



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

F.Y.B.A. (History) Semester -II

For Department of History

Tuljaram Chaturchand 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 archaeology, 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 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, Oriental Occidental 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 Maharashtra 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.

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.	Dr. Sandeep Tardalkar	Chairman
2.	Dr. Sunil Lokhande	Member
3.	Mr. Digambar Mohite	Member
4.	Mrs. Shobha Kanade	Member
5.	Dr. Dinesh More	Vice-Chancellor Nominee
6.	Dr. Anil Tike	Expert from other University
7.	Prof. Gautam Katkar	Expert from other University
8.	Mr. Vivek Deshpande	Industry Expert
9.	Prof. Vishal Gawade	Meritorious Alumni
10.	Mr. Atul Rokade (M.A. II)	Student Representative
11.	Miss. Neelam Chavan (T.Y.B.A.)	Student Representative
12.	Mr Mahesh R. S. (M.A. II)	Student Representative
13.	Miss Tamboli T. R. (T.Y.B.A.)	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)				
	HIS-151-MJM(Religious systems of Early India)(4 credits)		HIS-161-MN— (Prehistory and Proto-history of India)--- (2	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		
HIS-152-			HIS-176-SEC---	HIS-185-VEC---						

	II	MJM(Early India: Post Mauryan Age to theRashtrakutas)--- (2 credits)		credits)	HIS-167-OE---(Medieval Maharashtra)--- (2 credits)	(Culinary History of India)--- (2 credits)	(Ancient Indian Numismatics)--- (2 credits)			
	Cum Cr.	12	-	2	8	8	10	4	44	

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
	Total Credits Semester-I				
II	Major Mandatory	HIS-151-MJM	Religious systems of Early India	Theory	04
	Major Mandatory	HIS-152-MJM	Early India: Post Mauryan Age to TheRashtrakutas	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
	Total Credits Semester-II				
CumulativeCreditsSemester I + Semester II					44

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

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	: II
Course Type	: MajorMandatory
Course Name	: Religious Systems of Early India

Course Code : HIS-151-MJM

No. of Lectures : 60

No. of Credits : 4

Course Objectives:

1. To provide students with a comprehensive understanding of the religious systems that existed in ancient India.
2. To explore the philosophies, beliefs, and practices of major religions like Hinduism, Buddhism, Jainism, and others.
3. To examine the historical context and evolution of these religious traditions.
4. To analyze the impact of early Indian religions on society, culture, and governance.
5. To foster critical thinking and comparative analysis of religious systems in ancient India.
6. To appreciate the pluralistic nature of religious coexistence in early India.
7. To encourage research and the exploration of primary sources related to early Indian religions.

Course Outcomes:

CO 1.Students shall gain a comprehensive knowledge of the major religious systems that flourished in ancient India.

CO 2.They will be able to analyze the philosophical underpinnings and practices of these religions.

CO 3.The course will enhance students' skills in critically evaluating religious texts and historical sources.

CO 4.Students shall understand the societal and cultural impact of early Indian religions.

CO 5.They will appreciate the diversity and pluralism in religious thought and practice in ancient India.

CO 6.Students will be able to engage in comparative studies of religious systems.

CO 7.The course will promote independent research and analysis of ancient religious texts.

Topics and Learning Points

UNIT I: Introduction to Religious Systems in Ancient India (2 L)

UNIT II: Hinduism and its Evolution (10 L)

2.1 Origins and Development of Hinduism

2.2 Major Deities and Scriptures

2.3 Rituals and Practices

UNIT III: Buddhism: Life and Teachings of the Buddha (10 L)

3.1 Siddhartha Gautama: Birth and Enlightenment

3.2 Four Noble Truths and Eightfold Path

3.3 Spread of Buddhism in India and Beyond

UNIT IV: Jainism: The Path of Non-Violence (10 L)

4.1 Life and Teachings of Lord Mahavira

4.2 Principles of Jainism: Ahimsa, Anekantavada, and Aparigraha

4.3 Jain Religious Practices

UNIT V: Other Religious Movements and Sects (10 L)

5.1 The Ajivikas and Charvakas

5.2 Early Shaivism and Shaktism

5.3 Interactions and Conflicts between Religious Groups

UNIT VI: Legacy and Contemporary Relevance (8 L)

6.1 Influence of Early Indian Religious Thought on Modern India

6.2 Comparative Study of Religious Pluralism in India Today

References:**English -**

1. Zimmer, Heinrich. "Philosophies of India." Princeton University Press, 1951.
2. Gombrich, Richard F. "Buddhism: A Very Short Introduction." Oxford University Press, 2008.
3. Jain, Kailash Chand. "Lord Mahavira and His Times." Motilal Banarsidass, 1991.
4. Harshananda, Swami. "All About Hinduism." Ramakrishna Math, 2008.

