ranabir, Exploring Early India up to C. AD 1300, Third Edition, New Delhi, Primus Books, 2016.
7. Chakravarty, K.C., Ancient Indian Culture and Civilization, Vora and Company, Bombay, 1952.
8. Ghurye, G.S., Vedic India, Popular Prakashan, Bombay, 1979.
9. Jha, D.N., Ancient India in Historical Outline, Motilal Banarasidas, New Delhi, 1974
10. Kautilya., The Arthashastra, Penguin Books, 1987.

11. Kulkarni, C.M., Ancient Indian History and Culture, Karnataka Publishing House, Mumbai,1956.
12. Luniya, B.N., Life and Culture in Ancient India, Lakshmi Narain Agarwal, Agra, 1994.
13. Majumdar, R.C and Altekar A.S. ed., The Vakataka- Gupta Age, Motilal Banarasidas, Delhi,1967.
14. Majumdar, R.C., Ancient India, Motilal Banarasidas Publishers Pvt.Ltd, New Delhi, 1974.
15. Mookerjee, R.K., Ancient India, Indian Press, Allahabad, 1956.
16. Mukherjee, B.N., Rise and Fall of the Kushan Empire, Firma KLM, Kolkata, 1988.
17. Nandi, R.N., Social Roots of Religion in Ancient India, K.B. Bagchi, Kolkata, 1986.
18. Nilkanth, Shastri K A., A History of South India, Madras, 1979.
19. Pannikar, K.M., Harsha and His Times, D.B. Taraporewalla Sons and Co. Bombay, 1922.
20. Pargitar, F.E., Ancient Indian Historical Tradition, Motilal Banarasidas Publishers Pvt. Ltd, New Delhi, 1962.
21. Sen, S.N., Ancient Indian History and Civilization, Wiley Eastern Pvt. Ltd, New Delhi, 1988.
22. Sharma, L.P., Ancient History of India, Pre- Historic Age to 1200 A.D, Vikas Publishing House, New Delhi, 1981.
23. Sharma, S.R., Ancient Indian History and Culture, Hind Kitab Ltd., Mumbai, 1956.
24. Thapar, Romila., Ashoka and the Decline of the Mauryas, Oxford University Press, London, 1961.
25. Thapar Romila., History of India, Part I, Penguin Publications,1966.
26. Tripathi, R.S., History of Ancient India, Motilal Banarasidas, Varanasi, 2003.
27. Upinder Singh, A History of Ancient and Early Medieval India: from the Stone Age to the 12<sup>th</sup> century, Pearson Longman, Delhi 2008.
28. Edward Gait, A History of Assam, Second Edition, Thacker, Spink and Co., Calcutta and Simla, 1926
29. R.D.Choudhury, The Archaeology of the Brahmaputra Valley of Assam (Pre Ahom Period), Deccan College Post-Graduate and Research Institute, Poona, 1969
30. Pratap Chandra Choudhury, The History of Civilisation of the People of Assam to the twelfth century AD, 1953
31. Brajdulal Chattopadhyay, Urban centres in early Bengal: an archaeological perspective, (Studying Early India- Archaeology, texts and historical issues), 2005

**Additional References:**

1. Allchin, B. Zidget and F. Raymond, Allchin., Origin of a Civilization – The Pre- History and early Archaeology of South Asia, Viking, 1997.
2. Bhattacharya, N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.
3. Chakravarty, Uma., The Social Dimensions of Early Buddhism, Munshiram Manoharlal, Delhi, 1996.

4. Pathak, V.S., Historians of India (Ancient India), Asia Publishing, Bombay, 1966.
5. Possell, G.L, ed., Ancient Cities of the Indus, Vikas, Delhi, 1979.
6. Sharma, R.S., Indian Feudalism, Macmillian, Delhi, 2005
7. Thapar Romila: Cultural Pasts: Essays in Early Indian History, Oxford University press, New Delh, 2008.
8. Thapar Romila. (ed): Recent Perspectives of Early Indian History, Popular Prakashan, Bombay, 1995.
9. Thapar Romila, Interpreting Early India, Oxford University Press, Delhi, 1992.
10. Thapar Romila, Ancient Indian Social History: Some Interpretation, Orient Longmans Ltd. Bombay, 1978.

