



**Anekant Education Society's**

**TuljaramChaturchand College, Baramati**

**(Autonomous)**

**Four Year B.A. Degree Program in History**

**(Faculty of SocialSciences)**

**CBCS Syllabus**

**F.Y.B.A. (History) Semester -I**

**For Department of History**

**TuljaramChaturchand College, Baramati**

**Choice Based Credit System Syllabus (2023 Pattern)**

**(As Per NEP 2020)**

**To be implemented from Academic Year 2023-2024**

**Title of the Programme: F.Y.B.A.(History)****Preamble**

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge. At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels. Historical facts are not static since new discoveries are constantly thrown up by archeology, generics, climate sciences and so on. As with all fields of knowledge, existing

hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in 5 turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly” a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation”. History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian, but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any ‘centric’ form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian’s choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions. The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum

designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, OrientalOccidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of selfconscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order. As per changing times, the other core papers have also been remodeled with introduction of a newspaper like 'Cultural heritage of India' and ' History of Communication and Media' with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodeling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acustomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

### **Programme Outcomes (POs):**

PO 1 Knowledge: The students develop a scientific understanding of the past which enables them to understand the history of India as well as the history of the world.

PO 2 Problem Analysis: The students develop a logical understanding of the past which enable them to make sense of the current societal problems in their historical context. The students gather intimate knowledge of the genesis and evolution of the social, economic, cultural and political formations of human past.

PO 3 Historical Research: Use historical research methods to generate knowledge about the various and diversified issues relating to the past.

PO 4 Conservation and Preservation: Conservation and preservation of art, culture and heritage of the Himalayan region. The department has Himalayan Museum since 1987, which has specifically been devoted to display, conserve and preserve the artefacts of the Himalayan region.

PO 5 Modern methods usage: Select and apply appropriate methods, techniques, resources and modern IT tools for generation and dissemination of historical knowledge.

PO 6 History and society: Apply reasoning informed by the contextual knowledge of human past to assess current state of society, economy, environmental, cultural, and political and other related issues.

PO 7 Career Prospects: Enable them in understanding significance of the subject for various competitive examinations.

PO 8 Individual and team work: Function effectively as an individual

PO 9 Communication: Communicate the outcome of the historical research through writings

PO 10 Life-long learning: Recognize the need for and have the capability of critically evaluating and analysing the past for a better understanding of human past.

### **Programme Specific Outcomes (PSOs)**

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

PSO 01. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

PSO 2. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

PSO 3. The ability to use bibliographical tools for the advanced study of history.

PSO 4. To understand & evaluate different historical ideas, various arguments and point of view.

PSO 5. To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

PSO 6. It instils an appreciation of the uniqueness of visual evidence and cultivates the particular skill of using visual evidence to understand human activity of the recent and distant past.

PSO 7: It enables the graduates to understand skill in research in history and cultural heritage.

PSO 8: The program is not only based on theory but also vocational approach, which enabling them to develop employable skills.

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
*(Autonomous)*

**Board of Studies (BOS) in History**

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	<b>Dr. Sandeep Tardalkar</b>	Chairman
2.	<b>Dr. Sunil Lokhande</b>	Member
3.	<b>Mr. Digambar Mohite</b>	Member
4.	<b>Mrs. Shobha Kanade</b>	Member
5.	<b>Dr. Dinesh More</b>	Vice-Chancellor Nominee
6.	<b>Dr. Anil Tike</b>	Expert from other University
7.	<b>Prof. Gautam Katkar</b>	Expert from other University
8.	<b>Mr. Vivek Deshpande</b>	Industry Expert
9.	<b>Prof. Vishal Gawade</b>	Meritorious Alumni
10.	<b>Mr. Atul Rokade (M.A. II)</b>	Student Representative
11.	<b>Miss. Neelam Chavan (T.Y.B.A.)</b>	Student Representative

