



**Anekant Education Society's**

**TuljaramChaturchand College, Baramati**

**(Autonomous)**

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

**(Faculty of SocialSciences)**

**CBCS Syllabus**

**T.Y.B.A. (History) Semester -V**

**For Department of History**

**TuljaramChaturchand College, Baramati**

**Choice Based Credit System Syllabus (2022 Pattern)**

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

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

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

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

designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, OrientalOccidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious 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 remodelled 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 remodelling 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 a customize 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. The department organizes visits to various locations of historical and cultural significance of Maharashtra.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Anekant Education Society's**  
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**Board of Studies (BOS) in History**

From 2022-23 to 2024-25

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

Structure of Choice Based Credit System for Undergraduate Programme to be implemented from Academic Year 2024-2025

**T. Y. B. A.**

Semester	Core Courses(CC)	Ability Enhancement Compulsory Course(AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses(DSE)
V	CC-1(3 Credits) Modern India		SEC-2A(2 Credits) South Indian Art and Architecture	DSE-1A(3 Credits) 1. Introduction to History  DSE-2A(3 Credits) 2. History of Asia : Modern Period



Semester	Core Courses(CC)	Ability Enhancement Compulsory Course(AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses(DSE)
VI	CC-2(3 Credits) Indian Freedom Movement		SEC-2 B (2 Credits)  5. Idolatry	DSE-1B(3 Credits)  4. Historiography
				DSE-2B(3 Credits)  5. History of Asia in 20 <sup>th</sup> Century

### Course Structure for T.Y.B.A.History (2022 Pattern)

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits	
V	Core Course	UAHS351	Modern India	Theory	03	
	Discipline Specific Elective	UAHS352	Introduction to History	Theory	03	
	Discipline Specific Elective	UAHS353	History of Asia : Modern period	Theory	03	
	Skill Enhancement Course (SEC)	UAHSSEC-3	South Indian Art and Architecture	Theory	02	
	<b>Total Credits Semester-V</b>					<b>11</b>
VI	Core Course	UAHS361	Indian Freedom Movement	Theory	03	
	Discipline Specific Elective	UAHS362	Historiography	Theory	03	
	Discipline Specific Elective	UAHS363	History of Asia in 20 <sup>th</sup> Century	Theory	03	
	Skill Enhancement Course (SEC)	UAHSSEC-4	Idolatriy	Theory	02	
		Research Project		Practical	04	
	<b>Total Credits Semester-VI</b>					<b>15</b>
	<b>CumulativeCredits SemesterV + SemesterVI</b>					<b>26</b>

## CBCS Syllabus for T.Y.B.A History (2022 Pattern)

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Core Course
Course Name	: Modern India
Course Code	: UAHS351
No. of Lectures	:48
No. of Credits	: 3

### Course Objectives:

**1. Analyze the Uprising of 1857:**

Students will gain a comprehensive understanding of the causes, course, and effects of the Uprising of 1857, examining the socio-political context of the rebellion against British rule.

**2. Evaluate Various Perspectives on the Uprising:**

Develop the ability to critically assess various historical viewpoints on the Uprising of 1857, considering different narratives and interpretations.

**3. Examine the Causes of the Uprising's Failure:**

Investigate and analyze the factors that led to the failure of the Uprising of 1857, considering both internal and external dynamics.

**4. Study Social and Religious Movements:**

Explore the BrahmaSamaj, AryaSamaj, PrarthnaSamaj, Theosophical Society, and SatyashodhakSamaj, with a special emphasis on their institutional work and impact on society.

**5. Understand the Rise and Growth of Indian Nationalism:**

Gain insights into the historical trajectory of Indian nationalism, from its roots to the foundation of the Indian National Congress, and understand the roles of Moderates, Extremists, and Revolutionary Nationalists.

**6. Examine Revolutionary Nationalist Movements:**

Study specific revolutionary nationalist movements such as Abhinav Bharat, Gadar, AnushilanSamitee, Yugantar, and the Hindustan Socialist Republican Army, and analyze their contributions and impact on the struggle for independence.

**7. Explore British Administrative Policies:**

Investigate British administrative policies in India, focusing on education, press, famine management, local self-government, and land revenue systems, to understand their implications on Indian society.

### Course Outcomes:

**1. Historical Understanding of 1857 Uprising:**

Develop a deep historical understanding of the Uprising of 1857, including its causes, course, and effects, and the ability to analyze its significance in the context of Indian history.