**Books in Marathi:**

1. Acharya Dhanajay, BharatachaItihas (Prarambha Pasun 1526 Paryant, Shree Sainath Prakashan, Nagpur, 2003.
2. Bhide G.L., Prachin Bharat, Phadake Prakashan, Kolhapur,1997.
3. Deo Prabhkar, Prachin Bharatacha Itihas – Munje Prakashan, Kolhapur,1998.
4. Gayedhani, R.N, and Raurkar., Prachin Bharatacha Itihas, Continental Prakashan, Pune,2007.
5. Kathare Anil, Prachin Bharatacha Itihas, Prashant Publications, Jalgaon, 2012.

**Self-study topics**

Sources of Ancient India, Harappan Culture, Vedas and Upanishads, Jainism and Buddhism.

**List of Topics for the practical study through Maps/ charts/ diagrams:**

Harrapan Archaeological Sites, Art and Architecture, Decline of Harappan Civilization, Early Historical Sites, Age of Janapadas and its Political History.

**Details of Conduct of Practical Examination (Evaluation Scheme): NA**



## Modality of Assessment

### Theory Examination Pattern:

#### A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1	Internal Class Test with Objective type questions and Short Notes	20
2	One Assignment / Project	20
	<b>Total</b>	<b>40</b>

### Assignment types can include:

1. Case studies
2. Surveys, mail questionnaires
3. Pictographic survey and report of historic site
4. Field visit of historical places
5. Book Reviews of various interdisciplinary subjects
6. Biographies of Historical personalities
7. Primary and Secondary sources collection
8. Reference taking and Article writing
9. Viva and Presentation
10. Short film making of Historical subjects



**B) External Examination- 60%- 60 Marks Semester End**

**Theory Examination: 60 marks**

1. Duration - These examinations shall be of 2 hours duration.

2. Paper Pattern:

There shall be **04** questions each of **15** marks and options of internal choice. On each unit there will be 02 questions.

All questions shall be compulsory with internal choice within some questions...

**Paper Pattern:**

Question	Options	Marks	Questions Based on
<i>Q.1)</i>	<i>Any 1 out of 2</i>	<i>15</i>	<i>Unit – 1</i>
<i>Q.2)</i>	<i>Any 3 out of 5</i>	<i>15</i>	<i>Unit – 2</i>
<i>Q.3) A)</i>	<i>Single question, No internal choice</i>	<i>8</i>	<i>Unit – 3</i>
<i>Q.3) B)</i>	<i>Single question, No internal choice</i>	<i>7</i>	
<i>Q.4) A)</i>	<i>Any 1 out of 2</i>	<i>8</i>	<i>Unit – 4</i>
<i>Q.4) B)</i>	<i>Any 1 out of 2</i>	<i>7</i>	
	<b>TOTAL</b>	<b>60</b>	

**OR**

**Paper Pattern:**

<b>Question</b>	<b>Options</b>	<b>Marks</b>	<b>Questions Based on</b>
<i>Q.1)</i>	<i>Any 1 out of 2</i>	<i>15</i>	<i>Unit 1</i>
<i>Q.2)</i>	<i>Any 3 out of 5</i>	<i>15</i>	<i>Unit 2</i>
<i>Q.3) A)</i>	<i>Any 1 out of 2</i>	<i>8</i>	<i>Unit 3</i>
<i>Q.3) B)</i>	<i>Any 1 out of 2</i>	<i>7</i>	
<i>Q.4) A)</i>	<i>Any 1 out of 2</i>	<i>8</i>	<i>Unit 4</i>
<i>Q.4) B)</i>	<i>Single question, No</i>	<i>7</i>	
	<b>TOTAL</b>	<b>60</b>	

**Overall Examination & Marks Distribution Pattern**Semester III & IV

<b>Course</b>	<b>301, 302</b>			<b>401, 402</b>			<b>Grand Total</b>
	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

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## DETAILED SYLLABUS – SEMESTER IV

