



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Re-accredited A+ Grade by NAAC (Third Cycle-CGPA-3.61)
'College with Potential for Excellence' Status Awarded by UGC
'Best College Award' by University of Mumbai

As per National Education Policy-2020

Title of the Programme

B. A. in History
(Faculty of Arts)

Syllabus for F.Y. B. A. (History)
Semester I and II

(With effect from the academic year 2024-25)



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

As per National Education Policy - 2020

Sr. No.	Heading	Particulars
1	Title of program	Bachelor of Arts
2	Eligibility	12 th Pass of all recognized Board
3	Duration of program	One Year
4	Intake Capacity	240
5	Scheme of Examination	60:40
6	Standards of Passing	40%
7	Semesters	02
8	Program Academic Level	UG
9	Pattern	Semester
10	Status	New Course Under National Education Policy 2020
11	To be implemented from Academic Year	Academic Year 2024-25

Dr. (Mrs.) R.D. Mhatre
Chairperson
Board of Studies in History
Changu Kana Thakur
A.C.S. College,
New Panvel (Autonomous)



Prof. (Dr.) S.K. Patil
Principal
Changu Kana Thakur
A.C.S. College,
New Panvel (Autonomous)



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Preamble of the Syllabus

The Department of History was established in Changu Kana Thakur Arts, Commerce and Science College New Panvel (Autonomous), in 22nd September 1997-98. Since its inception, along with academics, it has excelled in establishing Co-Curricular and extra-curricular activities. The Choice Based Credit & Grade System implemented through this curriculum will help in the enhancement of the deep sense of nationalism, love and affection for the country and its countrymen. Importance of non-violence, agitations for achieving freedom from the British Imperialism and the constitutional development throughout the period stands out as an important fact of this new syllabus. To help establish a sound knowledge about the Modern History to the students of First Year has been its main motto. The syllabus is also designed keeping in mind about the needs and requirements of the Competitive Exam aspirants too. The new and the upgraded syllabus are based on the disciplinary approach with vigour and depth, taking care that the syllabus does not burden the young minds as such. A greater care has been taken to match its standards with syllabus of other Universities. Some other important shades of the Syllabus include the conceptual understanding, Socio-religious Reform Movement, obtaining basic ideas of the Subaltern movements towards empowerment etc.

1) Introduction

The History of Modern India is a comprehensive course designed to provide students with an in-depth understanding of the significant events, movements, and transformations that have shaped India from the mid-19th century to its independence in 1947. This course delves into the myriad

aspects of India's socio-political and economic landscape, examining the various forces that have influenced its evolution into a modern nation-state. Students will explore key historical milestones, beginning with the Revolt of 1857, often regarded as the first war of Indian independence, and trace the establishment and development of the Indian National Congress. The course will cover the diverse strategies and ideologies of the Moderates and Extremists within the Congress, leading to the pivotal role played by Mahatma Gandhi and the era of mass movements. The narrative of independence is incomplete without understanding the socio-religious reform movements that sought to address and rectify social inequities and injustices. The development of Western education and its impact on Indian society, the evolution of the press as a tool for national awakening, and the advancements in transport and communication are critical themes that will be explored.

2) Aims and Objectives:

- To understand the impact of Revolt of 1857 and the rise of political insights with the emergence of Provincial Associations and Indian National Congress.
- To analyse the air of Indian Nationalism through the Gandhian and Non Gandhian movements.
- To study the reforms generated by the Socio-Religious Movements in the Indian scenario.
- To identify the role played by Education, Press and Transport in shaping the Indian Society.
- To gain insights regarding the Land Revenue policy, Industrial Policy, Trade and Commerce policies as well as the Drain Theory.
- To have a better understanding of various suppressed factions of society such as women, Dalit's, peasants and labours.

3) Learning Outcomes:

- Illustrate the importance of revolt of 1857 and its significance to create awareness about the freedom

- Adopt the process of healthy nationalism and secularism by studying work of social reformers and freedom fighters.
- Analyse the role of western education and Newspapers in freedom struggle in India
- To study the development of Subaltern factors in the History of Modern India.

4) Credit Structure of the F.Y.B. A. (History) Semester I and II

Sr. No.	Programme	Course Code	Course Title	Credits	L / Week
Semester-I					
1	B.A.	UAR1HS1	History of Modern India (1857 C.E. to 1947 C.E.)	4	4
Semester-II					
1.	B.A.	UAR2HS1	History of Modern India (1857 C.E. to 1947 C.E.)	4	4

Abbreviations Used

- POs : Program Outcomes
- PS : Program Structure
- PSOs : Program Specific Outcomes
- COs : Course Outcomes
- TLP : Teaching-Learning Process
- AM : Assessment Method
- DSC : Discipline Specific Core
- DSE : Discipline Specific Elective
- GE : Generic Elective
- OE : Open Elective
- VSC : Vocational Skill Course
- SEC : Skill Enhancement Course
- IKS : Indian Knowledge System
- AEC : Ability Enhancement Course
- VEC : Value Education Course
- OJT : On Job Training (Internship)
- FP : Field project
- CEP : Community engagement and service
- CC : Co-curricular Courses
- RM : Research Methodology
- RP : Research Project
- MJ : Major Course
- MN : Minor Course



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Program Outcomes (POs)

PO No.	POs Statement	Knowledge and Skill
	After completing the Bachelor of Arts Program, students will be able to-	
PO-1	Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme and equip the students with a strong academic perspective.	Disciplinary Knowledge
PO-2	Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation. The students will be able to comprehend, learn, process and apply knowledge in day to day life.	Critical Thinking, Cognitive skills and Problem Solving
PO-3	Ability to analyse and evaluate different concepts of problems of society and make students able to develop oral and written communication skills in literature.	Analytical Skills and Effective Communication
PO-4	Equip with strong work attitudes and Employment skills that will enable them to work independently as well as collaboratively. Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects.	Competencies for employment and Research
PO-5	Able to work collaboratively and effectively with diverse groups towards personal and common goals. Develop leadership qualities among the learners.	Individuality and Teamwork



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Arts, Commerce and Science College, New Panvel (Autonomous)

Program Specific Outcomes (PSOs)

PSO No.	PSOs Statement	Knowledge and Skill
	After completing the Bachelor of Science Program, students will be able to-	
PSO-1	Explain and analyse a key historical events or process in the area and during the period under study, understand the diversity of the human experience as influenced by geographical locations.	Critical thinking to compare and contrast different historical periods and their impacts.
PSO-2	Students will develop skills to evaluate the sources, methods, motivations and interpretations behind historical narratives.	Source evaluation skills to assess the reliability and bias of historical documents.
PSO-3	Students understand earn the basic skills of History writing and research	Writing skills to clearly and effectively communicate historical arguments and narratives.
PSO-4	Understanding the basic themes, concepts, chronology and scope of Indian History.	Contextual understanding to relate historical events to their broader contexts.
PSO-5	The Students realize the importance of social-cultural and moral values.	Cultural awareness to appreciate the diversity and richness of human cultures.



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Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for F.Y.B.A. (History) Semester I and II

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2024-2025)

Course Structure

Revised Scheme of Examination

Faculty of Arts

(Under-graduate Programmes)

Choice Based Credit System (CBCS)

❖ **Revised Scheme of Examination**

The performance of the learners shall be evaluated into two components. The learner's Performance shall be assessed by Internal Assessment with 40% marks in the first component by conducting the Semester End Examinations with 60% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

A) Internal Assessment: 40 %

40 Marks

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks
02	Group/ Individual Survey Project/Presentation and write up on the selected topics of the subjects/Case studies / Test based on tutorials /Book Review /Poetry Appreciation/ Open Book Test	15 Marks
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

Question Paper Pattern

(Periodical Class Test)

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Changu Kana Thakur Arts, Commerce and Science College, New Panvel (Autonomous)

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/ Answer in One or Two Lines (Concept based Questions) (1Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination: 60 %

60 Marks

- Duration: The examination shall be of 2 hours duration.

Question Paper Pattern

Theory question paper pattern
<ol style="list-style-type: none"> 1. There shall be four/five questions each of 15/12 marks (30/24 marks with internal options). 2. All questions shall be compulsory with internal options. 3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

➤ **Passing Standard**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade D, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

Note: 1) It is noted that the concerned regulation of the College is amended and implemented to Semester III to Semester VI of undergraduate programmes, under faculty of Arts, Commerce and Science with effect from the academic year 2024 - 2025.

2) This revised scheme of evaluation is discussed in detail, finalised and accepted.



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for F.Y.B.A. (History) Semester I

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2024-2025)

Course Code: UAR1HS1

Course Title: History of Modern India (1857C.E.-1947C.E.)

Course Type: Major

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Science Program, students will be able to-
CO-1	Illustrate the importance of revolt of 1857 and its significance to create awareness about the freedom Struggle.
CO-2	Adopt the process of healthy nationalism and secularism by studying work of social reformers and freedom fighters.
CO-3	Student will be able to outline the whole process of freedom struggle,
CO-4	Students will be able to explain the process of rise of modern India.

Syllabus for F.Y.B.A. (History) Semester I
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR1HS1

Course Title: History of Modern India (1857C.E.-1947C.E.)

Unit I: will be on Political Awareness.

Unit II: will be on Indian Nationalism

Unit III: will be on Gandhian Era.

Unit IV: Will be on Towards Independence

Choice Based Credit System (CBCS)

F.Y.B. A. History Syllabus To be implemented from the Academic year 2024-25

SEMESTER I

HISTORY OF MODERN INDIA (1857 C.E-1947C.E)

Course Code: UAR1HS1

(Credit- 04)

Module I: Growth of Political Awareness

(15 Lectures)

- A. Revolt of 1857: Causes and Consequences
- B. Emergence of the Provincial Associations
- C. Foundation of the Indian National Congress

Module II: Trends in Indian Nationalism

(15 lectures)

- A. Moderates
- B. Extremists
- C. Revolutionary Nationalist

Module III: Gandhian Movement

(15 Lectures)

- A. Gandhian Ideology of Satyagraha, Non- Violence and Non Co-operation Movement
- B. Civil Disobedience Movement
- C. Quit India Movement

Module IV: Towards Independence and Partition

(15 Lectures)

- A. Constitutional Development (1909-1935)
- B. Indian National Army and Naval Mutiny (1942-1947)
- C. Towards Independence

References:

English Reference Books:-

1. Aloysius G., Nationalism without Nation in India, OUP, New Delhi, 1998.
2. Bandyopadhyay Sekhar, From Plessey to Partition: A History of Modern India, Orient Longman, New Delhi, 2004.
3. Bhattachaterjee Arun, History of Modern India, (1707-1947), Ashish Publishing House, New Delhi, 1976.
4. Chakravarti Aroop, The History of India (1857- 2000) Pearson, New Delhi, 2012
5. Chandra Bipin et al., India's Struggle for Independence, Penguin,
6. Chandra Bipin, A. Tripathi, Barun De, Freedom Struggle, National Book Trust, India, 1972.
7. Chandra Bipin, Rise and Growth of Economic Nationalism in India, Delhi, 1966.
8. Chatterjee Partho, The Nation and its Fragments, OUP, New Delhi, 1933.
9. Chopra P.N., Puri B.N., Das M. N., Pradhan A.C., A Comprehensive History of Modern India, Sterling Publishers, 2003.
10. Chakrabarthy, Bidyut and Pandey, Rajendra Kumar, Modern Indian Political Thought, Text & Context, Sage Publications, 2009
11. Chandra, Bipin, History of Modern India, Orient Black Swan Publications, 2009
12. Chaudhari, K. C, History of Modern India, New Cental Agency Book Ltd, 2011
13. Chaurasia,P.N, Puri B.N, Das M.N, Pradhan A.C., A Comprehensive History of Modern India, Sterling Publishers, 2003
14. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
15. Ganachari Arvind, Nationalism and Social Reforms in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.

16. Gajrani S., History of Modern India, Commonwealth Publications, Delhi, 1st Edition-2013
17. Grover B.L., Grover S., A New Look at Modern Indian History (1707- Present Day), S.Chand And Company, New Delhi, 2001.
18. Josaph T.M., History of Modern India (1757-2004), K'Sagar Publications, Pune, 1st Edition-2007
19. Keswani K.B., History of Modern India, (1800- 1964), Himalaya Publishing House, Bombay, 1996.
20. Mujumdar R.C., Comprehensive history of India, Vol.3(Part III), People's Publishing house.
21. Mehrotra S.R., Emergence of Indian National Congress, Vikas Publications, Delhi, 1971
22. Nanda S.P., History of Modern India, (1707-Present Time), Dominant Publications, New Delhi, 2012.
23. Pannikar K. N.(ed.), National and Left Movement in India, Vikas Publishing House Pvt. Ltd, New Delhi, 1980.
24. Ray Rajat, Industrialization of India: Growth and Conflict in the Private Corporate Sector, 1914-47, OUP, Delhi, 1982.
25. Sarkar Sumit, Modern India 1885-1947, Macmillan, madras, 1996.
26. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
27. Kulke, Hermann and Rothermund, Dietmar., A history of India, Routledge, Third Edition
28. Markovits, Claude(ed.) A History of Modern India, Anthem Press, 1994
29. Nanda, B.R , Ghokle: The Indian Moderates and the British Raj, Oxford University Press, Bombay, 1993
30. Tara chand., History of Freedom Movement in India, Vols. 1-4
31. Tirtha K., History of Modern India, Shikhar Publications, Delhi, 1st edition-2017
31. Tucker, R., Ranade and the roots of Indian Nationalism, Popular Prakashan, Bombay, 1977

33. Wolpert, S.A., Tilak and Ghokle, Revolution and Reform in the making of Modern India, University of California Press, 1962

BOOKS IN MARATHI:

१. बारगळ बा. सा., ढवळे, आवाचीन भारताचा इततहास, तवद्या प्रकाशन, नागपूर प्रथम आवृत्ती-१९९६
२. चंद्र तबपीन आति इतर; स्वातंत्र्य लढा, श्री साईनाथ प्रकाशन, नागपूर.
३. ग्रीवर,भालेकर; आधुतनक भारताचा इततहास; एस. चांद प्रकाशन
४. जोशी प्र. न.; भारतीय स्वातंत्र्याचा इततहास, स्नेहवधान पतललतशंग हाउस,पुणे, तित्तीय आवृत्ती,१९९७.
५. कोलारकर श. गो., आधुतनक भारताचा इततहास(१८५७ ते १९६०),श्री. मंगेश प्रकाशन,नागपूर, तित्तीय आवृत्ती १९९८.
६. पवार जयतसंगराव; आधुतनक तहंदुस्थानचा इततहास; तवद्या प्रकाशन, नागपूर.
७. सरकार सुतमत, आधुतनक भारत, राजकमल पतललकेशन्स, नवी तदल्ली, २००९
८. वैद्य सुमन,कोठेकर;स्वतंत्र भारताचा इततहास, श्री साईनाथ प्रकाशन, नागपूर.