### Credit Distribution Structure for F. Y. B. A. -2023-2024 (History)

Level	Semester	Major		Minor	OE	VSC, SEC, (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr/Sem	Degree/Cum. Cr.	
		Mandatory	Electives								
4.5	I	HIS-101-MJM( Early Indian Social Organisation --- (4 credits)	--	--	HIS-116-OE-- -(History of the Marathas 1630-1707)---- (2 credits)	HIS-121-VSC(Tourism Management)---- (2 credits)	AEC1 (English)--- --- (2 credits)	---(title)--- (2 credits)	22	UG Certificate 44 credits	
		HIS-102-MJM(Early India: From Prehistory to the Age of theMauryas)--- (2 credits)			HIS-117-OE(Ancient Maharashtra) (2 credits)	HIS-126-SEC (Introduction to Food Tourism in India)--- (2 credits)	HIS-135-VEC---( Ancient Indian Architecture)--- (2 credits)				
						HIS-137-IKS--- (Popular Indian Culture)--- (2 credits)					
	II	HIS-151-MJM(Religious systems of Early India)(4 credits)		HIS-161-MN--- (Prehistory and Proto-history of India)--- (2 credits)	HIS-166-OE-- -( History of the Marathas 1707-1761) (2 credits)	HIS-171-VSC--- (Travel Agency and Tour Business)---- (2 credits)	ENG-181-AEC--- (Title)---- (2 credits)	---(title)--- (2 credits)	22		1 Credit = 15 Hrs.
		HIS-152-MJM(Early India: Post Mauryan Age to theRashtrakutas)--- (2 credits)			HIS-167-OE-- -(Medieval Maharashtra)--- (2 credits)	HIS-176-SEC--- (Culinary History of India)--- (2 credits)	HIS-185-VEC--- (Ancient Indian Numismatics)--- (2 credits)				
	Cum Cr.	<b>12</b>	<b>—</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>4</b>	<b>44</b>		





### Course Structure for F.Y.B.A.History (2023 Pattern)

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits
I	Major Mandatory	HIS-101-MJM	Early Indian Social Organization	Theory	04
	Major Mandatory	HIS-102-MJM	Early India: From Prehistory to the Age of the Mauryas	Theory	02
	Open Elective (OE)	HIS-116-OE	Maratha History (1630-1707)	Theory	02
	Open Elective (OE)	HIS-117-OE	Ancient Maharashtra	Theory	02
	Vocational Skill Course (VSC)	HIS-121-VSC	Tourism Management	Theory	02
	Skill Enhancement Course (SEC)	HIS-126-SEC	Introduction to Food Tourism in India	Theory	02
	Ability Enhancement Course (AEC)	ENG-131-AEC	AEC1 (English)	Theory	02
	Value Education Course (VEC)	HIS-135-VEC	Early Indian Architecture	Theory	02
	Indian Knowledge System (IKS)	HIS-137-IKS	Popular Indian Culture	Theory	02
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02
<b>Total Credits Semester-I</b>					<b>22</b>
	Major Mandatory	HIS-151-MJM	Religious systems of Early India	Theory	04
	Major Mandatory	HIS-152-MJM	Early India: Post Mauryan Age to the Rashtrakutas	Theory	02
	Minor	HIS-161-MN	Prehistory and Proto-history of India	Theory	02
	Open Elective (OE)	HIS-166-OE	History of the Marathas 1707-1761	Theory	02
	Open Elective (OE)	HIS-167-OE	Medieval Maharashtra	Theory	02
	Vocational Skill Course (VSC)	HIS-171-VSC	Travel Agency and Tour Business	Theory	02
	Skill Enhancement Course (SEC)	HIS-176-SEC	Culinary History of India	Theory	02
	Ability Enhancement Course (AEC)	ENG-181-AEC	AEC-2 (English)	Theory	02
	Value Education Course (VEC)	HIS-185-VEC	Ancient Indian Numismatics	Theory	02
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02
<b>Total Credits Semester-II</b>					<b>22</b>
<b>Cumulative Credits Semester I + Semester II</b>					<b>44</b>

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: Major Mandatory
Course Name	: Early Indian Social Organization
<b>Course Code</b>	: HIS-101-MJM
No. of Lectures	: 60
No. of Credits	: 4

**Course Objectives:**

1. The course on Early Indian social history covers different aspects of Indian social system
2. Study of myth of the origin of chaturvarna system and proliferation of various new castes and communities.
3. The prime objectives of the course to make student to understand the major division between caste, class and kin-based society.
4. The evolution of Varna-Jati system along with social evils like untouchability and slavery will also be discussed.
5. The continuity and changes in the Asrama system as discussed in the normative texts will also be critically analyzed.
6. The position of women, represented in the normative texts and exemplified in the narrative texts will be studied comparatively.
7. The course will conclude with the study of Education system exemplified in Nalanda, Vikramshila and similar places of learning.

