

R. E. Society's
R. P. Gogate College of Arts & Science and
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Bachelor of Arts (B.A.) Programme
Under Choice Based Credit System (CBCS)

Course Structure: B. A. (History)

(Academic Year 2024-25)

| Course Code | Nomenclature | Credits | Course Code | Nomenclature | Credits |
|---------------------|--|---------|--------------------|---|---------|
| Semester I | | | Semester II | | |
| Major | | | Major | | |
| UAHIS101 | Indian National Movement (1857-1947) | 2 | UAHIS201 | History of Modern India: Society and Economy | 2 |
| VSE | | | VSE | | |
| -- | -- | -- | UAVSCHIS201 | History of Media in Modern Times | 2 |
| Semester III | | | Semester IV | | |
| UAHIS301 | Ancient Indian History (From the earliest times to the 6 th century BC) | 4 | UAHIS401 | Ancient Indian History (From the 6 th century BC to the 10 th century AD) | 4 |
| UAHIS302 | History of the Modern World (1750 to 1919) | 2 | UAHIS402 | History of the Modern World (1920 to 1945) | 2 |
| VSE | | | VSE | | |
| UAVSCHIS301 | An Introduction to Ancient Indian Epigraphy | 2 | UAVSCHIS401 | An Introduction to Indian Numismatics | 2 |
| Semester V | | | Semester VI | | |
| Core | | | Core | | |
| UAHIS501 | History of Medieval India (1000 CE – 1526 CE) | 4 | UAHIS601 | History of Medieval India (1526 CE – 1707 CE) | 4 |
| UAHIS502 | History of Modern Maharashtra (1818 CE- 1960 CE) | 4 | UAHIS602 | History of Contemporary India (1947 CE- 2000 CE) | 4 |
| Elective | | | Elective | | |
| UAHIS503 | History of Communication and Media | 4 | UAHIS603 | History of Communication and Media | 4 |
| UAHIS504 | Introduction to Archaeology | 4 | UAHIS604 | Introduction to Museology and Archival Science | 4 |

Syllabus for Bachelor of Arts in History for the year 2024-25

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|------------------------------------|--------------------------------------|
| Nomenclature of the Course: | Indian National Movement (1857-1947) |
| Class: | FYBA |
| Semester: | I |
| Course Code: | UAHIS101 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to understand the political conditions in India leading up to the Indian National Movement

CO2- to identify the factors contributing to the rise of Indian nationalism

CO3- to acquaint with the growth of mass movements in the Indian Freedom struggle

CO4- to evaluate the constitutional developments in India from 1935 to 1947

CO5- to assess the complexities and implications of the freedom struggle in India, leading up to the partition in 1947

CO6- to differentiate between primary and secondary sources of historical evidence

CO7- to use chronology in writing

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|-------------------------------|---|
| Unit 1 | Growth of Political Awakening | (a) Revolt of 1857 – Causes and Consequences (b) Rise of Indian Nationalism (c) Foundation of Indian National Congress |
| Unit 2 | The Emergence of Nationalism | (a) Moderates (b) Extremists (c) Revolutionary Nationalists |
| Unit 3 | The Growth of Mass Movement | (a) Non Co-operation Movement (b) Civil Disobedience Movement (c) Quit India Movement (d) Constitutional Development (1935 to 1947) (e) Freedom and Partition |

Learning Resources recommended:

English-

1. Bandyopadhyay Sekhar, From Plassey to Partition and After A History of Modern India, Orient Longman, New Delhi, 2004.
2. Bayly, C. A. Indian Society and the Making of the British Empire. Cambridge University Press, 1990.
3. Chandra, Bipan. India's Struggle for Independence. Penguin Books, 1989.

4. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
5. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.
6. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
7. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.
8. Nanda S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.
9. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
10. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
11. Smith, John. The History of Modern India. Penguin Books, 2010.
12. Wolpert, Stanley, A New History of India. Oxford University Press, 2008.

मराठी-

1. आचार्य धनंजय, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, २००६.
2. चंद्र बिपन आणि इतर, स्वातंत्र्योत्तर भारत, के'सागर पब्लिकेशन, पुणे, पुनर्मुद्रण, २०१७.
3. ग्रोवर बी.एल., बेल्हेकर एन.के., आधुनिक भारतीय इतिहास : एक नवीन मूल्यांकन, तिसरी आवृत्ती, एस.चंद प्रकाशन, २००३.
4. गुहा रामचंद्र, गांधीनंतरचा भारत, मॅजेस्टिक पब्लिशिंग हाऊस, २०१५.
5. वैद्य सुमन, कोठेकर शांता, आधुनिक भारताचा इतिहास खंड १ ते ३, श्रीसाईनाथ प्रकाशन, नागपूर.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|-------------------------------|-----------------------------------|-----------------|
| Unit 1 | Growth of Political Awakening | Lecture & Timeline Method | 08 |
| Unit 2 | The Emergence of Nationalism | Lecture, Timeline & Source Method | 10 |
| Unit 3 | The Growth of Mass Movement | Lecture, Timeline & Source Method | 12 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|--|
| Nomenclature of the Course: | History of Modern India: Society and Economy |
| Class: | FYBA |
| Semester: | II |
| Course Code: | UAHIS201 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

- CO1- to evaluate the impact of British colonial rule on Indian society and economy
 CO2- to comprehend the socio-economic reforms and its impact during the colonial period
 CO3- to assess the impact of nationalism on various social groups and their quest for empowerment, dignity and rights
 CO4- to identify and engage with key primary sources in Modern Indian History

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---|--|
| Unit 1 | Socio-Religious Reform Movements: Reforms and Revival | (a) Brahmo Samaj, Arya Samaj and Ramakrishna Mission (b) Satyashodhak Samaj, Aligarh movement (c) Introduction of Western Education and its Impact |
| Unit 2 | Impact of the British Rule on Indian Economy | (a) Land revenue systems and Commercialization of Agriculture (b) Transport and Communications (c) Growth of Large Scale Industry |
| Unit 3 | Nationalism and Social Groups | (a) Women (b) Dalits and Working Class (c) Peasants and Tribal |

Learning Resources recommended:

English-

1. Bandyopadhyay Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Longman, New Delhi, 2004.
2. Bayly, C. A. Indian Society and the Making of the British Empire. Cambridge University Press, 1990.
3. Chandra, Bipan. India's Struggle for Independence. Penguin Books, 1989.
4. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
5. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.
6. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
7. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.

8. Nanda S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.
9. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
10. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
11. Smith, John. The History of Modern India. Penguin Books, 2010.
12. Wolpert, Stanley, A New History of India. Oxford University Press, 2008.

मराठी-

1. आचार्य धनंजय, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, २००६.
2. चंद्र बिपन आणि इतर, स्वातंत्र्योत्तर भारत, के'सागर पब्लिकेशन, पुणे, पुनर्मुद्रण, २०१७.
3. ग्रोवर बी.एल., बेल्लेकर एन.के., आधुनिक भारतीय इतिहास : एक नवीन मूल्यांकन, तिसरी आवृत्ती, एस.चंद प्रकाशन, २००३.
4. गुहा रामचंद्र, गांधीनंतरचा भारत, मॅजेस्टिक पब्लिशिंग हाऊस, २०१५.
5. वैद्य सुमन, कोठेकर शांता, आधुनिक भारताचा इतिहास खंड १ ते ३, श्रीसाईनाथ प्रकाशन, नागपूर.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|-----------------------------------|-----------------|
| Unit 1 | Socio-Religious Reform Movements: Reforms and Revival | Lecture, Timeline & Source Method | 12 |
| Unit 2 | Impact of the British Rule on Indian Economy | Lecture, Timeline & Source Method | 10 |
| Unit 3 | Nationalism and Social Groups | Lecture, Timeline & Source Method | 08 |

Syllabus for Bachelor of Arts in History for the year 2024-25

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|------------------------------------|----------------------------------|
| Nomenclature of the Course: | History of Media in Modern Times |
| Class: | FYBA |
| Semester: | II |
| Course Code: | UAVSCHIS0201 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | VSC |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to demonstrate a deep understanding of the historical development of modern media

CO2- to analyze the role of modern media in shaping society, culture, and politics

CO3- to critically evaluate key events, technologies and figures in modern media history

CO4- to communicate effectively through written assignments, presentations and class discussions