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for F.Y.B.A. (History) Semester II

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2024-2025)

Course Code: UAR2HS1

Course Title: History of Modern India (1857C.E.-1947C.E.)

Course Type: Major

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Science Program, students will be able to-
CO-1	Illustrate the seeds of Nationalism where shown in socio-religious reform movements.
CO-2	Analyse the role of western education and Newspapers in freedom struggle in India
CO-3	Learners will comprehend about the impact of the British Rule on Indian Economy.
CO-4	To study the development of Subaltern factors in the History of Modern India.

Syllabus for F.Y.B.A. (History) Semester II
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR2HS1

Course Title: History of Modern India (1857C.E.-1947C.E.)

Unit I: will be on Reform Movements

Unit II: will be on Modern education, press, Communication.

Unit III: will be on British rule and Indian Economy

Unit IV: will be on Subaltern Movement

Choice Based Credit System (CBCS)
F.Y.B. A. History Syllabus
To be implemented from the Academic year 2024-25
SEMESTER II

HISTORY OF MODERN INDIA (1857 C.E.- 1947 C.E.)

Course Code: UAR2HS1 **(Credit- 04)**

Module I: Socio-Religious Reform Movement **(15 Lectures)**

- A. Brahmo Samaj, Arya Samaj and Ramakrishana Mission
- B. Satyashodhak Samaj, Aligarh Movement and Singh Sabha Movement.
- C. Impact of Reform Movements

Module II: Education, Press & Communication **(15 Lectures)**

- A. Promotion of Western Education and Impact on Indian Society
- B. Development of Press
- C. Modern Transport and Communication

Module III: Impact of British Rule on Indian Economy **(15 Lectures)**

- A. Agricultural Policy during British period Special reference Revenue System
- B. Growth of Trade, Commerce and Industries
- C. Drain Theory

Module IV: Subaltern Movement **(15 Lectures)**

- A. Peasants and Tribes
- B. Dalit's and Labours
- C. Women

References:

English Reference Books:-

1. Aloysius G., Nationalism without Nation in India, OUP, New Delhi, 1998.
2. Bandyopadhyay Sekhar, From Plassey to Partition: A History of Modern India, Orient Longman, New Delhi, 2004.
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BOOKS IN MARATHI:

१. बारगळ बा. सा., ढवळे, आवाचीन भारताचा इततहास, तवद्या प्रकाशन, नागपूर प्रथम आवृत्ती- १९९६
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६. पवार जयतसंगराव; आधुतनक तहंदुस्थानचा इततहास; तवद्या प्रकाशन, नागपूर.
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८. वैद्य सुमन,कोठेकर;स्वतंत्र भारताचा इततहास, श्री साईनाथ प्रकाशन, नागपूर.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Accredited A++ Grade by NAAC (Fourth Cycle-CGPA-3.52)
'College with Potential for Excellence' Status Awarded by UGC
'Best College Award' by University of Mumbai

As per National Education Policy - 2020

Title of the Programme

B. A. in History

(Faculty of Arts)

Syllabus for S.Y. B. A. (History)

Semester III and IV

(With effect from the academic year 2025-26)



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

As per National Education Policy - 2020

Sr. No.	Heading	Particulars
1	Title of program	Bachelor of Arts
2	Eligibility	FYBA Pass of all University
3	Duration of program	One Year
4	Intake Capacity	50
5	Scheme of Examination	60:40
6	Standards of Passing	40%
7	Semesters	02
8	Program Academic Level	UG
9	Pattern	Semester
10	Status	New Course Under National Education Policy 2020
11	To be implemented from Academic Year	Academic Year 2025-26

Dr. (Mrs.) R.D. Mhatre
Chairperson
Board of Studies in History
Changu Kana Thakur
A.C.S. College,
New Panvel (Autonomous)



Prof. (Dr.) S.K. Patil
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Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Preamble of the Syllabus

Changu Kana Thakur Arts, Commerce & Science College (Autonomous), New Panvel, had initiated the Department of History since its inception from 1997-98. It has been one of the few undergraduate courses offered by the institute. The Choice Based Credit & Grade System implemented through this curriculum will help in the enhancement of the deep human past, from ancient civilizations to the modern world. The syllabus combines thematic, chronological, and methodological approaches that help students gain insights into significant historical processes, cultural developments, and knowledge traditions. The core course **Landmarks in World History (1300 CE to 1945 CE)** introduces students to major global transformations, including the Renaissance, Reformation, Enlightenment, revolutions, colonialism, world wars, and the emergence of the modern world. This course enables learners to understand the interconnectedness of world regions and the impact of global historical forces. The **History of Ancient India (3500 BCE to 320 CE / 320 CE to 1000 CE)** course offers an in-depth study of the political, social, economic, and cultural developments of the Indian subcontinent from the Harappa Civilization through the early medieval period. This foundation equips students to analyze India's unique historical trajectory and its enduring legacies. The course on **Introduction to Indian Knowledge System** introduces students to the richness and diversity of traditional Indian knowledge, philosophies, sciences, and cultural practices. This interdisciplinary perspective fosters a deeper appreciation of India's intellectual and civilizational contributions. **Introduction to Archaeology** provides students with the basic tools and methods of archaeological research and interpretation, enhancing their ability to reconstruct and critically engage with the material past.

Introduction to Museology and Archival Science acquaints students with the role of museums and archives in preserving history, heritage, and memory. It emphasizes the principles of collection, conservation, documentation, and public history. The **Community Engagement Program (CEP)** is a value-added experiential component that encourages students to engage with society through outreach and field-based activities. It fosters civic responsibility, empathy, and a sense of active citizenship rooted in historical awareness. Together, these courses aim to develop critical thinking, analytical reasoning, historical consciousness, and research skills among students. The syllabus is aligned with the National Education Policy (NEP) and prepares students for higher studies, competitive examinations, and careers in teaching, heritage management, research, and public service.

1) Introduction

The syllabus of **SYBA-HISTORY** is designed to provide learners with a comprehensive understanding of key historical periods. The curriculum is meticulously designed to combine thematic, chronological, and methodological perspectives, enabling students to gain valuable insights into significant historical processes, cultural developments, and knowledge traditions. Core courses such as Landmarks in World History (1300 CE to 1945 CE) introduce learners to major global transformations, fostering an understanding of the interconnectedness of world regions and the impact of global historical forces. This is complemented by the History of Ancient India course, which provides an in-depth exploration of the subcontinent's unique historical trajectory. Further enriching the academic experience are courses like Introduction to Indian Knowledge System, Introduction to Archaeology, and Introduction to Museology and Archival Science, which collectively broaden students' perspectives on intellectual traditions, material culture, and the preservation of heritage. A distinctive feature of this programme is the Community Engagement Program (CEP), an experiential component that encourages active citizenship and civic responsibility. Together, these courses

are structured to develop essential skills in critical thinking, analytical reasoning, historical consciousness, and research. This syllabus not only prepares students for higher studies and competitive examinations but also equips them for diverse career paths in fields such as teaching, heritage management, research, and public service.

2) Aims and Objectives:

- To familiarize students with major historical events such as the Renaissance, Industrial Revolution, World Wars, and Cold War.
- To examine the causes and consequences of significant revolutions, including the American, French, and Russian Revolutions.
- To understand the evolution of modern political ideologies such as nationalism, democracy, and communism.
- To introduce students to the sources and historiography of Ancient Indian History.
- To trace the development of early human settlements, Harappan civilization, and Vedic society.
- To study the rise and expansion of Mahajanapadas, Maurya, and Gupta Empires.

3) Learning Outcomes:

- Explain the significance of major historical events such as the Renaissance, Industrial Revolution, and World Wars.
- Analyze the causes, consequences, and impact of major revolutions, including the American, French, and Russian Revolutions.
- Evaluate the role of ideologies like nationalism, democracy, and communism in shaping modern history.
- Identify and interpret primary and secondary sources of Ancient Indian History.

- Describe the features and significance of the Indus Valley Civilization and Vedic society.
- Analyze the political, social, and economic structures of Ancient Indian empires, including the Maurya and Gupta dynasties.

4) Credit Structure of the S.Y.B. A. (History) Semester III and IV

Sr. No.	Programme	Course Code	Course Title	Credits	L / Week
Semester-III					
1	B.A.	UAR3HS3	Landmarks in World History (1300 CE to 1945CE)	3	3
2	B.A.	UAR3HS4	History of Ancient India (3500 BCE to 1000 CE)	3	3
3	B.A.	UAR3HS5	Introduction to Indian Knowledge System	2	2
4	B.A.	USEC3AI1	Introduction to Archaeology	2	2
Semester-IV					
1	B.A.	UAR4HS6	Landmarks in World History (1300 CE to 1945CE)	3	3
2	B.A.	UAR4HS7	History of Ancient India (320 CE to 1000 CE)	3	3
3	B.A.	UAR4HS8	Introduction to Museology and Archival Science	2	2
4	B.A.	UCEP4CEP	Community Engagement Program (CEP)	2	2

Abbreviations Used

- POs : Program Outcomes
- PS : Program Structure
- PSOs : Program Specific Outcomes
- COs : Course Outcomes
- TLP : Teaching-Learning Process
- AM : Assessment Method
- DSC : Discipline Specific Core
- DSE : Discipline Specific Elective
- GE : Generic Elective
- OE : Open Elective
- VSC : Vocational Skill Course
- SEC : Skill Enhancement Course
- IKS : Indian Knowledge System
- AEC : Ability Enhancement Course
- VEC : Value Education Course
- OJT : On Job Training (Internship)
- FP : Field project
- CEP : Community engagement and service
- CC : Co-curricular Courses
- RM : Research Methodology
- RP : Research Project
- MJ : Major Course
- MN : Minor Course



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Program Outcomes (POs)

PO No.	POs Statement	Knowledge and Skill
	After completing the Bachelor of Arts Program, students will be able to-	
PO-1	Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme and equip the students with a strong academic perspective.	Disciplinary Knowledge
PO-2	Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation. The students will be able to comprehend, learn, process and apply knowledge in day to day life.	Critical Thinking, Cognitive skills and Problem Solving
PO-3	Ability to analyse and evaluate different concepts of problems of society and make students able to develop oral and written communication skills in literature.	Analytical Skills and Effective Communication
PO-4	Equip with strong work attitudes and Employment skills that will enable them to work independently as well as collaboratively. Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects.	Competencies for employment and Research
PO-5	Able to work collaboratively and effectively with diverse groups towards personal and common goals. Develop leadership qualities among the learners.	Individuality and Teamwork



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CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Program Specific Outcomes (PSOs)

PSO No.	PSOs Statement	Knowledge and Skill
	After completing the Bachelor of Arts Program, students will be able to-	
PSO-1	Explain and analyse a key historical events or process in the area and during the period under study, understand the diversity of the human experience as influenced by geographical locations.	Historical analysis, contextual understanding, comparative interpretation
PSO-2	Students will develop skills to evaluate the sources, methods, motivations and interpretations behind historical narratives.	Critical thinking, source evaluation, historiographical awareness
PSO-3	Students understand earn the basic skills of History writing and research	Research methodology, academic writing, analytical reasoning
PSO-4	Understanding the basic themes, concepts, chronology and scope of Indian History.	Chronological understanding, thematic clarity, foundational historical knowledge
PSO-5	Explain and analyse a key historical events or process in the area and during the period under study, understand the diversity of the human experience as influenced by geographical locations.	Global perspective, interdisciplinary linkage, diversity appreciation

Scheme of Examination (Amended)
Faculty of Arts
(Under-graduate Programmes)

Choice Based Credit System (CBCS)

❖ **Revised Scheme of Examination**

1. For 4 or 3 Credits Courses (Discipline Specific Courses (DSC) / Major / Elective / Minor Courses) (100 Marks)

The performance of the learners shall be evaluated into two components, as the first component by ‘Continuous Internal Assessment (CIA)’ with 40% marks and as the second component by conducting the ‘Semester End Examinations (SEE)’ with 60% marks. The allocation of marks for the Continuous Internal Assessment (CIA) and Semester End Examinations are as shown below:

A) Continuous Internal Assessment (CIA): 40 % (40 Marks)

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks
02	Group/ Individual Survey Project/Presentation and write up on the selected units of the courses /Case studies / Test based on tutorials /Book Review /Poetry Appreciation/ Open Book Test	15 Marks
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibition of leadership qualities in organizing related academic activities	05 Marks

Question Paper Pattern
(Periodical Class Test)

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/True or False/ Answer in One or Two Lines (Concept based Questions) (1 Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination (SEE): 60 %**(60 Marks)**

- Duration: The examination shall be of 2 hours duration.