**Course Outcomes:**

**CO1** Students shall be able to gain an insight into the process of social form formations in India, through the centuries.

**CO2** They shall be able to situate ancient Indian historical developments, in their proper socioeconomic milieu.

**CO3** The students are expected to learn the basics scholarship in social history by the conclusion of this paper.

**CO4** The courses will impart the students a critical understanding of the various aspects of caste system and other aspects of early medieval society.

**CO5** Students shall be able to understand basic structure of the Indian Society.

**CO6** Students will know the guiding principles of Indian social institutions.

**CO7** Students will know the important features of Indian Society.

**Topics and Learning Points**

UNIT- I The concept of society in ancient India	(2 L)
UNIT II Varna System	(8 L)
2.1 Origin and antiquity of Varna system	
2.2 Development of Varna system	
UNIT III Caste System	(10 L)
3.1 Origin and antiquity of caste system	
3.2 Development of caste system	
UNIT- IV Duties and Phases of Life	(10 L)
4.1 Vratyas in Ancient India	
4.2 Ashrama system	
4.3 Purusharthas	
UNIT- V Emergence and Development of Marriage Institution	(10 L)
5.1 Samskaras	
5.2 Marriage	
(a) Importance of marriage	
(b) Forms of marriage: prashasta, aprashasta	
UNIT- VI Women in Early India	(10 L)
6.1 Position of Women in Vedic period	
6.2 Position of Women in post-Vedic period	
6.3 Widow marriage	
6.4 Custom of Sati	
6.5 Property rights of women	
UNIT- VII Education in Ancient India	(10 L)
7.1 Gurukul system of Education	
7.2 Centres of higher Education (Takshashila, Nalanda, Vikramashila)	

**References:**

1. Prabhu, P H. 1963, Hindu Social Organization, Bombay.
2. Mishra, Mamta. 2000, GuptayuginaSamajaVyavastha , Bharat Book Center, Lucknow.
3. Vidyalkar, Satyaketu. 1978, PrachinaBharatakaDharmik, SamajikevamArthikJeevan, New Delhi.
4. Jaiswal, S K. 2013, PrachinaBharatakaSamajika, ArthikaevamDharmikaJivana, Lucknow.
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6. Jain, K C. PrachinaBharatiyaSamajikaArthikaSamsthayem.
7. Pande, Rajbali. 2013, Hindu Samskaras, New Delhi.
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[http://www.legalservicesindia.com/article/1867/The-Socio-Economic-Status-of-Women-in-IndiaAncientto-Modern-Era.html](http://www.legalservicesindia.com/article/1867/The-Socio-Economic-Status-of-Women-in-Ancient-to-Modern-Era.html)

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: Major Mandatory
Course Name	: <b>Early India: From Prehistory to the Age of The Mauryas</b>
Course Code	: HIS-102-MJM
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. The history of Early India is a crucial part of Indian history.
2. The course is aimed at helping the student to understand the history of early India from the prehistoric times to the age of the Mauryas.
3. It attempts to highlight the factors and forces behind the rise, growth and spread of civilization and culture of India along with the dynastic history.
4. It also attempts to help the students to understand the contribution of Early Indiansto polity, art, literature, philosophy, religion and science and technology.
5. It also aims to foster the spirit of enquiry among the students by studying the major developments in early Indian history.
6. To teach them how to use information of ancient Indian history for a better of society.
7. To provide students with a sense of how interconnected our present is with the early past and how learning about the early past provides them with the skills to understand the present.

**Course Outcomes:**

- CO1.** Student able to understand the key concept related to Ancient India.
- CO2.** Students will be able to indicate multiple cultures (Greek, Shaka, Hun etc.) of Ancient India.
- CO3.** Students will be able to illustrate the development of empire.
- CO4.** Students will be able to explain our heritage through cultural aspects of Ancient

India.

**CO5.** Understand the Socio –economic, cultural and political background of Ancient India.

**CO6.** To learn a basic narrative of historical events in India in ancient period.

**CO7.** To understand & evaluate different historical ideas, various arguments and point of view of Ancient Indian History.

### Topics and Learning Points

Unit I Harappan Culture: Bronze Age Civilization. (10 L)

1.1 Sources and Tools of historical reconstruction –Archaeology (Material remains), Epigraphy(Inscriptions), Numismatics (Coins), LiterarySources, Foreign Accounts.