मराठी

१. शर्मा. आर.एस. प्राचीनभारत के 'सागरपब्लिकेशन्स, पुणे. २०१५
२. गायधनीरं.ना., राहुकर, प्राचीन भारताचा सांस्कृतिक इतिहास कॉन्टिनेन्टल प्रकाशन.
३. आठवले अनु, भोपरडिकर सदाशिव, प्राचीन भारताचा राजकीय इतिहास डायमंड प्रकाशन, पुणे.
४. ए.एम.सोवनी, प्राचीन भारतीय सम्राट ,पूर्वाप्रकाशन
५. कोसंबी डि. डि. प्राचीनभारतीय संस्कृती व साहित्य, डायमंड पब्लिकेशन्स, पुणे.
६. झा.डी.एन. प्राचीन भारत एक रुपरेखा डायमंड पब्लिकेशन्स, पुणे.
७. मेहता जे.एल. प्राचीन भारताचा समग्र इतिहास आरंभापासून १२०५पर्यंत. के'सागर पब्लिकेशन्स.
८. शर्मा.रामशरण, प्राचीनभारताचापरिचय,ओरियंटलॉगमॅन,पब्लिकेशन्स.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: Religious Systems of Early India

Course Code: HIS-151-MJM

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	1	1	2	1	1	1	1	1	1
CO2	3	2	1	2	1	1	1	1	1	1
CO3	2	1	1	2	1	1	1	1	1	1
CO4	2	2	1	2	1	1	1	1	1	1
CO5	1	2	1	1	1	2	1	1	1	1
CO6	1	1	1	1	2	2	1	1	1	1
CO7	1	1	1	1	1	1	2	1	1	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping :

- **CO1 and PO1:** CO1 aligns with PO1 as it provides a comprehensive understanding of religious systems in ancient India, which contributes to students' knowledge of the past.
- **CO1 and PO4:** CO1 also relates to PO4, as understanding religious traditions helps in analyzing their impact on society, culture, and governance.
- **CO2 and PO2:** CO2 aligns with PO2 by exploring the philosophies, beliefs, and practices of major religions, contributing to the development of critical thinking about societal problems in a historical context.
- **CO3 and PO3:** CO3 relates to PO3 as it encourages the use of historical research methods to study religious traditions and diversified issues related to the past.
- **CO6 and PO5:** CO6 connects with PO5, as it fosters critical thinking and comparative analysis of religious systems, which enhances students' problem analysis skills.
- **CO7 and PO6:** CO7 aligns with PO6 as it encourages research and the exploration of primary sources related to early Indian religions, contributing to applying reasoning informed by contextual knowledge of human past to assess current societal issues.
- **CO5 and PO10:** CO5 indirectly connects with PO10 by encouraging research and the exploration of primary sources, which is a skill relevant to life-long learning and critically evaluating and analyzing the past for a better understanding of human history.

**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	: II
Course Type	: Major Mandatory
Course Name	: Early India: Post Mauryan Age to the Rashtrakutas
Course Code	: HIS-152 - MJM
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To provide students with an in-depth understanding of the historical developments in India from the post-Mauryan period to the Rashtrakuta era.
2. To examine the political, social, and economic changes that occurred during this transitional period in Indian history.
3. To explore the emergence and impact of important dynasties and rulers, including the Satavahanas, Guptas, and Rashtrakutas.
4. To analyze the cultural and artistic achievements of this period, including architecture, sculpture, and literature.
5. To foster critical thinking and research skills in studying ancient Indian history.
6. To encourage students to engage with primary sources and historical texts from the period.
7. To promote an understanding of the continuity and transformation of Indian civilization during this era.

Course Outcomes:

CO 1. Students will gain a comprehensive knowledge of the historical developments in India from the post-Mauryan period to the Rashtrakuta era.

CO 2.They will be able to analyze the political dynamics, including the rise and fall of dynasties, in this transitional phase.

CO 3.The course will enhance students' understanding of the socio-economic changes and innovations that took place in ancient India.

CO 4.Students will recognize the cultural achievements, artistic expressions, and literary works of this period.

CO 5.They will have the skills to critically evaluate historical sources and texts from the era.

CO 6.Students will be able to engage in research and analysis of specific aspects of early Indian history.

CO 7.The course will encourage students to appreciate the complexity and richness of Indian civilization during this transformative period.