### PREAMBLE

<b>Programme: BA</b>				<b>Semester: IV</b>	
<b>Course: History</b>				<b>Course Code: BH.UAHIS401</b>	
<b>Teaching Scheme</b>				<b>Evaluation Scheme (Theory)</b>	
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous Internal Assessment (CIA)</b>	<b>End Semester Examination (ESE)</b>
04	NA	NA	03	<b>(Marks - 40)</b>	<b>(Marks: 60)</b>
<b>Pre-requisites:</b> Maps, Charts, Laptop, LCD projector/ OHP, Online GMeet , Google forms, Google classroom, You tube Videos, PPT, Google Jamboard / Notepad/ Blackboard					
<b>Course Objectives:</b>					
<ol style="list-style-type: none"> <li>1. Students shall interpret and study the process of modernization in West Asia and Russia in early twentieth century.</li> <li>2. To acquaint the students with the rise and growth of nationalist movement in Middle East</li> <li>3. To introduce students about the nature of the totalitarian governments such as Facist and Nazi etc. in the world history.</li> <li>4. To analyse the factors responsible for World War II and its impacts</li> </ol>					
<b>Course Outcomes:</b> After the completion of the course, students are expected to be able to:					
<ol style="list-style-type: none"> <li>1) To enhance student abilities to relate development of the landmark events, concepts and themes in the World History</li> <li>2) To study sensibly the events such as Modernization, Nationalism, totalitarianism leading to socio-political, economic unrest in the world</li> </ol>					
<b>Paper Name- (Landmarks in World History, 1919 A.D.-1945 A.D)</b>					
<b>INDEX</b>					
<b>Unit</b>	<b>Description</b>				<b>Periods</b>
<b>1</b>	<b>Political Transformation in West Asia</b> (a) Kemal Pasha and Modernization of Turkey (b) Reza Shah and Reforms in Iran (c) Birth of Israel, Arab Nationalism				15
<b>2</b>	<b>Rise of Dictatorships</b> (a) Fascism (b) Nazism (c) Militarism in Japan				15

<b>3</b>	<b>World War II and Efforts for Peace</b> (a) World War II (b) The Atlantic Charter (c) United Nations Organization	15
<b>4</b>	<b>Nationalist Movements in Asia</b> (a) Dr. Sun-Yat-Sen & Civil War in China (b) Sri Lanka (c) Indonesia	15
	<b>Total</b>	<b>60</b>

**Detailed syllabus**

**Detailed Syllabus: (per session plan)**

**Paper Name- Landmarks in World History, 1919 A.D.-1945 A.D**

<b>Units</b>	<b>Detailed descriptions</b>	<b>Lecture period /unit</b>
<b>1</b>	<b>Inter War Period</b>	<b>15</b>
<b>2</b>	<b>Rise of Dictatorships</b>	<b>15</b>
<b>3</b>	<b>World War II and Efforts for Peace</b>	<b>15</b>
<b>4</b>	<b>Nationalist Movements in Asia</b>	<b>15</b>

**Text books**

- 1. Dr. Eugene D'Souza, 'Landmarks in World History 1300 AD. – 1945 AD , Semester-3 & 4, Manan /Publication, Mumbai, 2018**

**Reference Books:**

1. Benns 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. Chatterjee N.C. History of Modern Middle East, Abhinav Publication, New Delhi, 1987.
4. Clyde and Beers, Far East, N.D. Prentice Hall of India Pvt. Ltd., 1976.
5. Cornell R.D., World History in the Twentieth Century, Longman, Essex 1999.
6. David M.D., Landmarks in World History, Himalaya Publishing House, Mumbai, 1999.
7. David M.D Rise and Growth of Modern Japan- Himalaya Publications House, Mumbai 1999.
8. Fay S.B. Origins of the World War 1914-1918, New York- Second Ed. New York Free Press 1999
9. Grant and Temperley: Europe in 19th& 20th Centuries 1940
- 10. Hayes C.J.H. Contemporary Europe since 1870-1955, Macmillan, New York. Ed. Longman New York 2005.**
- 11. Hsu Immanual C.Y. The Rise of Modern China OUP, New York 1975.**
12. Kennedy MA, A Short History of Japan North American Library Press 1965.
13. Kirk S.E. A Short History of the Middle East. New York 1959.

14. Lewis Bernard, The Emergence of Modern Turkey, Oxford University, London.
15. Lipson E. Europe in the 19th 20<sup>th</sup> Centuries – 1916 A.H.Black, London.
16. Lipton Joseph M. The History of Modern Iran: An Interpret ion, Harvard University Press 1975.
17. Lowe Norman, Mastering Modern World History -4<sup>th</sup> Mahmood Shamma Ed.,An Introduction to the History of the World, Pearson, Delhi 2012. Ed. Palgrane Macmillan 2005..
18. Story Richard,Japan &The Decline of the West in Asia 1894-1943, St. Martin Press. 1979 New York City,1979.
19. Taylor A. J.P.The struggle for Mastery in Europe (1848-1918) , Oxford 1954.
20. Thomson David: Europe Since Napoleon- 1962, Longman. (Indian Ed. Jain Pushpak Mandir Jaipur 1977).