1.2 Stone Age :Palaeolithic,Mesolithic, Neolithic and Chalcolithic Cultures:A Brief Review.

1.3Harappa Culture :Geographical Extent, Town Planning, Trade.

1.4 Art, Crafts and Technology: Pottery, Seals,Beads, Images, Terracotta Figurines Metallurgy,Script and Decline.

Unit II Vedic and Later Vedic Period (10 L)

2.1 Original home

2.2 Tribal Polity.

Unit III Emergence of the Mahajanpadas and the Age of theMauryas. (10 L)

3.1 The Mahajanpadas, Rise and Growth of theMagadhan Empire.

3.2 The Age of the Mauryas: Chandragupta, Ashokaand later Maurya Ruler.

3.3 The Mauryan Administration, Economy, Declineand Significance

### References:

1. ThaparRomila A History of India - Vol. I Penguin Books, NewDelhi, 1990.
2. Jha D. N. Early India: A Concise History Manohar Publication,New Delhi, 2010.
3. Sharma R. S. Rethinking India’s Past Oxford UniversityPress, New Delhi,2009.

4. Thapar Romila Early India: From The Origins To A.D.1300 Penguin Books, New Delhi, 2002.
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6. Mahajan V. D. Ancient India S. Chand & Company, New Delhi. Reprinted 2019.
7. Basham A. L. The Wonder That Was India Picador- Pan MacMillan, Reprinted, 2004.
8. Mujumdar R. C. Ancient India Motilal Banarasi Das Publishers, Varanasi, 1952.
9. K.A. Nilakanta Sastri History of South India Oxford University Press, London, 1958.
10. Daud Ali Passport to the Past Ancient India Rosen Central Publication, New York, 2009.



**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: <b>Open Elective (OE)</b>
<b>Course Name</b>	: <b>Maratha History (1630-1707)</b>
<b>Course Code</b>	: HIS-116-OE
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. To introduce the students to the regional history of medieval Maharashtra and India.
2. To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
3. To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of successors and later development of the Maratha kingdom.
4. To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of administration of Swarajya.
5. To study the long struggle of the Marathas to defend their freedom.
6. To teach them how to use information of Maratha history for a better of society.
7. To provide students with a sense of how interconnected our present is with the medieval past of Maharashtra and how learning about the medieval past of Maharashtra provides them with the skills to understand the present.

**Course Outcomes:**

- CO1.** Student will develop the ability to analyse sources for Maratha History.
- CO2.** Student will learn significance of regional history and political foundation of the region.
- CO3.** It will enhance their perception of 17th century Maharashtra and India in context of

Maratha history.

**CO4.** To learn a basic narrative of historical events in Maratha period.

**CO5.** To understand & evaluate different historical ideas, various arguments and point of view of Maratha History.

**CO6.** To articulate factual & contextual knowledge of Maharashtra & Maratha period, to make careful comparisons (across time, space & culture).

**CO7.** To understand & evaluate different historical ideas, various arguments and point of view of Maratha History.

### Topics and Learning Points

Unit I Sources of Chh. Shivaji's Period	(2 L)
Literary Sources: Marathi, Sanskrit and Foreign Sources (Portuguese, English)	
Unit II Rise of the Maratha Power	(2 L)
2.1 Background for the rise of Maratha Power	
2.2 Shahajiraje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj	
Unit III Foundation of Swarajya to the Karnataka Expedition	(16 L)
3.1 Relations with Adilshahi: Javali and Afzal Khan episode and its Importance	
3.2 Relations with Mughals: Campaign of Shayasta Khan, Sack of Surat, Expedition of Jaisingh, Visit to Agra	
3.3 Relations with European Powers: Konkan region	
3.4 Coronation and Karnataka Expedition	
Unit IV Administration under Chhatrapati Shivaji Maharaj	(4 L)
4.1 Central Administration	
4.2 Military: Cavalry, Infantry	
Unit V Chhatrapati Sambhaji Maharaj to the Maratha War of Independence	(6 L)
5.1 Chhatrapati Sambhaji Maharaj: Relation with Mughals	
5.2 Chhatrapati Rajaram Maharaj, Maharani Tarabai and Mughals	