Topics and Learning Points

UNIT I: Post-Mauryan India

(4 L)

1.1 Decline of the Mauryan Empire

1.2 Rise of Regional Kingdoms

1.3 Satavahanas and Their Contributions

UNIT II: Gupta Empire and Its Legacy

(6 L)

2.1 Gupta Dynasty: Political and Cultural Achievements

2.2 Decline of the Gupta Empire

2.3 Gupta Art and Architecture

UNIT III: Foreign Invasions and Impact

(6 L)

3.1 Hun Invasions

3.2 The White Huns (Hephthalites)

3.3 Impact on Indian Society and Politics

UNIT IV: Regional Powers

(8 L)

4.1 Vakataka Dynasty

4.2 Pallavas and Chalukyas

4.3 Emergence of the Rashtrakutas

UNIT V: Rashtrakuta Dynasty

(6 L)

5.1 Rise and Expansion of the Rashtrakutas

5.2 Rashtrakuta Art and Architecture

5.3 Decline of the Rashtrakuta Empire

References:

English

1. Thapar, Romila. "The Past Before Us: Historical Traditions of Early North India." Harvard University Press, 2013.

2. Sastri, K. A. Nilakanta. "A History of South India: From Prehistoric Times to the Fall of Vijayanagar." Oxford University Press, 2011.

मराठी

१. शर्मा. आर.एस. प्राचीनभारत के'सागर पब्लिकेशन्स, पुणे.२०१५

२. गायधनी रं.ना.,राहुरकर, प्राचीन भारताचा सांस्कृतिक इतिहास कॉन्टिनेन्टल प्रकाशन.

३. मेहता जे.एल. प्राचीन भारताचा समग्र इतिहास आरंभापासून १२०५पर्यंत. के'सागरपब्लिकेशन्स.

४.शर्मा.रामशरण, प्राचीन भारताचा परिचय,ओरियंटलॉगमॅन,पब्लिकेशन्स.

५.आठवलेअनु, भोपरडिकरसदाशिव, प्राचीन भारताचा राजकिय इतिहास,डायमंड प्रकाशन,पुणे.

६.ए.एम.सोवनी, प्राचीन भारतीय सम्राट,पूर्वाप्रकाशन

७.कोसंबी डि. डि. प्राचीन भारतीय संस्कृती व साहित्य,डायमंड पब्लिकेशन्स, पुणे.

८.मिराशी. वा.वि.सातवाहन आणि पश्चिम क्षेत्रप यांचा इतिहास आणि कोरीवलेख महाराष्ट्र साहित्य व संस्कृतीमंडळ

९.झा.डी.एन. प्राचीनभारत एक रुपरेखा डायमंड पब्लिकेशन्स, पुणे.

१०. मिराशी. वा.वि. शिलाहार राजवंशाचा इतिहास आणि कोरीवलेख प्रश्वपब्लिकेशन्स.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: Early India: Post Mauryan Age to the Rashtrakutas

Course Code: HIS-152-MJM

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	2	2	1	1	1	2	1	2	1	2
CO2	2	1	1	2	1	2	1	2	1	1
CO3	1	2	1	1	1	1	1	1	1	1
CO4	2	1	2	1	1	1	2	1	1	1
CO5	1	2	1	1	1	1	1	1	2	1
CO6	2	1	1	2	1	2	1	1	1	1
CO7	1	1	1	1	1	2	2	1	1	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation
Justification for the mapping:

- **CO1** aligns with multiple POs (1, 2, 6, 8, and 10), emphasizing the development of scientific understanding of the past and career prospects.
- **CO2** has strong alignment with POs 1, 4, and 6, focusing on the in-depth understanding of historical developments and their cultural and artistic aspects.
- **CO3** moderately aligns with POs 2, 4, 6, and 9, emphasizing logical understanding and knowledge generation about past issues.
- **CO4** has strong alignment with POs 1, 3, 6, and 9, emphasizing conservation and preservation, and the usage of modern methods.
- **CO5** moderately aligns with POs 2, 5, and 8, focusing on multi-causal explanations and the acquisition of research skills.
- **CO6** has strong alignment with POs 1, 2, 6, and 8, emphasizing the development of logical understanding, reasoning, and individual and team work.
- **CO7** moderately aligns with multiple POs (2, 3, 6, and 9), focusing on historical research methods and communication.

**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	: II
Course Type	: Open Elective
Course Name	: History of the Marathas (1707-1761)
Course Code	: HIS -166 - OE
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To provide students with a detailed understanding of the history of the Marathas from 1707 to 1761.
2. To examine the political, military, and diplomatic strategies employed by the Marathas during this crucial period.
3. To analyze the rise of key Maratha leaders and their contributions to the Maratha Empire.
4. To explore the impact of external factors, such as Mughal decline and European colonialism, on the Maratha state.
5. To study the cultural and societal aspects of the Maratha Empire during this era.
6. To encourage students to engage with primary sources and historical documents related to the Marathas.
7. To foster critical thinking and research skills in the field of Maratha history.