Question Paper Pattern**Theory question paper pattern**

1. There shall be four/five questions each of 15/12 marks (with internal options).
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

2. For 2 Credits Courses (VEC/AEC/IKS/Major Courses) (50 Marks)

The performance of the learners shall be evaluated into two components, as the first component by 'Continuous Internal Assessment (CIA)' with 40% marks and as the second component by conducting the 'Semester End Examinations (SEE)' with 60% marks. The allocation of marks for the Continuous Internal Assessment (CIA) and Semester End Examinations (SEE) are as shown below:

A) Continuous Internal Assessment (CIA): 40 %**(20 Marks)**

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks

Question Paper Pattern
(Periodical Class Test)

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/ Answer in One or Two Lines (Concept based Questions) (1 Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination (SEE): 60 %**(30 Marks)**

- Duration: The examination shall be of 1 hour's duration.

Question Paper Pattern**Theory question paper pattern**

1. There shall be two/three questions each of 15/10 marks.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

3. For 2 Credits Skill Enhancement Courses (SEC)**(50 Marks)**

The performance of the learners shall be evaluated into two components. The allocation of marks are as shown below:

A) Field Work (FW)/Practical Examinations (PE) /Test Based on Tutorials: 40 % 20 Marks

Workbook/Journal/Lab book/Viva Voce	05 Marks
field work /Practical/Laboratory Work /Test based on tutorials	15 Marks

B) Semester End Examination (SEE): 60 %**(30 Marks)**

- Duration: The examination shall be of 1 $\frac{1}{2}$ hour's duration.

Question Paper Pattern**Theory question paper pattern**

1. There shall be two/three questions each of 15/10 marks.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

4. For 4 Credits Vocational Skill Courses (VSC)**(100 Marks)**

The performance of the learners shall be evaluated into two components. The allocation of marks are as shown below:

A) Field Work (FW)/Practical Examinations (PE) : 40 % 40 Marks

Workbook/Journal/Lab book/Viva Voce	10 Marks
field work /Practical/Laboratory Work	30 Marks

B) Semester End Examination (SEE): 60 %

60 Marks

- Duration: The examination shall be of $2\frac{1}{2}$ hour's duration.

Question Paper Pattern

Theory question paper pattern

1. There shall be four/five questions each of 15/12 marks (with internal options).
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

5. For 2 Credits Open Elective (OE) / CC Courses (50 Marks)

The performance of the learners shall be evaluated into two components. The allocation of marks are as shown below:

A) Projects/Case Studies/Portfolio/Survey/Model/Presentation/Workbook:40% 20 Marks

B) Semester End Examination (SEE): 60 %

30 Marks

- Duration: The examination shall be of 1 hour duration.

Question Paper Pattern

Theory question paper pattern

1. There shall be two/three questions each of 15/10 marks.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

6. For 4 Credits Open Elective (OE) Courses (100 Marks)

The performance of the learners shall be evaluated into two components, as the first component by 'Continuous Internal Assessment (CIA)' with 40% marks and as the second component by conducting the 'Semester End Examinations (SEE)' with 60% marks. The allocation of marks for the Continuous Internal Assessment (CIA) and Semester End Examinations are as shown below:

A) Continuous Internal Assessment (CIA): 40 %**(40 Marks)**

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks
02	Projects / Case Studies / Portfolio / Survey / Model / Presentation / Workbook	20 Marks

Question Paper Pattern
(Periodical Class Test)

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/True or False/ Answer in One or Two Lines (Concept based Questions) (1 Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination (SEE): 60 %**(60 Marks)**

- Duration: The examination shall be of 2 hours duration.

Question Paper Pattern

Theory question paper pattern
<ol style="list-style-type: none"> 1. There shall be four/five questions each of 15/12 marks (with internal options). 2. All questions shall be compulsory with internal options. 3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

7. For 2 Credits Community Engagement Project (CEP) (50 Marks)

The Community Engagement & Service Programme must involve the student for minimum 30 hours of total engagement with a significant portion dedicated to outreach activity beneficial to community. The whole exercise is marked out of 50 marks. The marks distribution will be as follows-

- Project proposal 10 marks,
- Participation/attendance (Log book entry) 10 marks,

- Summary report 20 marks and
- Presentation/ Viva-voce 10 marks.

N.B.: For details, refer the guidelines given by the College.

8. For 2 Credits Field Project (FP) (50 Marks)

- **Research Proposal (10 Marks):** Evaluated on clarity, feasibility, and ethical considerations.
- **Fieldwork and Data Collection (15 Marks):** Assessed based on completion of research activities, adherence to timelines, and data quality.
- **Data Analysis and Interpretation (10 Marks):** Evaluated on the application of appropriate analysis techniques and meaningful interpretation of findings.
- **Written Report (10 Marks):** Assessed on clarity, structure, organization, and adherence to scientific writing conventions.
- **Presentation (05 Marks):** Evaluated on delivery, clarity, effectiveness in communicating research findings.

N.B.: For details, refer the guidelines given by the College.

9. For 4 Credits On Job Training (OJT) / Internship Program (100 Marks) Evaluation Pattern

The Internship/OJT program has the two examinable units that the students are supposed to undertake and be examined in. The whole exercise is marked out of 100 marks.

Evaluation will be done by Examiner and Mentor. The marks distribution will be as follows:

- **OJT/Internship performance: 50 marks,**
Marks will be given based on
 - Remark by the supervisor
 - OJT/Internship completion certificate
- **Institute supervisor 50 marks with following break up**
 - Internship/OJT Report: 20 marks
 - Log Book 10 marks and
 - Presentation/Viva-Voce: 20 marks

N.B.: For details, refer the guidelines given by the College.

Passing Standard

- **For 4 or 3 Credits Courses (Discipline Specific Courses (DSC) /Major /Elective /VSC /Minor /OE Courses):** The learners shall obtain minimum of 40% marks (i.e. 16 out of

40) in the Continuous Internal Assessment (CIA) and 40% marks in Semester End Examination (SEE) (i.e. 24 out of 60) separately, to pass the course and minimum of Grade D, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Continuous Internal Assessment (CIA) and Semester End Examination (SEE).

- **For 2 or 1 Credits Courses (Discipline Specific Courses (DSC)/Major):** The learners shall obtain minimum of 40% marks (i.e. 8 out of 20) in the Continuous Internal Assessment (CIA) and 40% marks in Semester End Examination (SEE) (i.e. 12 out of 30) separately, to pass the course and minimum of Grade D, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Continuous Internal Assessment (CIA) and Semester End Examination (SEE).
- **For 2 Credits Courses AEC, VEC, SEC, IKS, OE, FP, CEP and CC courses:** Learners should remain present for Continuous Internal Assessment (CIA) and Semester End Examination (SEE)/ Practical Examination (PE). A learner will be said to have passed the course if the learner obtains minimum of 40% marks in the Continuous Internal Assessment (CIA) and Semester End Examination (SEE)/ Practical Examination together and obtain minimum 10 marks out of 30 marks in Semester End Examination (SEE)/ Practical Examination (PE).

- **Rules of A.T.K.T. for Revised NEP 2020 structure of Academic Year 2025-26**

1. A learner shall be allowed to keep term for Semester II irrespective of the number of courses of failure in the Semester I.
2. A learner shall be allowed to take admission to Semester III if he/she passes both Semester I and Semester II.

OR

A learner shall be allowed to keep term for Semester III, if he/she fails in not more than two Discipline Specific Courses (DSC) and not more than six other courses of Semester I and Semester II taken together with not more than one Discipline Specific Courses (DSC) and not more than three other courses each in Semester I and Semester II.

3. A learner shall be allowed to keep term for Semester IV irrespective of the number of courses of failure in the Semester III.
4. A learner shall be allowed to take Admission to Semester-V and Keep Terms if he/she Passes in both Semester-I and Semester-II and failed in not more than two Discipline Specific Courses (DSC)/Major and not more than six other courses of Semester – III and Semester – IV taken together with not more than one Discipline Specific Courses

(DSC)/Major and not more than three other courses each in Semester – III and Semester – IV

OR

Passes in both Semester-III and Semester-IV and failed in not more than two Discipline Specific Courses (DSC) and not more than six other courses of Semester – I and Semester – II taken together with not more than one Discipline Specific Courses (DSC) and not more than three other courses each in Semester – I and Semester – II.

5. A learner shall be allowed to keep term for Semester VI irrespective of the number of courses of failure in the Semester V.
6. The result of Semester-VI shall be withheld by the College till the learner passes all the Semesters from I – V.
7. A Learner is allowed to take admission in semester VII (UG Hon. /PG Part I) only if he passed all courses of semesters I to VI (132 Credits).

➤ **Eligibility Condition to appear for Additional Examination of any Semester**

(Applicable only for Regular Semester End Examinations)

A learner who remains absent in some or all the subjects on medical grounds or for representing the College or University in NSS, NCC, Sports, Cultural Activities or co-curricular/extracurricular/extension activities with prior permission of the Principal or Head of the institute reported to the examination section, by producing necessary documents and testimonials, will be allowed to appear for the Additional Semester End Examination (ASEE). This is not applicable for any A.T.K.T. / Supplementary Examinations.

➤ **Supplementary Examination (SE)**

The college will conduct supplementary examinations for semester II, IV, and VI after the declaration of their respective results.

Note:

- 1) It is noted that the concerned regulation of the College is amended and implemented to Semester I to Semester VI of undergraduate programmes, under faculty of Arts, Commerce and Science with effect from the academic year 2025 - 2026.
- 2) All these rules maybe amended as and when required with authorisation of Academic bodies.



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR3HS3

Course Title: Landmarks in World History (1300 CE to 1945 CE)

Course Type: Major

No. of Credits: 03

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	The Learners will be able to interpret the significant historical events of the world.
CO-2	The Learners determine how the whole world came out of the medieval dark ages.
CO-3	The learners were able to assess the Revolutions which gave very important concepts to world.
CO-4	To analyse the effects of global change on human life.

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR3HS3

Course Title: Landmarks in World History (1300 CE to 1945 CE)

1. Unit-I will be on The Modern Age.
2. Unit-II will be on Age of Revolutions.
3. Unit-III will be on Nationalism and Imperialism.
4. Unit-IV will be on World in Transition.

S.Y.B. A. History Syllabus
To be implemented from the Academic year 2024-2025
SEMESTER III

Major Paper-III Landmarks in World History (1300 CE-1945 CE)

Module I: The Modern Age **(12 Lectures)**

- (a) Renaissance
- (b) Geographical Discoveries
- (c) Reformation

Module II: Age of Revolutions **(11 Lectures)**

- (a) American Revolution
- (b) French Revolution
- (c) Industrial Revolution

Module III: Nationalism and Imperialism **(11 Lectures)**

- (a) Formation of Nation-States in Europe
- (b) Nationalist Movements in Italy
- (c) Unification of Germany

Module IV: World in Transition (1914-1919) **(11 Lectures)**

- (a) Imperialism
- (b) World War I
- (c) Russian Revolution

List of References:

English Books:

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2. Carrie Albrecht 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. Kennedy MA, A Short History of Japan North American Library Press 1965.
10. Kirk S.E. A Short History of the Middle East. New York 1959.
11. Lewis Bernard, The Emergence of Modern Turkey, Oxford University, London.
12. Lipton Joseph M. The History of Modern Iran: An Interpret ion, Harvard University Press 1975.
13. Mahmood Shamma Ed., An Introduction to the History of the World, Pearson, Delhi 2012
14. Story Richard, Japan & the Decline of the West in Asia 1894-1943, St. Martin Press. 1979 New York City, 1979.
15. Taylor A. J.P., The struggle for Mastery in Europe (1848-1918), Oxford 1954.
16. Thomson David: Europe since Napoleon- 1962, Longman. (Indian Ed. Jain Pushpak Mandir Jaipur 1977).

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1. जैन हुकुमचंद आणि कृष्णि माथुर, आधुनिक जगाचा इतिहास, के. सागर प्रकाशन, पुणे २००६.
2. कदम, वाय. एन., णवसाव्या शिकारिल जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
3. कुलकी, ए. आर. आणि देशपांडे, आधुनिक जगाचा इतिहास, खंड १ व २, स्नेहवधन पणललणशंग हाऊस, पुणे, १९९६.
4. साकुरे णवजय आणि अणनल काठारे, जागणिक इतिहासारिल णस्थरिरे, णचन्मय प्रकाशन, औरंगाबाद, २०११.
5. उदगावकर, एम. एन. आणि गैश राऊ, आधुनिक जग, डायमंड प्रकाशन, पुणे, २००८.
6. वैद्य सुमन आणि शांिका कोठेकर, आधुनिक जग, खंड १ व २, श्री साईनाथ प्रकाशन, नागपूर, २०००.



Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR3HS4

Course Title: History of Ancient India (3500 BCE to 320CE)

Course Type: Major

No. of Credits: 3

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Students will have better interpretation of ancient period of Indian history.
CO-2	They will be able to examine the continuity and change in historical perspective.
CO-3	To perceive the spiritual philosophy related to life through the study of ancient India.
CO-4	It will develop interest among students to history of India In chronological framework.

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR3HS4

Course Title: History of Ancient India (3500 BCE to 1000 CE)

1. Unit I will be on Sources of Ancient India and their Importance.
2. Unit II will be on Indus Valley Civilization.
3. Unit III will be on Vedic Age.
4. Unit IV will be on India after 6th Century B.C.