#### **Books in Marathi:**

7. Jain Hukumchand and Krishna Mathur, Adhunik JagachaItihas, K Sagar Publication ,Pune 2006.
8. Kadam,Y.N. Visavya Shatkalin Jagacha Itihas,PhadkePrakashan, Kolhapur, 2005.
9. Kulkarni A.R. and Deshpande, Adhunik Jagacha Itihas, Vol. I and II, Snehvardhan Publishing House, Pune, 1996.
10. SakureVijayaand Anil Kathare, Jagtik Itihasatil Stithantre, Chinmey Prakasan, Aurangabad, 2011.
11. Udgaokar M. N. and Ganesh Raut, Adhunik Jag, Diamond Publication, Pune 2008.
12. Vaidya Suman and Shanta Kothekar, Adhunik Jag, Vol. I and II, Shri Sainath Prakashan, Nagpur 2000.

#### **Self-study topics**

Various wars fought in the Europe in context to Balkan nations, and West Asia oil producing countries

#### **List of Topics for the practical study through Maps:**

Impact of Renaissance, Age of Reason and Enlightenment, World War-1 and 2, Economic Recovery after World War, various attempts made by League of Nations, and United Nations Organization for Peace keeping,

**Details of Conduct of Practical Examination (Evaluation Scheme): NA**



## DETAILED SYLLABUS – SEMESTER IV

### PREAMBLE

<b>Programme: BA</b>				<b>Semester: IV</b>	
<b>Course: History</b>				<b>Course Code: BH.UAHIS402</b>	
<b>Teaching Scheme</b>				<b>Evaluation Scheme (Theory)</b>	
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous Internal Assessment (CIA)</b>	<b>End Semester Examination (ESE)</b>
04	NA	NA	03	(Marks - 40)	(Marks: 60)
<p><b>Pre-requisites:</b> Maps, Charts, Laptop, LCD projector/ OHP , Online GMeet , Google forms, Google classroom, You tube Videos, PPT, Google Jamboard / Notepad/ Blackboard</p>					
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students shall interpret and study about the emergence of Empires in ancient India.</li> <li>2. To acquaint the students with the concept and structure of ancient Indian administration</li> <li>3. To trace the determinants of changes in socio-cultural and economic developments of different regions and periods of ancient India.</li> <li>4. To analyse the ancient Indian art and architecture</li> </ol>					
<p><b>Course Outcomes:</b> After the completion of the course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) To enhance student abilities to understand the history of ancient India from an analytical perspective</li> <li>2) It will acquaint the student with various approaches and interpretations of ancient history of India.</li> </ol>					
<p><b>Paper Name- (History of Ancient India From 4th Century BCE to Early Medieval Period)</b></p>					
<b>INDEX</b>					
<b>Unit</b>	<b>Description</b>				<b>Periods</b>
<b>1</b>	<p><b>Mauryan and Post- Mauryan Period (322 BCE to 320 CE)</b>            (a) Chandragupta to Ashoka; and Their Successors            (b) Mauryan Administration, and Architecture            (c) Post Mauryan Dynasties- Sungas, Kushanas and Satavahanas</p>				15
<b>2</b>	<p><b>Gupta Age (320 CE to 600 CE)</b>            (a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II            (b) Administration of the Guptas            (c) Classical Age</p>				15

<b>3</b>	<b>Post Gupta Period (600 CE to 1000 CE)</b> (a) The Age of Harshavardhan (b) Arab Invasion of Sind (c) History of Eastern India	<b>15</b>
<b>4</b>	<b>Major Cultural Developments in Deccan and South India</b> (a) Sangam Age; the Pallavas, Cholas, Cheras and Pandyas (b) Art and Architecture of the Chalukyas of Badami and Rashtrakutas (c) Spread of Indian Culture in South-East Asia	<b>15</b>
	<b>Total</b>	<b>60</b>

### Detailed syllabus

#### Detailed Syllabus: (per session plan)

#### Paper Name- From 4th C BCE to Early Medieval Period

<b>Units</b>	<b>Detailed descriptions</b>	<b>Lecture period /unit</b>
<b>1</b>	<b>Mauryan and Post- Mauryan Period (322 BCE to 320 CE)</b>	<b>15</b>
<b>2</b>	<b>Gupta Age (320 CE to 600 CE)</b>	<b>15</b>
<b>3</b>	<b>Post Gupta Period (600 CE to 1000 CE)</b>	<b>15</b>
<b>4</b>	<b>Major Cultural Developments in Deccan and South India</b>	<b>15</b>

