



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

**Two Year Degree Program in History**  
(Faculty of Social Sciences)

**CBCS Syllabus**

**M.A.(History) Part-II Semester -III**

**For Department of History TuljaramChaturchand College, Baramati**

**Choice Based Credit System Syllabus (2023 Pattern)**  
**(As Per NEP 2020)**

**To be implemented from Academic Year 2024-2025**

**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, genetics, 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, 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)

**PO1. Comprehensive Knowledge and Understanding:** Students will demonstrate a thorough understanding of their chosen disciplinary/interdisciplinary areas of study within a broader multidisciplinary context, including current and emerging developments, procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.

**PO2. Application of knowledge and skills:** The post graduates will be able to demonstrate the ability to apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,

**PO3. Constitutional, humanistic, ethical, and moral values:** The post graduates will be able to demonstrate the willingness and ability to embrace and practice constitutional, humanistic, ethical, and moral values in life adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice, present coherent arguments in support of relevant ethical and moral issues.

**PO4. Employability and job-ready skills, and entrepreneurship skills:** The graduates should be able to demonstrate the acquisition of knowledge and skills required for: adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes

**PO5. Autonomy, Responsibility, and Accountability:** should demonstrate independence, responsibility, and accountability in applying knowledge and skills, ensuring safety and security in work contexts.

**PO6. Research Skills:** The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant

research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships

**PO7. Critical and Creative Thinking:** Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations

**PO8. Problem-solving Abilities:** Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches

**PO9. Collaboration and Teamwork:** The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**PO10. Digital and technological skills:** The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

## Programme Specific Outcomes (PSOs)

**PSO1.** Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India, Maharashtra and world.

**PSO2.** Understand background of the religions, customs, institutions and administration and so on.

**PSO3.** By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.

**PSO4.** Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visits places of historical interests, archeological sites, museums and

archives, read historical maps, charts and write articles on historical topics.

**PSO5.** Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

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

From 2022-23 to 2024-25

<b>Sr.No.</b>	<b>Name</b>	<b>Designation</b>
1.	<b>Dr. Tardalkar S.S</b>	Chairman
2.	<b>Dr. Lokhande S.S.</b>	Member
3.	<b>Mr. Mohite D.T.</b>	Member
4.	<b>Prof. Kanade S.B.</b>	Member
5.	<b>Mr. Dheshpande V.P.</b>	Industry Expert
6.	<b>Dr. More D.A.</b>	Expertfrom S.P.P. University
7.	<b>Prof. Katkar G.G.</b>	Expert from other University
8.	<b>Dr.Tike A.S.</b>	Expert from other University
9.	<b>Prof. Gawade V.R.</b>	Meritorious Alumni
10.	<b>Ms. Chavan N.A. (2022 – 2023)</b>	Student Representative
11.	<b>Mr. Rokade A.R. (2022 – 2023)</b>	Student Representative
12.	<b>Miss. Tamboli T.R. (2023 – 2024)</b>	Student Representative
13.	<b>Mr. Rathod M.S. (2023 – 2024)</b>	Student Representative



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**Credit Distribution Structure for (M. A. History) Part-I (2023 Pattern)**

Year	Level	Sem.	Major		Research Methodology (RM)	OJT/FP	RP	Cum. Cr.
			Mandatory	Electives				
I	6.0	Sem-I	HIS-501-MJM: History and Its Theory (Credit 04)	HIS-511-MJE: Social Background of Dalit Movement In Maharashtra (Credit04)	HIS-521-RM: Research Methodology in History (Credit 04)	--	--	22
			HIS-502-MJM: Evolution of Ideas and Institutions in Early India (Credit 04)					
			HIS-503-MJM: Maratha Polity (Credit 04)					
			HIS-504-MJM: Heritage Management (Credit 02)					
		Sem- II	HIS-551-MJM: Approaches To History (Credit 04)	HIS-561-MJE History of Dalit Movement In Maharashtra(Credit04)	--	HIS-581-OJT/FP Credit 04	--	22
			HIS-552-MJM: Socio-Economic and Cultural History of Medieval India (1206-1857) (Credit 04)					
			HIS -553-MJM: Socio-Economic History of the Maratha Period (Credit 04)					
			HIS -554-MJM:Numismatics (Credit 02)					
<b>Cum. Cr.</b>			<b>28</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>--</b>	<b>44</b>

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**Credit Distribution Structure for (M. A. History) Part-II (2023 Pattern)**

Year	Level	Sem.	Major		Research Methodology (RM)	OJT/FP	RP	Cum. Cr.
			Mandatory	Electives				
II	6.0	Sem-III	HIS-601-MJM: <b>British Administrative Policies in India 1765-1892 (Credit 04)</b>	HIS-611-MJE:(A) <b>Ancient Civilizations of the World (Credit04)</b> Or HIS-611-MJE:(B) <b>Medieval Civilizations of the World (Credit04)</b>	HIS-621-RP: Research Project in History (Credit 04)	--	--	22
			HIS-602-MJM: <b>Intellectual History of Modern World (Credit 04)</b>					
			HIS-603-MJM: <b>Economic History of Modern India(Credit 04)</b>					
			HIS-604-MJM:( <b>Credit 02</b> ) <b>Musicology</b>					
		Sem- IV	HIS-651-MJM <b>Modern Maharashtra : A History of Ideas (1818-1960) (Credit 04)</b>	HIS-661-MJE(A) <b>History of Modern India (1857-1947) (Credit 04)</b> Or HIS-653-MJM <b>World after World War II (1945-2000) (Credit 04)</b>	HIS-681-RP: Research Project in History (Credit 06)	--	22	
			HIS-652-MJM <b>Debates in Indian Historiography (Credit 04)</b>					
HIS-653-MJM <b>World after World War II (1945-2000) (Credit 04)</b>								