S.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026
SEMESTER III

Major Paper- History of Ancient India (3500 BCE to 320CE)

Module I: Sources of Ancient India and their Importance (12 Lectures)

(a) Archaeological Sources

(b) Literary Sources

(c) Foreign Travellers Accounts

Module II: Indus Valley Civilization (11 Lectures)

(a) Discovery and Extent, Town Planning

(b) Social and Economic, Religious Life

(c) Decline of the Civilization

Module III: Vedic Age (11 Lectures)

(a) Origin of the Aryans

(b) Social and Economic Life

(c) Education and Religion

Module IV: India after 6th Century B.C. (11 Lectures)

(a) Janapada, Administration of Mahajanpadas

(b) Jainism and Buddhism

(c) Persian and Greek Invasions

Reference-

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1. Agarwal, D.P., The Archology of India, Delhi Select Book Services, Syndicate, 1984.
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Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester III

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2024-2025)

Course Code: UAR3HS5

Course Title: Introduction to India Knowledge System

Course Type: IKS

No. of Credits: 02

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Describe the diverse sources of Indian Knowledge System including Vedic, Jain, Buddhist and regional traditions.
CO-2	Explain the Significant contribution of Ancient Indian Scholars and Thinkers

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR3HS5

Course Title: Introduction to India Knowledge System

1. Unit I will be on Concept of Indian Knowledge System
2. Unit II will be on Scientific Development in Ancient Period

S.Y.B.A. History Syllabus
To be implemented from the Academic year 2025-2026
SEMESTER III

IKS Paper No. V- Introduction to Indian Knowledge System

Module I: Concept of Indian Knowledge System

- (a) Definition, scope and significance of IKS
- (b) Sources of IKS: Vedic, Jain, Buddhist and regional traditions
- (c) Continuity and change in traditional Knowledge

Module II: Scientific Development in Ancient Period

- (a) Ancient Indian Mathematics and Astronomy: Aryabhata, Bramagupt and Bhaskaracharya
- (b) Ayurveda and Traditional Medicine: Charaka, Sushruta
- (c) Development in Architecture: Temple architecture of Gupta Dynasty

References:

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1. Jha, Arun Kumar and Sahay, Seema. *Aspects of Science and Technology in Ancient India*. Routledge, 2023.
2. Agrawala, Prithvi Kumar. *Gupta Temple Architecture*. Prithivi Prakashan, 1968.
3. Chatterjee, Satischandra and Datta, Dhirendramohan. *An Introduction to Indian Philosophy*. University of Calcutta, 1984.
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2. साळवी, णदलीप म. भारीय वैज्ञाणनक, मॅजेणस्िक प्रकाशन, २००८.
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Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2024-2025)

Course Code: USEC3IA1

Course Title: Introduction to Archaeology

Course Type: Skill Enhancement Course

No. of Credits: 2

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Explain the basic concepts and methods of archaeology, including exploration, excavation, and dating techniques.
CO-2	Analyze the historical significance of ancient inscriptions and coinage as sources of information.

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: USEC3IA1

Course Title: Introduction to Archaeology

1. Unit-I will be on Aims and Methods of Archaeology.
2. Unit-II will be on Epigraphy and Numismatics

S.Y.B. A. History Syllabus
To be implemented from the Academic year 2024-2025
SEMESTER III

SEC Paper I- Introduction to Archaeology

Module I: Aims and Methods of Archaeology

- (a) Definition, Aims and History of Archaeology in India
- (b) Archaeology and Other Sciences
- (c) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities

Module II: Epigraphy and Numismatics

- (a) Definition and History of Indian Epigraphy and Numismatics
- (b) Types of Inscriptions and their significance
- (c) Ancient Indian Coinage

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1. Allachin, F.R. and Norman K.R., *Guide to the Ashokan Inscriptions*, South Asian Studies, Vol-I 1985.
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9. Cunningham Alexander, *Inscriptions of Ashoka*, Corpus Inscriptinum Indicarum, Vol-I, 1877.
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2. देव एस. बी., पुराित्व णवद्या, कॉणन्िनेिल प्रकाशन, मंुबई, २००८ (दुसरी आवृती).
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7. ढवळीकर एम. के., प्राचीन भारीय नािकशास्त्र, कॉणन्िनेिल प्रकाशन, मंुबई, २०१३.
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9. धोपि एस. जी., केस्ि इन इण्डयन न्यूनूमझर्मोण्णक्स, सािवाहन चॅररिबल रस्ि, बदलापरू, २०१४.
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14. णमराशी व्ही. व्ही., सािवाहन आण्ण णणिमी क्षत्रप यांचा इण्णहास, महाराष्ट्र राऽय साणहत्य आण्ण संस्कृिी मंडळ, मंुबई, १९७९.
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Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester IV
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR4HS6

Course Title: Landmarks in World History (1300CE to 1945CE)

Course Type: Major

No. of Credits: 3

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Illustrate the impact of reforms introduced by Kemal Pasha in Turkey and Reza Shah in Iran on their respective societies
CO-2	Examine the similarities and differences between Fascism, Nazism, and Japanese Militarism
CO-3	Evaluate the effectiveness of post-war peace efforts, including the establishment of the United Nations
CO-4	Compare the nationalist movements in China, the Arab world, and Indonesia, focusing on their goals, methods, and outcomes

Syllabus for S.Y.B.A. (History) Semester IV
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR4HS6

Course Title: Landmarks in World History (1300CE to 1945CE)

1. Unit-I will be on Inter War Period.
2. Unit-II will be on Rise of Dictatorship.
3. Unit-III will be on World War-II and Efforts for Peace.
4. Unit-IV will be on Nationalist Movements in Asia.

S.Y.B.A. History Syllabus
To be implemented from the Academic year 2025-2026
SEMESTER IV

Major Paper-VII Landmarks in World History (1300 CE-1945 CE)

Module I: Inter War Period **(15 Lectures)**

- (a) Kemal Pasha and Modernization of Turkey
- (b) Reza Shah and Reforms in Iran
- (c) Birth of Israel

Module II: Rise of Dictatorships **(15 Lectures)**

- (a) Fascism
- (b) Nazism
- (c) Militarism in Japan

Module III: World War II and Efforts for Peace **(15 Lectures)**

- (a) Causes of World War II
- (b) Course of World War-II
- (c) Consequences of World War-II

Module IV: Nationalist Movements in Asia **(15 Lectures)**

- (a) Dr. Sun-Yat-Sen and China
- (b) Arab Nationalism
- (c) Dr. Sukarno and Indonesia

References:

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2. Carrie Albrecht R.A., Diplomatic History of European since the Congress of Vienna, Harper, New York, 1958.
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2. कदम, वाय. एन., णवसाव्या शिकािील जगाचा इणिहास, फडके प्रकाशन, कोल्हापरू, २००५.
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Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester IV
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR4HS6

Course Title: History of Ancient India (320 CE to 1000 CE)

Course Type: Major

No. of Credits: 3

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Compare and contrast the political, social, and economic conditions under the Mauryan and post-Mauryan dynasties such as the Sungas, Kushanas, and Satavahanas
CO-2	Describe the administrative system of the Gupta Age and its impact on the Indian subcontinent
CO-3	Examine the political fragmentation and regional developments during the Post-Gupta period
CO-4	Explain the administrative and cultural developments under these dynasties

Syllabus for S.Y.B.A. (History) Semester IV
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR4HS6

Course Title: History of Ancient India (320 CE to 1000 CE)

1. Unit I will be on Mauryan and Post-Mauryan Period.
2. Unit II will be on Gupta Age.
3. Unit III will be on Post Gupta Period.
4. Unit IV will be on Major Dynasties of Deccan and South India.

S.Y.B. A. History Syllabus
To be implemented from the Academic year 2024-2025
SEMESTER IV

Major Paper VI- History of Ancient India (320 CE to 1000 CE)

Module I: Mauryan and Post-Mauryan Period(322 BCE to 320 CE) (11 Lectures)

- (a) Chandragupta and Ashoka
- (b) Mauryan Administration
- (c) Post Mauryan Dynasties- Sungas, Kushanas and Satavahana

Module II: Gupta Age (320 CE to 600 CE) (11 Lectures)

- (a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II
- (b) Administration
- (c) Classical Age

Module III: Post Gupta Period (600 CE to 1000 CE) (11 Lectures)

- (a) The Age of Harshavardhan
- (b) The Rise of Rajputs
- (c) Arab Invasion on Sind

Module IV: Major Dynasties of Deccan and South India (12 Lectures)

- (a) Chalukyas of Badami and Rashtrakutas
- (b) Pallavas and Cholas
- (c) Spread of Indian Culture in South-East Asia

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English Books

1. Agarwal, D.P., The Archology of India, Delhi Select Book Services, Syndicate, 1984.
2. Aiyangar, S.K., Ancient India and South Indian History Culture. Oriental Book Agency. Pune, 1941.
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Janardan Bhagat Shikshan Prasarak Sanstha's
CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for S.Y.B.A. (History) Semester IV

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2024-2025)

Course Code: UAR4HS8

Course Title: Introduction to Museology and Archival Science

Course Type: Major

No. of Credits: 2

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Explain the role of museums and describe the processes for collecting and conserving artefacts.
CO-2	Analyze the importance of archives as historical sources and outline methods for preserving records.

Syllabus for S.Y.B.A. (History) Semester III
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR4HS8

Course Title: Introduction to Museology and Archival Science

1. Unit-I will be on Museology
2. Unit-II will be on Archival Science

S.Y.B. A. History Syllabus
To be implemented from the Academic year 2024-2025
SEMESTER III

Major Paper VIII- Introduction to Museology and Archival Science

Module I: Museology

- (a) Definition of Museology, Museum Movement in India
- (b) Role of the Curator and Types of Museums
- (c) Methods of Collection and Conservation of Objects in Museums

Module II: Archival Science

- (a) Meaning, Scope, Objectives and Types of Archives
- (b) Importance of Archives: Value of Records as Sources of History
- (c) Conservation and Preservation of Records

References:

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Academic Council Date-28/04/2025

Changu Kana Thakur Arts, Commerce and Science College, New Panvel (Autonomous)



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Accredited A++ Grade by NAAC (Fourth Cycle-CGPA-3.52)

'College with Potential for Excellence' Status Awarded by UGC

'Best College Award' by University of Mumbai

As per National Education Policy - 2020

Title of the Programme

B. A. in History

(Faculty of Arts)

Syllabus for T.Y. B. A. (History)

Semester V and VI

(With effect from the academic year 2025-26)



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

As per National Education Policy - 2020

Sr. No.	Heading	Particulars
1	Title of program	Bachelor of Arts
2	Eligibility	SYBA Pass of all University
3	Duration of program	One Year
4	Intake Capacity	50
5	Scheme of Examination	60:40
6	Standards of Passing	40%
7	Semesters	02
8	Program Academic Level	UG
9	Pattern	Semester
10	Status	New Course Under National Education Policy 2020
11	To be implemented from Academic Year	Academic Year 2025-26

Dr. (Mrs.) R.D. Mhatre
Chairperson
Board of Studies in History
Changu Kana Thakur
A.C.S. College,
New Panvel (Autonomous)



Prof. (Dr.) S.K. Patil
Principal
Changu Kana Thakur
A.C.S. College,
New Panvel (Autonomous)



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Preamble of the Syllabus

Changu Kana Thakur Arts, Commerce & Science College (Autonomous), New Panvel, had initiated the Department of History since its inception from 1997-98. It has been one of the few undergraduate courses offered by the institute. The Bachelor of Arts (B.A.) programme in History at the Third-Year level has been meticulously designed in accordance with the principles and objectives of the National Education Policy (NEP)-2020. This policy envisions a holistic, multidisciplinary, and learner-centric approach to education. The curriculum offers a well-balanced integration of theoretical knowledge, critical thinking, analytical skills, and practical experience, enabling students to engage meaningfully with the past and apply historical insights to contemporary issues.

This syllabus highlights the dynamic and multifaceted nature of History by incorporating a wide range of themes, including regional, national, and global developments; socio-political and cultural transformations; economic trends; gender perspectives; and research methodology. The structure of the course fosters historical inquiry through major core papers such as **History of the Marathas, History of the Contemporary World, Research Methodology, and History of Asia**. Additionally, a range of electives such as **Modern Maharashtra, History of Mumbai, Contemporary India, and Feminist Movements in India** offer students the opportunity to explore specific historical dimensions in depth.

The inclusion of **Vocational Skill Courses like Travel, Tourism and History** and the **On Job Training (OJT)** component reflects the NEP's emphasis on employability, experiential learning, and skill development. These courses aim

to equip students with practical knowledge and competencies for diverse career paths in heritage management, academia, civil services, media, archival science, and the tourism industry.

Through this curriculum, the Department of History aspires to nurture historically informed, ethically grounded, and socially responsible individuals who are capable of critical reflection and active citizenship. The programme encourages inclusivity, intellectual curiosity, and a deep appreciation for India's rich pluralistic legacy and its global interconnections.

1) Introduction

The T.Y.B.A. History syllabus, designed under the National Education Policy-2020, offers an in-depth study of Indian and global history through core and elective courses. It emphasizes critical thinking, historical analysis, and research skills while introducing practical components like Travel, Tourism and History and On-the-Job Training. The curriculum prepares students for careers in teaching, research, civil services, heritage management, and tourism, fostering informed, ethical, and socially responsible citizenship.

2) Aims and Objectives:

1. To provide students with a comprehensive understanding of major historical developments in India and the world.
2. To develop critical thinking and analytical skills through the study of historical events, processes, and interpretations.
3. To promote awareness of India's diverse cultural heritage and its global interactions.
4. To enable students to engage with contemporary issues through historical perspectives.
5. To prepare students for research, higher education, and a variety of career paths in the fields of history, education, civil services, media, heritage management, and tourism.

6. To familiarize students with the evolution of historical writing, research methodology, and the use of historical sources.
7. To foster values of secularism, social justice, gender equity, and democratic citizenship through the study of past events and social movements.
8. To encourage interdisciplinary learning and application of historical knowledge in real-world scenarios.