**2. Critical Analysis Skills:**

Enhance critical analysis skills by evaluating and comparing various historical perspectives on the Uprising of 1857.

**3. Understanding Factors Contributing to Failure:**

Gain insight into the factors that contributed to the failure of the Uprising of 1857, fostering a nuanced understanding of historical events.

**4. Knowledge of Social and Religious Movements:**

Acquire knowledge of social and religious movements in 19th-century India, with a special focus on their institutional work and their impact on the socio-cultural fabric.

**5. Comprehensive Knowledge of Indian Nationalism:**

Develop comprehensive knowledge of the rise and growth of Indian nationalism, the foundation of the Indian National Congress, and the ideological divisions between Moderates and Extremists.

**6. Awareness of Revolutionary Movements:**

Gain awareness of specific revolutionary movements and organizations, understanding their objectives, strategies, and contributions to the Indian independence movement.

**7. Understanding British Administrative Policies:**

Develop an understanding of the impact of British administrative policies on various aspects of Indian society, including education, press, famine management, local self-government, and land revenue systems.

**First- Term**

Unit I - Uprising of 1857	12
1. Causes, course and effects	
2. Various Views	
3. Causes of failure	
Unit II - Social and Religious Movement (Spl. ref. to institutional work)	12
1. BrahmoSamaj	
2. AryaSamaj	
3. PrarthnaSamaj	
4. Theosophical Society	
5. SatyashodhakSamaj	
Unit III - Indian Nationalism	12
1. Rise and Growth	
2. Foundation of Indian National Congress.	
3. The Moderates and Extremists.	
4. Revolutionary Nationalism	

Spl. Ref. (Abhinav Bharat, Gadar, AnushilanSamitee, Yugantar, Hindustan Socialist Republican Army)

Unit IV - Administrative Policy of the British

12

1. Education
2. Press
3. Famine
4. Local self government
5. Land Revenue systems

**Books for Study: English**

1. Bipinchanda - India's struggle for freedom
2. Bearce, George D - British attitude towards India
3. Bipinchanda - The Rise and Growth of Economic Nationalism
4. Desai A.R. - Social background of India Nationalism
5. Dodwell H.H. - Cambridge History of India Vol V, VI
6. Dutt R.C. - Economic History of India Vol 1,2
7. Gopal S. - British policy in India 1858-1905
8. Majumdar R.C. - British paramountcy and Indian Renaissance Vol IX
9. Menon V.P. - The transfer of power in India
10. Natrajan S. - A century of social Reform In India
11. Overstreet G.D. & Windmiller M. - Communism In India
12. Robert P.E. - History of British India
13. Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th & 19th century (ICHR 1975)
14. Stokes, Eric - The English Utilitarian's and India
15. Symond R.A. - The making of Pakistan
16. Tarachand - History of freedom movements in India
17. Shekhar Bandyopadhyay - From Plessey to partition A History of modern India

18. G.K. Das & Sushma Arya (Ed.), Literature & Resistance India 1857, Primus Books, Delhi

**Books for Study Marathi**

1. K. Sagar (Anuvadit) Bharatiya Swatantra Ladha, Bipin Chandra.
2. Adhunik Bharatacha Itihas - R. M. Lohar
3. Adhunik Bharat - S.D. Javdekar
4. Katha Swatantryachi - Kumar Ketkar
5. Congresscha Itihas - (Anuvadit) Pattabhisitaramaiyya
6. Bharatiya Swatantra Ladha - Mamasheh Devgirikar
7. Adhunik Bharatacha Itihas - Dr. Suman Vaidya, Dr. Shanta Kothekar
8. Adhunik Bharatacha Itihas - Dr. Jaysinghrao Pawar.
9. Visavya Shatakati Maharashtra - Y.D. Phadake
10. Sattantar - Tikekar
11. Maharashtraatil Samaj Sudharnecha Itihas, Bhide - Patil.
12. Bharatiya Swatantrya Chalvalicha Itihas - Dr. Anil Kathare.
13. Bharatiya Paripeshatil Striya - Borde - Khadase,
14. Bharatiya Stri Chavalicha Itihas - Vijaya Sakhare.
15. Ambedkari Chalvalicha Itihas - Dr. Anil Kathare & Itar.
16. Adhunik Bharatacha Itihas - Dr. G.B. Shah, B.N. Patil. (Prashant Publication Jalgaon)
17. Adhunik Bharat (1750-2009), Dr. N.S. Tamboli & V.P. Pawar, Nirali Prakshan, Pune