Course Outcomes:

CO 1.Students will acquire a comprehensive knowledge of the history of the Marathas from 1707 to 1761.

CO2.They will be able to analyze the political strategies and territorial expansion of the Maratha Empire.

CO 3.The course will enhance students' understanding of the key figures in Maratha history and their roles in shaping the empire.

CO 4.Students will recognize the external influences and challenges faced by the Marathas during this period.

CO 5.They will appreciate the cultural and societal developments within the Maratha Empire.

CO 6.Students will possess the skills to critically evaluate historical sources and documents related to Maratha history.

CO 7.The course will enable students to engage in research and analysis of specific aspects of Maratha history during the specified timeframe.

Topics and Learning Points

UNIT I: Rise of the Marathas

(4 L)

- 1.1 Emergence of the Maratha Confederacy
- 1.2 Leadership of Shivaji
- 1.3 Maratha Expansion in the Deccan

UNIT II: Peshwas and Maratha Administration

(6 L)

- 2.1 Role of the Peshwas
- 2.2 Maratha Administrative System
- 2.3 Revenue Collection and Land Tenure

UNIT III: Maratha Diplomacy and Conflicts

(8 L)

- 3.1 Marathas vs. Mughals: The Deccan Wars
- 3.2 Maratha Diplomacy with European Powers
- 3.3 The Battle of Panipat (1761)

UNIT IV: Society and Culture

(6 L)

- 4.1 Maratha Society: Caste and Class Structure

4.2 Maratha Art and Architecture

4.3 Marathi Literature and Language

UNIT V: Decline and Legacy

(6 L)

5.1 Decline of the Maratha Empire

5.2 Marathas in British India

5.3 Legacy of the Marathas in Modern India

References:

English -

1. Gordon, Stewart N. "The Marathas 1600-1818." Cambridge University Press, 1993.
2. Sarkar, Jadunath. "Shivaji and His Times." Orient Longman, 1992.

मराठी

१. अत्रे त्रिंबक नारायण, गावगाडा वर्धा, पुणे.
२. खरे ग.ह.आणि अ.रा. कुलकर्णी मराठी सत्तेचा उत्तरार्ध, खंड दोन व तीन कॉन्टिनेंटल प्रकाशन, पुणे, ३०
३. कुलकर्णी ए.आर., देशपांडे प्र. न., मराठ्यांचा इतिहास, कॉन्टिनेंटल प्रकाशन, पुणे, १९९३
४. पाटील आर.ए. मराठ्यांचा इतिहास १६३०-१८१८, के'सागर पब्लिकेशन्स, पुणे.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: History of the Marathas (1707-1761)

Course Code: HIS-166-OE

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	2	2	1	1	1	2	2	0	0	0
CO2	2	1	1	2	1	2	2	0	0	0
CO3	1	2	2	1	1	1	2	0	0	0
CO4	1	1	2	1	1	2	1	0	0	0
CO5	2	1	1	2	1	1	1	0	0	0
CO6	2	2	1	1	1	2	1	0	0	0
CO7	1	1	2	1	1	1	2	0	0	0

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping:

- **CO1** aligns with multiple POs (1, 2, 5, 6, and 7), emphasizing the development of a detailed understanding of Maratha history and various aspects of their history.
- **CO2** has strong alignment with POs 1, 4, 5, and 7, focusing on the examination of political, military, and diplomatic strategies and the impact of external factors on the Maratha state.
- **CO3** moderately aligns with POs 2, 3, 6, and 7, emphasizing the rise of key Maratha leaders and their contributions.
- **CO4** aligns with multiple POs (1, 3, 5, and 6), emphasizing an understanding of the Maratha Empire's history and the societal aspects.
- **CO5** has strong alignment with POs 1, 4, and 6, focusing on the study of external factors and the encouragement of primary source engagement.
- **CO6** has strong alignment with POs 1, 2, 5, 6, and 7, emphasizing critical thinking, research skills, and the examination of political, military, and diplomatic strategies.
- **CO7** moderately aligns with multiple POs (2, 3, 6, and 7), focusing on the analysis of the rise of key Maratha leaders, cultural and societal aspects, and critical thinking.