3) Learning Outcomes:

1. Explain major political, social, economic, and cultural developments in Indian and global history, with a special focus on the Maratha period, post-1945 world history, and contemporary Asia.
2. Identify, interpret, and analyze primary and secondary sources, and apply research methodologies for historical writing and academic inquiry.
3. Evaluate cause-and-effect relationships in history and assess different historiographical perspectives on key issues and movements.
4. Gain in-depth insight into regional histories such as Modern Maharashtra and Mumbai, and thematic areas like the feminist movement in India.
5. Apply historical knowledge in practical fields such as heritage tourism, archival management, and museum studies through skill-based and on-the-job training components.
6. Reflect on historical processes with a sense of ethical responsibility, social awareness, and democratic values.
7. Present historical arguments and findings coherently in written and oral formats using appropriate academic conventions.
8. Prepare for competitive examinations, postgraduate studies, and careers in teaching, research, civil services, and journalism, heritage and tourism sectors.

4) Credit Structure of the T.Y.B. A. (History) Semester V and VI

Sr. No.	Programme	Course Code	Course Title	Credits	L/Week
Semester-V					
1	B.A.	UAR5HS9	History of the Marathas: Royal Period (1630 CE to 1707 CE)	4	4
2	B.A.	UAR5HS10	History of Contemporary World (1945 CE to 2000 CE)	4	4
3	B.A.	UAR5HS11	Research Methodology and Sources of History	2	2
4	B.A.	UAR5HSE1	History of Modern Maharashtra (1818 CE to 1960 CE) OR History of Mumbai (1850 CE to 1990 CE)	4	4
5	B.A.	UVSCTTH1	Travel-Tourism and History	4	4
Semester-VI					
1	B.A.	UAR6HS12	History of the Marathas: Peshwa Period (1707 CE to 1818 CE)	4	4
2	B.A.	UAR6HS13	History of Asia (1945 CE to 2000 CE)	4	4
3	B.A.	UAR6HS14	Research Methodology and Sources of History	2	2
4	B.A.	UAR6HSE2	History of Contemporary India (1947CE to 2000 CE) OR History of Feminist Movement in India (1960 CE to 2000CE)	4	4
5	B.A.	UOJT6OJT	On Job Training	--	--

Abbreviations Used

- POs : Program Outcomes
- PS : Program Structure
- PSOs : Program Specific Outcomes
- COs : Course Outcomes
- TLP : Teaching-Learning Process
- AM : Assessment Method
- DSC : Discipline Specific Core
- DSE : Discipline Specific Elective
- GE : Generic Elective
- OE : Open Elective
- VSC : Vocational Skill Course
- SEC : Skill Enhancement Course
- IKS : Indian Knowledge System
- AEC : Ability Enhancement Course
- VEC : Value Education Course
- OJT : On Job Training (Internship)
- FP : Field project
- CEP : Community engagement and service
- CC : Co-curricular Courses
- RM : Research Methodology
- RP : Research Project
- MJ : Major Course
- MN : Minor Course



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Program Outcomes (POs)

PO No.	POs Statement	Knowledge and Skill
	After completing the Bachelor of Arts Program, students will be able to-	
PO-1	Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme and equip the students with a strong academic perspective.	Disciplinary Knowledge
PO-2	Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation. The students will be able to comprehend, learn, process and apply knowledge in day to day life.	Critical Thinking, Cognitive skills and Problem Solving
PO-3	Ability to analyse and evaluate different concepts of problems of society and make students able to develop oral and written communication skills in literature.	Analytical Skills and Effective Communication
PO-4	Equip with strong work attitudes and Employment skills that will enable them to work independently as well as collaboratively. Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects.	Competencies for employment and Research
PO-5	Able to work collaboratively and effectively with diverse groups towards personal and common goals. Develop leadership qualities among the learners.	Individuality and Teamwork



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Program Specific Outcomes (PSOs)

PSO No.	PSOs Statement	Knowledge and Skill
	After completing the Bachelor of Arts Program, students will be able to-	
PSO-1	Explain and analyse a key historical events or process in the area and during the period under study, understand the diversity of the human experience as influenced by geographical locations.	Historical analysis, contextual understanding, comparative interpretation
PSO-2	Students will develop skills to evaluate the sources, methods, motivations and interpretations behind historical narratives.	Critical thinking, source evaluation, historiographical awareness
PSO-3	Students understand earn the basic skills of History writing and research	Research methodology, academic writing, analytical reasoning
PSO-4	Understanding the basic themes, concepts, chronology and scope of Indian History.	Chronological understanding, thematic clarity, foundational historical knowledge
PSO-5	Explain and analyse a key historical events or process in the area and during the period under study, understand the diversity of the human experience as influenced by geographical locations.	Global perspective, interdisciplinary linkage, diversity appreciation

Scheme of Examination (Amended)
Faculty of Arts
(Under-graduate Programmes)

Choice Based Credit System (CBCS)

❖ **Revised Scheme of Examination**

1. For 4 or 3 Credits Courses (Discipline Specific Courses (DSC) / Major / Elective / Minor Courses) (100 Marks)

The performance of the learners shall be evaluated into two components, as the first component by ‘Continuous Internal Assessment (CIA)’ with 40% marks and as the second component by conducting the ‘Semester End Examinations (SEE)’ with 60% marks. The allocation of marks for the Continuous Internal Assessment (CIA) and Semester End Examinations are as shown below:

A) Continuous Internal Assessment (CIA): 40 % (40 Marks)

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks
02	Group/ Individual Survey Project/Presentation and write up on the selected units of the courses /Case studies / Test based on tutorials /Book Review /Poetry Appreciation/ Open Book Test	15 Marks
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibition of leadership qualities in organizing related academic activities	05 Marks

Question Paper Pattern
(Periodical Class Test)

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/True or False/ Answer in One or Two Lines (Concept based Questions) (1 Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination (SEE): 60 %**(60 Marks)**

- Duration: The examination shall be of 2 hours duration.

Question Paper Pattern**Theory question paper pattern**

1. There shall be four/five questions each of 15/12 marks (with internal options).
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

2. For 2 Credits Courses (VEC/AEC/IKS/Major Courses) (50 Marks)

The performance of the learners shall be evaluated into two components, as the first component by 'Continuous Internal Assessment (CIA)' with 40% marks and as the second component by conducting the 'Semester End Examinations (SEE)' with 60% marks. The allocation of marks for the Continuous Internal Assessment (CIA) and Semester End Examinations (SEE) are as shown below:

A) Continuous Internal Assessment (CIA): 40 %**(20 Marks)**

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks

Question Paper Pattern
(Periodical Class Test)

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/ Answer in One or Two Lines (Concept based Questions) (1 Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination (SEE): 60 %**(30 Marks)**

- Duration: The examination shall be of 1 hour's duration.

Question Paper Pattern**Theory question paper pattern**

1. There shall be two/three questions each of 15/10 marks.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

3. For 2 Credits Skill Enhancement Courses (SEC)**(50 Marks)**

The performance of the learners shall be evaluated into two components. The allocation of marks are as shown below:

A) Field Work (FW)/Practical Examinations (PE) /Test Based on Tutorials: 40 % 20 Marks

Workbook/Journal/Lab book/Viva Voce	05 Marks
field work /Practical/Laboratory Work /Test based on tutorials	15 Marks

B) Semester End Examination (SEE): 60 %**(30 Marks)**

- Duration: The examination shall be of $1\frac{1}{2}$ hour's duration.

Question Paper Pattern**Theory question paper pattern**

1. There shall be two/three questions each of 15/10 marks.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

4. For 4 Credits Vocational Skill Courses (VSC)**(100 Marks)**

The performance of the learners shall be evaluated into two components. The allocation of marks are as shown below:

A) Field Work (FW)/Practical Examinations (PE) : 40 % 40 Marks

Workbook/Journal/Lab book/Viva Voce	10 Marks
field work /Practical/Laboratory Work	30 Marks

B) Semester End Examination (SEE): 60 %**60 Marks**

- Duration: The examination shall be of $2\frac{1}{2}$ hour's duration.

Question Paper Pattern

Theory question paper pattern

1. There shall be four/five questions each of 15/12 marks (with internal options).
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

5. For 2 Credits Open Elective (OE) / CC Courses (50 Marks)

The performance of the learners shall be evaluated into two components. The allocation of marks are as shown below:

A) Projects/Case Studies/Portfolio/Survey/Model/Presentation/Workbook:40% 20 Marks

B) Semester End Examination (SEE): 60 % 30 Marks

- Duration: The examination shall be of 1 hour duration.

Question Paper Pattern

Theory question paper pattern

1. There shall be two/three questions each of 15/10 marks.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

6. For 4 Credits Open Elective (OE) Courses (100 Marks)

The performance of the learners shall be evaluated into two components, as the first component by 'Continuous Internal Assessment (CIA)' with 40% marks and as the second component by conducting the 'Semester End Examinations (SEE)' with 60% marks. The allocation of marks for the Continuous Internal Assessment (CIA) and Semester End Examinations are as shown below:

A) Continuous Internal Assessment (CIA): 40 % (40 Marks)

Sr. No.	Particular	Marks
01	One periodical class test / online examination to be conducted in the given semester	20 Marks
02	Projects / Case Studies / Portfolio / Survey / Model / Presentation / Workbook	20 Marks

Question Paper Pattern **(Periodical Class Test)**

Maximum Marks: 20

Duration: 40 Minutes

Questions to be set: 02

All Questions are Compulsory

Question No.	Particular	Marks
Q-1	Match the Column / Fill in the Blanks / Multiple Choice Questions/True or False/ Answer in One or Two Lines (Concept based Questions) (1 Marks / 2 Marks each)	10 Marks
Q-2	Answer in Brief (Attempt any Two of the Three) (5 Marks each)	10 Marks

B) Semester End Examination (SEE): 60 %

(60 Marks)

- Duration: The examination shall be of 2 hours duration.

Question Paper Pattern

Theory question paper pattern
<ol style="list-style-type: none">1. There shall be four/five questions each of 15/12 marks (with internal options).2. All questions shall be compulsory with internal options.3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

7. For 2 Credits Community Engagement Project (CEP) (50 Marks)

The Community Engagement & Service Programme must involve the student for minimum 30 hours of total engagement with a significant portion dedicated to outreach activity beneficial to community. The whole exercise is marked out of 50 marks. The marks distribution will be as follows-

- Project proposal 10 marks,
- Participation/attendance (Log book entry) 10 marks,
- Summary report 20 marks and
- Presentation/ Viva-voce 10 marks.

N.B.: For details, refer the guidelines given by the College.

8. For 2 Credits Field Project (FP)

(50 Marks)

- **Research Proposal (10 Marks):** Evaluated on clarity, feasibility, and ethical considerations.

- **Fieldwork and Data Collection (15 Marks):** Assessed based on completion of research activities, adherence to timelines, and data quality.
- **Data Analysis and Interpretation (10 Marks):** Evaluated on the application of appropriate analysis techniques and meaningful interpretation of findings.
- **Written Report (10 Marks):** Assessed on clarity, structure, organization, and adherence to scientific writing conventions.
- **Presentation (05 Marks):** Evaluated on delivery, clarity, effectiveness in communicating research findings.

N.B.: For details, refer the guidelines given by the College.

9. For 4 Credits On Job Training (OJT) / Internship Program (100 Marks) Evaluation Pattern

The Internship/OJT program has the two examinable units that the students are supposed to undertake and be examined in. The whole exercise is marked out of 100 marks.

Evaluation will be done by Examiner and Mentor. The marks distribution will be as follows:

➤ **OJT/Internship performance: 50 marks,**

Marks will be given based on

- Remark by the supervisor
- OJT/Internship completion certificate

➤ **Institute supervisor 50 marks with following break up**

- Internship/OJT Report: 20 marks
- Log Book 10 marks and
- Presentation/Viva-Voce: 20 marks

N.B.: For details, refer the guidelines given by the College.

Passing Standard

- **For 4 or 3 Credits Courses (Discipline Specific Courses (DSC) /Major /Elective /VSC /Minor /OE Courses):** The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Continuous Internal Assessment (CIA) and 40% marks in Semester End Examination (SEE) (i.e. 24 out of 60) separately, to pass the course and minimum of Grade D, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Continuous Internal Assessment (CIA) and Semester End Examination (SEE).

- **For 2 or 1 Credits Courses (Discipline Specific Courses (DSC)/Major):** The learners shall obtain minimum of 40% marks (i.e. 8 out of 20) in the Continuous Internal Assessment (CIA) and 40% marks in Semester End Examination (SEE) (i.e. 12 out of 30) separately, to pass the course and minimum of Grade D, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Continuous Internal Assessment (CIA) and Semester End Examination (SEE).
- **For 2 Credits Courses AEC, VEC, SEC, IKS, OE, FP, CEP and CC courses:** Learners should remain present for Continuous Internal Assessment (CIA) and Semester End Examination (SEE)/ Practical Examination (PE). A learner will be said to have passed the course if the learner obtains minimum of 40% marks in the Continuous Internal Assessment (CIA) and Semester End Examination (SEE)/ Practical Examination together and obtain minimum 10 marks out of 30 marks in Semester End Examination (SEE)/ Practical Examination (PE).
- **Rules of A.T.K.T. for Revised NEP 2020 structure of Academic Year 2025-26**
 1. A learner shall be allowed to keep term for Semester II irrespective of the number of courses of failure in the Semester I.
 2. A learner shall be allowed to take admission to Semester III if he/she passes both Semester I and Semester II.

OR

A learner shall be allowed to keep term for Semester III, if he/she fails in not more than two Discipline Specific Courses (DSC) and not more than six other courses of Semester I and Semester II taken together with not more than one Discipline Specific Courses (DSC) and not more than three other courses each in Semester I and Semester II.

3. A learner shall be allowed to keep term for Semester IV irrespective of the number of courses of failure in the Semester III.
4. A learner shall be allowed to take Admission to Semester-V and Keep Terms if he/she Passes in both Semester-I and Semester-II and failed in not more than two Discipline Specific Courses (DSC)/Major and not more than six other courses of Semester – III and Semester – IV taken together with not more than one Discipline Specific Courses (DSC)/Major and not more than three other courses each in Semester – III and Semester – IV

OR

Passes in both Semester-III and Semester-IV and failed in not more than two Discipline Specific Courses (DSC) and not more than six other courses of Semester – I and

Semester – II taken together with not more than one Discipline Specific Courses (DSC) and not more than three other courses each in Semester – I and Semester – II.