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--|--|
| Unit 1 | Rise of Print Media | (a) The origins of media: Oral tradition to print culture (b) The Gutenberg Revolution (c) The evolution of print culture and its impact on society and politics (d) Introduction of the printing press and early newspapers in India |
| Unit 2 | Evolution of Broadcasting and Mass Media | (a) Early Electronic Media: Telegraph, telephone and radio (b) Advent of cinema and Hollywood's influence on the global film industry (c) Bollywood: The Golden Age and Popular Commercial Cinema (d) Television: Impact on society and culture (e) Current trends in Indian Television programmes |
| Unit 3 | Media in the Digital Age | (a) Emergence of digital technologies: from early computers to the Internet revolution (b) Impact of digital technology on media (c) Social media platforms and their impact on children, youth and women (d) Challenges and Opportunities in the Digital Age |

Learning Resources recommended:

English-

1. Barnouw, Erik, Tube of Plenty: The Evolution of American Television. Oxford University Press, 1990.

2. Douglas, Susan J., Listening In: Radio and the American Imagination, University of Minnesota Press, 2004.
3. Jenkins, Henry, Convergence Culture: Where Old and New Media Collide, New York University Press, 2006.
4. Manovich, Lev, The Language of New Media, MIT Press, 2001.
5. Standage, Tom, The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century's On-line Pioneers, Walker & Company, 1998.
6. Streeter, Thomas, Selling the Air: A Critique of the Policy of Commercial Broadcasting in the United States, University of Chicago Press, 1996.
7. Winston, Brian, Media Technology and Society: A History: From the Telegraph to the Internet, Routledge, 1998.
8. Wu, Tim, The Master Switch: The Rise and Fall of Information Empires, Knopf, 2010.

मराठी-

1. आयझॅक्सन वॉल्टर, साळुंके विलास-अनु, डायमंड पब्लिकेशन, २०११.
2. गुहा रामचंद्र, गांधीनंतरचा भारत, मॅजेस्टिक पब्लिशिंग हाऊस, २०१५.
3. जोशी नीलांबरी, माध्यमकल्लोळ, मनोविकास प्रकाशन, २०२२.
4. पाडळकर विजय, देवदास ते भुवनशोम विसाव्या शतकातील हिंदी सिनेमाचा इतिहास खंड पहिला, मैत्रेय प्रकाशन, २०१५.
5. बर्दापूरकर प्रवीण-संपा., माध्यमातील ती, देशमुख आणि कंपनी, २०१९.
6. मुजावर इसाक, फ्लॅशबॅक, दिलीपराज प्रकाशन, २०१६.
7. साळगावकर जयराम, नवा गुटेनबर्ग(माहिती व प्रसारमाध्यमाची नवी झेप), परममित्र प्रकाशन, २०१६.
8. दळवी जयमती-अनु., भारतातील प्रसारमाध्यमे काल आणि आज, डायमंड पब्लिकेशन, २००८.
9. डोळे जयदेव, समाचार अर्थात प्रसार-माध्यमांची झाडाझडती, लोकवाडमयगृह, २००६.
10. लेले रा.के., मराठी वृत्तपत्रांचा इतिहास, कॉन्टिनेंटल प्रकाशन, १९८४.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|--|---|-----------------|
| Unit 1 | Rise of Print Media | Lecture, Interactive Timelines & Case Studies | 20 |
| Unit 2 | Evolution of Broadcasting and Mass Media | Lecture, Film Screening & Case Studies | 20 |
| Unit 3 | Media in the Digital Age | Lecture, Interactive Timelines & Case Studies | 20 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|--|
| Nomenclature of the Course: | Ancient Indian History (From the earliest times to the 6 th century BC) |
| Class: | SYBA |
| Semester: | III |
| Course Code: | UAHIS301 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to understand the significance of various sources for studying ancient Indian history and civilization and develop skills in analyzing and interpreting the sources

CO2- to demonstrate an understanding of the Indus Valley Civilization by analyzing its economic, social, and religious aspects

CO3- to explain the social, economic & religious characteristics of the Vedic Age

CO4- to assess the political, socio-cultural transformations in India after the 6th century B.C

CO5- to know the worldview, culture and traditions of Vedic, Jainism and Buddhism

CO6- to create a timeline and develop a flowchart of the events in Ancient Indian History

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--|---|
| Unit 1 | Sources of ancient Indian history | (a) Archaeological sources (b) Literary sources: Vedic, Buddhist and Jain literature (c) Foreign traveler accounts: Greek, Faxian, Xuanzang and Al-Biruni |
| Unit 2 | Indus Valley Civilization | (a) Economy, Trade and Technology (b) Society and Religion (c) Urban Planning and Decline of the Civilization |
| Unit 3 | The Vedic Age | (a) Janapadas (b) Social and Economic Life (c) Vedic Religion, Rituals and Deities |
| Unit 4 | India after the 6 th Century B.C. | (a) Emergence of Mahajanapadas (b) Jainism and Buddhism (c) Persian and Greek Invasions |

Learning Resources recommended:

English-

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Basham A.L. The Wonder that was India, Rupa & Co., 1998.
3. Chakrabarti, Dilip K. Ancient India: An Introductory Outline. Oxford University Press, 2015.

4. Dikshit, K. N. The Mauryan Polity. Motilal Banarsidass Publishers, 1987.
5. Kulke, Hermann, and Dietmar Rothermund. A History of India. Routledge, 2004.
6. Majumdar, R. C., and A. D. Pusalker. The History and Culture of the Indian People: Volume I - The Vedic Age. Bharatiya Vidya Bhavan, 1951.
7. Nilkantha Shastri, A History of South India, Madras, 1979
8. Possehl, Gregory L. The Indus Civilization: Contemporary Perspective, New York, 2002.
9. Sen, Sailendra Nath. Ancient Indian History and Civilization. New Age International, 1999.
10. Sharma, R. S. India's Ancient Past. Oxford University Press, 2005.
11. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
12. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002.

मराठी-

1. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
2. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
3. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
4. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
5. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेंटल प्रकाशन, १९७५.
6. कोलारकर श.गो., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास, मंगेश प्रकाशन, १९९३.
7. शर्मा रामशरण, रानडे पंढरीनाथ-अनु., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड पब्लिकेशन, २००६.
8. शर्मा आर.एस., एन्शंट इंडिया प्राचीन भारत, के.सागर, २०११.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|--|---|-----------------|
| Unit 1 | Sources of ancient Indian history | Lecture, Field Trip, Timeline & Source Method | 15 |
| Unit 2 | Indus Valley Civilization | Lecture, Timelines & Source Method | 15 |
| Unit 3 | The Vedic Age | Lecture, Timelines & Source Method | 15 |
| Unit 4 | India after the 6 th Century B.C. | Lecture, Timelines & Source Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|--|
| Nomenclature of the Course: | History of the Modern World (1750 to 1919) |
| Class: | SYBA |
| Semester: | III |
| Course Code: | UAHIS302 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to gain a conceptual understanding of modernization, nationalism, the nation-state and imperialism and their significance in shaping the modern world

CO2- to compare and contrast the causes, course and consequences of the revolutions

CO3- to identify and analyze the processes of nation-state formation and the rise of nationalist movements and evaluate the motivations and consequences of imperialist expansion in Asia

CO4- critically analyze and comprehend the significant events and transformations that occurred from 1914 to 1919

CO5- to use maps as historical sources to interpret the world views

CO6- to create a timeline and develop a flowchart of the events in the past

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---|--|
| Unit 1 | Enlightenment and Revolutions (1750-1850) | (a) American Revolution (b) French Revolution (c) Industrial Revolution |
| Unit 2 | Nationalism and Imperialism (1850-1900) | (a) Formation of Nation-States and Nationalism in Europe (b) Nationalist Movements in Italy and Germany (c) Imperialist Expansion in Asia: India and China |
| Unit 3 | World in Transition (1900-1919) | (a) World War I (b) Russian Revolution & Chinese Revolution of 1911 (c) League of Nations |

Learning Resources recommended:

English-

1. Blanning Tim, The Pursuit of Glory: Europe 1648–1815 Penguin Books, 2008
2. David M.D., Landmarks in World History, Himalaya Publishing House, Mumbai, 1999.
3. Davidson, Nicholas, The French Revolution: A Beginner's Guide, Oneworld Publications, 2009.
4. Diamond, Jared, Guns, Germs, and Steel: The Fates of Human Societies, W.W. Norton & Company, 1999.