				HIS-661-MJE (B) <b>Economic History of Modern India(1947 - 1991)(Credit 04)</b>				
<b>Cum. Cr.</b>			<b>26</b>	<b>8</b>	<b>10</b>		<b>--</b>	<b>44</b>

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**Course & Credit Structure for (M.A.) Part-II (2023 Pattern as per NEP-2020)**

Sem	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
III	Major (Mandatory)	HIS-601-MJM	<b>British Administrative Policies in India 1765-1892</b>	Theory	04
	Major (Mandatory)	HIS-602-MJM	<b>Intellectual History of Modern World</b>	Theory	04
	Major (Mandatory)	HIS-603-MJM	<b>Economic History of Modern India</b>	Theory	04
	Major (Mandatory)	HIS-604-MJM	<b>Musicology</b>	Theory	02
	Major (Elective)	HIS-611-MJE(A)	<b>Ancient Civilizations of the World</b>	Theory	04
		HIS-611-MJE (B)	<b>Medieval Civilizations of the World</b>		
	Research Project (RP)	MAR-621-RP	<b>Field Project</b>	Theory/Practical	04
<b>Total Credits Semester III</b>					<b>22</b>
IV	Major (Mandatory)	HIS-651-MJM	<b>Modern Maharashtra : A History of Ideas (1818-1960)</b>	Theory	04
	Major (Mandatory)	HIS-652-MJM	<b>Debates in Indian Historiography</b>	Theory	04
	Major (Mandatory)	HIS-653-MJM	<b>World after World War II (1945-2000)</b>	Theory	04

Major (Elective)	HIS-661-MJE(A)	<b>History of Modern India (1857-1947)</b>	Theory	04	
	HIS-661-MJE(B)	<b>Economic History of Modern India (1947 - 1991)</b>			
Research Project (RP)	HIS-681-RP	<b>Field Project</b>	Theory/Pr actical	06	
<b>Total Credits Semester-IV</b>				<b>22</b>	
<b>Cumulative Credits Semester III and IV</b>				<b>44</b>	

## CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

<b>Name of the Programme</b>	: M.A. History
<b>Programme Code</b>	: PAHIS
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: HIS-601-MJM
<b>Course Title</b>	: <b>British Administrative Policies in India 1765-1892</b>
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### Course Objectives:

**CO 1.** Understand the ideological underpinnings that motivated the British Parliament to pass Charter and Regulating Acts.

**CO 2.** Analyze the impact of these acts on the administrative structure and authority in India.

**CO 3.** Examine the historical evolution of executive and judicial branches in British India.

**CO 4.** Investigate the development of the bureaucratic system in British India.

**CO 5.** Evaluate the impact of these policies on the socio-economic fabric of Indian society.

**CO 6.** Examine the social and educational ideologies that informed British policies.

**CO 7.** Understand the motives and implications of the transfer of power from the East India Company to the British Crown.

### Course Outcomes:

#### **By the end of the course, students will be able to:**

**CO 1.** Develop a nuanced understanding of the historical context that led to the establishment of British administrative control in India, including the role of the East India Company.

**CO 2.** Analyze the evolution of colonial administrative structures, including the dual system of administration, changes in the role of the Governor-General, and the establishment of administrative divisions.

**CO 3.** Understand the various revenue and land policies implemented by the British, such as the Permanent Settlement, Ryotwari System, and Mahalwari System, and their impact on agrarian society.

**CO 4.** Examine the judicial reforms introduced by the British, including the establishment of the Supreme Court, the creation of a uniform legal system, and the impact on indigenous legal traditions.

**CO 5.** Explore the educational policies introduced by the British, including the Wood's Despatch, the establishment of universities, and the impact on the development of education in India.

**CO 6.** Analyze economic policies, including trade regulations, industrial policies, and the impact of economic changes on Indian industries and trade.

**CO 7.** Investigate the social impact of British administrative policies, including changes in social structures, caste dynamics, and the emergence of new social classes.

### Topics and Learning Points

#### Course content

**Unit 1: Ideological influences on British Administrative Policy** 06

**Unit 2: Administrative System** 16

2.1) Regulating acts

2.2) Emergence of Executive and Judiciary

2.3) Bureaucracy

**Unit 3: Socio-economic policy** 12

3.1) Economic policy- Revenue, Trade and Industry

3.2) Social and Educational Policy

**Unit 4: Policies of Princely states, Press and Famine** 08

**Unit 5: India under the Crown** 12

5.1) Government of India Act - 1858

5.2) Queen's Proclamation

**Unit 6: Indian Councils Acts of 1861 and 1892** 06

#### Select Readings

1. Ambirajan, S., Classical Economy and British Policy in India

2. Bearce, G.D., British Attitude Towards India, London, 1959.

3. Gopal, S., British Administrative Policies in India, 1857-1905, Oxford, 1965.
4. Metcalfe, T., Ideologies of the Raj, New Cambridge History of India, Cambridge.
5. Mishra, B.B., Administration of East India Company, New York, 1960.
6. Stokes, E., The English Utilitarians and India, Oxford, 1959. Choice Based Credit System Syllabus (2022 Pattern)



## Choice Based Credit System Syllabus (2023 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Sem III)

**Subject:** History

**Course:** British Administrative Policies in India 1765-1892

**Course Code:** HIS-601-MJM

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	1	2		2						
CO 2	1	2		2		1	1	1	1	
CO 3	1	2	2		1				1	
CO 4	1	2	3	1			1	2		
CO 5	1	2		2	3					
CO 6	1	2	3			2		3	2	
CO 7	1	2		2			2			

#### Justifications:

CO 1: Understand the ideological underpinnings that motivated the British Parliament to pass Charter and Regulating Acts.

- PO 1: Critical and Creative Thinking: Understanding ideological underpinnings involves critical thinking.
- PO 2: Communication Skill: Communicating historical context effectively requires communication skills.

