

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 the Choice Based Credit System (CBCS)**

**Course Structure: B.A. (History)**

(Academic Year 2025-26)

Course Code	Nomenclature	Credits	Course Code	Nomenclature	Credits
<b>Semester I</b>			<b>Semester II</b>		
Major			Major		
24_UAHIS101	Indian National Movement (1857 CE–1947 CE)	2	24_UAHIS201	History of Modern India: Society and Economy	2
			Vocational Skill Course (VSC)		
--	--	--	24_UAVSCHIS201	History of Media in Modern Times	2
<b>Semester III</b>			<b>Semester IV</b>		
24_UAHIS301	Ancient Indian History (From the earliest times to the 6 <sup>th</sup> century BCE)	4	24_UAHIS401	Ancient Indian History (From the 6 <sup>th</sup> century BCE to the 10 <sup>th</sup> century CE)	4
24_UAHIS302	History of the Modern World (1750 CE–1919 CE)	2	24_UAHIS402	History of the Modern World (1920 CE–1945 CE)	2
Field Project (FP)			Community Engagement Programme (CEP)		
25_UAFPHIS301	Field Project in History	2	25_UACEPHIS401	Community Engagement Programme in History	2
<b>Semester V</b>			<b>Semester VI</b>		
Major			Major		
25_UAHIS501	History of Medieval India (1000 CE – 1526 CE)	4	25_UAHIS601	History of Medieval India (1526 CE – 1707 CE)	4
25_UAHIS502	History of Asia (1945 CE–2000 CE)	4	25_UAHIS602	History of Modern Maharashtra (1818 CE–1960 CE)	4
25_UAHIS503	History of the Marathas (1600 CE–1707 CE)	4	25_UAHIS603	History of the Marathas (1707 CE–1818 CE)	4
25_UAHIS504	History of Contemporary India (1947 CE–2000 CE)	4	25_UAHIS604	Medieval India: Society, Economy and Culture	2
Elective Course (Select any one)			Elective Course (Select any one)		
25_UAHIS505	History of Communication and Media	4	25_UAHIS605	History of Communication and Media	4
25_UAHIS506	Introduction to Archaeology		25_UAHIS606	Introduction to Museology and Archival Science	
Community Engagement Programme (CEP)			On-the-Job-Training (OJT)		
25_UACEPHIS507	Community Engagement Programme in History	2	25_UAOJTHIS607	On-the-Job-Training	4

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	Ancient Indian History (From the earliest times to the 6th century BCE)
<b>Class:</b>	SYBA
<b>Semester:</b>	III
<b>Course Code:</b>	24_UAHIS301
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	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 6<sup>th</sup> 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 <sup>th</sup> 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. कोलारकर श.गो., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास, मंगेश प्रकाशन, १९९३.
2. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
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.
8. शर्मा रामशरण, रानडे पंढरीनाथ-अनु., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड पब्लिकेशन, २००६.
9. सिंग उर्पिंदर, डोंगरे अवधूत (अनु.), प्राचीन भारताची संकल्पना, मधुश्री पब्लिकेशन, पुणे, २०२४.

### 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 <sup>th</sup> Century B.C.	Lecture, Timelines & Source Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of the Modern World (1750 CE–1919 CE)
<b>Class:</b>	SYBA
<b>Semester:</b>	III
<b>Course Code:</b>	24 UAHIS302
<b>No. of Credits:</b>	2
<b>Nature:</b>	Theory
<b>Type:</b>	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 2025-26

<b>Nomenclature of the Course:</b>	Field Project in History
<b>Class:</b>	SYBA
<b>Semester:</b>	III
<b>Course Code:</b>	25 UAFPHIS301
<b>No. of Credits:</b>	2
<b>Nature:</b>	Practical
<b>Type:</b>	FP

### Guidelines and Evaluation Pattern for Field Project (FP)

The Field Project (FP) is an essential component of undergraduate history courses, designed to provide students with hands-on, field-based research experience under faculty supervision. This field project allows students to bridge the gap between theoretical knowledge and real-world situations by engaging in activities such as observations, surveys, interviews, archival research and other activities outside the classroom. Through fieldwork, students develop critical research and analytical skills while enhancing their ability to communicate findings, think innovatively and collaborate effectively. The project encourages independent learning, fostering a deeper understanding of historical processes, community narratives and heritage studies.