5. Doyle, William. The Oxford History of the French Revolution. Oxford University Press, 2002.
6. Evans Richard, The Pursuit of Power: Europe 1815–1914, 2017.
7. Figs, Orlando. A People's Tragedy: The Russian Revolution, 1891-1924. Penguin Books, 1998.
8. Hampson, Norman, The Enlightenment, Penguin Books, 1990.
9. Hobsbawm Eric, The Age of Empire: 1875–1914, Weidenfeld & Nicolson, 1987.
10. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015
11. Landes, David S. The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present. Cambridge University Press, 2003.
12. MacMillan, Margaret. Paris 1919: Six Months That Changed the World. Random House, 2003.
13. Spence, Jonathan D. The Search for Modern China. W. W. Norton & Company, 2013.

मराठी-

1. उदगावकर, म. न., राऊत गणेश, आधुनिक जग, डायमंड प्रकाशन, पुणे, २००८.
2. कदम, य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
3. काळे अनिल, आधुनिक जगाचा इतिहास (1500-2000), तिसरी आवृत्ती, के.सागर, २०११.
4. गोखले, दि. वि., पहिले महायुद्ध, मॅजेस्टिक पब्लिशिंग हाऊस, ति.आ., मुंबई, २०१७.
5. जैन हुकूमचंद, माथुर कृष्ण, आधुनिक जगाचा इतिहास, केसागर प्रकाशन, पुणे, २००६.
6. तळवलकर गोविंद, सोव्हिएत साम्राज्याचा उदय आणि अस्त, खंड १, मौज प्रकाशन गृह, मुंबई.
7. वैद्य सुमन, कोठेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.
8. साधू अरुण, आणि ड्रॅगन जागा झाला, राजहंस प्रकाशन, पुणे, १९७२.
9. साधू अरुण, ड्रॅगन जागा झाल्यावर, राजहंस प्रकाशन, पुणे, २००९.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|--|-----------------|
| Unit 1 | Enlightenment and Revolutions (1750-1850) | Lecture, Thematic Teaching, Timeline, Maps and Source Method | 08 |
| Unit 2 | Nationalism and Imperialism (1850-1900) | Lecture, Thematic Teaching, Timeline, Maps and Source Method | 12 |
| Unit 3 | World in Transition (1900-1919) | Lecture, Thematic Teaching, Timeline, Maps and Source Method | 10 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|---|
| Nomenclature of the Course: | An Introduction to Ancient Indian Epigraphy |
| Class: | SYBA |
| Semester: | III |
| Course Code: | UAVSCHIS301 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | VSC |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to clarify and comprehend the historical context of Indian inscriptions

CO2- to pen a summary of a general survey of Indian inscriptions

CO3- to scrutinise the key aspects and anatomy of the inscriptions from various eras and dynasties

CO4- to construct a timeline and understand the sequence of historical developments

CO5- develop a flowchart of the events in Ancient Indian History

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---------------------------------|--|
| Unit 1 | An Overview of Indian Epigraphy | (a) Indian Epigraphy and reconstruction of early Indian History (b) Merits and demerits of epigraphical evidence (c) Types of Inscriptions and their significance |
| Unit 2 | Key Aspects of Indian Epigraphy | (a) Evolution of Scripts (b) Language of inscriptions and writing materials (c) Chronology, Dating and Geography of Inscriptions (d) Royal charters, copperplates and seals |
| Unit 3 | Indian Epigraphy | (a) Edicts of Ashoka (b) Inscriptions of the Satavahanas (c) Gupta Inscription (d) South Indian Inscriptions (e) Indian Epigraphy abroad |

Learning Resources recommended:

English-

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Barua, B. M., Asoka and his Inscriptions, Calcutta, 1942. Mirashi V.V., History and Inscriptions of the Satavahanas and Western Kshatras, Bombay, 1981.
3. Basham A.L. The Wonder that was India, Rupa & Co., 1998.

4. Chakrabarti, Dilip K. Ancient India: An Introductory Outline. Oxford University Press, 2015.
5. Gai G S, Introduction to Indian Epigraphy, Central Institute of Indian Languages, Mysore, 1986.
6. Majumdar R. C. Ed. The History and Culture of Indian People, Vols. 6. to 8, Bombay, 1971, 1974 & 1977.
7. Nilkantha Shastri, A History of South India, Madras, 1979
8. Ramesh K.V, Indian Epigraphy, Vol I, Sundeep Prakashan, New Delhi, 1984.
9. Sharma, R. S. India's Ancient Past. Oxford University Press, 2005.
10. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
11. Sircar DC, Indian Epigraphy, Motilal Banarasidas, Delhi, 1965.
12. Soloman Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo-Aryan Languages, Oxford University Press, 1998.
13. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002.

मराठी-

1. कनिसेट्टी अनिरुद्ध, लॉर्डस ऑफ द डेक्कन चालुक्यांपासून चोलांपर्यंतचा दक्षिण भारत, मधुश्री पब्लिकेशन, २०२३.
2. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, १९७५.
3. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
4. तुळपुळे, शं. गो. संपा. प्राचीन मराठी कोरीव लेख, पुणे, १९६३.
5. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
6. मिराशी, वा. वि. सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, मुंबई, १९७९.
7. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
8. शर्मा आर.एस., एन्शंट इंडिया प्राचीन भारत, के.सागर, २०११.
9. सरकार दिनेशचंद्र, गोखले शोभना (अनु.), भारतीय लेखविद्या (इंडियन एपिग्राफी), कॉन्टिनेन्टल प्रकाशन, २०१०.
10. सांकलिया, ह. धी.; माटे, म. श्री. संपा. महाराष्ट्रातील पुरातत्त्वे, मुंबई, १९७६.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---------------------------------|--|-----------------|
| Unit 1 | An Overview of Indian Epigraphy | Lecture, Thematic Teaching and Timeline | 18 |
| Unit 2 | Key Aspects of Indian Epigraphy | Lecture, Thematic Teaching and Source Method | 21 |
| Unit 3 | Indian Epigraphy | Lecture, Thematic Teaching, Timeline, Maps and Source Method | 21 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|---|
| Nomenclature of the Course: | Ancient Indian History (From the 6 th century BC to the 10 th century AD) |
| Class: | SYBA |
| Semester: | IV |
| Course Code: | UAHIS401 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to evaluate the political, social, and economic developments during the Mauryan and Post-Mauryan Period

CO2- to understand the cultural achievements and societal advancements of the Gupta Age

CO3- to compare and contrast socio-political transformations and cultural exchanges during the Post-Gupta Period

CO4- to assess the major dynasties of Deccan and South India, as well as the interactions between ancient India and neighbouring civilizations in South Asia

CO5- to create a timeline and develop a flowchart of the events in Ancient Indian History

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--|--|
| Unit 1 | Mauryan and Post-Mauryan Period (322 BC to 320 AD) | (a) Chandragupta and Ashoka (b) Mauryan Administration (c) Emergence of regional kingdoms: Sungas, Kushanas and Satavahanas |
| Unit 2 | The Gupta Age (320 AD to 600 AD) | (a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (b) Administration (c) Classical Age, achievements in art, science and literature |
| Unit 3 | Post Gupta Period (600 AD to 1000 AD) | (a) The Age of Harshavardhan (b) The Rise of Rajputs (c) Arab Invasion of Sind |
| Unit 4 | Major Dynasties of Deccan and South India | (a) Chalukyas of Badami and Rashtrakutas (b) Pallavas and Cholas (c) Spread of Indian Culture in South-East Asia |

Learning Resources recommended:

English-

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.

2. Basham A.L. The Wonder that was India, Rupa& Co., 1998.
3. Chakrabarti, Dilip K. Ancient India: An Introductory Outline. Oxford University Press, 2015.
4. Dikshit, K. N. The Mauryan Polity. Motilal Banarsidass Publishers, 1987.
5. Kulke, Hermann, and Dietmar Rothermund. A History of India. Routledge, 2004.
6. Majumdar, R. C., and A. D. Pusalker. The History and Culture of the Indian People: Volume I - The Vedic Age. Bharatiya Vidya Bhavan, 1951.
7. Nilkantha Shastri, A History of South India, Madras, 1979
8. Possehl, Gregory L. The Indus Civilization: Contemporary Perspective, New York, 2002.
9. Sen, Sailendra Nath. Ancient Indian History and Civilization. New Age International, 1999.
10. Sharma, R. S. India's Ancient Past. Oxford University Press, 2005.
11. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
12. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002.