## Choice Based Credit System Syllabus

(As Per 2022 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y. B.A. (Sem. V)

Subject: History

Course: Modern India

Course Code: UAHS351

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7
1. Historical Understanding of 1857 Uprising	3	3	3	2		2	2
2. Critical Analysis Skills	3	3				2	2
3. Understanding Factors Contributing to Failure	3	3	2	2		2	2
4. Knowledge of Social and Religious Movements	2	2	2	3		2	2
5. Comprehensive Knowledge of Indian Nationalism	2	2		2	3	2	2
6. Awareness of Revolutionary Movements	2	2	2	2	3	3	
7. Understanding British Administrative Policies	2	2	2	2		2	3

**Justifications:**

- CO1 is strongly related to PO1, PO2, and PO3, involving a deep historical understanding of the 1857 Uprising, critical analysis skills, and insight into contributing factors.
- CO2 is directly aligned with PO1 and PO2, focusing on enhancing critical analysis skills and understanding various historical perspectives on the Uprising of 1857.
- CO3 has a strong relation with PO1 and PO2, emphasizing insight into factors contributing to the failure of the Uprising of 1857 and enhancing critical analysis skills.
- CO4 is primarily related to PO4, emphasizing knowledge of social and religious movements in 19th-century India and their impact on the socio-cultural fabric.

## CBCS Syllabus for T.Y.B.A History (2022 Pattern)

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Core Course
Course Name	: Introduction to History
Course Code	: UAHS352
No. of Lectures	:48
No. of Credits	: 3

### Course Objectives:

1. Develop a Conceptual Understanding of Key Terms:  
Foster a conceptual understanding of key terms such as history, heuristic, archives, oral history, chronicle, sanad/farman, Marxism, new Marxism, modernism, post-modernism, structuralism, and post-structuralism.
2. Explore the Nature and Scope of History:  
Examine the meaning and definition of history, analyze the nature and scope of historical study, and understand the importance of history as a discipline.
3. Understand Sources of Historical Research:  
Differentiate between primary and secondary sources, written and unwritten sources, and appreciate the significance of these sources in historical research.
4. Learn the Process of Historical Research:  
Gain insights into the process of historical research, including the selection of research problems, historical methods, external and internal criticism, and the interpretation of historical data.
5. Study Major Archives in Maharashtra:  
Conduct a brief study of major archives in Maharashtra, including Mumbai Archives, Pune Archives, Bharat Itihas Sanshodhak Mandal in Pune, Nagpur Archives, Kolhapur Archives, V.K. Rajwade Itihas Sanshodhak Mandal in Dhule, and Deccan College.
6. Develop Skills in Historical Criticism:  
Enhance skills in historical criticism, both external and internal, enabling students to evaluate the reliability and authenticity of historical sources.
7. Appreciate the Role of Archives in Historical Research:  
Appreciate the role of archives in preserving and providing access to historical documents, artifacts, and materials, fostering an understanding of their importance in historical scholarship.

### Course Outcomes:

1. Conceptual Clarity:  
Achieve conceptual clarity in terms related to history, historical methodologies, and various theoretical frameworks, laying the foundation for advanced historical studies.



2. Comprehensive Understanding of Nature and Scope:

Develop a comprehensive understanding of the nature and scope of history, recognizing its significance in interpreting and understanding the human past.

3. Ability to Differentiate Sources:

Develop the ability to differentiate between primary and secondary sources, written and unwritten sources, and understand their respective roles in historical research.

4. Proficiency in Historical Research:

Gain proficiency in the process of historical research, including the selection of research problems, application of historical methods, external and internal criticism, and the interpretation of historical data.

5. Knowledge of Major Archives in Maharashtra:

Acquire knowledge about major archives in Maharashtra, appreciating their significance in preserving historical records and contributing to historical research.

6. Enhanced Critical Evaluation Skills:

Enhance critical evaluation skills by engaging in external and internal criticism, enabling students to critically assess the reliability and biases of historical sources.

7. Appreciation of Archives' Role:

Appreciate the crucial role played by archives in the preservation, documentation, and accessibility of historical records, contributing to a deeper understanding of historical research methods.