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

CO1- to identify historical sites, sources and oral traditions relevant to the chosen field project

CO2- to apply appropriate research techniques such as interviews, surveys and archival analysis to collect historical data

CO3- to analyze and interpret collected historical data to construct coherent narratives

CO4- to evaluate multiple perspectives on historical events based on evidence gathered during fieldwork

CO5- to create a structured field project report and effectively present findings through oral or visual presentations

### Course Duration:

For 2-Credit Course: 60 Hours (15 Hours Classroom + 45 Hours Fieldwork)

For 4-Credit Course: 120 Hours (30 Hours Classroom + 90 Hours Fieldwork)

### Classroom Activities:

2 Credits (15 Hours) / 4 Credits (30 Hours): Project planning and preparation. Understanding research methodologies (oral history, interviews, surveys, etc.). Report structuring and academic writing guidelines.

### Fieldwork:

2 Credits (45 Hours) / 4 Credits (90 Hours): Conducting field visits. Data collection through interviews, surveys, archival research, etc. Documentation through photographs, recordings, notes, etc.

### Project Report:

Students must submit a comprehensive report at the conclusion of the Field Project (FP). The report should be 15-30 pages or as per the department/college guidelines. It must adhere to academic writing standards, including proper citations and contain the following sections: Title Page, Certificate of Completion, Acknowledgments, Table of Contents, Introduction, Methodology, Field Visits and Observations, Findings and Analysis, Conclusion & Summary and References. The report should be concise yet detailed, effectively documenting the research process and outcomes.

Apart from a traditional written report, students are encouraged to explore innovative formats that enhance historical research and presentation. Alternative formats may include manuscript-style reports incorporating archival sources and historical documents, ethnographic storytelling for oral history projects and multimedia documentation such as video essays, podcasts or interactive maps. Students may also develop thematic portfolios integrating a curated collection of field notes, photographs, sketches, newspaper clippings, local material culture and other relevant sources or create digital archives and exhibits to curate and showcase historical sources. All submissions must adhere to academic rigor, include proper citations and be discussed with faculty before submission.

### **Evaluation Pattern for 2 credit FP: Maximum Marks 50**

<b>SN</b>	<b>Component</b>	<b>Method</b>	<b>Marks</b>
1.	Internal Evaluation	Presentation / Viva-Voce and Participation & engagement in fieldwork	20
2.	External Evaluation	Field Work & Report	30

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	Ancient Indian History (From the 6 <sup>th</sup> century BCE to the 10 <sup>th</sup> century CE)
<b>Class:</b>	SYBA
<b>Semester:</b>	IV
<b>Course Code:</b>	24_UAHIS401
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	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 BCE to 320 CE)	(a) Chandragupta and Ashoka (b) Mauryan Administration (c) Emergence of regional kingdoms: Sungas, Kushanas and Satavahanas
Unit 2	The Gupta Age (320 CE to 600 CE)	(a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (b) Gupta Administration (c) Classical Age, achievements in art, science and literature
Unit 3	Post-Gupta Period (600 CE to 1000 CE)	(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 BCE to 320 CE)	Lecture, Field Trip, Timeline & Source Method	15
Unit 2	The Gupta Age (320 CE to 600 CE)	Lecture, Timelines & Source Method	15
Unit 3	Post-Gupta Period (600 CE to 1000 CE)	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 2025-26

<b>Nomenclature of the Course:</b>	History of the Modern World (1920 CE–1945 CE)
<b>Class:</b>	SYBA
<b>Semester:</b>	IV
<b>Course Code:</b>	24 UAHIS402
<b>No. of Credits:</b>	2
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

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- to 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 2025-26

<b>Nomenclature of the Course:</b>	Community Engagement Programme in History
<b>Class:</b>	SYBA
<b>Semester:</b>	IV
<b>Course Code:</b>	25 UACEPHIS401
<b>No. of Credits:</b>	2
<b>Nature:</b>	Practical
<b>Type:</b>	CEP

### Guidelines and Evaluation Pattern for Community Engagement Program (CEP)

The Community Engagement Program (CEP) is included in the undergraduate programme to increase community participation, foster collaboration, address community concerns, drive positive change by encouraging collective decision-making, often through building trust, gathering feedback and empowering residents to actively shape their community's future.