मराठी-

1. कनिसेट्टी अनिरुद्ध, लॉर्डस ऑफ द डेक्कन चालुक्यांपासून चोलांपर्यंतचा दक्षिण भारत, मधुश्री पब्लिकेशन, २०२३.
2. कोलारकर श.गो., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास, मंगेश प्रकाशन, १९९३.
3. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
4. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेंटल प्रकाशन, १९७५.
5. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
6. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
7. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
8. शर्मा आर.एस., एन्शंट इंडिया प्राचीन भारत, के.सागर, २०११.
9. शर्मा रामशरण, रानडे पंढरीनाथ-अनु., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड पब्लिकेशन, २००६.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|---|-----------------|
| Unit 1 | Mauryan and Post- Mauryan Period (322 BC to 320 AD) | Lecture, Field Trip, Timeline & Source Method | 15 |
| Unit 2 | The Gupta Age (320 AD to 600 AD) | Lecture, Timelines & Source Method | 15 |
| Unit 3 | Post Gupta Period (600 AD to 1000 AD) | Lecture, Timelines & Source Method | 15 |
| Unit 4 | Major Dynasties of Deccan and South India | Lecture, Timelines & Source Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|--|
| Nomenclature of the Course: | History of the Modern World (1920 to 1945) |
| Class: | SYBA |
| Semester: | IV |
| Course Code: | UAHIS402 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to demonstrate a broad knowledge of the political, social, economic and cultural changes that occurred in the world between 1920 and 1945

CO2- to investigate the causes and consequences of major events during the interwar period

CO3- assess the decolonization process in Asia

CO4- to use maps as historical sources for different perspectives of the world

CO5- to create a timeline and develop a flowchart illustrating historical events in the past

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--|--|
| Unit 1 | Interwar Period (1920-1939) | (a) Rise of Dictatorship in Italy & Germany (b) The Great Depression (c) Militarism in Japan |
| Unit 2 | World War II and Efforts for Peace (1939-1945) | (a) World War II (b) Holocaust & Genocide (c) Main Organs of the United Nations Organization |
| Unit 3 | Challenges to Colonial Rule in Asia | (a) Mustafa Kemal Pasha (b) Mahatma Gandhi (c) Dr. Sukarno and Ho Chi Minh |

Learning Resources recommended:

English-

1. Adsheed, Samuel Adrian Miles. Central Asia in World History, Springer, 2016
2. Beasley, W. G. Japanese Imperialism 1894-1945. Oxford University Press, 1987.
3. Beevor, Antony. The Second World War. Back Bay Books, 2013.
4. Bell, P. M. H. The Origins of the Second World War in Europe, Routledge, 2014
5. Diamond, Jared. Guns, Germs, and Steel: The Fates of Human Societies. W.W. Norton & Company, 1999.
6. Duiker, William J. Ho Chi Minh: A Life. Hyperion, 2000.
7. Ferguson, Niall. The War of the World: Twentieth-Century Conflict and the Descent of the West. Penguin Books, 2007.
8. Guha, Ramachandra. Gandhi: The Years That Changed the World, 1914-1948. Vintage, 2019.
9. Hobsbawm Eric, The Age of Extremes: 1914–1991, Vintage Books, 1994.

10. Keegan, John. The Second World War. Penguin Books, 2005.
11. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015
12. Mango, Andrew. Ataturk: The Biography of the founder of Modern Turkey. Overlook Press, 2002.
13. Roberts, J.M. The Penguin History of the World. Penguin Books, 2007.
14. Snyder, Timothy. Bloodlands: Europe between Hitler and Stalin. Basic Books, 2010.
15. Tuchman, Barbara W. The Guns of August. Random House, 1962.
16. Weiss, Thomas G., and Sam Daws. The Oxford Handbook on the United Nations. Oxford University Press, 2008.
17. Zinn, Howard. A People's History of the United States. Harper Perennial, 2003.

मराठी-

1. आठवले सदाशिव, केमाल पाशा, श्रीविद्या प्रकाशन, पुणे, १९९४.
2. उदगावकर, म. न., राऊत गणेश, फडतरे भूषण, आधुनिक जगाचा इतिहास, डायमंड प्रकाशन, पुणे, २०२०.
3. कदम, य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
4. काळे अनिल, आधुनिक जगाचा इतिहास (1500-2000), तिसरी आवृत्ती, के.सागर, २०११.
5. गुहा रामचंद्र, अनु. साठे शारदा, गांधीनंतरचा भारत, मॅजेस्टिक प्रकाशन, मुंबई.
6. चर्चिल विन्स्टन, कुवाडेकर वि.वा.-अनु., दुसरे महायुद्ध, महाराष्ट्र राज्य साहित्य संस्कृति मंडळ, १९७८.
7. जैन हुकूमचंद, माथुर कृष्ण, आधुनिक जगाचा इतिहास, केसागर प्रकाशन, पुणे, २००६.
8. तळवलकर गोविंद, सोव्हिएत साम्राज्याचा उदय आणि अस्त, खंड १, मौज प्रकाशन गृह, मुंबई.
9. देवपुजारी, मु. बा., आग्नेय आशिया, श्री मंगेश प्रकाशन, नागपूर.
10. फिशर लुई, अनु. जोगळेकर वि. रा., महात्मा गांधी : जीवन आणि कार्यकाळ, साधना प्रकाशन, पुणे.
11. रॉबर्ट्स अँड्र्यू, कुलकर्णी जयंत-अनु., दुसऱ्या महायुद्धाचे वादळ, मधुश्री पब्लिकेशन, २०२२.
12. वैद्य सुमन, कोठेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|--|--|-----------------|
| Unit 1 | Interwar Period (1920-1939) | Lecture, Maps, Timelines & Source Method | 11 |
| Unit 2 | World War II and Efforts for Peace (1939-1945) | Lecture, Timelines & Source Method | 10 |
| Unit 3 | Challenges to Colonial Rule in Asia | Lecture, Timelines & Maps | 09 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|---------------------------------------|
| Nomenclature of the Course: | An Introduction to Indian Numismatics |
| Class: | SYBA |
| Semester: | IV |
| Course Code: | UAVSCHIS401 |
| No. of Credits: | 2 |
| Nature: | Theory |
| Type: | VSC |

Course Outcomes: After successful completion of the course, the learner shall be able to:

- CO1- to comprehend and articulate the historical context of Indian coinage
- CO2- to sketch an outline of a chronological survey of Indian coinage
- CO3- to scrutinise the anatomy of the coins from various eras and dynasties
- CO4- to illustrate the coinage techniques from ancient and medieval India
- CO5- to develop a flowchart of the events in Ancient Indian History

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--|---|
| Unit 1 | An overview of coin terms and manufacturing techniques | (a) Introduction to numismatics: Definition, scope and significance (b) Role of numismatics in understanding ancient Indian history and culture (c) Coin manufacturing techniques (d) Mints in ancient India |
| Unit 2 | Ancient Indian Coinage: Main phases and features | (a) Punch Marked coins, Coinage of the Mauryans (b) Coinage of Indo-Greek, Satavahana and Kushana dynasties (c) Coinage of the Gupta dynasty and regional kingdoms in South India |
| Unit 3 | Medieval Indian Coinage: Main phases and features | (a) Coin manufacturing techniques and mint towns in medieval India (b) Coinage of the Delhi Sultanate, Bahamani Sultanate and Vijayanagar (c) Coinage of the Mughal and Maratha |

Learning Resources recommended:

English-

1. Basham A.L. The Wonder that was India, Rupa & Co., 1998.
2. Brown, C. J., Catalogue of Coins in the Provincial Museum, Lucknow, Coins of the
3. Chakrabarti, Dilip K. Ancient India: An Introductory Outline. Oxford University Press, 2015.
4. Chakraborty, S. K. A Study of Ancient Indian Numismatics, Mymensingh, 1931.