#### Text books

- 1. Dr. Eugene D'Souza, 'Ancient India (From Earliest Times to 1000 AD.) , Semester-3 & 4, Manan /Publication, Mumbai, 2018**

#### Reference Books:

1. Agarwal, D.P., The Archaeology of India, Delhi Select Book Services, Syndicate, 1984.
2. Aiyangar, S.K., Ancient India and South Indian History Culture, Oriental Book Agency, Pune, 1941.
3. Basham, A. L., The Wonder that was India, Rupa & Co, 1998.
4. Basham, A. L., (ed) Cultural History of India, Oxford University Press, 1998.
- 5. Burjor Avari, India: The Ancient Past: A History of the Indian Subcontinent from c. 7000 BCE to CE 1200, 2nd edition, Routledge Publications, London, 2016**
6. Chakravarti, Ranabir, Exploring Early India up to C. AD 1300, Third Edition, New Delhi, Primus Books, 2016.
7. Chakravarty, K.C., Ancient Indian Culture and Civilization, Vora and Company, Bombay, 1952.
8. Ghurye, G.S., Vedic India, Popular Prakashan, Bombay, 1979.
9. Jha, D.N., Ancient India in Historical Outline, Motilal Banarasidas, New Delhi, 1974
10. Kautilya., The Arthashastra, Penguin Books, 1987.

11. Kulkarni, C.M., Ancient Indian History and Culture, Karnataka Publishing House, Mumbai, 1956.
12. Luniya, B.N., Life and Culture in Ancient India, Lakshmi Narain Agarwal, Agra, 1994.
13. Majumdar, R.C and Altekar A.S. ed., The Vakataka- Gupta Age, Motilal Banarasidas, Delhi, 1967.
14. Majumdar, R.C., Ancient India, Motilal Banarasidas Publishers Pvt. Ltd, New Delhi, 1974.
15. Mookerjee, R.K., Ancient India, Indian Press, Allahabad, 1956.
16. Mukherjee, B.N., Rise and Fall of the Kushan Empire, Firma KLM, Kolkata, 1988.
17. Nandi, R.N., Social Roots of Religion in Ancient India, K.B. Bagchi, Kolkata, 1986.
18. Nilkanth, Shastri K A., A History of South India, Madras, 1979.
19. Nilkanth, Shastri K A., Age of the Nandas and Mauryas, Motilal Banarasidass, Banaras, 1952.
20. Pannikar, K.M., Harsha and His Times, D.B. Taraporewalla Sons and Co. Bombay, 1922.
21. Pargitar, F.E., Ancient Indian Historical Tradition, Motilal Banarasidas Publishers Pvt. Ltd, New Delhi, 1962.
22. Sen, S.N., Ancient Indian History and Civilization, Wiley Eastern Pvt. Ltd, New Delhi, 1988.
23. Sharma, L.P., Ancient History of India, Pre- Historic Age to 1200 A.D, Vikas Publishing House, New Delhi, 1981.
24. Sharma, S.R., Ancient Indian History and Culture, Hind Kitab Ltd., Mumbai, 1956.
25. Thapar, Romila., Ashoka and the Decline of the Mauryas, Oxford University Press, London, 1961.
26. Thapar, Romila, History of India, Part I, Penguin, 1966.
27. Tripathi, R.S., History of Ancient India, Motilal Banarasidas, Varanasi, 2003.
28. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century, Pearson Longman, Delhi 2008.
29. Edward Gait, A History of Assam, Second Edition, Thacker, Spink and Co., Calcutta and Simla, 1926
30. R.D.Choudhury, The Archaeology of the Brahmaputra Valley of Assam (Pre Ahom Period), Deccan College Post-Graduate and Research Institute, Poona, 1969
31. Pratap Chandra Choudhury, The History of Civilisation of the People of Assam to the twelfth century AD, 1953
32. Brajdulal Chattopadhyay- Urban centres in early Bengal: An Archaeological Perspective, (Studying Early India- Archaeology, texts and historical issues), 2005

**Additional References:**

33. Allchin, B. Zidget and F. Raymond, Allchin., Origin of a Civilization – The Pre- History and early Archaeology of South Asia, Viking, 1997.
34. Bhattacharya, N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.