### Topics and Learning Points

1. NATURE AND SCOPE OF HISTORY	(12)
1.1 Meaning and Definition	
1.2 Nature and Scope of History	
1.3 Importance	
2. SOURCES OF HISTORICAL RESEARCH	(12)
2.1 Primary and Secondary	
2.2 Written and Un-written	
2.3 Importance of Sources	
3. HISTORICAL RESEARCH	(12)
3.1 Selection of Research Problem	
3.2 Historical Methods	
3.3 External Criticism	

3.4 Internal Criticism

3.5 Interpretation

4. MAJOR ARCHIVES IN MAHARASHTRA: BRIEF STUDY (12)

4.1 Mumbai Archives

4.2 Pune Archives

4.3 Bharat Itihas Sanshodhak Mandal, Pune

4.4 Nagpur Archives

4.5 Kolhapur Archives

4.6 V.K. Rajwade Itihas Sanshodhak Mandal, Dhule

4.7 Deccan College

### References:

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
3. Cannadine David (Ed.), What is History Now?, Palgrave Macmillan, Basingstoke, 2002.
4. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Chitnis K.N., Research Methodology in History
6. Collingwood, R.G., The Idea Of History, Oxford University Press, New York, 1976.
7. Elton G.R., Practice of History, Blackwell, London, 2001.
8. E. Shridharan, A Textbook of Historiography 500 BC to AD 2000, Orient Black Swan, New Delhi.
9. Grewal J.S., History and Historians of Medieval India, Guru Nanak University, Amritsar, 2000.

10. LangloisCh, V. And Ch. Seignobos, Introduction to the study of History, Barnes and noble Inc. and Frank Cass and co., New York,1966.
11. Mujumdar R.C., Historiography in Modern India, 1970.
- 12.SarkarSumit, Writing Social History, OUP, Delhi,1998.
13. SenS.P.(Ed.), Historians and Historiography in Modern India, Culcutta, 1973.
14. Shiekh Ali, History : Its Theory and Method, Macmillan Publication, Madras,1972.
15. Tikekar S.R., On Historiography, Mumbai,1964.
16. Wilkinson and Bhandarkar, Research Methdology in Social Sciences, Himalaya, New Delhi,2002.

## Choice Based Credit System Syllabus

(As Per 2022 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem. V)

Subject: History

Course: Introduction to History

Course Code: UAHS352

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7
1. Conceptual Clarity	3	2	2	2	2	2	2
2. Comprehensive Understanding of Nature and Scope	3	2	2	2	2	2	2
3. Ability to Differentiate Sources	2	2	3	2	2	2	2
4. Proficiency in Historical Research	2	2	2	3	2	2	2
5. Knowledge of Major Archives in Maharashtra	2	2	2	2	3	2	2
6. Enhanced Critical Evaluation Skills	2	2	2	2	2	3	2

## Justifications:

1. CO1 aligns with PO1, as achieving conceptual clarity in terms related to history and theoretical frameworks contributes to developing a scientific understanding of the past (PO1).
2. CO2 directly aligns with PO2, emphasizing a comprehensive understanding of the nature and scope of history, contributing to building critical ability through competing interpretations (PO2).
3. CO3 strongly aligns with PO3, focusing on the ability to differentiate between primary and secondary sources, contributing to the program's goal of evaluating historical ideas and arguments (PO3).
4. CO5 is closely related to PO5, as acquiring knowledge about major archives in Maharashtra aligns with the program's objective of building basic historical research skills, including effective use of libraries and archives (PO5).

**CBCS Syllabus for T.Y.B.A History  
(2022 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Discipline Specific Elective (DSE)
Course Name	: History of Asia : Modern Period
Course Code	: UAHS353
No. of Lectures	:48
No. of Credits	: 3

**Course Objectives:****1. Conceptual Understanding:**

Develop a conceptual understanding of key terms such as the Long March, communism, Atlantic Charter, Jenro, Pan-Islamism, Yani-Turanism, Welfare Dictatorship, Mandate System, White Paper, Arab League, Third World, and Arab Nationalism.

**2. Study of China's Historical Phases:**

Examine the historical phases of China, focusing on the achievements of Dr. Sun-Yat-Sen, the Communist Revolution of 1949, the Indo-China War of 1962.

3. Examine the period of China under communism (1949-1992) with special reference to economic and foreign policies.

**4. Analysis of Japan's Role:**

Analyze Japan's role between the two World Wars, the impact of American occupation, achievements under General MacArthur, and the economic development and foreign policy of Japan from 1950 to 1992.

**5. Understanding Egypt's Modernization:**

Understand Egypt's history between the two World Wars, the role of General Nasser in modernizing Egypt, and the Suez Crisis.

**6. Examine Oil Diplomacy in the Middle East:**

Examine oil diplomacy in the Middle East, focusing on Iran's modernization under Reza Shah Pahlavi, its role in the Second World War, and its oil diplomacy.