CO 2: Analyze the impact of these acts on the administrative structure and authority in India.

- PO 1: Critical and Creative Thinking: Analyzing impacts requires critical thinking.
- PO 2: Communication Skill: Communicating analysis effectively requires communication skills.

CO 3: Examine the historical evolution of executive and judicial branches in British India.

- PO 1: Critical and Creative Thinking: Examining historical evolution involves critical thinking.
- PO 2: Communication Skill: Communicating historical evolution effectively requires communication skills.
- PO 3: Multicultural Competence: Understanding historical evolution involves multicultural competence.

CO 4: Investigate the development of the bureaucratic system in British India.

- PO 1: Critical and Creative Thinking: Investigating development involves critical thinking.
- PO 2: Communication Skill: Communicating findings effectively requires communication skills.

CO 5: Evaluate the impact of these policies on the socio-economic fabric of Indian society.

- PO 1: Critical and Creative Thinking: Evaluating impacts requires critical thinking.

- PO 2: Communication Skill: Communicating evaluation effectively requires communication skills.
- PO 5: Environmental Awareness: Considering socio-economic impacts may involve environmental awareness.

CO 6: Examine the social and educational ideologies that informed British policies.

- PO 1: Critical and Creative Thinking: Examining ideologies involves critical thinking.
- PO 2: Communication Skill: Communicating ideologies effectively requires communication skills.
- PO 6: Problem-solving Abilities: Understanding and analyzing ideologies may involve problem-solving.

CO 7: Understand the motives and implications of the transfer of power from the East India Company to the British Crown.

- PO 1: Critical and Creative Thinking: Understanding motives and implications involves critical thinking.
  - PO 2: Communication Skill: Communicating understanding effectively requires communication skills.
  - PO 7: Collaboration and Teamwork: Understanding complex historical events may involve collaboration.
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## CBCS Syllabus as per NEP 2020 for M.A. (2023 Pattern)

<b>Name of the Programme</b>	: M.A. History
<b>Programme Code</b>	: PAHIS
<b>Class</b>	: M.A II
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: HIS 602-MJM
<b>Course Title : Intellectual History of Modern World</b>	
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### Course Objectives:

- CO 1.** Understand the philosophical underpinnings of Humanism and the Renaissance.
- CO 2.** Understand how art and architecture reflected and influenced the intellectual climate
- CO 3.** Analyze how literature reflected the cultural and intellectual shifts.
- CO 4.** Analyze Calvinist ideas on governance and societal structures.
- CO 5.** Examine Galileo's contributions to astronomy and physics.
- CO 6.** Explore the ideals of the French Revolution and their intellectual origins
- CO 7.** Examine 20th-century ideologies such as democracy, totalitarianism, existentialism, feminism, and post-modernism.

### Course Outcomes:

**By the end of the course, students will be able to:**

- CO 1.** Develop a comprehensive understanding of key intellectual movements, including the Enlightenment, Romanticism, Modernism, and Postmodernism, and their impact on society
- CO 2.** Examine major philosophical traditions and thinkers that have influenced modern thought, such as rationalism, empiricism, existentialism, and utilitarianism.
- CO 3.** Explore the impact of scientific revolutions on intellectual history, including the Copernican revolution, the Scientific Revolution, and the Darwinian revolution.

**CO 4.** Examine intellectual aspects of cultural and artistic movements, including the Renaissance, the Enlightenment, Romantic literature, and the avant-garde movements of the 20th century.

**CO 5.** Investigate the evolution of religious thought, the challenges posed by secularism, and the impact of religious reform movements on intellectual history.

**CO 6.** Explore major social theories, including the works of sociologists such as Marx, Durkheim, and Weber, and their contributions to understanding societal structures.

**CO 7.** Investigate the intellectual dimensions of scientific and technological innovations, including the impact of the Industrial Revolution, the Information Age, and biotechnological advancements.

### Topics and Learning Points

#### **Content:**

#### **Unit 1. Humanism and Renaissance 08**

1.1 Philosophy

1.2 Art and Architecture

1.3 Literature

#### **Unit 2. Protestant Reformation and Counter - reformation 08**

2.1 Lutheranism

2.2 Calvinism

2.3 Anglicanism

#### **Unit 3. Revolution in Scientific thinking 10**

3.1 Copernican Revolution

3.2 Galilean Revolution

3.3 Newtonian Revolution

#### **Unit 4. Enlightenment and the French Revolution 10**

4.1 Liberty

4.2 Equality

4.3 Fraternity

4.4 Rational Modernity

**Unit 5. Post- enlightenment Ideas**

**10**

5.1 Liberalism

5.2 Capitalism

5.3 Colonialism

5.4 Nationalism

5.5 Marxism

**Unit 6. Twentieth Century Ideas**

**14**

6.1 Democracy

6.2 Totalitarianism

6.3 Existentialism

6.4 Feminism

6.5 Post-modernism

**Select Readings**

1. Anderson, P, Lineages of the Absolutist State
2. Ashley (ed.), M., The Limits of Enlightened Despotism: A History of Europe (1648-1815), Prentice- Hall,1973.
3. Barry, Peter, Beginning Theory: An introduction to literary and cultural theory anchester
4. Civilization, 2vols.,Macmillan, 1986
5. Craig,A.M.,Graham,W.A.,Kagan,D.,Ozment,S.,andTurner,F.M.,TheHeritageofWorld ed.,1948,EurasiaPublishingHousePvt.Ltd.,NewDelhi(IndianEd.),1994 (7thIndianReprint)
6. Hause,S. and Maltby, W., The Essentials of Western Civilization, Wadsworth,USA,2001.
7. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., NewJersey,1974

8. New, J.F., The Renaissance and the Reformation: A Short History, New York, 1969. Parry, J. H., The Age of Renaissance, London, 1936
9. Phukan, Meenaxi, Rise of the Modern West, Macmillan India Ltd., New Delhi, 1998
10. Russell, Bertrand, History of Western Philosophy, Routledge, London, 2000.
11. Smith, A.G.R., Science and Society in the Sixteenth and Seventeenth Centuries, London, 1972.
12. Smith, B.G., Changing Lives : Women in European History since 1700, Lexington, Mass. 1989.
13. Swain, J.E., A History of World Civilization, The McGraw Hill Book Company Inc., 2<sup>nd</sup> University Press, Manchester and New York, 1995.