This course requires learners to participate in community-based learning generally under the supervision of faculty. It will involve activities that expose learners to the socio-economic issues in society.

**Course Objective:** After completing this programme, learners shall be able to:

1. Understand and appreciate diverse communities' culture, traditions and lifestyle.
2. Develop sensitivity towards the challenges communities face and their root causes.
3. Identify social problems and contribute to potential solutions through active engagement.

**Course Outcomes:** The Community engagement program should attempt to provide opportunities for learners will:

CO1- gain exposure to socio-economic issues and apply theoretical knowledge to real-life problems

CO2- develop a deeper understanding of Indian culture, local communities and social realities

CO3- cultivate a sense of social responsibility and civic engagement

CO4- enhance empathy and mutual understanding between students and communities

CO5- strengthen leadership skills to actively participate in decision-making processes

CO6- implement community-driven initiatives that address identified local needs and contribute to social change

### General Guidelines for CEP:

1. Learners are expected to complete this program in their fourth semester.
2. CEP carries 2 credits and requires 60 hours of active participation.
3. CEP must be distinct from NSS, NCC and other extracurricular activities.

### **Implementation Mechanism of CEP:**

1. The department will define the implementation mechanism for CEP.
2. A faculty mentor will be assigned to supervise and guide the learners.
3. Learners must maintain a fieldwork diary to document their preparation, activities, working hours and their reflections.
4. A comprehensive CEP work report must be submitted at the end of the fourth semester.
5. The work diary must be verified and signed by the assigned mentor as well as the head of the department.
6. An internal evaluation shall be conducted by the department.
7. The external evaluation component will be conducted as a SEE by the mentor teacher.

At the end of the CEP, students must submit a comprehensive report as per the guidelines of the department. The report should be concise and include the following aspects: Title Page, mentioning the student's name, programme, institution, month and year; Certificate of Completion, issued by the assigned mentor, confirming successful completion of the CEP; Acknowledgments, recognizing individuals or organizations that provided support and guidance; CEP Work Experience, detailing the activities undertaken, including the name and location of the activity, dates and experiences, supported by photographs or visual aids if applicable; and Conclusion & Summary, reflecting on the overall experience and key learnings. Additionally, an Appendix must be included, containing the CEP Work Diary as a mandatory attachment and Event Photographs, if available.

### **Evaluation Pattern for 2 credit CEP: Maximum Marks 50**

<b>SN</b>	<b>Component</b>	<b>Method</b>	<b>Marks</b>
1.	Internal Evaluation	Presentation / Viva-Voce / Other	20
2.	External Evaluation	Actual work performance, work report / Other	30

### **Suggested list for CEP activities:**

*Awareness Campaigns:* Anti-drug, Save Girl Child, Cybersecurity, Human Rights, Legal Awareness. *Health & Hygiene:* Blood donation, Mental health, Disability camps, Fitness awareness. *Financial & Digital Literacy:* Financial and digital literacy, Education loan awareness. *Environment & Community:* Cleanliness drives, Organic farming, Safety awareness (Sarpa Mitra). *Civic Engagement:* Gram Sabha participation, Police Mitra, Government schemes awareness. *Social Responsibility:* NGO work for elderly care, Women's empowerment initiatives. *Skill Development:* Readers Clubs, Tech workshops, Legal and social justice awareness. *Any other subjects* of your choice, subject to approval by the HoD/CEP mentor.

## 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

Internal Evaluation for VSC/SEC: Maximum Marks: 20

SN	Method	Marks
1.	Project Work / Field Study / Survey Report	15
2.	Attendance and participation in the classroom	05

Internal Evaluation for papers 25\_UAHIS505 and 25\_UAHIS506 (Semester V) and 25\_UAHIS605 and 25\_UAHIS606 (Semester VI): Maximum Marks: 40

SN	Method	Marks
1.	Project Work / Field Study / Survey Report	20
2.	PPT Presentation / Viva	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: 08/04/2025

Place: Ratnagiri

  
Signature

BoS Chairperson and HoD