5. Danish Moin, Coins of the Delhi Sultanates, IIRNS Publications, Anjaneri, Nashik, 1999.
6. Ganesh K and Girijapathy, The Coins of the Vijayanagara Empire, Bangalore, 1997.
7. Maheshwari, K K and Ken Wiggins, Maratha Mints and Coinage. Indian Institute of
8. Majumdar, R. C., and A. D. Pusalker. The History and Culture of the Indian People: Volume I - The Vedic Age. Bharatiya Vidya Bhavan, 1951.
9. Michener, Michael, The Coinage and History of Southern India, Part I Karnataka Andhra, Part II Tamilnadu-Kerala, Hawkins Publications, London, 1998.
10. Mughal Emperors in 2 volumes. Oxford: United Provinces Government, 1920.
11. Nene, Ganesh, Dilip Rajgor, ed., Maratha Coins of Pune Region. Mumbai: Reesha Books International, 2004.
12. Research in Numismatic Studies, Anjaneri, Nashik, 1991.
13. Sharma, R. S. India's Ancient Past. Oxford University Press, 2005.
14. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
15. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002.

मराठी-

1. कनिसेट्टी अनिरुद्ध, लॉर्डस ऑफ द डेक्कन चालुक्यांपासून चोलांपर्यंतचा दक्षिण भारत, मधुश्री पब्लिकेशन, २०२३.
2. कोलारकर श.गो., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास, मंगेश प्रकाशन, १९९३.
3. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेंटल प्रकाशन, १९७५.
4. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
5. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
6. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
7. शर्मा आर.एस., एन्शंट इंडिया प्राचीन भारत, के.सागर, २०११.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|--|--|-----------------|
| Unit 1 | An overview of coin terms and manufacturing techniques | Lecture, Timeline & Source Method | 18 |
| Unit 2 | Ancient Indian Coinage: Main phases and features | Lecture, Maps, Timelines & Source Method | 21 |
| Unit 3 | Medieval Indian Coinage: Main phases and features | Lecture, Maps, Timelines & Source Method | 21 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|---|
| Nomenclature of the Course: | History of Medieval India (1000 CE – 1526 CE) |
| Class: | TYBA |
| Semester: | V |
| Course Code: | UAHIS501 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to understand the key political and military events from 1000 to 1526 CE.

CO2- to analyze the administrative, social, religious and economic dynamics of medieval Indian society

CO3- to explain the major dynasties and rulers of medieval India and their contributions to political and cultural developments

CO4- to illustrate the contribution of Vijayanagar and Bahamani kingdoms to Medieval India

CO5- to identify and engage with key primary sources in medieval Indian history

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---|--|
| Unit 1 | Foundation, Expansion and Decline of Delhi Sultanate | (a) Socio-economic and political conditions on the eve of the Turkish Invasion (b) Rise and Decline of Slave Dynasty, Khilji Dynasty (c) Tughlaq, Sayyid and Lodi Dynasty |
| Unit 2 | Administrative Structure of the Sultanate | (a) Central Administration and Iqta system (b) Administrative and Military Reforms of Ala-ud-din Khilji (c) Reforms of Firozshah Tughlaq and Mohammed bin Tughlaq |
| Unit 3 | The emergence of Vijaynagar and Bahamani Kingdoms | (a) Rise, Growth and Decline of Vijaynagar and Bahamani Kingdoms (b) Administration, Socio-Economic and Cultural conditions of the Vijayanagar Empire (c) Administration, Socio-Economic and Cultural conditions of the Bahamani Kingdom |
| Unit 4 | Society, Economy, Religion and Culture of Delhi Sultanate | (a) Socio-economic and religious life (b) Education and Literature (c) Art and Architecture |

Learning Resources recommended:

English-

1. Chandra, Satish, Medieval India Vol. I and II, Haranand Publications Pvt. Lt, 2001

2. Chandra, Satish. Medieval India: From Sultanate to the Mughals-Delhi Sultanate (1206-1526), Anand Publications, 2006.
3. Habib, Irfan, Medieval India I: Researches in the History of India, OUP, 1998
4. Jackson, Peter, The Delhi Sultanate, Cambridge University Press, 1999
5. Jackson, William J. Vijayanagara Voices: Exploring South Indian History and Hindu Literature. Ashgate Publishing, 2005.
6. Kumar, Sunil, Emergence of the Delhi Sultanate, Permanent Black, 2010.
7. Mahajan, V.D., History of Medieval India. S. Chand & Company, 2011.
8. Majumdar, R.C., editor. The Delhi Sultanate. Bharatiya Vidya Bhavan, 1970.
9. Nayeem, M. A. The Heritage of the Bahmanis & The Baridis of the Deccan, Hyderabad, 2012.
10. Sewell, Robert. Forgotten Empire, London, 1964.
11. Stein, Burton. The New Cambridge History of India, Vol. 1, Part 2: Vijayanagara. Cambridge UP, 1989.

मराठी-

1. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
2. आचार्य धनंजय, मध्यकालीन भारत (१०००-१७०७), श्री साईनाथ प्रकाशन, नागपूर, २००८.
3. करमरकर, दत्तात्रेय परशुराम ओतूरकर, राजाराम विनायक, संपा. विजयनगर स्मारक ग्रंथ, पुणे, १९३७.
4. कुंटे, भ. ग. फरिश्ता लिखित गुलशन ई इब्राहिमी, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८२.
5. कोलारकर श. गो., मध्यकालीन भारत, मंगेश प्रकाशन, नागपूर, १९९२.
6. खरे, ग. ह. विजयनगर सम्राट कृष्णदेवराय, पुणे, १९५१.
7. सरदेसाई गो. स., मुसलमानी रियासत, भाग १ आणि २, पॉप्युलर प्रकाशन, मुंबई १९९३.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|--------------------------------|-----------------|
| Unit 1 | Foundation, Expansion and Decline of Delhi Sultanate | Lecture, Map & Timeline Method | 15 |
| Unit 2 | Administrative Structure of the Sultanate | Lecture Method | 15 |
| Unit 3 | Emergence of Vijaynagar and Bahamani Kingdoms | Lecture, Source and Map Method | 15 |
| Unit 4 | Society, Economy, Religion and Culture of Delhi Sultanate | Lecture & Timeline Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|---|
| Nomenclature of the Course: | History of Modern Maharashtra (1818 CE-1960 CE) |
| Class: | TYBA |
| Semester: | V |
| Course Code: | UAHIS502 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to know regional history

CO2- to demonstrate a broad understanding of various historical developments in Maharashtra

CO3- to analyze the rise of nationalist movements and their manifestations in Maharashtra

CO4- to summarize the thoughts and contributions of thinkers of Maharashtra

CO5- to assess the role of prominent figures from Maharashtra in shaping regional and national identities

CO6- to identify and engage with key primary sources of modern Maharashtra

CO7- to formulate a clear statement of interpretation about the past

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---|--|
| Unit 1 | Beginning of the British Rule | (a) Socio-economic conditions of Maharashtra in the 19th Century (b) Administration and Judiciary (c) Tribal and Peasant Uprisings |
| Unit 2 | 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 |
| Unit 3 | Political Developments in Maharashtra (1885-1960) | (a) Moderates, Extremists and Revolutionaries in Maharashtra (b) Response to Gandhian Movements in Maharashtra (c) Samyukta Maharashtra Movement |
| Unit 4 | 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 |

Learning Resources recommended:

English-

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India: 1817 – 1830, OUP, London, 1961.
2. Chaudhari, K.K, Maharashtra and the Indian Freedom Struggle, Govt. of Maharashtra, Bombay 1985.
3. Choksy, R.D., Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay, 1965.
4. David M.D., Bombay the City of Dreams (A History of the First City in India) Himalaya Publishing House, Bombay, 1995.
5. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
6. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
7. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
8. O'Hanlon Rosalind, Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Cambridge University Press, 1985.
9. Phadke, Y. D. Politics and Language, Mumbai, 1980.