### **Marathi**

1. Bapat Ram, Marxvaad, Pune.
2. Dahake, Vasant Abaji, et.al(ed.) Marathi Vangmayeen Sandhya Sankalpana Kosh, G.R.Bhatkal Foundation, Mumbai, 2001.
3. Desai Datta, Adhunikateche Agman, Unique Publication
4. Dole, N.Y., Rajakiya Vicharacha Itihas.
5. Kothekar, Shanta, Itihas: Tattva ani Vyavahar.
6. Lonkar R, Y uropatilarambhichy A Vidyapithacha Uda
7. Malshe Milind and Joshi Ashok, A dhunik Sameeksha Siddhanta, Mouj Prakashan, Mumbai 2013
8. Pawar M. Marxcha manavvichar
9. Shirwadkar K.R. A plevicharvishwa

## Choice Based Credit System Syllabus (2023 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Sem III)

**Subject:** History

**Course:** Intellectual History of Modern World

**Course Code:** HIS 602-MJM

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	1									
CO 2	1	1		2		1		1	1	
CO 3	1		1		2		1			3
CO 4		2		1		3		2	1	
CO 5	1	2			1		1			2
CO 6				1		1		2	1	
CO 7	2	1	2				1	1		1

#### Justifications:

CO 1: Understand the philosophical underpinnings of Humanism and the Renaissance.

PO 1: Critical and Creative Thinking: Understanding philosophical underpinnings requires critical thinking.

CO 2: Understand how art and architecture reflected and influenced the intellectual climate.

- PO 1: Critical and Creative Thinking: Analyzing the reflection and influence involves critical thinking.
- PO 2: Communication Skill: Communicating these ideas effectively requires communication skills.

CO 3: Analyze how literature reflected the cultural and intellectual shifts.

- PO 1: Critical and Creative Thinking: Analyzing literature's reflection involves critical thinking.
- PO 3: Multicultural Competence: Understanding cultural shifts requires multicultural competence.

CO 4: Analyze Calvinist ideas on governance and societal structures.

- PO 4: Research Skills: Analyzing historical ideas requires research skills.

CO 5: Examine Galileo's contributions to astronomy and physics.

- PO 7: Collaboration and Teamwork: Collaboration may be involved in examining contributions.

CO 6: Explore the ideals of the French Revolution and their intellectual origins.

- PO 6: Problem-solving Abilities: Exploring ideals and their origins may require problem-solving skills.

CO 7: Examine 20th-century ideologies such as democracy, totalitarianism, existentialism, feminism, and post-modernism.

- PO 1: Critical and Creative Thinking: Examining ideologies involves critical thinking.
- PO 7: Collaboration and Teamwork: Collaboration may be involved in examining multiple ideologies.



## CBCS Syllabus as per NEP 2020 for M.A. (2023 Pattern)

<b>Name of the Programme</b>	: M.A. History
<b>Programme Code</b>	: PAHIS
<b>Class</b>	: M.A II
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: HIS 603-MJM

**Course Title : Economic History of Modern India**

**No. of Credits** : 04

**No. of Teaching Hours** : 60

### Course Objectives:

**CO 1.** Develop a comprehensive understanding of the economic history of modern India, focusing on key phases, policies, and economic transformations.

**CO 2.** Examine European economic interests in India, including the phases of mercantilism, free trade, and financial imperialism, and understand their impact on the Indian economy.

**CO 3.** Analyze different agrarian settlements, such as the Permanent Settlement, Ryotwari System, and Mahalwari System, and evaluate their effects on landownership, agriculture, and rural communities.

**CO 4.** Explore the process of de-industrialization and the subsequent development of modern industries in India, including textiles, mining, iron and steel, shipping, railways, and the associated labor issues.

**CO 5.** Examine internal and foreign trade patterns, considering their evolution, impact on regional economies, and connections to global economic systems.

**CO 6.** Investigate the fiscal systems implemented during the colonial period, focusing on taxation policies, revenue generation, and their implications for economic development.

**CO 7.** Develop critical thinking skills to assess the positive and negative consequences of various economic policies and developments on different segments of society.

### Course Outcomes:

**By the end of the course, students will be able to:**

**CO 1.** Develop an understanding of the historical context of economic developments in modern India, including the impact of colonial rule, pre-independence economic structures, and the post-independence economic trajectory.

**CO 2.** Analyze the evolution of economic structures, institutions, and policies in modern India, including the impact of British colonial economic policies, post-independence planning, and economic liberalization.

**CO 3.** Explore the economic impact of British colonialism on India, including changes in agrarian systems, trade patterns, industrialization, and the emergence of a cash economy.

**CO 4.** Understand the process of industrialization and urbanization in modern India, examining key industries, technological advancements, and their implications for social and economic structures.

**CO 5.** Evaluate the economic policies and planning strategies adopted by post-independence governments, including the Five-Year Plans, economic reforms, and their impact on development.

**CO 6.** Examine India's economic relations with the global community, including trade patterns, economic alliances, and the impact of globalization on the Indian economy.

**CO 7.** Understand the evolution of financial systems and banking in modern India, including the role of the Reserve Bank of India and other financial institutions.