5. A learner shall be allowed to keep term for Semester VI irrespective of the number of courses of failure in the Semester V.
6. The result of Semester-VI shall be withheld by the College till the learner passes all the Semesters from I – V.
7. A Learner is allowed to take admission in semester VII (UG Hon. /PG Part I) only if he passed all courses of semesters I to VI (132 Credits).

➤ **Eligibility Condition to appear for Additional Examination of any Semester**

(Applicable only for Regular Semester End Examinations)

A learner who remains absent in some or all the subjects on medical grounds or for representing the College or University in NSS, NCC, Sports, Cultural Activities or co-curricular/extracurricular/extension activities with prior permission of the Principal or Head of the institute reported to the examination section, by producing necessary documents and testimonials, will be allowed to appear for the Additional Semester End Examination (ASEE). This is not applicable for any A.T.K.T. / Supplementary Examinations.

➤ **Supplementary Examination (SE)**

The college will conduct supplementary examinations for semester II, IV, and VI after the declaration of their respective results.

Note:

- 1) It is noted that the concerned regulation of the College is amended and implemented to Semester I to Semester VI of undergraduate programmes, under faculty of Arts, Commerce and Science with effect from the academic year 2025 - 2026.
- 2) All these rules maybe amended as and when required with authorisation of Academic bodies.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR5HS9

Course Title: History of the Marathas: Royal Period (1630 CE to 1707 CE)

Course Type: Major

No. of Credits: 04

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Compare and contrast the early Maratha political structure with contemporary regional powers
CO-2	Demonstrate the role of forts and naval power in Maratha expansion
CO-3	Judge the effectiveness of the measures taken to consolidate Maratha power
CO-4	Assess the strengths and weaknesses of the Maratha administrative structure

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR5HS9

Course Title: History of the Marathas: Royal Period (1630 CE to 1707 CE)

1. Unit-I will be on Introduction to Maratha History
2. Unit-II will be on Establishment of Swarajya
3. Unit-III will be on Period of Consolidation and Crisis
4. Unit-IV will be on Administration during the Royal Period

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Major Paper-IX History of the Marathas: Royal Period(1630CE to1707CE)

Module I: Introduction to Maratha History

- a) Marathi, Persian and European Sources
- b) Deccan in the 17th Century: Geo-Political and Economic conditions
- c) Socio-Cultural conditions; Maharashtra Dharma

Module II: Establishment of Swarajya

- a) Chhatrapati Shivaji's relations with Bijapur
- b) Chhatrapati Shivaji's relations with the Mughals
- c) Chhatrapati Shivaji's relations with the Europeans

Module III: Period of Consolidation and Crisis

- a) Coronation and its significance; Chhatrapati Shivaji's Karnataka Campaign
- b) Chhatrapati Sambhaji, Chhatrapati Rajaram and Maharani Tarabai
- c) Civil War: Maharani Tarabai and Chhatrapati Shahu

Module IV: Administration during the Royal Period

- a) Civil Administration
- b) Revenue and Judicial Administration
- c) Military Administration

List of References:

English Books:

1. Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas – 5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
2. Chitnis, K. N., *Glimpses of Maratha Socio- Economic History*, Atlantic Publishers & Distributors, New Delhi, 1994.
3. Chitnis, K. N., *Glimpses of Medieval Indian Ideas & Institutions*, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
4. Deshmukh, R.G., *History of Marathas*, Nimesh Agencies, Bombay, 1993.
5. Duff, James Grant, *History of Mahrattas*, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.
6. Gordon, Stewart, *The New Cambridge History of India, The Marathas*, Cambridge University Press, New Delhi, 1998.
7. Gune, Vithal Trimbak, *The Judicial System of the Marathas*, Deccan College, Pune, 1953.
8. Kotani, Hiroyuki, *Western India in Historical Transition – Seventeenth to Early Twentieth Centuries*, Manohar Publishers & Distributors, New Delhi, 2002.
9. Kulkarni, A. R., *Maharashtra in the Age of Shivaji*, Deshmukh & Co., Poona, 1969.
10. Kulkarni, A. R., *Maharashtra: Society and Culture*, Books and Books, New Delhi, 2000.
11. Kumar, Raj (ed.), *Maratha Military Systems*, Commonwealth Publishers, New Delhi, 2004.
12. Mate, M. S., *Maratha Architecture (1650 A.D. to 1850 A.D.)*, University of Poona, Poona, 1959.
13. Nadkarni, R.V., *The Rise and Fall of the Maratha Empire*, Popular Prakashan, Poona, 1966.
14. Pagadi, Setu Madhavrao, *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974.
15. Ranade, M.G., *Rise of the Maratha Power*, University of Bombay, 1961.
16. Sardesai, G.S., *The Main Currents of Maratha History*, Phoenix Publications, Bombay, 1959.
17. Sardesai, G.S., *The New History of the Marathas, Vol I: Shivaji and his Times*, Phoenix Publications, Bombay, 1971.
18. Sarkar, Jadunath, *House of Shivaji*, Orient Longman, Bombay, 1978.
19. Sarkar, Jadunath, *Shivaji and His Times*, 6th edition, Sarkar & sons, 1973.
20. Sen, Surendranath, *Administrative System of the Marathas*, K.P. Bagchi & Company, Calcutta, 1923.
21. Sen, Surendranath, *The Military System of the Marathas*, Orient Longmans, Calcutta, 1958.

Marathi Books:

1. भावे, वासुदेव कृष्ण, शिवराज्य व शिवकाळ, पुणे, १९५३ .
2. दोग्दिमुख, एस., शिवकालीन व पेंविकालीन स्त्री जीवन, शिळरू महाराष्ट्र शवदुयापीठ, पुणे, १९७३.
3. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरत डी.एन. शीशण हणमने िही .बी., मराठेकालीन संस्था व शवचार, फडके बुक सेलसस, कोल्हापरू, १९८७.
4. कुलकणी, ए.ीर ., शिवकालीन महाराष्ट्र, मराठुंयांचा इशतहास खंड 1, महाराष्ट्र शवदुयापीठ, ग्रंथालुमंडळ, नागपरू .१९८४.
5. मेहेंदळे, गजानन भास्कर, श्री राजा शिवछत्रपती, खंड I, जीमेहेंदळे .बी., पुणे, १९९६.
6. पागडी, सेतू माधवराव, छत्रपती शिवाजी, कांशटिनेल प्रकाशिन, पुणे, १९७७.
7. पवार जयशसंग राव, शिवाजी व शिवकाळ .(कोल्हापरू-फडके प्रकाशिन)
8. पवार जयशसंग राव, मराठी सतेचा उदय, जमुनादास प्रकाशिन. (मुंबई -
9. पुराशणक पी.एस., श्री शिव छत्रपती, छाया प्रकाशिन, तळेगाव दाभाडे, जुलै २०१६.
10. सरदेसाई बी.एन., मराठुंयांचा सामाशजक, शिव व सांस्कृतक इशतहास.
11. सावंत बीशण जाधव .एस., मराठुंयांचा प्रिसकीय, सामाशजक व शीशथसक इशतहास.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR5HS10

Course Title: History of Contemporary World (1945 CE to 2000 CE)

Course Type: Major

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Assess the significance of key events and decisions that shaped the Cold War era
CO-2	Examine the factors that led to the disintegration of the U.S.S.R. and the unification of Germany.
CO-3	Assess the effectiveness and legacy of movements such as Civil Rights, Feminism, and Decolonization
CO-4	Evaluate the influence of technological, cultural, and economic trends on international relations

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR5HS10

Course Title: History of Contemporary World (1945 CE to 2000 CE)

1. Unit I will be on Cold War
2. Unit II will be on Europe, U.S.S.R and U.S.A.
3. Unit III will be on Movements for Equal Rights and Challenging the Bipolar World
4. Unit IV will be on Major Trends

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Major Paper- History of Contemporary World (1945 CE-2000 CE)

Module I: Cold War (1945-1985)

- (a) Meaning, Causes of Cold War and Security Pacts
- (b) Conflicts in Cold War: Germany, Korea and Cuba
- (c) Economic Revival of Western Europe; Soviet Union's Relations with Eastern Europe

Module II: Europe, U.S.S.R and U.S.A. (1985-2000)

- (a) Disintegration of U.S.S.R
- (b) Re-drawing of political borders of Germany, Yugoslavia and Czechoslovakia; Emergence of the European Union (EU) in Western Europe
- (c) U.S.A as the dominant world power

Module III: Movements for Equal Rights and Challenging the Bipolar World (1945-2000)

- (a) Campaigns within and outside South Africa against Apartheid
- (b) Civil Rights Movement in U.S.A
- (c) Non-Aligned Movement

Module IV: Major Trends

- (a) Globalisation
- (b) Sustainable Development
- (c) Women's Liberation Movement

References:

English Books:

1. Bell, P.M.H, *The World since 1945*, Arnold Publications, London, 2001.
2. Brower, Daniel R., *The World Since 1945; A Brief History*, Pearson Education, India, 2005.
3. Calvocoressi, Peter, *World Politics 1945-2000*, 8th edition Pearson Education Ltd. Harlow, 2001.
4. Gaikwad, Deepak, *Civil Rights Movement in America*, Deep and Deep Publications New Delhi, 1987.
5. Hobsbawn, Eric, *Age of Extremes: The Short Twentieth Century 1914-1991*, Viking, Penguin Books, 1995.
6. Jaipal, Rikhi, *Non- Alignment, Origin, Growth and Potential for World Peace*, Allied Publishers, New Delhi, 1983.
7. Kaushik, Vijay, *Women's Movement and Human Rights*, Pointer Publishers, Jaipur, 1997.
8. Keylor, William, *The Twentieth Century World and Beyond: International History Since 1900*, 5th edition, Oxford University Press, Oxford, 2006.
9. Lowe Norman, *Mastering World History*, 4th edition, Palgrave Master, London, 1997.
10. Mason, Patrick L. (ed.) *Encyclopaedia of Race and Racism*, Volume 1 and 2, Macmillan, Detroit, 2007.
11. McWilliams, Wayne C. and Piotrowski, Harry, *The World Since 1945, A History of International Relations*, 6th edition, Reprint, Viva Books Pvt.Ltd. , Delhi, 2006.
12. Rao, B.V., *History of Modern Europe 1789-1992*, (revised edition), Sterling Publishers Pvt. Ltd., New Delhi, 2002.
13. Rao, B.V., *History of the Modern World, AD 1500 to 2011*, Sterling Publishers Pvt. Ltd. New Delhi, 2013.
14. Roberts, J.M, *History of the World*, Oxford University Press, New York, 1993.
15. Spellman, W.M. *The World Since 1945*, Palgrave MacMillan, 2006.
16. Tindall, George Brown and Shi, David Emory, *America, A Narrative History*, brief Fifth Edition, W.W. Norton & Co., NY, 2000.

Marathi Books:

1. श्री धनंजय शवसायिा ितकालील जग (इ.स. १९०० ते इ.स. २००५), श्री साईनाथ प्रकािण, नागपूर, २०१७
2. देवळणकर िैलेि, समकालीन जागशतक राजकारण, शवद्या बुक पशललिसस, औरंगाबाद, २०११
3. गायकवाड ीर.डी., कदम वाय. एन., थोरात डी. डी., ीधुशनक जगाचा इशतहास (इ.स. १९२० ते इ.स. १९४५), श्री मंगेि प्रकािण, नागपूर, १९९७
4. कदम वाय. एन., ीधुशनक जग (इ.स. १९०१ ते इ.स. २०००), फडके प्रकािण, कोल्हापूर, २०१५
5. कदम, वाय.एन., शितीय महायुदधानंतर जगाचा इशतहास, श्री मंगेि प्रकािण, नागपूर.
6. कोलारकर, एस.जी., ीधुशनक जग (१८७१-१९६५), मंगेि प्रकािण, नागपूर.
7. पािील, िही.बी ., ींतरराश्रीय संबंघ, प्रांत पशललकेिण, साईनाथ प्रकािण, जळगाव.
8. पेंडसे, अरुणा, सहस्त्रबुद्धे उतरा, ींतरराश्रीय संबंघ, औररणे लॉगमन, मुंबई, २००८.
9. तोडकर, बी.डी., ींतरराश्रीय राजकारण, प्रांत पशललकेिण, जळगाव, २०१५.
10. वैद्य, सुमन, कोठेकर िांता, ीधुशनक जग (१९४५ ते २०००), श्री साईनाथ प्रकािण, नागपूर, २०१४.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester V

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2025-2026)

Course Code: UAR5HS11

Course Title: Research Methodology and Sources of History

Course Type: Major

No. of Credits: 02

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Differentiate between various historical methodologies and their application in academic inquiry.
CO-2	Analyze the critical role of archival sources in providing authentic and foundational evidence for historical study.