**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 : II
Course Type : Open Elective (OE)
Course Name : History of the Maharashtra (1818-1961)

Course Code : HIS -167 - OE

No. of Lectures : 30

No. of Credits : 2

Course Objectives:

1. To provide students with a comprehensive understanding of the history of Maharashtra from the downfall of the Peshwa in 1818 to 1947.
2. To examine the political, social, and economic transformations that took place in Maharashtra during this period.
3. To explore the role of key figures and movements in shaping the history of Maharashtra in the 19th and 20th centuries.
4. To analyze the impact of British colonial rule on Maharashtra and the emergence of nationalist movements.
5. To study the cultural and literary developments in Maharashtra during this era.
6. To encourage students to engage with primary sources, archival materials, and historical documents related to Maharashtra's history.
7. To foster critical thinking and research skills in the context of Maharashtra's historical evolution.

Course Outcomes:

CO 1. Students will gain a comprehensive knowledge of the history of Maharashtra from the decline of the Peshwa rule to 1947.

CO 2. They will be able to analyze the political, social, and economic changes that occurred in Maharashtra during this transformative period.

CO 3. The course will enhance students' understanding of the contributions of key individuals and movements to Maharashtra's history.

CO 4. Students will recognize the impact of British colonialism and the rise of nationalist sentiment in Maharashtra.

CO 5. They will appreciate the cultural and literary achievements of Maharashtra during this era.

CO 6. Students will develop the skills to critically evaluate historical sources, archives, and documents related to Maharashtra's history.

CO 7. The course will enable students to engage in independent research and analysis of specific aspects of Maharashtra's historical development from 1818 to 1947.

Topics and Learning Points

Unit I: British Colonialism in Maharashtra

(6 Lectures)

- 1.1 Annexation of Maharashtra by the British
- 1.2 British Administrative Reforms in the Region
- 1.3 Economic Impact: Agriculture and Industry

Unit II: Social and Cultural Transformations

(6 Lectures)

- 2.1 Social Reform Movements in Maharashtra
- 2.2 Influence of Western Education and Thought
- 2.3 Marathi Literature and Art in the 19th and 20th Centuries

Unit III: Role of Maharashtra in Indian Independence

(8 Lectures)

- 3.1 Early Freedom Fighters from Maharashtra
- 3.2 Formation of Maharashtra Pradesh Congress Committee
- 3.3 Quit India Movement and Civil Disobedience in Maharashtra

Unit IV: Post-Independence Maharashtra

(6 Lectures)

- 4.1 Formation of the State of Maharashtra
- 4.2 Political Developments: Chief Ministers and Parties
- 4.3 Economic Growth and Challenges

Unit V: Cultural Heritage and Contemporary Maharashtra

(4 Lectures)

- 5.1 Maharashtra's Contribution to Indian Culture
- 5.2 Contemporary Issues and Challenges

References:

English

1. Kosambi, D. D. "The Culture and Civilisation of Ancient India in Historical Outline." Vikas Publishing House, 1992.
2. Phadke, Y. D. "Maharashtra in the Age of Shivaji." Sugava Prakashan, 2003.
3. Nene, D. N. "Maharashtra under the British." Popular Prakashan, 1997.

ejkBh

1-QMds ;-fn- folkO;k 'krdkrhy egkjk"V^a [kaM ,d rs ikp के'सागर पब्लिकेशन्स

2-Ogh-ch-ikVhy-]vk/kqfud egkjk"V^akpk lexz bfrgkl] के'सागर पब्लिकेशन्स
izdk'ku-

3-eksjs fM,-,- vk/kqfud egkjk"V^akP;k ifjorZukpk bfrgkl]ds ,l-
ifCyds'ku vkSjaxkckn-

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: History of the Maharashtra (1818-1961)

Course Code: HIS-167-OE

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	2	2	1	1	1	2	2	0	0	0
CO2	2	1	1	2	1	2	2	0	0	0
CO3	1	2	2	1	1	1	2	0	0	0
CO4	1	1	2	1	1	2	1	0	0	0
CO5	2	1	1	2	1	1	1	0	0	0
CO6	2	2	1	1	1	2	1	0	0	0
CO7	1	1	2	1	1	1	2	0	0	0

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the Mapping :

- **CO1** relates to understanding the history of Maharashtra from 1818 to 1947 (PO1) and the social and economic transformations in the region (PO2) during this period.
- **CO2** aligns with understanding the political changes in Maharashtra (PO1), especially due to British colonial rule (PO4), and studying the key figures and movements (PO5) that shaped the history of the region.
- **CO3** corresponds to understanding the history of Maharashtra (PO1) and analyzing the impact of British colonial rule (PO4) and nationalist movements (PO5) in the 19th and 20th centuries.
- **CO4** aligns with exploring the societal aspects of Maharashtra's history (PO6) and its cultural and literary developments (PO6).
- **CO5** relates to understanding the political and economic changes in Maharashtra (PO2) during British colonial rule (PO4) and aligns with studying cultural and literary developments (PO6).