**References:****English**

1. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs R K Chitnis, Pune, 1981.
2. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
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4. Gune, VithalTrimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953
5. Kulkarni, A. R., Maharashtra: Society and Culture, Books and Books, New Delhi, 2000.
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8. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
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3. Joshi S. N., MarathekalinSamajdarshan, A. V. GruhaPrakashan, Pune, 1960.
4. DeshmukhSharda, Shivkalin v peshwekalinStreejivan, Tilak Maharashtra Vidyapeeth, Pune, 1973.
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**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: <b>Open Elective (OE)</b>
<b>Course Name</b>	: <b>Ancient Maharashtra</b>
<b>Course Code</b>	: <b>HIS-117-OE</b>
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. The history of Ancient Maharashtra is a crucial part of Indian history.
2. The course is aimed at helping the student to understand the history of early India from the prehistoric times to the age of the Yadavas.
3. It attempts to highlight the factors and forces behind the rise, growth and spread of civilization and culture of Maharashtra along with the dynastic history.
4. It also attempts to help the students to understand the contribution of Early Maharashtra to polity, art, literature, philosophy, religion and science and technology.
5. It also aims to foster the spirit of enquiry among the students by studying the major developments in ancient Maharashtra history.
6. To teach them how to use information of ancient Maharashtra history for a better of society.
7. To provide students with a sense of how interconnected our present is with the early past of Maharashtra and how learning about the early past of Maharashtra provides them with the skills to understand the present.

### Course Outcomes:

- CO1.** Student able to understand the key concept related to Ancient Maharashtra.
- CO2.** Students will be able to indicate multiple cultures of Ancient Maharashtra.
- CO3.** Students will be able to illustrate the development of empire.
- CO4.** Students will be able to explain our heritage through cultural aspects of Ancient Maharashtra.
- CO5.** Understand the Socio –economic, cultural and political background of Ancient Maharashtra.
- CO6.** To learn a basic narrative of historical events in Maharashtra in ancient period.
- CO7.** To understand & evaluate different historical ideas, various arguments and point of view of Ancient Maharashtra History.

### Topics and Learning Points

Unit I Antiquity of Maharashtra	(4 L)
Unit II Satvahana	(10 L)
2.1 Political	
2.2 Social Structure in Maharashtra	
Unit III Vakatakas to Yadavas	(14 L)
3.1 Political history of Vakatakas	
3.2 Chalukya of Badami	
3.3 Rashtrakutas	
3.4 Chalukyas of Kalyan	
3.5 Shilaharas	
3.6 Yadavas	
Unit IV State System In Maharashtra	(2 L)

## References:

1. R. G. Bhandarkar, Early History of the Deccan
2. P. V. Kane, Notes on the Ancient Geography and civilization of Maharashtra
3. Gazetteers of the Bombay Presidency
4. A. S. Altekar, Rashtrakutas and their times
5. A. S. Altekar, The Shilahars of Western India
6. S. V. Ketkar, *Prachin Maharashtra*
7. V. K. Bhave, *MaharashtrachaSamajikItihasMusalmanpurva Maharashtra*

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: <b>Vocational Skill Course (VSC)</b>
<b>Course Name</b>	: <b>Tourism Management</b>
<b>Course Code</b>	: <b>HIS-121-VSC</b>
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. This paper is designed to introduce the students to Tourism Management.
2. It will get students acquainted with all the processes of Tourism Industry to work with great potential.
3. It will enable students to seek self-employment by starting their own tourism related business.
4. It will enable students to apply problem solving and critical analysis within diverse contexts.
5. It will inculcate in students mind to work collaboratively in groups, both as a leader and a team member.
6. It will enable students to distinguish and produce forms of communication relevant to academia, business, government and industry.
7. It will instil in students mind value and practice active listening, critical thinking and critical reading.

**Course Outcomes:**

- CO1.** Students will get an overall understanding of the process of Tourism Management.
- CO2.** They will learn to work in the Tourism Management with great potential.
- CO3.** They will be able to seek self-employment by starting their own tourism related

business.