## Topics and Learning Points

### Course content

#### **Unit 1 .European economic interests in India and colonial economy 12**

1.1 Mercantilist phase

1.2 Free trade phase

1.3 Financial imperialism phase

#### **Unit 2. Agrarian settlements 12**

2.1 Permanent settlement

2. 2 Ryotwari system

2.3 Mahalwari system

2.4 Commercialization of agriculture and its effects

#### **Unit 3. Industry 12**

- 3.1 De-industrialization
- 3.2 Development of modern industry :
  - Textile, Mining, Iron and Steel, Shipping
- 3.3 Railways
- 3.4 Labour Issues and Factory Acts 1894-1942

**Unit 4. Trade : internal and foreign** **08**

**Unit 5. Fiscal System** **08**

**Unit 6. Banking** **08**

### **Select Readings**

#### **English**

1. Bagchi, A.K., Private Investment in India, 1900-1939, Cambridge, 1972.
2. Charlesworth, Neil, British Rule and the Indian Economy 1880-1914, London, 1983.
3. Chandra Bipan, The Rise and Growth of Economic Nationalism in Indian : Economic Policies of Indian National Leadership, 1880-1905, Peoples Publishing House, New Delhi, 1991
4. Dharma Kumar (ed.), The Cambridge Economic History of India. Vol. II. (1750 to 1970), Cambridge, 1982.
5. Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Delhi, Fifth edition, Fifth impression, 1982.
6. Ray, Rajat K., Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914- 1947, Delhi, 1979.
7. Roy, Tirthankar, The Economic History of India :1857-1947, OUP, New Delhi, 2002. Tomlinson, B.R., The Economy of Modern India, 1860-1970, Cambridge, 1993

#### **Marathi**

1. Bedekar D.K. (ed.), Char June Marathi Arthashastrिया Granth (1843-1855), Gokhale Arthashastra Sanstha, Pune, 1969

## Choice Based Credit System Syllabus (2023 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Sem III)

**Subject:** History

**Course:** Economic History of Modern India

**Course Code:** HIS 603-MJM

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2						2		
CO 2	1	2	1	2	2	1	1		1	
CO 3	1	2	2	2		2		1		
CO 4	1				1	1	1		2	
CO 5	1	2	1	2		1		1		
CO 6	1		2		2		3		1	
CO 7	1			1	3		1			

#### Justifications:

CO 1: Develop a comprehensive understanding of the economic history of modern India, focusing on key phases, policies, and economic transformations.

- PO 1: Critical and Creative Thinking: Developing a comprehensive understanding requires critical thinking skills.

CO 2: Examine European economic interests in India, including the phases of mercantilism, free trade, and financial imperialism, and understand their impact on the Indian economy.

- PO 1: Critical and Creative Thinking: Analyzing the impact of European economic interests requires critical thinking.
- PO 2: Communication Skill: Communicating findings effectively involves communication skills.

CO 3: Analyze different agrarian settlements, such as the Permanent Settlement, Ryotwari System, and Mahalwari System, and evaluate their effects on landownership, agriculture, and rural communities.

- PO 1: Critical and Creative Thinking: Analyzing and evaluating effects require critical thinking.
- PO 2: Communication Skill: Communicating analysis and evaluation effectively involves communication skills.

CO 4: Explore the process of de-industrialization and the subsequent development of modern industries in India, including textiles, mining, iron and steel, shipping, railways, and the associated labor issues.

- PO 1: Critical and Creative Thinking: Exploring the process and its implications requires critical thinking.

CO 5: Examine internal and foreign trade patterns, considering their evolution, impact on regional economies, and connections to global economic systems.

- PO 1: Critical and Creative Thinking: Examining trade patterns and their impact requires critical thinking.
- PO 2: Communication Skill: Communicating findings effectively involves communication skills.

CO 6: Investigate the fiscal systems implemented during the colonial period, focusing on taxation policies, revenue generation, and their implications for economic development.

- PO 1: Critical and Creative Thinking: Investigating fiscal systems and their implications requires critical thinking.

CO 7: Develop critical thinking skills to assess the positive and negative consequences of various economic policies and developments on different segments of society.

- PO 1: Critical and Creative Thinking: Assessing consequences requires critical thinking.
- PO 7: Collaboration and Teamwork: Developing critical thinking skills may involve collaboration.

## CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

<b>Name of the Programme</b>	: M.A. History
<b>Programme Code</b>	: PAHIS
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: HIS-604-MJM
<b>Course Title</b>	: Museology

**No. of Credits:** 02

**No. of Teaching Hours** : 30

### Course Objectives:

**CO 1.** To provide students with an introduction to the field of museology, including its definition and a historical overview of museums.

**CO 2.** To emphasize the importance of museums in preserving and presenting cultural heritage and historical artifacts.

**CO 3.** To acquaint students with the main museums in Maharashtra, both pre- and post-independence, and the pivotal role of a curator in museum management.

**CO 4.** To categorize and explore the various types of museums, focusing on Arts Museums and Historical Museums, and their unique characteristics.

**CO 5.** To foster an appreciation for the curatorial processes involved in maintaining and curating museum collections.

**CO 6.** To encourage critical thinking about the role of museums in disseminating cultural knowledge and heritage preservation.

**CO 7.** To inspire an understanding of the role of museums in education and the cultural enrichment of society.

### Course Outcomes:

**By the end of the course, students will be able to:**

1. Students will attain a foundational understanding of museology, including its definition and the historical development of museums.
2. They will recognize the vital importance of museums in the preservation and presentation of cultural and historical artifacts for public engagement and education.
3. Students will gain in-depth knowledge about the prominent museums in Maharashtra, from their pre-independence origins to their post-independence transformations, and appreciate the role of curators in managing museum collections.
4. They will distinguish between different types of museums, specifically Arts Museums and Historical Museums, and understand their diverse approaches to curating and displaying cultural and historical material.
5. Students will comprehend the responsibilities and tasks of curators in maintaining and curating museum collections, including the preservation of artifacts and the presentation of exhibitions.
6. The course will enable students to critically assess the impact of museums on the dissemination of cultural knowledge and their role in preserving cultural heritage.
7. Students will emerge from the course with an enhanced understanding of the educational and cultural significance of museums and their contribution to society's cultural enrichment.