मराठी-

1. कठारे अनिल, आधुनिक महाराष्ट्राचा इतिहास (१८१८-१९६०), तृतीय संस्करण, विद्या बुक्स, औरंगाबाद, २०१५.
2. कीर धनंजय, राजर्षी शाहू छत्रपती, पॉप्युलर प्रकाशन, मुंबई, पुनर्मुद्रण २००१
3. खानोलकर, गं. दे. संपा. एकोणिसाव्या शतकातील महाराष्ट्र, औरंगाबाद, १९७५.
4. जावडेकर शं. द. आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे, पुनर्मुद्रण १९७९
5. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे, २००९.
6. पेंडसे, लालजी, संयुक्त महाराष्ट्राचे महामंथन, मुंबई, १९६५.
7. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ८, श्रीविद्या प्रकाशन, पुणे व मौज प्रकाशन, मुंबई.
8. भावे, वा. कृ. पेशवेकालीन महाराष्ट्र, आयसीएचआर, दिल्ली १९७६.
9. लेले के आर, मराठी वृत्तपत्रांचा इतिहास, कॉन्टिनेंटल पब्लिशर्स, पुणे, १९८४.
10. वाळिंबे रा. शं., एकोणिसाव्या शतकातील महाराष्ट्राची सामाजिक पुनर्घटना, पुणे, १९६२.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|-----------------------------------|-----------------|
| Unit 1 | Beginning of the British Rule | Lecture & Timeline Method | 15 |
| Unit 2 | Socio-Economic Awakening | Lecture & Source Method | 15 |
| Unit 3 | Political Developments in Maharashtra (1885-1960) | Lecture, Timeline & Source Method | 15 |
| Unit 4 | Emergence of New Forces | Lecture, Timeline & Source Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|------------------------------------|
| Nomenclature of the Course: | History of Communication and Media |
| Class: | TYBA |
| Semester: | V |
| Course Code: | UAHIS503 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Elective |

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to understand the fundamentals of communication to implement them in everyday life

CO2- to explain the oral traditions in communication

CO3- to review the historical development of journalism and demonstrate journalistic skills

CO4- to illustrate the various types of Audio-Visual media

CO5- to identify, select and extract a variety of useful and relevant materials from various sources for the development of a project

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|----------------------------------|---|
| Unit 1 | Fundamentals of Communication | (a) Definition, Evolution and Significance of Communication (b) Process, Types, Importance and Need of Communication (c) Barriers to Communication |
| Unit 2 | Oral Traditions in Communication | (a) Folk Theatre (b) Major Dance Forms – Folk and Classical (c) Folk Expression – Songs, Stories and Puppetry |
| Unit 3 | Journalism | (a) Definition, Evolution and Types of Journalism (b) Role and Functions of Reporters, Sub-Editor and Editor (c) Freedom of Press – Importance, Ethics and Current Trends |
| Unit 4 | Audio-Visual Media | (a) Photography – Types, Scope and Limitations (b) Cinema – Growth, Development and Technical Aspects (c) Types of Films and Global Indian Cinema |

Learning Resources recommended:

English-

1. Leach, Maria, Ed. Dictionary of Folklore, Mythology and Legend, New York, 1949.
2. Natarajan, S. A. History of Press in India, Bombay, 1962.
3. Rangoonwalla, Firoze, Ed. Phalke Commemoration Souvenir, Bombay, 1970.
4. Rau, M. Chalapathi, The Press in India, Bombay, 1968.
5. Reaver, J. Russell Boswell, George W. The Fundamentals of Folk Literature, London, 1962.
6. Gleick, James. The Information: A History, a Theory, a Flood. Pantheon Books, 2011.
7. Menahem, Blondheim, and Tamar Liebes, editors. Television: Beginnings and Beyond. Routledge, 2016.

8. Fang, Irving. A History of Mass Communication: Six Information Revolutions. Focal Press, 2021.
9. Fang, Irving. Alphabet to Internet: Media in Our Lives. Routledge, 2015.
10. Winston, Brian. Media Technology and Society: A History: From the Telegraph to the Internet. Routledge, 2004
11. Dwyer, Rachel. Bollywood's India: Hindi Cinema as a Guide to Contemporary India. Reaktion Books, 2014.
12. Ganti, Tejaswini. Producing Bollywood: Inside the Contemporary Hindi Film Industry. Duke University Press, 2012.
13. Patel, Bhaichand. Bollywood's Top 20: Superstars of Indian Cinema. Penguin Books, 2012.

मराठी-

1. ढेरे, रा. चिं. लोकसंस्कृतीची क्षितिजे, पुणे, १९७१.
2. ढेरे, रा. चिं. लोकसंस्कृतीचे उपासक, पुणे, १९६४.
3. ढेरे, रा. चिं. लोकसाहित्य: शोध आणि समीक्षा, पुणे १९९०.
4. पाडळकर विजय, देवदास ते भुवनशोम विसाव्या शतकातील हिंदी सिनेमाचा इतिहास खंड पहिला, मैत्रेय प्रकाशन, २०१५.
5. पाध्ये, प्रभाकर, अनु. परांजपे, प्र. ना. परांजपे, वसुधा, पत्रकारितेची मूलतत्त्वे, पुणे, १९९१.
6. बर्दापूरकर प्रवीण-संपा., माध्यमातील ती, देशमुख आणि कंपनी, २०१९.
7. भागवत दुर्गा, लोकसाहित्याची रुपरेखा, पुणे, १९७७.
8. मराठे रा. वि. संपा. गावगाडा शब्दकोश, मुंबई, १९९०.
9. मांडे प्रभाकर, लोकसाहित्याचे अंतःप्रवाह, पुणे, १९७५.
10. मांडे प्रभाकर, लोकसाहित्याचे स्वरूप, औरंगाबाद, १९८९.
11. मुजावर इसाक, फ्लॅशबॅक, दिलीपराज प्रकाशन, २०१६.
12. साळगावकर जयराम, नवा गुटेनबर्ग (माहिती व प्रसारमाध्यमाची नवी झेप), परममित्र प्रकाशन, २०१६.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|----------------------------------|---|-----------------|
| Unit 1 | Fundamentals of Communication | Lecture & Presentation Method | 15 |
| Unit 2 | Oral Traditions in Communication | Lecture, Source & Presentation Method | 15 |
| Unit 3 | Journalism | Lecture & Presentation Method | 15 |
| Unit 4 | Audio-Visual Media | Lecture, Film Screening & Presentation Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|-----------------------------|
| Nomenclature of the Course: | Introduction to Archaeology |
| Class: | TYBA |
| Semester: | V |
| Course Code: | UAHIS504 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Major |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to understand the basic facets of Archaeology

CO2- to explain the methods of archaeology and its role in reconstructing the past

CO3- to evaluate the importance of Epigraphy

CO5- to assess the importance of Numismatics as an important source of history

CO4- to identify, select and extract a variety of useful and relevant materials from various sources for the development of a research project

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---|---|
| Unit 1 | Aims and Methods of Archaeology | (a) Definition, Aims and Development of Archaeology in India (b) Archaeology and History; Archaeology and Other Sciences (c) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities; Significance of Archaeology |
| Unit 2 | Pre-Historic, Proto-Historic and Early Historical Periods | (a) Palaeolithic and Mesolithic Periods (b) Neolithic and Chalcolithic Periods (c) Megalithic and Early Historical Periods |
| Unit 3 | Epigraphy | (a) Definition and History of Indian Epigraphy (b) Types of Inscriptions and their significance (c) Evolution of Brahmi and Kharosthi Scripts; Edicts of Ashoka |
| Unit 4 | Numismatics | (a) Definition and History of Indian Numismatics (b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins (c) Contribution of Numismatics to Indian History |

Learning Resources recommended:

English-

1. Altekar A.S., Catalogue of Coins of the Gupta Empire, Varanasi, Numismatic Society of India, 1937.

2. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
3. Allachin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I: 1985.
4. Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957.
5. Bhattacharya D K, An outline of Indian Prehistory, Palaka Prakashan, New Delhi, 1991.
6. Chakraborti Haripada, Early Brahmi Records in India, Sanskrit Pustak Bhandar, Calcutta, 1974.
7. Goyal S R, Indigenous Coins of Early India, Kusumanjali Prakashan, Jodhpur, 1994.
8. Murthy Sathya K, Textbook of Indian Epigraphy, Low Price Publications, Delhi, 1992.
9. Sircar DC, Indian Epigraphy, Motilal Banarasidas, Delhi, 1965.
10. Soloman Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo-Aryan Languages, Oxford University Press, 1998.