**CO4.** Contextualize tourism within broader cultural, environmental, political and economic dimensions of society.

**CO5.** Interpret and evaluate tourism as a phenomenon and as a business system.

**CO6.** Apply relevant technology for the production and management of tourism experiences.

**CO7.** Practice empathy and respect for diversity and multicultural perspectives.

### Topics and Learning Points

Unit I Tourism	(5 L)
1.1 Definition and nature of Tourism	
1.2 Important Components	
1.3 Topology of Tourism	
Unit II Tourism recent trends	(4 L)
2.1 Intra region Tourism	
2.2 Concept of Domestic and International Tourism	
2.3 Tourism Recent Trends	
Unit III Tourism as Industry	(6 L)
3.1 Tourism as an Industry	
3.2 Visitor, Tourist, Excursionist	
3.3 Types of Tourist	
Unit IV Tourism in India and Impact	(10 L)
4.1 Growth and Development of Tourism in India	
4.2 Economic, Social and Cultural Impact	
4.3 Physical and environmental Impact	
Unit V Field Trip and Report Writing	(5 L)



**References:**

1. Beaver and Allan (2002), 'A Dictionary of Travel and Tourism Terminology', CAB International Wallingford, pp. 313.
2. Bhatia A.K. (1983), 'Tourism Development' Sterling Publishers (P) Ltd., New Delhi.
3. Bhatia A.K, Tourism development Principles and Practices, Sterling Publishers (P) Ltd, New Delhi.
4. Anand M.M., Tourism and Hotel Industry in India, Sterling Publishers( P) Ltd, New Delhi
5. Kaul R. H., Dynamics of Tourism, A Terilogy Sterling Publishers( P) Ltd, New Delhi.
6. Pran Nath Seth (1997), 'Successful Tourism Management', Vikas Publishing House (P) Ltd., New Delhi.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: <b>Skill Enhancement Course (SEC)</b>
Course Name	: <b>Introduction to Food Tourism in India</b>
Course Code	: <b>HIS-126-SEC</b>
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. To create awareness of the food industry and its History for job prospects
2. To create innovative ideas to market and advertise food that influence consumer behaviour and meet client objectives.
3. To make the students skill for working as vloggers, bloggers, Television presenters.
4. Opportunities to try unique and authentic dishes and understand the heritage behind it.
5. It will enable students to apply problem solving and critical analysis within diverse contexts.
6. It will enable students to distinguish and produce forms of communication relevant to academia, business, government and industry.
7. It will enable students to seek self-employment by starting their own tourism related business.

**Course Outcomes:**

**CO1.** To make students understand how local economies, small businesses and foodmarkets have sustained over time

**CO2.** Food tourism will promote tourism and countries which have gastronomic heritage

**CO3.** Food Tourism will benefit students in and around food, culinary, tourism and event industries.

**CO4.** The paper will cover the existing links between tourism marketing, and development of experiences with gastronomy, wine, culture, food traditions and communities.

**CO5.** Contextualize tourism within broader cultural, environmental, political and economic dimensions of society.

**CO6.** Practice empathy and respect for diversity and multicultural perspectives.

**CO7.** Apply relevant technology for the production and management of tourism experiences.

### Topics and Learning Points

#### **Unit I Introduction** (5 L)

1.1 Food Tourism an innovative concept

1.2 Increase in demand of World Tourism

#### **Unit II Food Tourism in India** (10 L)

2.1 Lassi-Punjab

2.2 Biryani-Hyderabad

2.3 Pani Puri/Gol Gappa-Indian Street Food

#### **Unit III Food Tourism around the world** (10 L)

3.1 Food in Egypt

3.2 Food in Denmark

3.3 Food in France

3.4 Food in Japan

3.5 Food in America

3.6 Food in China

#### **Unit IV Coastal Food** (5 L)

## References:

1. Lucy M Long; The Oxford Handbook of Food History; Oxford University Press 2012
2. Stanley John, Stanley Linda; Food Tourism: A Practical Marketing; CABI; 2015
3. Everett Sally; Food and Drink Tourism: Principles and Practice; SAGE Publications Ltd; First Edition (May 4, 2016)
4. Lucy M. Long, Culinary Tourism (Material Worlds); The University Press of Kentucky 2010

**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: <b>Value Education Course (VEC)</b>
<b>Course Name</b>	: <b>Early Indian Architecture</b>
<b>Course Code</b>	: <b>HIS-135-VEC</b>
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. Understand historical and cultural contexts of ancient Indian architecture.
2. Identify and analyse key features and materials in ancient Indian structures.
3. Explore symbolism and religious significance in ancient Indian architectural forms.
4. Examine planning and layout principles in ancient Indian architecture.
5. Investigate construction techniques and engineering innovations in ancient Indian architecture.
6. Analyze the influence of dynasties and religions on ancient Indian architecture.
7. Evaluate preservation challenges and propose strategies for ancient Indian architectural sites.