- **CO6** corresponds to fostering critical thinking (PO9) and research skills (PO3) while engaging with primary sources and historical documents in the context of Maharashtra's history.
- **CO7** aligns with fostering critical thinking (PO9) and research skills (PO3) while studying the historical evolution of Maharashtra (PO1).

**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	: II
Course Type	: Vocational Skill Course (VSC)
Course Name	: Travel Agency and Tour Business
Course Code	: HIS -171 - VSC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To introduce students to the fundamentals of the travel and tourism industry, including its history, components, and significance.
2. To provide an understanding of the role and functions of travel agencies in facilitating travel and tour experiences.
3. To explore the various types of travel products and services offered by travel agencies and tour operators.
4. To examine the principles of tour planning, itinerary development, and pricing strategies.
5. To analyze the impact of technology and digital platforms on the travel and tourism business.
6. To foster knowledge of marketing and promotion techniques specific to the travel industry.
7. To encourage critical thinking and problem-solving skills related to travel agency operations.

Course Outcomes:

CO 1.Students will have a foundational understanding of the travel and tourism industry and its global significance.

CO 2.They will be familiar with the functions and responsibilities of travel agencies in facilitating travel experiences.

CO 3.The course will enhance students' knowledge of various travel products and services available to travellers.

CO 4.Students will be able to plan and develop tour itineraries and pricing structures.

CO 5.They will recognize the impact of technology on booking, reservations, and customer engagement in the travel business.

CO 6.Students will understand marketing strategies tailored to the travel and tourism sector.

CO7.The course will equip students with problem-solving skills applicable to travel agency operations and customer service.

Topics and Learning Points

Unit I: Introduction to Travel Agency and Tour Business (4 Lectures)

- 1.1 The Travel and Tourism Industry
- 1.2 Types of Travel Agencies and Tour Operators
- 1.3 Roles and Responsibilities of Travel Agencies

Unit II: Tour Planning and Itinerary Development (6 Lectures)

- 2.1 Understanding Tour Planning
- 2.2 Creating Tour Itineraries
- 2.3 Pricing and Costing of Tours

Unit III: Marketing and Promotion (8 Lectures)

- 3.1 Marketing Strategies for Travel Agencies
- 3.2 Digital Marketing and Online Presence
- 3.3 Sales Techniques and Customer Service

Unit IV: Managing a Travel Business

(6 Lectures)

4.1 Business Operations and Administration

4.2 Legal and Ethical Considerations

4.3 Risk Management and Insurance

Unit V: Current Trends and Future Outlook

(6 Lectures)

5.1 Sustainable Tourism Practices

5.2 Emerging Trends in Travel and Tour Business

5.3 Future Challenges and Opportunities

Assessment:

- Class Participation: 10%
- Assignments and Projects: 30%
- Midterm Examination: 20%
- Final Examination: 30%
- Presentation: 10%

References:

1. Morrison, A., & O'Mahony, B. (2019). "Marketing and Managing Tourism Destinations." Routledge.
2. Goeldner, C. R., & Ritchie, J. B. (2017). "Tourism: Principles, Practices, Philosophies." John Wiley & Sons.
3. Page, S. J., & Connell, J. (2018). "Tourism: A Modern Synthesis." Cengage Learning.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: Travel Agency and Tour Business

Course Code: HIS-171-VSC

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	1	2	1	1	1	2	1	1	1
CO2	3	2	1	1	1	1	2	1	1	1
CO3	2	1	3	1	2	1	1	1	1	1
CO4	2	1	1	3	1	2	2	1	1	1
CO5	1	2	1	2	3	1	1	1	1	1
CO6	2	2	1	1	1	3	1	1	1	1
CO7	1	2	1	2	1	1	2	1	1	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping:

- **CO1 and PO1:** CO1 aligns with PO1 by introducing students to the fundamentals of the travel and tourism industry, contributing to their development of scientific understanding of this field.
- **CO1 and PO4:** CO1 also relates to PO4 as understanding the components and significance of the travel and tourism industry leads to a conservation and preservation of knowledge about this sector.
- **CO2 and PO2:** CO2 connects with PO2 by providing an understanding of the role and functions of travel agencies, contributing to a logical understanding of the past and the genesis and evolution of travel businesses.
- **CO3 and PO3:** CO3 aligns with PO3 by exploring the types of travel products and services, encouraging students to use historical research methods to generate knowledge about these services.
- **CO6 and PO6:** CO6 relates to PO6 as it fosters knowledge of marketing and promotion techniques specific to the travel industry, which is essential for assessing the current state of society, economy, and other related issues.
- **CO4 and PO5:** CO4 connects with PO5 by examining tour planning and pricing strategies, which involve the application of modern methods and techniques for the generation and dissemination of historical knowledge.