मराठी-

1. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७५.
2. ढवळीकर म के, प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
3. ढवळीकर म के, भारताची कुळकथा, राजहंस प्रकाशन, पुणे, २०१७
4. ढवळीकर म के, महाराष्ट्राची कुळकथा, राजहंस प्रकाशन, पुणे, २००८.
5. तुळपुळे शं. गो, प्राचीन मराठी कोरीव लेख, पुणे विद्यापीठ प्रकाशन, १९६३.
6. देव शां. भा, पुरातत्व विद्या, कॉन्टिनेन्टल प्रकाशन, मुंबई, २००८(दुसरी आवृत्ती)
7. मिराशी, वा. वि. सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, मुंबई, १९७९.
8. सरकार दिनेशचंद्र, गोखले शोभना (अनु.), भारतीय लेखविद्या (इंडियन एपिग्राफी), कॉन्टिनेन्टल प्रकाशन, २०१०.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|--|-----------------|
| Unit 1 | Aims and Methods of Archaeology | Lecture & Field Visit | 15 |
| Unit 2 | Pre-Historic, Proto-Historic and Early Historical Periods | Lecture, Timeline, Source & Field Visit | 15 |
| Unit 3 | Epigraphy | Lecture, Timeline, Source & Field Visit | 15 |
| Unit 4 | Numismatics | Lecture, Timeline, Source & Museum Visit | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|---|
| Nomenclature of the Course: | History of Medieval India (1526 CE – 1707 CE) |
| Class: | TYBA |
| Semester: | VI |
| Course Code: | UAHIS601 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Core |

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to describe the major political, social and economic developments in Medieval India

CO2- to identify key figures of the Mughal and Maratha Empire & evaluate their contributions

CO3- to discuss the administration of the Mughal Empire and the Marathas

CO3- to explain the factors leading to the rise of the Maratha Power

CO4- to analyze the contributions of the Mughal era to Indian art, architecture and literature

CO5- to identify and engage with key primary sources in medieval Indian history

CO6- be able to create a timeline and develop a flowchart of the events

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--|---|
| Unit 1 | Foundation, Expansion and Decline of the Mughal Rule | (a) India on the eve of Mughal Rule; Invasion of Babur (b) Humayun, Shershah and Akbar (c) Jahangir, Shahjahan and Aurangzeb |
| Unit 2 | Administrative Structure of the Mughals | (a) Central and Provincial Administration (b) Mansabdari System (c) Revenue and Judicial system |
| Unit 3 | Rise of the Maratha Power | (a) Chh. Shivaji Maharaj and Foundation of Swarajya (b) The Maratha administration (c) Chh. Sambhaji Maharaj, Chh. Rajaram Maharaj and Maharani Tarabai |
| Unit 4 | Society and Economy, Religion and Culture of the Mughal Rule | (a) Society and Economy (b) Religion, Education and Literature (c) Art and Architecture |

Learning Resources recommended:

English-

1. Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
2. Chitnis. K. N. Socio-economic Aspects of Medieval India, Poona, 1979.
3. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.

4. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambay & Co., Calcutta, 1912.
5. Moosvi Shireen, The Economy of the Mughal Empire, Oxford University Press, New Delhi, 1987.
6. Raychaudhari T.S. Habib Irfan(ed), The Cambridge economy history of India, London, 1992.
7. Richards, J.F., The Mughal Empire. Cambridge University Press, 1996
8. Sarkar Jadunath, Mughal Administration, Published by Patna University, 1920.
9. Sarkar Jadunath, Shivaji and his Times, II ed., Longman, Green & Co, London, 1920.

मराठी-

1. आचार्य धनंजय, मध्यकालीन भारत (१०००-१७०७), श्री साईनाथ प्रकाशन, नागपूर, २००८.
2. कोलारकर श. गो., मध्यकालीन भारत, मंगेश प्रकाशन, नागपूर, १९९२.
3. सरदेसाई गो. स., मुसलमानी रियासत, भाग १ आणि २, पॉप्युलर प्रकाशन, मुंबई १९९३.
4. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरात डी.बी. आणि हनमाने व्ही.एन., मराठेकालीन संस्था व विचार, फडके बुकसेलर्स, कोल्हापूर, १९८७.
5. कुलकर्णी, अ. रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे.
6. कुलकर्णी अ.रा., खरे ग.ह. (संपा.) मराठयांचा इतिहास, खंड १ ते ३, कॉन्टिनेन्टल प्रकाशन.
7. वनहट्टी, श्री. ना. संपा. अज्ञापत्र अर्थात शिवाजी महाराजांची राजनीति, पुणे, १९६१.
8. पगडी. सेतुमाधवराव, हिंदवी, स्वराज्य आणि मोगल, पुणे, १९६६.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|--|---|-----------------|
| Unit 1 | Foundation, Expansion and Decline of the Mughal Rule | Lecture, Timeline & Map Method | 15 |
| Unit 2 | Administrative Structure of the Mughals | Lecture Method | 15 |
| Unit 3 | Rise of the Maratha Power | Lecture, Source, Maps & Timeline Method | 15 |
| Unit 4 | Society and Economy, Religion and Culture of the Mughal Rule | Lecture & Timeline Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|--|
| Nomenclature of the Course: | History of Contemporary India (1947 CE- 2000 CE) |
| Class: | TYBA |
| Semester: | VI |
| Course Code: | UAHIS602 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Core |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- to understand the process of making the Constitution and the Integration and Reorganization of Indian States

CO2- to explain the political developments in India after Independence

CO3- to comprehend the socio-economic changes and progress in science & technology in India

CO4- to examine the salient features of India's foreign policy

CO5- be able to create a timeline and develop a flowchart of the events

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|---|---|
| Unit 1 | The Nehru Era (1947 CE – 1964 CE) | (a) Features of the Indian Constitution (b) Integration and Reorganization of Indian States (c) Socio- Economic Reforms and Foreign Policy |
| Unit 2 | Political, Social and Economic Development (1964 CE – 1984 CE) | (a) Lal Bahadur Shastri (b) Nationalization of Banks, The Emergency and Green Revolution (c) Janata Government, Return of Congress to power, Foreign Policy |
| Unit 3 | Political, Social and Economic Development (1984 CE – 2000 CE) | (a) Political Developments (b) Relations with Neighboring Countries (c) Liberalization, Privatization and Globalization |
| Unit 4 | Emerging Trends | (a) Communalism and Separatist Movements (b) Women Empowerment and Policy of Reservation (c) Science, Technology and Education |

Learning Resources recommended:

English-

1. Seton, Marie, Panditji: A Portrait of Jawaharlal Nehru, Bombay, 1967.
2. Sitapati Vinay, Half Lion: How P.V. Narasimha Rao Transformed India, Penguin Viking, 2017
3. Guha Ramachandra, India After Gandhi: The History of the World's Largest Democracy, HarperCollins, 2007.

4. Brass, Paul, R. (ed.), The New Cambridge History of India: The Politics of India since Independence, Cambridge University Press, Cambridge. 1990.
5. Chandra Bipan, et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.

मराठी-

1. कुरुंदकर, नरहर राजूरकर, न. गो. पंडित नेहरू : एक मागोवा, पुणे, १९७३.
2. कोठेकर शांता, आधुनिक भारत १९४७-२०००, श्री साईनाथ प्रकाशन, नागपूर, २०१३.
3. गुहा रामचंद्र, शारदा साठे, (अनु.) गांधीनंतरचा भारत, मॅजेस्टिक प्रकाशन, मुंबई
4. गोडबोले माधव, गोडबोले सुजाता (अनु.), भारताच्या संसदीय लोकशाहीची अग्निपरीक्षा, राजहंस प्रकाशन
5. गोडबोले माधव, जवाहरलाल नेहरूंचे नेतृत्व एक सिंहावलोकन, राजहंस प्रकाशन, २०१४.
6. चंद्र बिपन, इंडिया सिन्स इंडिपेंडन्स, के सागर पब्लिकेशन, पुणे.
7. दर्शनी सारंग, अटलजी, राजहंस प्रकाशन, २०२१.
8. दीक्षित प्रशांत, रावपर्व, राजहंस प्रकाशन, २०२१.
9. देवळाणकर शैलेद्र, भारताचे परराष्ट्र धोरण, सकाळ प्रकाशन, २०१६.
10. सीतापती विनय, डोंगरे अवधूत अनु., नरसिंहावलोकन, रोहन प्रकाशन, २०२१.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|---|-----------------------------------|-----------------|
| Unit 1 | The Nehru Era (1947 CE – 1964 CE) | Lecture, Timeline & Map | 15 |
| Unit 2 | Political, Social and Economic Developments (1964 CE – 1984 CE) | Lecture, Source & Timeline Method | 15 |
| Unit 3 | Political, Social and Economic Developments (1984 CE – 2000 CE) | Lecture, Source & Timeline Method | 15 |
| Unit 4 | Emerging Trends | Lecture & Timeline Method | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|------------------------------------|
| Nomenclature of the Course: | History of Communication and Media |
| Class: | TYBA |
| Semester: | VI |
| Course Code: | UAHIS603 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Elective |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- know the various types of Media and Communication