### Topics and Learning Points

#### Course content

<b>Unit-I: Introduction</b>	<b>10</b>
a) Definition	
b) History of Museum	
c) Importance of Museum	
<b>Unit-II: Main Museums in Maharashtra.</b>	<b>10</b>
a) Museums before Independence	
b) Museums after Independence	
c) Role of Curator	

- a) Arts Museums
- b) Historical Museums

**Select Readings**

1. Agarwal, O.P. *Conservation of Manuscripts and Paintings of South-East Asia*, London, 1984.
2. Agarwal, Usha, *Directory of Museums in India*, New Delhi, 2000.
3. Bartz, Bettina, Optiz, Helmut, Richter, Elizabeth, Eds., *Museums of the World*, 1992.
4. Bornham, Bonnie, *Protection of Cultural Property: A Handbook of National Legislation*, Paris, 1974.
5. Coleman, L. V. *Museum Buildings, Vol. I*, Washington, 1950.
6. Coleman, L. V. *The Museums in America, 3 Vols.*, Washington, 1939.
7. Edson, Gary, Dean, David, *The Handbook of Museums*, 1994.
8. Hudson, Kenneth, Nicholls, Ann, Eds., *World Directory of Museums*, New York, 1975.
9. International Council of Museums, *Directory of Museums in the Arab Countries*, London, 1995.
10. Knell, Simon, Comp. and Ed., *A Bibliography of Museum Studies*, 1994.
11. Sarkar, H. *Museums and Protection of Monuments and Antiquities in India*, Delhi, 1981.
12. Woodhead, Peter, Stansfield, Geoffrey, *Key Guide to Information Sources in Museum Studies*, 1994.



## Choice Based Credit System Syllabus (2023 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Sem III)

**Subject:** History

**Course:** Musicology

**Course Code:** HIS-604-MJM

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	1	1	1	1	2			
CO 2	1	1			2		1		1	1
CO 3	1	1	2	1		2		1		1
CO 4	1		2		1		2		2	
CO 5	1	2	1	1				2	1	1
CO 6	1		1		2	1				
CO 7	1	2		1			1	1		

#### Justifications:

CO 1: To provide students with an introduction to the field of museology, including its definition and a historical overview of museums.

- PO 1: Critical and Creative Thinking: Understanding the definition and historical overview requires critical thinking.
- PO 2: Communication Skill: Effectively conveying information about museology requires communication skills.

CO 2: To emphasize the importance of museums in preserving and presenting cultural heritage and historical artifacts.

- PO 1: Critical and Creative Thinking: Emphasizing the importance involves critical thinking.
- PO 2: Communication Skill: Effectively communicating the importance of museums requires communication skills.

CO 3: To acquaint students with the main museums in Maharashtra, both pre- and post-independence, and the pivotal role of a curator in museum management.

- PO 1: Critical and Creative Thinking: Acquainting students with museums and curator roles involves critical thinking.
- PO 2: Communication Skill: Communicating information about museums and curator roles requires communication skills.
- PO 3: Multicultural Competence: Understanding museums in Maharashtra involves multicultural competence.

CO 4: To categorize and explore the various types of museums, focusing on Arts Museums and Historical Museums, and their unique characteristics.

- PO 1: Critical and Creative Thinking: Categorizing and exploring museums involves critical thinking.

CO 5: To foster an appreciation for the curatorial processes involved in maintaining and curating museum collections.

- PO 1: Critical and Creative Thinking: Fostering appreciation for curatorial processes involves critical thinking.
- PO 2: Communication Skill: Communicating about curatorial processes requires communication skills.

CO 6: To encourage critical thinking about the role of museums in disseminating cultural knowledge and heritage preservation.

- PO 1: Critical and Creative Thinking: Encouraging critical thinking about museum roles involves critical thinking.

CO 7: To inspire an understanding of the role of museums in education and the cultural enrichment of society.

- PO 1: Critical and Creative Thinking: Inspiring understanding about museum roles involves critical thinking.
- PO 7: Collaboration and Teamwork: Understanding museum roles in society may involve collaboration.

## CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

### Department of History ( M.A. Part II)

<b>Name of the Programme</b>	: M.A. History
<b>Programme Code</b>	: PAHIS
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: HIS-611-MJE(A)
<b>Course Title</b>	: <b>Ancient Civilizations of the World</b>
<b>No. of Credits</b>	: <b>04</b>
<b>No. of Teaching Hours</b>	: <b>60</b>

#### **Objectives:**

**CO 1.** Understand and articulate the key political, social, economic, religious, philosophical, literary, artistic, and technological aspects of various civilizations covered in the course.

**CO 2.** Compare and contrast the similarities and differences between different civilizations, highlighting their unique contributions to human history

**CO 3.** Analyze the evolution of political systems, societal structures, economic activities, religious beliefs, and cultural expressions over time.

**CO 4.** Develop critical thinking skills to evaluate the impact of historical events on the development of civilizations and draw connections between historical processes and contemporary issues.

**CO 5.** Cultivate cultural sensitivity and appreciation for the diversity of human experiences across different civilizations.

**CO 6.** Effectively communicate historical knowledge and insights through verbal and written means.

**CO 7.** Develop a chronological understanding of major ancient and medieval civilizations worldwide, emphasizing key events, developments, and transitions.