**Course Outcomes:**

- CO1.** Understand historical and cultural contexts of ancient Indian architecture.
- CO2.** Identify and analyze key features and materials in ancient Indian structures.
- CO3.** Interpret symbolism and religious significance in ancient Indian architecture.
- CO4.** Apply planning and layout principles to analyze architectural solutions.
- CO5.** Evaluate construction techniques and engineering innovations in ancient Indian architecture.
- CO6.** Assess influence of dynasties and religions on ancient Indian architecture.

**CO7.** Propose preservation strategies considering historical, cultural, and environmental contexts.

**CO8.** Students shall be able to gain an insight into the origin and evolution of architectural styles in ancient India, through the centuries.

**CO9.** They shall be able to situate ancient Indian architectural developments, in their proper historical context.

## Topics and Learning Points

### **UNIT I Stupa Architecture** (7 L)

- 1.1 Origin and development of Stupa Architecture
- 1.2 General characteristic features of north west Indian stupas with special reference to Takht-i-bahistupa
- 1.3 General characteristic features of central Indian stupas with special reference to Sanchimahastupa
- 1.4 General characteristic features of south Indian stupas with special reference to Amravati mahastupa

### **UNIT II Building Architecture** (8 L)

- 2.1 Structural – (a) Secular buildings: Indus valley town planning and buildings. (b) Religious buildings: Salient features of monasteries at Sarnath and Nalanda
- 2.2 Rock-cut Architecture (i) Beginning of rock-cut architecture: Mauryan caves (ii) General features and terminology related to rock-cut architecture (iii) Hinayana and Mahayana rock-cut caves (a) General features of monasteries at Bhaja, Ajanta and Ellora (b) General features of chaityas: Bhaja , Karle and Cave no. 19 at Ajanta
- 2.3 General features of rock cut Brahmanical temples at Ellora (cave no. 15, 16 and 29)

### **UNIT III Temple Architecture** (8 L)

- 3.1 Symbolism of a Hindu temple
- 3.2 Origin of Temple Architecture and early temples

3.3 Temple styles (I) Nagara (ii) Dravida (iii) Vessara

3.4 Gupta temples: General features of temple no. 17 at Sanchi, Bhumra, Nachna, Kuthara, Bhitragaon and Dashavatara temple at Deogarh

3.5 General features of Khajuraho Temples – KandariyaMahadeva

#### UNIT IV Temple Architecture

(7 L)

4.1 General features of Orissa Temples – Lingaraja Temple & Konark Sun Temple

4.2 Pallava Temples-Mahendra and Mamalla styles: mandapa and rock-cut rathas

4.3 General features of Hoyasala Temples- Hoyasalesvara Temple

#### References:

1. Acharya, P.K.- 1996, Indian Architecture, Delhi
2. Brown, Percy- 2014, (CBS Edition), Indian Architecture, Vol. I, New Delhi.
3. Burgess, J. & Fergusson- 2013, The Cave Temples of India, Cambridge University Press.
4. Burgess, J.- 2006, Ellora Cave Temples, Shubhi Publications.
5. Dhaky, M.A. (Ed.)- 1988-1998, Indian Temple Architecture (North and South India), American Institute of Indian Studies.
6. Gangoli, O.C.- 1954, Indian Architecture, Bombay.
7. Havell, E.B.- 1972, Handbook of Indian Art, Indic Academy, Varanasi.
8. Kramrisch, S.-2002, Hindu Temple(2 vols.), Delhi
9. Krishnadeva- 1990, Temples of Khajuraho (2 Vols.), ASI, New Delhi.
10. Krishnadeva- 1997, Temples of North India, NBT, Delhi
11. Longhurst, A.H.- 1924, Pallava Architecture (M.A.S. I No. 17 & 33), Govt. of India Press, Simla
12. Rowland, B.- 1953, The Art and Architecture of India, Penguin Books, London
13. Srivivasan K.R.- 1998. Temples of South India, NBT, Delhi
14. Zimmer, H.- 1955, The Art of India and Asia, New York

Web Reference:

<https://www.artshelp.net/an-introduction-to-ancient-indian-architecture/>

<https://www.culturalindia.net/indian-architecture/ancient-architecture/index.html>