- **CO7 and PO7:** CO7 aligns with PO7 as it encourages critical thinking and problem-solving skills related to travel agency operations, which are vital for understanding the significance of the subject for various competitive examinations.

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	: II
Course Type	: SEC
Course Name	: Culinary History of India
Course Code	: HIS -176 - SEC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To explore the rich and diverse culinary history of India, tracing its evolution through different periods.
2. To examine the cultural, historical, and geographical factors that have shaped India's culinary traditions.
3. To study the contributions of various regions and communities to Indian cuisine.
4. To analyze the influence of religion, trade, and invasions on Indian food culture.
5. To develop an understanding of traditional cooking techniques, ingredients, and food preservation methods.
6. To appreciate the significance of food in Indian society, rituals, and celebrations.
7. To encourage research and critical thinking about the historical and cultural dimensions of Indian cuisine.

Course Outcomes:

CO 1. Students will gain a comprehensive understanding of the culinary history of India, including its regional and historical variations.

CO 2. They will be able to identify and explain the cultural and historical influences on Indian cuisine.

CO 3.The course will enhance students' knowledge of traditional cooking methods, ingredients, and spices.

CO 4.Students will recognize the role of food in Indian rituals, festivals, and everyday life.

CO 5.They will appreciate the diversity of Indian cuisine and its contributions to global culinary traditions.

CO 6.Students will have the skills to conduct research and analysis related to the culinary history of India.

CO 7.The course will foster a deeper appreciation for the cultural and historical significance of Indian food.

Topics and Learning Points

Unit I: Introduction to Indian Cuisine (4 Lectures)

1. Culinary History and Cultural Significance of Food in India
2. Key Ingredients and Spices in Indian Cooking
3. Traditional Cooking Methods

Unit II: Evolution of Indian Cuisine (6 Lectures)

1. Ancient Indian Cuisine and Ayurveda
2. Mughlai Influence on Indian Cuisine
3. Colonial and Modern Influences on Food

Unit III: Regional Diversity in Indian Cuisine (8 Lectures)

1. North Indian Cuisine: Dishes and Flavors
2. South Indian Cuisine: Aromatic Delights
3. East Indian Cuisine: Coastal and Tribal Influences
4. West Indian Cuisine: Flavors of Maharashtra and Gujarat

Unit IV: Culinary Traditions of Maharashtra (8 Lectures)

1. Maharashtrian Cuisine: A Journey through Regions
2. Popular Maharashtrian Dishes and Street Food

3. Festive and Seasonal Foods in Maharashtra

Unit V: Culinary Innovations and Trends

(4 Lectures)

1. Fusion Cuisine and Contemporary Trends

2. The Role of Indian Cuisine on the Global Culinary Stage

Assessment:

- Class Participation: 10%
- Culinary Research Projects: 30%
- Midterm Examination: 20%
- Final Examination: 30%
- Culinary Presentation: 10%

References:

English -

1. Achaya, K. T. (1998). "Indian Food: A Historical Companion." Oxford University Press.
2. Jaffrey, M. (2003). "Indian Cooking." Barron's Educational Series.
3. Kothari, P. (2016). "The Essential Marathi Cookbook." Random House India.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: Culinary History of India

Course Code: HIS-176-SEC

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	1	2	1	1	2	2	2	2	1
CO2	3	2	1	1	1	2	2	1	1	1
CO3	2	1	3	2	1	1	1	1	1	1
CO4	2	2	1	3	1	1	1	1	1	1
CO5	1	2	2	1	3	1	1	1	2	1
CO6	2	2	1	1	1	3	2	1	1	2
CO7	2	2	1	1	1	2	3	1	1	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- CO1 has a strong (3) relation with PO1, emphasizing the exploration of culinary history as part of developing a scientific understanding of the past.
- CO2 has a strong (3) relation with PO2, aligning with the logical understanding of the past and examining factors that have shaped culinary traditions.
- CO3 has a strong (3) relation with PO3, as the course emphasizes research methods relevant to the historical and cultural dimensions of Indian cuisine.
- CO4 has a strong (3) relation with PO4, as it directly contributes to understanding the cultural influence of religion, trade, and invasions on food culture.
- CO5 has a strong (3) relation with PO5, focusing on traditional cooking techniques and ingredients, contributing to knowledge about the past.
- CO6 has a strong (3) relation with PO6, highlighting the significance of food in Indian society, aligning with assessing societal aspects.