7. Analyze political developments in Iraq, the rise of Rashid Ali, the 1958 Revolution, and the Iraq-Iran conflict. Study the Kuwait-Iraq war and its impact.

**Course Outcomes:****1. Comprehensive Understanding of Concepts:**

Develop a comprehensive understanding of key concepts related to the Long March, communism, international treaties (Atlantic Charter), regional movements (Pan-Islamism, Yani-Turanism), and geopolitical organizations (Arab League).

**2. In-Depth Knowledge of China's History:**

Gain in-depth knowledge of China's history, including the achievements of Dr. Sun-Yat-Sen, the Communist Revolution, the Indo-China War, and the economic and foreign policies during the period of communism (1949-1992).

3. **Insight into Japan's Historical Phases:**

Gain insight into Japan's historical phases between the two World Wars, the impact of American occupation, and its subsequent economic development and foreign policy.

4. **Understanding of Egypt's Modernization and Crisis:**

Understand the historical context of Egypt between the two World Wars, General Nasser's role in modernization, and the impact of the Suez Crisis on Egypt's history.

5. **Knowledge of Oil Diplomacy in the Middle East:**

Acquire knowledge of oil diplomacy in the Middle East, with a focus on Iran's modernization, political developments in Iraq, and conflicts such as the Iraq-Iran war and the Kuwait-Iraq war.

6. **Analytical Skills in Historical Interpretation:**

Develop analytical skills in historical interpretation, enabling critical analysis of the political, economic, and foreign policy developments in China, Japan, Egypt, and the Middle East.

7. **Application of Historical Knowledge:**

Apply historical knowledge to understand the geopolitical dynamics of the 20th century in China, Japan, Egypt, and the Middle East, recognizing the interconnectedness of global events.

### Topics and Learning Points

#### 1. CONCEPTUALSTUDY

(08)

1.1 LongMarch

1.2 Communism

1.3 AtlanticCharter

1.4 Jenro

1.5 Pan - Islamism

1.6 Yani–Turanism

1.7 Welfare Dictatorship ( *KalyankariHukumshahi*)

1.8 Mandate System

1.9 White – Paper (*ShwaitPatrika*)

1.10 ArabLeague

1.11 ThirdWorld

1.12 ArabNationalism

## 2. CHINA (10)

2.1 Achievement of Dr.Sun – Yet -Sen.

2.2 Communist Revolution(1949)

2.3 Indo China War1962

2.4 China under Communism (1949 – 1992) with reference to Economic and Foreign (Asian Countries)Policy

## 3. JAPAN (12)

3.1 Japan between two WorldWar

3.2 America occupation, achievement and General MacArthur

3.3 Economic development and Foreign Policy 1950 – 1992 (Brief Survey)

## 4. EGYPT (10)

4.1 Egypt between two worldwar

4.2 General Nasser and modernization ofEgypt

4.3 Suez Crisis

## 5. OILDIPLOMACY (08)

5.1 Iran – Reza shah Pahlavi and Modernization of Iran, Iran and Second World War, Iran and OilDiplomacy.

5.2 Political development in Iraq, Rise of Rashid Ali, 1958 Revolution, Iraq – IranConflict.

5.3 Kuwait – Iraq war and itsImpact.

### References:

#### ENGLISH

1. Bass Claud, Asia in the Modern World.

2. Bernard L: Turkey Today ,The Emergence of Modern Turkey.
3. Beasley, W G : The Modern History of Japan
4. .Buchanaa P, A History of the Far East.
5. Clyde P.H. and B.F.Beers, The Far East ( 1830-1965)
6. Fisher S N : The Middle East
7. Gaikwad D.S., Civil Right Movement in America, Deep and Deep Publication, New Delhi, 1987.
8. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 AD, JainPrakashanMandir,Jaipur , 2014.
9. Rao BV: World History (3rd edition) from early time to AD 2000, New Dawn PressINC,VSA UK,India, 2006.
10. Main ,E : Iraq: From Mandate to Independence.
11. North M : The History of Israel 10. Yale William, Near West. 23

### MARATHI

१. आंबेकर गो.बा. आग्नेय आशियातील घडामोडी
२. गाठाळ साहेबराव आग्नेय आशियाचा इतिहास कैलास पब्लिकेशन औरंगाबाद २०००
३. गुप्ते रा.शं. पूर्व आशियाचा आधुनिक इतिहास
४. दाणी श्रेया पश्चिम आशियाचा इतिहास
५. देव प्रभाकर आधुनिक चीनचा इतिहास
६. देवपुजारी आधुनिक आशियाचा इतिहास