[https://www.tripadvisor.in/ShowUserReviews-g424925-d319933-r689125998-](https://www.tripadvisor.in/ShowUserReviews-g424925-d319933-r689125998-Konark_Sun_TempleKonark_Puri_District_Odisha.html)

[Konark\\_Sun\\_TempleKonark\\_Puri\\_District\\_Odisha.html](https://www.tripadvisor.in/ShowUserReviews-g424925-d319933-r689125998-Konark_Sun_TempleKonark_Puri_District_Odisha.html) YEAR -3 SEMES



**CBCS Syllabus as per NEP 2020 for F.Y.B.A History  
(2023 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: F.Y.B.A.
Semester	: I
Course Type	: <b>Indian Knowledge System (IKS)</b>
<b>Course Name</b>	: <b>Popular Indian Culture</b>
<b>Course Code</b>	: <b>HIS-137-IKS</b>
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. The course aims to provide an overview of the various forms of the subcontinent's popular cultural practices, expressed through oral, visual and other mediums.
2. Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize learners to the rapidly evolving domain of popular culture.
3. The course will enable students to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society.
4. Students will be able to indicate multiple cultures of India.
5. Students will be able to explain our heritage through cultural aspects of India.
6. The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture.
7. To create a critical thinking ability among the students. The student will be able to identify, analyze, collect, select, draw and verify the historical facts.

**Course Outcomes:**

- CO1.** This course enables students to explore various aspects of Popular Culture
- CO2.** This course enables students to understand the cultural diversity.
- CO3.** This course enables students to understand cultural aspect of the region.
- CO4.** Students will gather knowledge about the cultural heritage.

**CO5.** Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them.

**CO6.** Sensitivity to different socio cultural issues and their acquaintance with the historical developments.

**CO7.** Develop respect for our Heritage and culture and understand the strength of diversity of our country.

### Topics and Learning Points

**Unit I Defining Popular Culture:** (5 L)

Popular Culture as Folk Culture, Mass Culture- High Culture, People's culture;

Visual expressions: folk art, calendar art, photography, advertisements

**Unit II Oral culture/ performances:** (9 L)

folktales, folk theatre with social messages and nautanki; music-

folksongs and folkdances

**Unit III The audio-visual medium:** (9 L)

cinema, television and internet (a) Indian cinema: major themes and trends

like freedom struggle and nation building (b) Television: Case study of televised

serials, Ramayana, Women and Family

**Unit IV Fairs, festivals and rituals, pilgrimage:** (7 L)

disentangling mythological stories; patronage; religion as culture; Food Cultures:

Regional cuisines

### References:

1. Storey, J. Cultural Theory and Popular Culture. Routledge, London, 2001
2. Raghavendra, M.K. Bollywood, Oxford India Short Introductions, Delhi, 2016.
3. Chakravarty Sumita S. Cultural History of Modern India Social Science Press, Delhi, 2006.
4. Henderson, Carol. E. Culture and Customs of India. Westport: Greenwood Press, South Asian edition. 1954.
5. Kasbekar, Asha. Popular Culture India!: Media, Arts and Lifestyle Santa Barbara: ABC-CLIO, 2006

**Examination Pattern / Evaluation Pattern****Teaching and Evaluation (for Major, Minor, AEC, VEC, IKS courses)**

<b>Course Credits</b>	<b>No. of Hours per Semester Theory/Practical</b>	<b>No. of Hours per Week Theory/Practical</b>	<b>Maximum Marks</b>	<b>CE 40 %</b>	<b>ESE 60%</b>
<b>1</b>	<b>15 / 30</b>	<b>1 / 2</b>	<b>25</b>	<b>10</b>	<b>15</b>
<b>2</b>	<b>30 / 60</b>	<b>2 / 4</b>	<b>50</b>	<b>20</b>	<b>30</b>
<b>3</b>	<b>45 / 90</b>	<b>4 / 6</b>	<b>75</b>	<b>30</b>	<b>45</b>
<b>4</b>	<b>60 / 120</b>	<b>4 / 8</b>	<b>100</b>	<b>40</b>	<b>60</b>

**Teaching and Evaluation (for VSC, SEC & CC courses)**

- Evaluation to be done by Internal & External Experts
- No descriptive end semester written examination
- Evaluation to be done at Department level preferably prior to commencement of Theory /Practical Examinations
- Evaluation to be done on the Skills gained by student