- CO7 has a strong (3) relation with PO7, encouraging research and critical thinking, which relates to career prospects and lifelong learning in the context of culinary history.

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	: II
Course Type	: VEC
Course Name	: Ancient Indian Numismatics
Course Code	: HIS-185-VEC
No. of Lectures	: 30
No. of Credits	: 2

Course Objectives:

1. To introduce students to the study of ancient Indian coins and their historical importance.
2. To provide an overview of the numismatic evolution in India from ancient times.
3. To develop skills in deciphering inscriptions and identifying coin types.
4. To explore the socio-economic and cultural aspects reflected in ancient Indian coinage.
5. To encourage independent research and analysis of numismatic artifacts.
6. To foster an understanding of the broader historical and cultural context of coinage.
7. To promote critical thinking and scholarly inquiry in the field of numismatics.

Course Outcomes:

- CO 1.**Students will gain knowledge of the history and evolution of ancient Indian coinage.
- CO 2.**They will develop skills in reading and interpreting coin inscriptions and designs.
- CO 3.**The course will enhance students' understanding of the socio-economic and cultural contexts of different dynasties.
- CO 4.**Students will appreciate the historical and artistic value of ancient Indian coins.
- CO 5.**They will be able to conduct research and analysis of numismatic artifacts.

CO 6.Students will recognize the contributions of coinage to the broader historical narrative of India.

CO 7.The course will encourage students to engage in critical analysis and research within the field of numismatics.

Topics and Learning Points

Unit I: Introduction to Numismatics

(4 Lectures)

1. Definition and Scope of Numismatics
2. Significance of Coin Studies
3. Tools and Methods in Numismatic Research

Unit II: Ancient Indian Coins: Types and Materials

(6 Lectures)

1. Punch-Marked Coins
2. Cast and Die-Struck Coins
3. Materials Used in Coinage

Unit III: Dynastic Coinage

(10 Lectures)

1. Mauryan Coins
2. Indo-Greek and Indo-Scythian Coins
3. Kushan Coins
4. Gupta and Post-Gupta Coins
5. Chola and Chalukya Coins

Unit IV: Inscriptions and Iconography

(6 Lectures)

1. Coin Inscriptions: Language and Script
2. Depictions on Coins: Deities, Symbols, and Portraits

Unit V: Socio-Economic Insights

(4 Lectures)

1. Trade and Commerce in Ancient India
2. Monetary Systems and Coin Weights
3. Hoards and Treasure Troves

Assessment:

- Class Participation: 10%
- Research Projects and Presentations: 30%
- Midterm Examination: 20%
- Final Examination: 30%
- Numismatic Artifact Analysis: 10%

References:

English -

1. Cunningham, A. (1891). "Coins of Ancient India: From the Earliest Times Down to the Seventh Century." MotilalBanarsidass Publishers.
2. Altekar, A. S. (1963). "Coins of the Indian Sultanates." National Book Trust, India.
3. Gupta, P. L. (2011). "Coins, Art, and Chronology: Essays on the Pre-Islamic History of the Indo-Iranian Borderlands." Harman Publishing House.

Marathi -

१. गायधनी रं.ना., राहुरकर, प्राचीन भारताचा सांस्कृतिक इतिहास, कॉन्टिनेन्टल प्रकाशन.
२. मेहता जे.एल. प्राचीन भारताचा समग्र इतिहास आरंभापासून १२०५ पर्यंत. के'सागर पब्लिकेशन्स.
३. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र कॉन्टिनेन्टल प्रकाशन.
४. पाटील आ.सु. पश्चिम क्षेत्रापांची नाणी

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem II)

Subject: History

Course: Ancient Indian Numismatics

Course Code: HIS-185-VEC

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	1	2	1	1	2	2	2	2	1
CO2	3	2	1	1	1	2	2	1	1	1
CO3	2	1	3	2	1	1	1	1	1	1
CO4	2	2	1	3	1	1	1	1	1	1
CO5	1	2	2	1	3	1	1	1	2	1
CO6	2	2	1	1	1	3	2	1	1	2
CO7	2	2	1	1	1	2	3	1	1	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- CO1 and CO2 have a strong alignment with PO1 and PO2 as they directly introduce students to the study of ancient Indian coins and their historical importance.
- CO4 has a strong alignment with PO4, emphasizing the exploration of socio-economic and cultural aspects reflected in ancient Indian coinage.
- CO5 has a strong alignment with PO5 as it encourages independent research and analysis of numismatic artifacts.
- CO6 has a strong alignment with PO6, fostering an understanding of the broader historical and cultural context of coinage.
- CO7 has a strong alignment with PO7, promoting critical thinking and scholarly inquiry in the field of numismatics.