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR5HS11

Course Title: Research Methodology and Sources of History

1. Unit I will be on Sources of History
2. Unit II will be on Research Methods in History

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Major Paper NO. XI-Research Methodology and Sources of History

Module I: Sources of History

- (a) Meaning, Scope and importance of Historical Research
- (b) Types of Sources: Primary and Secondary Sources
- (c) Importance of Archival Sources

Module II: Research Methods in History

- (a) Meaning of Historical Research: Methods of Data Collection
- (b) Interpretation and Generalisation of Sources
- (c) Style Sheets and Ethics in Research

References:

English Books:

1. Agarwal, R. S., *Important Guidelines on Research Methodology*, Delhi, 1983.
2. Ali Sheikh, *History: Its Theory and Method*, Macmillan India Ltd., Madras 1978.
3. Ayer, A. J. *Foundations of Empirical Knowledge* Macmillan Co., London, 1961.
4. Barzun, Jacques, Graff, Henry F. *The Modern Researcher*, Third Edition, New York, 1977.
5. Bloch, March, *The Historian's Craft*, Trans. Sarah Mathews, Weidenfeld & Nicholson, London, 1980.
6. C. Behan McCullough, *Justifying Historical Description*, Cambridge University Press, New York, 1984. Cambridge, 1991.
7. Unwin Carr, E. H. *What is History?* Macmillan, London: 1964.
8. Chattopadhyaya, Debiprasad (ed.) *History and Society*, Calcutta, 1978.
9. Clark, G. Kitson, *Guide for Research Students Working on Historical Subjects*, OUP, Cambridge, 1972.
10. Collingwood, R. G. *The Idea of History*, Oxford University Press. Oxford 1978.
11. Collingwood, R. G. *The Idea of History*, Ed. T. M. Knox (Oxford University Press, London, 1973).
12. Dasgupta, Sugata, *Methodology of Social Science Research*, New Delhi, Impex India, 1967.
13. Devahuti (ed.), *Problems of Indian Historiography*, Delhi, 1979.
14. Dobрева, Milena and Ivacs Gabriella, *Digital Archives: Management, Use and Access*, Facet Publishing, London, 2015.
15. Doby, J. T., ed., *An Introduction to Social Research*, 2nd ed., New York, Appleton Century Crafts, 1967.
16. Duverger, Maurice, *Introduction to the Social Science*, with special reference to their methods, Translated by Malcolm Anderson, London, Allen and Unwin, 1961.

17. Eastpoe, Gary, *History of Social Research Methods*, London, Longman, 1974.
18. Edwards, A. L., ed., *Experimental Design in Psychological Research*, 3rd ed., New York, Hott, Rinehart and Winston, 1968.
19. Elton G. R., *Return to Essentials: Some Reflections on the Present State of Historical Study*,
20. Festinger, Leonand Katz, Daniel, *research Method in the Behavioural Sciences*, Dryden Press, New York, 1953.

Marathi Books:

1. अमलावे प्रदीप, सामाजिक संशोधन, पद्धती विज्ञान व तंत्रे, साईनाथ प्रकाशिन, नागपूर.
2. श्री मोहन, इंग्रिनेरि एक कल्पवृक्ष, राजहंस प्रकाशिन, पुणे, १९९७.
3. देव प्रभाकर, इशतहास एक विज्ञान, कल्पना प्रकाशिन नांदेड, १९९७.
4. देसाई संजीव पी., संकलक व लेखक, अशभलेख विद्यवस्थापकाची कृति
5. गफूर सैख, इशतहास लेखन विज्ञान, प्रीतम प्रकाशिन, मुंबई.
6. गायकवाड रीर.डी., इशतहास लेखन पद्धत व ऐशतहासक स्मारके यांचा अभ्यास, फडके प्रकाशिन, कोल्हापूर.
7. गायकवाड रीर.डी., इशतहास लेखन विज्ञान, फडके प्रकाशिन, कोल्हापूर.
8. गाठळ एस., इशतहास लेखन विज्ञान, इशतहासकार, कैलास प्रकाशिन औरंगाबाद.
9. खोबरेकर शिही.जी., दफतरखाना व तंत्रे -, महाराष्ट्र साशहत्य शीशण संस्कृती.
10. कोठेकर शिंता, इशतहास तंत्र शीशण तत्वगान -, शितीय शीवृती, श्री साईनाथ प्रकाशिन, नागपूर, २००७.
11. नाडगाडे गुरुनाथ, सामाजिक संशोधन पद्धती, फडके प्रकाशिन, सोलापूर.
12. पाणिल बी.शिही ., संशोधन पद्धती, मंगेरी प्रकाशिन, नागपूर.

13. राजदोकर सुहास, इशतहास लेखन िध्त्र, शव्दया प्रकािन, नागपरु.

14. राजाध्यक्ष शवजया, (संशदत), सत्रा संकल्पना कोष, महाराप्र राज्य साशहन्य व संस्कृती मंडळ, मुंबई.

15. सरदेसाई बी.एन., इशतहासलेखनपद्धती, फडके प्रकाशिन, कोल्हापूर, २००५.
16. सावंत बी.िी ., साळुंके डी., ऐशतहासक कागद पत्रे व थाळे, मेहता पशललशिंग हाउस.
17. वांबुरकर जास्वंदी, इशतहास लेखनातील नवे प्रवाह, डायमंड प्रकाशिन, पुणे, २०१४.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR5HSE1

Course Title: History of Modern Maharashtra (1818 CE to 1960 CE)

Course Type: Elective

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Illustrate the changes in administrative structures introduced by the British in Maharashtra.
CO-2	Investigate the impact of social reform movements on various sections of society in Maharashtra.
CO-3	Assess the contribution of Maharashtra to the national movement for independence
CO-4	Evaluate the long-term effects of the emergence of new forces on the socio-political landscape of Maharashtra

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR5HSE1

Course Title: History of Modern Maharashtra (1818 CE to 1960 CE)

1. Unit I will be on Beginning of the British Rule
2. Unit II will be on Socio-Economic Awakening
3. Unit III will be on Political Developments in Maharashtra
4. Unit IV will be on Emergence of New Forces

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Elective Paper No: I History of Modern Maharashtra (1818 CE to 1960 CE)

Module I: Beginning of the British Rule

- (a) Socio-Economic conditions of Maharashtra in 19th Century
- (b) Administration and Judiciary
- (c) Tribal and Peasant Uprisings

Module II: Socio-Economic Awakening

- (a) Mahatma Jotirao Phule - Satya Shodhak Samaj and Universal Humanism
- (b) Prarthana Samaj
- (c) Contribution of thinkers of Maharashtra to Economic Nationalism

Module III: Political Developments in Maharashtra (1885-1960)

- (a) Moderates, Extremists and Revolutionaries in Maharashtra
- (b) Response to Gandhian Movements in Maharashtra
- (c) Samyukta Maharashtra Movement

Module IV: Emergence of New Forces

- (a) Contribution of Reformers in Education
- (b) Contribution of Reformers towards Emancipation of Women
- (c) Contribution of Reformers towards Upliftment of Depressed Classes:

V. R. Shinde, Rajarshi Shahu Maharaj and Dr. B.R. Ambedkar

References:

English Books:

1. Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas -5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
2. Chitnis, K. N., *Glimpses of Maratha Socio- Economic History*, Atlantic Publishers & Distributors, New Delhi, 1994.
3. Chitnis, K. N., *Glimpses of Medieval Indian Ideas & Institutions*, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
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8. Gordon, Stewart, *The New Cambridge History of India, The Marathas*, Cambridge University Press, New Delhi, 1998.
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15. Pagadi, Setu Madhavrao, *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974.
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3. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरात डी.एन. शिण हणमने िही .बी., मराठेकालीन संस्था व शवचार, फडके बुक सेलसस, कोल्हापूर, १९८७.
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Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR5HSE1

Course Title: History of Mumbai (1850 CE to 1990 CE)

Course Type: Elective

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Analyze the key social, economic, and political factors that contributed to Mumbai's emergence
CO-2	Evaluate the evolution of urban planning, governance, and infrastructure development, and assess their impact on public life and resource management
CO-3	Discuss the role of migration, industrialization, and labour movements in shaping the city's social fabric and political landscape
CO-4	Appreciate and articulate the development of Mumbai's rich cultural heritage through its art, architecture, theatre, cinema, sports, and hospitality industries.

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR5HSE1

Course Title: History of Mumbai (1850 CE to 1990 CE)

1. Unit I will be on Emergence of Primitive City in India
2. Unit II will be on The Shaping of a Metropolis
3. Unit III will be on Urban Society and Politics
4. Unit IV will be on Art, Heritage and Culture

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Elective Paper No: I History of Mumbai (1890 CE to 1990 CE)

Module I: Emergence of Primitive City in India

- a) Communities and Localities
- b) Cotton Trade and the Shetias, Transport, Communications
- c) Migration, Industrialization and Workers' Politics

Module II: The Shaping of a Metropolis

- a) Urban Planning and Governance, Patterns of Land Use
- b) Housing, Water Supply and Public Health Teaching Hours
- c) Heritage Conservation, Development and Contemporary Challenges

Module III: Urban Society and Politics

- a) Education and Transition of Society, Civic Activism
- b) Contribution to Indian Nationalism
- c) Mumbai, the Growth of Cosmopolitanism and the Linguistic
Reorganization of States

Module IV: Art, Heritage and Culture

- a) Art and Architecture
- b) Theatre and Cinema
- c) Sports and Hospitality Industry

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English Books:

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Marathi Books:

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2. साधु, अरुण, मंुबई: एक िहर िशण काही माणसं, मेहता पशललशिंग हाऊस, पुणे.
3. फडके, य. श.द., शवसाधिया ितकातील महाराष्ट्र, खंड १ ते ५, श्री शब्दया प्रकाशिन, पुणे.
4. गोखले, िं. ल., माझं मंुबई, महाराष्ट्र राज्य साशहृत्य िशण संस्कृती मंडळ.
5. कांदीकर, शि. रा., मंुबईचा कामगारवगस: स्वातंत्र्यपवूस िशण स्वातंत्र्योत्तर, मॅजेशसुिक प्रकाशिन, पुणे.
6. सावंत, रमॅि, मंुबई : एका िहराची गोष्ट, पद्मगंधा प्रकाशिन, पुणे.
7. शिंदे, शव. म., िेतकरी िशण कामगार चळवळी, सुक्ष्म प्रकाशिन, पुणे.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UVSCCTH1

Course Title: Travel-Tourism and History

Course Type: VSC

No. of Credits: 04

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Define and explain the fundamental concepts, scope, and importance of historical tourism as a specialized field
CO-2	Differentiate between various forms of tourism, such as heritage, pilgrimage, and adventure, and identify new trends in the industry.
CO-3	Analyze the crucial role of government bodies and policies in the planning and promotion of the tourism sector.
CO-4	Explain the need for sustainable tourism practices and evaluate the role of organizations like the Archaeological Survey of India (ASI) and UNESCO in heritage conservation.

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UVSCTTH1

Course Title: Travel Tourism and History

1. Unit I will be on Fundamentals of Historical Tourism
2. Unit II will be on Types of tourism & New Trends in Tourism
3. Unit III will be on Travel Planning and Tourism Management
4. Unit IV will be on Sustainable Tourism

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Vocational Skill Course: Travel Tourism and History

Module 1: Fundamentals of Historical Tourism

- (a) Definition, Meaning of Historical Tourism
- (b) Concept and Scope Historical Tourism
- (c) Importance of Historical Tourism

Module 2: Types of tourism & New Trends in Tourism

- (a) Heritage Tourism
- (b) Pilgrimage and Cultural Tourism
- (c) Adventure Tourism

Module 3: Travel Planning and Tourism Management

- (a) Tourism Planning
- (b) Transport and Residential Arrangement
- (c) Government and Tourism

Module 4: Sustainable Tourism

- (a) Need of Sustainable Tourism
- (b) Role of Archaeological Survey of India and UNESCO in Heritage Tourism
- (c) Field Visit: Report and Presentation

References:

English Books:

1. Bhatia, A. K., *International Tourism: Fundamentals and Practices*. Sterling Publishers, New Delhi.
2. Bhattacharya, R. K., *Sustainable Tourism Development*. Pointer Publishers, Jaipur.
3. Chatterjee, Somnath, *The History of Tourism in India*. Kanishka Publishers, New Delhi.
4. Jeyachandran, A.V., *Heritage Management in India*. Gyan Publishing House, New Delhi.
5. Negi, J. M. S., *Tourism and Travel*. S. Chand & Company, New Delhi.
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11. Vashistha, V. N., *Tourism Management in India*. S. Chand & Company, New Delhi.
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2. घाणेकर, प्र. के., महाराष्ट्रातील शकले, राजहंस प्रकाशिन, पुणे.
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7. कदम, वाय.एन., पर्यसिन िशण सांस्कृशतक वारसा, फडके प्रकाशिन, कोल्हापरु.
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9. भि, शवजय, माझा महाराष्ट्रः ऐशतहाशसक स्थळांची सफर, सुदिसन प्रकाशिन, पुणे.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester VI
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR6HS12

Course Title: History of the Marathas: Peshwa Period (1707 CE to 1818 CE)

Course Type: Major

No. of Credits: 04

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Investigate the role of key leaders in the Maratha expansion
CO-2	Demonstrate the role of the Peshwas in consolidating Maratha power
CO-3	Critically evaluate the leadership during the post-Panipat period
CO-4	Assess the long-term effects of administrative and socio-cultural changes

Syllabus for T.Y.B.A. (History) Semester VI
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR6HS12

Course Title: History of the Marathas: Peshwa Period (1707CE to1818CE)

1. Unit-I will be on Expansion of the Maratha Power
2. Unit-II will be on Consolidation of the Maratha Power
3. Unit-III will be on Post Panipat Revival and Downfall
4. Unit-IV will be on Administrative and Socio-Cultural Developments

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER VI

Major Paper-XII History of the Marathas: Peshwa Period (1707CE to 1818CE)

Module I: Expansion of the Maratha Power

- (a) Rise of the Peshwas: Balaji Vishwanath
- (b) Peshwa Bajirao I
- (c) Maratha Confederacy

Module II: Consolidation of the Maratha Power

- (a) Peshwa Balaji Bajirao (Nanasaheb)
- (b) Third Battle of Panipat: Causes, Course and consequences
- (c) Defeat of the Marathas and significance of the Third Battle of Panipat

Module III: Post Panipat Revival and Downfall

- (a) Peshwa Madhavrao I
- (b) Barbhai Council
- (c) Decline of the Maratha Power

Module IV: Administrative and Socio-Cultural Developments

- (a) Peshwa Administration: Civil, Revenue and Military
- (b) Society- Village Community, Caste, Women and Religion
- (c) Cultural Developments: Literature, Art and Architecture

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English Books:

1. Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas – 5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
2. Ballhatchet, Kenneth, *Social Policy and Social Change in Western India, 1817 – 1830*, Oxford University Press, 1957.
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5. Desai, Sudha V., *Social Life In Maharashtra Under The Peshwas*, Popular Prakashan, Bombay, 1980.
6. Deshmukh, R.G., *History of Marathas*, Nimesh Agencies, Bombay, 1993.
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9. Gawali, P. A., *Society and Social Disabilities Under the Peshwas*, National Publilshing House, New Delhi, 1988.
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13. Mahajan, T. T., *Industry, Trade and Commerce During Peshwa Period*, Pointer Publishers, Jaipur, 1989.
14. Mahajan, T. T., *Maratha Administration in the 18th Century*, Commonwealth Publishers, New Delhi, 1990.
15. Sardesai, G.S., *The New History of the Marathas, Vol II: The Expansion of the Maratha Power*, Phoenix Publications, Bombay, 1958.