#### **Outcomes :**

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**CO 1.**Students should gain a thorough knowledge of major ancient and medieval civilizations, such as Mesopotamia, Egypt, Greece, Rome, China, India.

**CO 2.** Develop a chronological understanding of the key events, developments, and transitions in each civilization, tracing the progression from ancient periods.

**CO 3.**Understand the cultural, social, religious, and economic dynamics within each civilization, including the roles of institutions, class structures, and belief systems.

**CO 4.** Examine the political structures and forms of governance in different civilizations, understanding the evolution of political systems over time.

**CO 5.** Explore the patterns of trade, commerce, and cultural exchange that occurred between civilizations, understanding their impact on economic development and cultural diffusion.

**CO 6.** Identify and analyze the technological and scientific achievements of various civilizations, recognizing their contributions to human progress.

**CO 7.** Develop skills in critically analyzing historical sources, evaluating differing interpretations, and understanding the challenges of studying ancient history.

## Topics and Learning Points

**Unit 1. Civilization: Concept and Meaning** **04**

**Unit 2. Ancient civilizations: Egypt** **08**

2.1 Political Systems

2.2 Society and Economy

2.3 Religion and Philosophy

2.4 Literature, Art and Architecture, Science and technology

**Unit 3. Ancient civilizations: Mesopotamia, Persia** **16**

3.1 Political Systems

3.2 Society and Economy

3.3 Religion and Philosophy

3.4 Literature, Art and Architecture, Science and technology

## **Unit . 04 Ancient civilizations: India, China**

**16**

4.1 Political Systems

4.2 Society and Economy

4.3 Religion and Philosophy

4.4 Literature, Art and Architecture, Science and technology

## **Unit 5. Classical Civilizations: Greece and Rome**

**16**

5.1 Political Systems

5.2 Society and Economy

5.3 Religion and Philosophy

5.4 Literature, Art and Architecture, Science and technology

### **Select reading**

1. Bowle, John, Man Through the Ages, Weidenfeld and Nicolson, London, 1977.
2. Brockhampton Dictionary of World History, Brockhampton Press, London 1994.
3. Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols., Macmillan, 1986
4. Cambridge Medieval History. (Macmillan, 1911) 8 Vols.
5. Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA, 2001. Lucars, H.S., A Short History of Civilization
6. Miller, David, The Black well Encyclopaedia of Political Thought, Blackwell Reference, New York, 1987.
7. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974 Pirenne, Jacques, The Tides of History: From the beginnings to Islam, George Allen and Union, Ltd., London, 1962 Vol. I.
8. Stavrianos, L.S., The Epic of Modern man, Prentice Hall, Englewood Cliffs, 1966. Swain, J.E., A History of World Civilization, The McGraw Hill Book Company Inc., 2nd ed., 1948, Eurasia Publishing House Pvt. Ltd., New Delhi (Indian Ed.), 1994 (7th Indian Reprint)

## Choice Based Credit System Syllabus (2023 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Sem III)

**Subject:** History

**Course:** Ancient Civilizations of the World

**Course Code:** HIS-611-MJE (A)

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	1		1		2			1
CO 2	2	3		2		2		2	1	
CO 3	1	2	3		2		1			2
CO 4	1	1		2		1		2	1	
CO 5	1		1	1	2		1		1	1
CO 6	2		1		1	2	2			
CO 7		1		1		2		1		2

#### Justification for the Mapping:

##### **PO 1: Comprehensive Knowledge and Understanding**

- CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7: These course outcomes focus on developing a comprehensive understanding of various civilizations, their political, social, economic, religious, and cultural aspects. Students will gain knowledge and insights into different civilizations, which aligns with the objective of acquiring comprehensive knowledge and understanding.

##### **PO 2: Application of Knowledge and Skills**

- CO 2, CO 4, CO 6: These course outcomes emphasize comparing, analyzing, and communicating historical knowledge, which involves the application of acquired knowledge and skills.

##### **PO 3: Constitutional, Humanistic, Ethical, and Moral Values**

- CO 3: Analyzing the evolution of political systems, societal structures, and cultural expressions over time involves understanding ethical and moral values embedded within different civilizations.

##### **PO 4: Employability and Job-Ready Skills, and Entrepreneurship Skills**

- CO 1, CO 2, CO 4, CO 6: These course outcomes enhance critical thinking, communication, and chronological understanding, which are valuable skills for employability and entrepreneurship.

**PO 5: Autonomy, Responsibility, and Accountability**

- CO 5: Cultivating cultural sensitivity and appreciation for diversity promotes autonomy and responsibility towards understanding and respecting different civilizations.

**PO 6: Research Skills**

- CO 1, CO 4, CO 6: Developing comprehensive knowledge and understanding, critical thinking, and effective communication inherently involves research skills.

**PO 7: Critical and Creative Thinking**

- CO 1, CO 2, CO 4, CO 6: Analyzing, comparing, and communicating historical knowledge require critical and creative thinking skills.

**PO 8: Problem-Solving Abilities**

- CO 4: Developing critical thinking skills to evaluate historical events and draw connections between historical processes and contemporary issues enhances problem-solving abilities.

**PO 9: Collaboration and Teamwork**

- CO 6: Effective communication of historical knowledge often involves collaboration and teamwork in group projects or discussions.

**PO 10: Digital and Technological Skills**

- Not explicitly mapped in the provided COs. However, the use of digital resources and technologies may be integrated into various course activities to support learning and research processes.

## CBCS Syllabus as per NEP 2020 for M.A. II (2023 Pattern)

### Department of History ( M.A. Part II)

<b>Name of the Programme</b>	: M.A. History
<b>Programme Code</b>	: PAHIS
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: HIS-611-MJE(B)
<b>Course Title</b>	: <b>Medieval Civilizations of the World</b>
<b>No. of Credits</b>	: <b>04</b>
<b>No. of Teaching Hours</b>	: <b>60</b>

#### **Objectives:**

**CO 1.** Understand and articulate the key political, social, economic, religious, philosophical, literary, artistic, and technological aspects of various civilizations covered in the course.