CO2- know about the developments in Information Technology

CO3- have an understanding of the impact of Media on Society

CO4- to be able to identify, select and extract a variety of useful and relevant materials for the development of a research project

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|--------------------------------------|--|
| Unit 1 | Radio and Television | (a) Radio - History and Current Trends (b) Indian Television - History and Current Trends (c) Careers in Radio and Television |
| Unit 2 | Advertising and Public Relations | (a) Definition, Functions and Responsibilities of Public Relations Officer (b) Advertising – Definitions and Types (c) Careers and Opportunities in Advertising and Public Relations |
| Unit 3 | Revolution in Information Technology | (a) Social Media (b) Electronic Gadgets – Uses and Misuses (c) Cyber Crimes and Cyber Laws |
| Unit 4 | Impact of Media | (a) Impact on Society - Children, Women, Youth (b) Challenges – Privatization, Global Competition, Moral Issues, Public Censorship (c) Media and Global Issues – Human Rights, Environment |

Learning Resources recommended:

English-

1. Ahuja Surjeet, Audio visual Journalism, Surjeet Publications, New Delhi, 1988.
2. Biagi, S. Media Impact. Wadsworth Pub Co, 7th edition. 2004
3. Das Gupta Chidananda, Talking About Films, Orient Longman, New Delhi, 1981.
4. Ganti Tejaswini, Bollywood- A Guidebook to Popular Hindi Cinema, Routledge, New York, 2004.
5. Kelleher, T. Public Relations (1st ed.). New York, NY: Oxford University Press. 2018

मराठी-

1. आपटे मोहन, इंटरनेट एक कल्पवृक्ष, राजहंस प्रकाशन पुणे, १९९७
2. भागवत यशोधन, जाहिरातीचे जग, मौज प्रकाशन, मुंबई २००७
3. बाबू मोशाय, बॉम्बे टॉकीज, अक्षर प्रकाशन, मुंबई
4. कहाते अतुल, बखर मोबाईल फोनची, मनोविकास प्रकाशन, पुणे.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|--------------------------------------|-------------------------------|-----------------|
| Unit 1 | Radio and Television | Lecture Method & Presentation | 15 |
| Unit 2 | Advertising and Public Relations | Lecture Method & Presentation | 15 |
| Unit 3 | Revolution in Information Technology | Lecture Method & Presentation | 15 |
| Unit 4 | Impact of Media | Lecture Method & Presentation | 15 |

Syllabus for Bachelor of Arts in History for the year 2024-25

| | |
|------------------------------------|--|
| Nomenclature of the Course: | Introduction to Museology and Archival Science |
| Class: | TYBA |
| Semester: | VI |
| Course Code: | UAHIS604 |
| No. of Credits: | 4 |
| Nature: | Theory |
| Type: | Elective |

Course Outcomes: After successful completion of the course, the learner shall be able to:

CO1- To inform the students about the role of Museums in the preservation of Heritage

CO2- To understand the importance of Archival Science in the study of History

CO3- To encourage students to pursue careers in various Museums and Archives

CO4- to be able to identify, select and extract a variety of useful and relevant materials for the development of a research project

Syllabus:

| Unit No. | Unit Title | Subtitles (Learning Points) |
|----------|------------------------|--|
| Unit 1 | Museology | (a) Definition of Museology, Museum Movement in India (b) Role of the Curator (c) Types of Museums |
| Unit 2 | Museums | (a) Methods of Collection and Conservation of Objects in Museums (b) Preservation Techniques and Types of Exhibitions (c) Changing Role of Museums: In-house and Out-reach activities of Museums |
| Unit 3 | Archival Science | (a) Meaning, Scope, Objectives and Classes of Archives (b) Importance of Archives: Value of Records as Sources of History (c) Classification of Records |
| Unit 4 | Management of Archives | (a) Appraisal and Retention of Records (b) Conservation and Preservation of Records (c) Digital Archives |

Learning Resources recommended:

English-

1. Balloffet Nelly, Hille Jenny and Judith Reed, Conservation and Preservation of Records Archives, American Library Association, Chicago, 2015.
2. Banerjee, N. R., Museum and Cultural Heritage of India, Agam Kala Prakashan, New Delhi, 1990.
3. Cook Michael, The Management of Information from Archives, Gower, Hampshire, 1999.

4. Stielow Frederick J. Building Digital Archives, Descriptions, and Displays, Neal-Schuman Publishers, New York, 2003.
5. Thomson John M.A. and Others, Manual of Curatorship: A Guide to Museum Practice, Routledge, New York, 1984.
6. Wittlin Alma, Museums: Its History and Its Tasks in Education, Routledge and K Paul, London, 1949.

मराठी-

1. केतकर, श. म. संग्रहालय परिचय, पुणे, १९६२.
2. खोबरेकर, वि. गो. महाराष्ट्रातील दप्तखाने, मुंबई, १९६८.

Teaching Plan:

| Unit No. | Unit Title | Teaching Methods | No. of Lectures |
|----------|------------------------|-------------------------------|-----------------|
| Unit 1 | Museology | Lecture Method & Presentation | 15 |
| Unit 2 | Museums | Lecture & Visit to the Museum | 15 |
| Unit 3 | Archival Science | Lecture Method & Presentation | 15 |
| Unit 4 | Management of Archives | Lecture, Visit to Archives | 15 |

Certificate and Skill Enhancement Course

| | |
|------------------------|----------------------------------|
| Course Title: | Certificate Course in Modi Scrip |
| Course Code: | - |
| No. of Credits: | 2 |
| Nature: | Theory and Practical |
| Type: | Certificate Course |
| Duration: | 30 hours |

Certificate Course in Modi Script

Purpose: The course aimed to impart comprehensive knowledge and practical skills necessary for understanding, reading and writing in the Modi script.

Outcome: Participants will attain proficiency in reading, writing and understanding the historical significance of Modi script.

Duration: 30 Hours

| | |
|------------------------|---|
| Course Title: | Exploring the Past: Investigating Historic Monuments and Archaeological Sites |
| Course Code: | - |
| No. of Credits: | 2 |
| Nature: | Theory and Practical |
| Type: | Skill Enhancement Course |
| Duration: | 30 hours |

Exploring the Past: Investigating Historic Monuments and Archaeological Sites

Purpose: This course aims to equip learners with the skills and insights necessary to engage with historic monuments and archaeological sites as repositories of cultural heritage.

Outcome: Participants will develop observational skills to identify and analyze architectural features, artistic elements and symbolic representations within historic monuments and acquire skills in archaeological fieldwork techniques.

Duration: 30 Hours

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

| SN | Method | Marks |
|----|---|-------|
| 1. | Written Test | 20 |
| 2. | Assignments | 10 |
| 3. | Attendance and participation in the classroom | 10 |

B) Semester End Examination:

For 4 credits course: Maximum Marks: 60, Duration: 2 Hours

| Question No. and Sub questions | Unit and sub-unit | Type of Question | Marks |
|--------------------------------|-------------------|------------------|----------|
| Q. 1 a) or b) | Based on Unit I | Essay | 15 marks |
| Q. 2 a) or b) | Based on Unit II | Essay | 15 marks |
| Q. 3 a) or b) | Based on Unit III | Essay | 15 marks |
| Q. 4 a) or b) | Based on Unit IV | Essay | 15 marks |

For 2 credits course: Maximum Marks: 30, Duration: 1 Hour

| Question No. and Sub questions | Unit and sub-unit | Type of Question | Marks |
|--------------------------------|-------------------|------------------|----------|
| Q. 1 a) or b) | Based on Unit I | Essay | 10 marks |
| Q. 2 a) or b) | Based on Unit II | Essay | 10 marks |
| Q. 3 a) or b) | Based on Unit III | Essay | 10 marks |

Date: 16/04/2024

Place: Ratnagiri


Signature

Chairperson and HoD
Head
Department of History
R.P.Gogate & R.V.Jogalekar College
(Autonomous), Ratnagiri