35. Chakravarty, Uma., The Social Dimensions of Early Buddhism, Munshiram Manoharlal, Delhi, 1996.
36. Pathak, V.S., Historians of India (Ancient India), Asia Publishing, Bombay, 1966.
37. Possell, G.L, ed., Ancient Cities of the Indus, Vikas, Delhi, 1979.
38. Sharma, R.S., Indian Feudalism, Macmillian, Delhi, 2005
39. Thapar, Romila: Cultural Pasts: Essays in Early Indian History, Oxford University press, New Delhi, 2008.
40. Thapar, Romila.(ed): Recent Perspectives of Early Indian History, Popular Prakashan, Bombay, 1995.
41. Thapar, Romila, Interpreting Early India, Oxford University Press, Delhi, 1992.
42. Thapar, Romila, Ancient Indian Social History: Some Interpretation, Orient Longmans Ltd. Bombay, 1978.

**Books in Marathi:**

43. Acharya Dhanajay, Bharatacha Itihas (Prarambha Pasun 1526 paryant, Shree Sainath Prakashan, Nagpur, 2003.
44. Bhide G.L., Prachin Bharat, Phadake Prakashan, Kolhapur,1997.
45. Deo Prabhkar, Prachin Bharatacha Itihas – Munje Prakashan, Kolhapur,1998.
46. Gayedhani, R.N, and Raurkar., Prachin Bharatacha Itihas, Continental Prakashan, Pune,2007.
47. Kathare Anil, Prachin Bharatacha Itihas, Prashant Publications, Jalgaon, 2012.

**Self study topics**

Political Administration, Imperial Expansions, History of Eastern India

**List of Topics for the practical study through Maps/ charts/ diagrams:**

Classical Culture, Art and Architecture, Political expansions, Dynastic studies, spread of culture.

**Details of Conduct of Practical Examination (Evaluation Scheme): NA**



## Modality of Assessment

### Theory Examination Pattern:

#### A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1	Internal Class Test with Objective type questions and Short Notes	20
2	One Assignment / Project	20
	<b>Total</b>	<b>40</b>

#### Assignment types can include:

- 1 Case studies
- 2 surveys, mail questionnaires
- 3 pictographic survey and report of historic site
- 4 field visit of historical places
- 5 Book Reviews of various interdisciplinary subjects
- 6 Biographies of Historical personalities
- 7 Primary and Secondary sources collection
- 8 Reference taking and Article writing
- 9 Viva and Presentation
- 10 Short film making of Historical subjects





**C) External Examination- 60%- 60 Marks Semester End**

**Theory Examination: 60 marks**

1. Duration - These examinations shall be of 2 hours duration.

2. Paper Pattern:

There shall be **04** questions each of **15** marks and options of internal choice. On each unit there will be 02 questions.

All questions shall be compulsory with internal choice within some questions..

**Paper Pattern:**

Question	Options	Marks	Questions Based on
<i>Q.1)</i>	<i>Any 1out of 2</i>	<i>15</i>	<i>Unit - 1</i>
<i>Q.2)</i>	<i>Any 3out of 5</i>	<i>15</i>	<i>Unit - 2</i>
<i>Q.3)A)</i>	<i>Single question, No internal choice</i>	<i>8</i>	<i>Unit - 3</i>
<i>Q.3)B)</i>	<i>Single question, No internal choice</i>	<i>7</i>	
<i>Q.4)A)</i>	<i>Any 1out of 2</i>	<i>8</i>	<i>Unit - 4</i>
<i>Q.4)B)</i>	<i>Any 1out of 2</i>	<i>7</i>	
	<b>TOTAL</b>	<b>60</b>	

**OR**

**Paper Pattern:**

<b>Question</b>	<b>Options</b>	<b>Marks</b>	<b>Questions Based on</b>
<i>Q.1)</i>	<i>Any 1 out of 2</i>	<i>15</i>	<i>Unit 1</i>
<i>Q.2)</i>	<i>Any 3 out of 5</i>	<i>15</i>	<i>Unit 2</i>
<i>Q.3)A)</i>	<i>Any 1 out of 2</i>	<i>8</i>	<i>Unit 3</i>
<i>Q.3)B)</i>	<i>Any 1 out of 2</i>	<i>7</i>	
<i>Q.4)A)</i>	<i>Any 1 out of 2</i>	<i>8</i>	<i>Unit 4</i>
<i>Q.4)B)</i>	<i>Single question, No</i>	<i>7</i>	
	<b>TOTAL</b>	<b>60</b>	

**Overall Examination & Marks Distribution Pattern**Semester III & IV

<b>Course</b>	<b>301, 302</b>			<b>401, 402</b>			<b>Grand Total</b>
	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

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