**CO 2.** Compare and contrast the similarities and differences between different civilizations, highlighting their unique contributions to human history

**CO 3.** Analyze the evolution of political systems, societal structures, economic activities, religious beliefs, and cultural expressions over time.

**CO 4.** Develop critical thinking skills to evaluate the impact of historical events on the development of civilizations and draw connections between historical processes and contemporary issues.

**CO 5.** Cultivate cultural sensitivity and appreciation for the diversity of human experiences across different civilizations.

**CO 6.** Effectively communicate historical knowledge and insights through verbal and written means.

**CO 7.** Develop a chronological understanding of major ancient and medieval civilizations worldwide, emphasizing key events, developments, and transitions.

#### **Outcomes :**



**CO 1.**Students should gain a thorough knowledge of major ancient and medieval civilizations, such as Mesopotamia, Egypt, Greece, Rome, China, India.

**CO 2.** Develop a chronological understanding of the key events, developments, and transitions in each civilization, tracing the progression from ancient periods.

**CO 3.**Understand the cultural, social, religious, and economic dynamics within each civilization, including the roles of institutions, class structures, and belief systems.

**CO 4.** Examine the political structures and forms of governance in different civilizations, understanding the evolution of political systems over time.

**CO 5.** Explore the patterns of trade, commerce, and cultural exchange that occurred between civilizations, understanding their impact on economic development and cultural diffusion.

**CO 6.** Identify and analyze the technological and scientific achievements of various civilizations, recognizing their contributions to human progress.

**CO 7.** Develop skills in critically analyzing historical sources, evaluating differing interpretations, and understanding the challenges of studying ancient history.

## Topics and Learning Points

**Unit 1. Culture and Civilization: Concept and Meaning** **04**

**Unit 2. Arabic Culture** **20**

2.1 Political Systems

2.2 Society and Economy

2.3 Religion and Philosophy

2.4 Literature, Art and Architecture, Science and technology

**Unit 3. Medieval West** **18**

3.1 Dark Ages

3.2 Feudal System

3.3 Church and State

**Unit 4 Rise of the Nation-States: France and England** **10**

**Select reading**

1. Bowle, John, Man Through the Ages, Weidenfeld and Nicolson, London, 1977.
- 2 Brockhampton Dictionary of World History, Brockhampton Press, London 1994.
- 3 Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols., Macmillan, 1986
4. Cambridge Medieval History. (Macmillan, 1911) 8 Vols.
5. Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA, 2001. Lucars, H.S., A Short History of Civilization
6. Miller, David, The Black well Encyclopaedia of Political Thought, Blackwell Reference, New York, 1987.
7. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974 Pirenne, Jacques, The Tides of History: From the beginnings to Islam, George Allen and Union, Ltd., London, 1962 Vol. I.
8. Stavrianos, L.S., The Epic of Modern man, Prentice Hall, Englewood Cliffs, 1966. Swain, J.E., A History of World Civilization, The McGraw Hill Book Company Inc., 2nd ed., 1948, Eurasia Publishing House Pvt. Ltd., New Delhi (Indian Ed.), 1994 (7th Indian Reprint)
9. Wallbank, T.W., Taylor, A.M., Bailkry, N.M., Civilizations – Past and Present. Weech, W.N., History of the World 4

## Choice Based Credit System Syllabus (2023 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. II (Sem III)

**Subject:** History

**Course:** Ancient Civilizations of the World

**Course Code:** HIS-611-MJE (B)

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	1	1		2			2	
CO 2	1	1				2	1	3	1	2
CO 3	1	1	1	3	1		1		1	2
CO 4	1	1	3	1				1		
CO 5	1				1	2	2			1
CO 6	1	2	2			1		2		
CO 7	1		3	2		1	1			

#### Justifications:

CO 1: Understand and articulate the key aspects of various civilizations.

- PO 1: Critical and Creative Thinking: Understanding and articulating aspects of civilizations require critical and creative thinking.
- PO 2: Communication Skill: Effective articulation involves communication skills.
- PO 4: Research Skills: Understanding various aspects may involve research.

CO 2: Compare and contrast civilizations, highlighting their contributions.

- PO 1: Critical and Creative Thinking: Comparing and contrasting civilizations require critical thinking.
- PO 2: Communication Skill: Effective comparison and contrast require communication skills.

CO 3: Analyze the evolution of political systems, societal structures, etc.

- PO 1: Critical and Creative Thinking: Analyzing the evolution of civilizations requires critical thinking.
- PO 2: Communication Skill: Effectively conveying analysis involves communication skills.
- PO 3: Multicultural Competence: Understanding diverse societal structures requires multicultural competence.

CO 4: Develop critical thinking skills to evaluate historical events' impact.

- PO 1: Critical and Creative Thinking: Developing critical thinking skills is essential for evaluating historical events' impact.

CO 5: Cultivate cultural sensitivity and appreciation for diversity.

- PO 1: Critical and Creative Thinking: Cultivating cultural sensitivity involves critical thinking.

- PO 5: Environmental Awareness: Appreciating diversity may include understanding environmental impacts.

CO 6: Effectively communicate historical knowledge and insights.

- PO 1: Critical and Creative Thinking: Effective communication involves critical thinking.
- PO 2: Communication Skill: Communication of historical knowledge requires communication skills.

CO 7: Develop a chronological understanding of major civilizations.

- PO 1: Critical and Creative Thinking: Developing chronological understanding requires critical thinking.
- PO 6: Problem-solving Abilities: Understanding historical chronology may involve problem-solving skills.
- PO 7: Collaboration and Teamwork: Collaboration may be necessary for understanding complex chronological events.