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19. Srinivasan, C. K., *Bajirao I, The Great Peshwa*, Asia Publishing House, Bombay, 1961.
- Wink, Andre, *Land and Sovereignty in India – Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*, Orient Longman, Hyderabad, 1986.

Marathi Books:

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2. देगुम्बर, एस., शिवकालीन व पेशविकालीन स्त्री जीवन, शिल्क महाराष्ट्र शवद्यापीठ, पुणे, 1973.
3. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरात डी.बी. शिशाण हणमने िही.एन., मराठेकालीन संस्था व शवचार, फडके बुकसेलसस, कोल्हापूर, 1987.
4. कुलकर्णी, ए. री., शिवकालीन महाराष्ट्र, मराठ्यांचा इशतहास खंड 1, महाराष्ट्र शवद्यापीठ, ग्रंथा मंडळ, नागपूर. 1984.
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6. पागडी, सेतू माधवराव, छत्रपती शिवाजी, काँशटिनेलिन प्रकाशिन, पुणे, 1974.
7. पवार जयशसंग राव, शिवाजी व शिवकाळ (फडके प्रकाशिन-कोल्हापूर).
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10. रानडे एम.जी., मराठी सतेचा उत्कषस.
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12. सावंत बी.एस. शिशाण जाधव, मराठ्यांचा प्रिसकीय, सामाशजक व शिथसक इशतहास



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester VI

Choice Based Credit System

Under New Education Policy (NEP) 2020

(To be implemented from the academic year 2025-2026)

Course Code: UAR6HS13

Course Title: History of Asia (1945 CE to 2000 CE)

Course Type: Major

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Assess the success and challenges of policies implemented by Chinese leaders such as Mao Zedong and Deng Xiaoping
CO-2	Analyze the factors that contributed to Japan's rapid economic growth and modernization
CO-3	Examine the factors that influenced the political and economic landscape of Southeast Asia
CO-4	Evaluate the effectiveness of peace efforts and resolutions in the region

Syllabus for T.Y.B.A. (History) Semester VI
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR6HS13

Course Title: History of Asia (1945 CE to 2000 CE)

1. Unit I will be on Transformation of China
2. Unit II will be on Reconstruction of Japan
3. Unit III will be on South East Asia
4. Unit IV will be on Conflicts in West Asia

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER VI

Major Paper No-XIII History of Asia (1945 CE-2000 CE)

Module I: Transformation of China

- (a) Domestic Policy in People's Republic of China under Mao Zedong
- (b) Economic Progress in China under Deng Xiaoping
- (c) Foreign Policy of China with USSR

Module II: Reconstruction of Japan

- (a) American Occupation of Japan
- (b) Economic Miracle in Japan
- (c) Foreign Policy of Japan with USA

Module III: South East Asia

- (a) Cold War and Vietnam
- (b) Guided Democracy in Indonesia
- (c) Association of South East Asian Nations (ASEAN)

Module IV: Conflicts in West Asia

- (a) Arab- Israel Conflict (1948-2000)
- (b) Iranian Revolution of 1979
- (c) Oil Politics and OPEC

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2. देव प्रभाकर ीर., ीधुशनक चीन व जपान, िारदा प्रकािनि, १९७६.
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5. कदम वाय. एन., समकालीन ीधुशनक जग (१९४५-२०००), फडके प्रकािनि, कोल्हापूर.
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8. माळी एम. एन., ीधुशनक जपानचा इशतहास, प्रिंत पशललकेिनि, जळगाव, २००९.
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12. वैद्य सुमन, डॉ. कोठेकर िांता, ीधुशनक जग, भाग-३, (१९४५-१९८०), श्री साईनाथ प्रकािनि, नागपूर.
13. यादव गुज्ज, चीन व जपान: राजकीय इशतहास, शवभावी प्रकािनि, नागपूर, १९९३.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester VI
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR6HS14

Course Title: Research Methodology and Sources of History

Course Type: Major

No. of Credits: 02

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Demonstrate proficiency in academic writing by correctly formatting footnotes and creating a comprehensive bibliography for historical research papers.
CO-2	Explain the methodology and significance of new trends in historical study, including local history and oral history, and their contribution to a broader understanding of the past.

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR6HS14

Course Title: Research Methodology and Sources of History

1. Unit I will be on Historical Research: Methods and Presentation
2. Unit II will be on New Trends in History

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER V

Major Paper NO. XIV-Research Methodology and Sources of History

Module I: Historical Research: Methods and Presentation

- (a) Steps in Historical Research
- (b) Footnotes and Bibliography
- (c) Presentation of Historical Research

Module II: New Trends in History

- (a) Local History
- (b) Oral History
- (c) Digital and E-Sources

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English Books:

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2. श्री मोहन, इतिहास एक कल्पवृक्ष, राजहंस प्रकाशिन, पुणे, १९९७.
3. देव प्रभाकर, इतिहास एक विज्ञान, कल्पना प्रकाशिन नांदेड, १९९७.
4. देसाई संजीव पी., संकलक व लेखक, अशभलेख विद्यवस्थापकाची मारुक्षिमा संपादक.
5. गफूर सैख, इतिहास लेखन विज्ञान, प्रीतम प्रकाशिन, मुंबई.
6. गायकवाड वीर.डी., इतिहास लेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास, फडके प्रकाशिन, कोल्हापूर.
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9. खोबरेकर विही.जी., दफतरखाना व तंत्रे -, महाराष्ट्र साहित्य शिष्य संस्कृती.
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11. नाडगौंदे गुरुनाथ, सामाजिक संशोधन पद्धती, फडके प्रकाशिन, सोलापूर.
12. पाण्डेकर बी.विही ., संशोधन पद्धती, मंगळी प्रकाशिन, नागपूर.
13. राजदोकर सुहास, इतिहास लेखन विज्ञान, शब्दा प्रकाशिन, नागपूर.

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Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester VI
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR6HSE2

Course Title: History of Contemporary India (1947 CE to 2000 CE)

Course Type: Elective

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Explain the significance of Nehru's policies in shaping post-independence India.
CO-2	Analyze the impact of policies implemented by subsequent governments after Nehru
CO-3	Assess the role of technology and media in transforming Indian society and politics
CO-4	Evaluate the trends in Indian democracy and governance in the context of global changes

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR6HSE2

Course Title: History of Contemporary India (1947 CE to 2000 CE)

1. Unit I will be on The Nehru Era
2. Unit II will be on Political, Social and Economic Developments
3. Unit III will be on Political, Social and Economic Developments
4. Unit IV will be on Emerging Trends

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER VI

Elective Paper No: II History of Contemporary India (1947CE to 2000CE)

Module I: The Nehru Era (1947 CE-1964 CE)

- (a) Features of Indian Constitution
- (b) Integration and Reorganization of Indian States
- (c) Socio- Economic Reforms and Foreign Policy

Module II: Political, Social and Economic Developments (1964CE-1984CE)

- (a) Political Developments after Nehru Era; Green Revolution
- (b) Abolition of Privy Purses and Titles; Nationalization of Banks; The Emergency
- (c) Janata Government; Return of Congress to power; Foreign Policy

Module III: Political, Social and Economic Developments(1984CE-2000 CE)

- (a) Political Developments
- (b) Science, Technology and Education
- (c) Policy of Reservation

Module IV: Emerging Trends

- (a) Communalism
- (b) Separatist Movements
- (c) Empowerment of Women

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English Books:

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2. Bandyopadhyay, J, *The Making of the India's Foreign Policy*, Allied Publishers, New Delhi, 1970.
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18. Grover B.L. and Grover S. *A New Look at Modern Indian History*, S. Chand & Co. New Delhi.
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31. Shah Ganshyam (ed.), *Caste and Democratic Politics in India*, Permanent Black, Delhi. 2002. Shekhar Baly Metcalf, *A coveise History of Modern India*.
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Marathi Books:

1. भोळे भास्कर शिशा शिकोर बेडकीहाळ, ितिकाच्या वळणावर, डॉ. बाबासाहेब िंबेडकर अकादमी, सातारा, २००६.
2. चौसळकर अिेक, शिधुशनक भारतीय राजकीय शवचार: प्रवाह शिशा अंतप्रसवाह, प्रशतमा प्रकाििन.
3. घोडके एच. एम., महाराष्ट्र गाथा भाग-2, राजहंस प्रकाििन, पुणे, २००५.
4. गोडबोले माधव, गोडबोले सुजाता, भारताच्या संसदीय लोिकाहीची अशग्नपरीक्षा, राजहंस पशतलकैििन, पुणे.
5. गोडबोले माधव, फाळणीचे हत्याकांड - एक उत्तर शचशक्तता, राजहंस प्रकाििन, पुणे.
6. गोखले करुणा, नेहरू नवभारताचे शिल्पकार, राजहंस प्रकाििन.

7. जैन शिलोक, इशदरा - अशतम ॥ राजहंस प्रकाशिन, पुणे.

8. कामत ए. ीर., स्वातंत्र्योत्तर भारतातील सामाजिक बदल, मागोवा प्रकाशिन, पुणे, १९९२.
9. कांबळे नारायण, वींबेडकरी चळवळीचे बदलते स्वरूप शचनमय प्रकाशिन.
10. पवार प्रकाशिन, समकालीन राजकीय चळवळी, डायमंड पब्लिशिंग, पुणे, २०११.
11. फडके वाय. डी., शब्दांच्या इतिहासातील महाराष्ट्र, खंड-५, श्री शब्दा प्रकाशिन, पुणे, १९९७.
12. वैद्य सुमन, कोठेकर शिवाजी, स्वतंत्र भारताचा इतिहास, श्री साईनाथ प्रकाशिन, नागपूर, १९९८.



Janardan Bhagat Shikshan Prasarak Sanstha's

CHANGU KANA THAKUR



Arts, Commerce and Science College, New Panvel (Autonomous)

Syllabus for T.Y.B.A. (History) Semester VI
Choice Based Credit System
Under New Education Policy (NEP) 2020
(To be implemented from the academic year 2025-2026)

Course Code: UAR6HSE2

Course Title: History of Feminist Movement in India (1960CE to2000CE)

Course Type: Elective

No. of Credits: 4

Course Outcomes (Cos)

CO No.	COs Statement
	After completing the Bachelor of Arts Program, students will be able to-
CO-1	Analyze the historical context and foundational ideologies of the modern feminist movement in India
CO-2	Evaluate the impact of major campaigns and legislative interventions during the 1970 and 1980
CO-3	Discuss the evolution of Indian feminism into an intersectional framework by examining the rise of Dalit feminism and the movement's engagement with environmental, rural, and tribal struggles.
CO-4	Assess the institutionalization of the feminist movement in the 1990s, analyzing its changing relationship with the state and its response to new challenges posed by globalization and international policy

Syllabus for T.Y.B.A. (History) Semester V
Choice Based Credit System
Under New Education Policy (NEP) 2020

Course Code: UAR6HSE2

Course Title: History of Feminist Movement in India (1960CE to2000CE)

1. Unit I will be on The Genesis of the Modern Feminist Movement
2. Unit II will be on Key Issues and Legislative Interventions
3. Unit III will be on Expanding Horizons and Intersectional Feminism
4. Unit IV will be on Institutionalization and New Challenges

T.Y.B. A. History Syllabus
To be implemented from the Academic year 2025-2026

SEMESTER VI

Elective Paper No: II History of Feminist Movement in India (1960CE to 2000CE)

Module I: The Genesis of the Modern Feminist Movement (1960-1970)

- (a) Post-Independence Women's Organizations and the New Feminist Consciousness
- (b) The Rise of Autonomous Women's Groups: Ideology and Objectives
- (c) Early Campaigns: Anti-Price Rise Movement and the Focus on Economic Issues

Module II: Key Issues and Legislative Interventions (1970-1980)

- (a) The Anti-Rape Movement: From the Mathura Case to Legislative Reforms
- (b) The Anti-Dowry Campaign and Activism Against Domestic Violence
- (c) The Shah Bano Controversy: Debates on Personal Law, Secularism, and Women's Rights

Module III: Expanding Horizons and Intersectional Feminism (1980-1990)

- (a) The Emergence of Dalit Feminism: Intersecting Gender with Caste and Class
- (b) Environmental and Development-Related Activism: Women's Role in the Chipko and Anti-Dam Movements
- (c) Rural and Tribal Women's Struggles and the Diversification of Feminist Action

Module IV: Institutionalization and New Challenges (1990)

- (a) Feminist Movements and the State: From Protest to Policy Advocacy and the Rise of NGOs
- (b) The Impact of Globalization and Economic Liberalization on Women's Work and Rights
- (c) The Beijing Conference (1995) and its Influence on Women's Rights Discourse and Policy in India

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English Books:

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