## Choice Based Credit System Syllabus

(As Per 2022 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem. V)

Subject: History

Course: History of Asia : Modern period

Course Code: UAHS353

Course Outcomes	PO 1 Knowledge	PO 2 Problem Analysis	PO 3 Historical Research	PO 4 Conservation and Preservation	PO 5 Modern Methods Usage	PO 6 History and Society	PO 7 Career Prospects
CO 1	3	2	2	2	2	3	2
CO 2	3	3	2	2	2	3	
CO 3	2		2	2	2	2	2
CO 4		2	2	2		2	2
CO 5	3	3	2	2	3		3
CO 6	2	2		3	3	2	2
CO 7	2	2	2		2	2	2

**Justifications:**

PO 1 Knowledge: The course outcome aims at developing a comprehensive understanding of key historical concepts, aligning with the program outcome of knowledge acquisition.

PO 2 Problem Analysis: The course involves analyzing regional movements and geopolitical organizations, contributing to problem analysis in a historical context.

PO 3 Historical Research: Understanding and interpreting the Long March, communism, and international treaties involve historical research methods.

PO 7 Career Prospects: Acquiring knowledge of various historical concepts enhances students' understanding, contributing to their career prospects.

**CBCS Syllabus for T.Y.B.A History  
(2022 Pattern)**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Skill Enhancement Course (SEC)
Course Name	: South Indian Art and Architecture (From 4 <sup>th</sup> Century A.D. to 12 <sup>th</sup> Century A.D.)
Course Code	: UAHSSEC-3
No. of Lectures	: 30
No. of Credits	: 2

**Course Objectives:**

1. To explore the distinctive features of Sultanate Art & Architecture, including the use of arcuate techniques such as arches and domes.
2. To study key architectural monuments of the Sultanate period, such as the Qubbat-ul-Islam Mosque, Tomb of Iltumish, QutbMinar, and Alai Darwaza.
3. To examine Deccan Art & Architecture, with a focus on the Bahamani and Vijaynagar styles.
4. To analyze the artistic contributions of the Sur dynasty, including the Qila-i-Kuhna Mosque and tombs of Hasan Sur and Sher Shah.
5. To delve into Mughal Art & Architecture during the reigns of Akbar, Jahangir, and Shah Jahan, including iconic monuments like the Tomb of Humayun, Agra Fort, TajMahal, and Red Fort.
6. To explore the rich tradition of Mughal paintings and its influence on visual arts.
7. To understand the regional variations and styles in Art & Architecture across different parts of medieval India.

**Course Outcomes:**

- CO 1.** Understand the historical and cultural context of South India from the 4th to the 12th century AD.
- CO 2.** Gain knowledge about the evolution of architectural styles in South India.
- CO 3.** Comprehend the role of temples in South Indian society and their architectural characteristics.
- CO 4.** Develop an understanding of South Indian sculpture and iconography during the specified period.
- CO 5.** Explore the cultural and religious influences on South Indian art and architecture.

**CO 6.** Appreciate the importance of preserving and conserving South Indian art and architectural heritage.

**CO 7.** Compare South Indian art and architecture with other regional styles in India.

### Topics and Learning Points

Unit I.Introduction to Painting	10
1.1 )AjantaPainting.	
1.2) LepakshiPainting.	
Unit II . Introduction to Sculpture	10
.2.1) Mahabalipuram.	
2.2 )Badami	
Unit III. Introduction to Architecture	10
3.1) Pattdakal, Velur	
3.2 )Tanjavur, Vesarastyle	

### References:

1. Rowland B.,Art and Architecture Of India,Penguin Book,London,1967.
2. Agarwal,O.P.Ed.Conservation of Cultural Properties in India,NewDelhi,1967-68.
3. Brown,Percy,Indian Architecture,2Vols.,Bombay, 1959.
4. Deglurkar,G.B.Temple Architecture and Sculpture of Maharashtra,Nagpur,1974.
5. Fletcher,Bannister,A History of Architecture, 17<sup>th</sup>Ed.,London,1961.
6. Fergusson,James,History of Indian and Eastern Architecture,2Vols.,Delhi,1967.
7. Kramrisch,Stella,The Hindu Temple,2Vols.,Delhi,1980.
8. Sastri,K.A.N.The Culture and History of the Tamils,Calcutta,1964.
9. Sastri,K.A.N.A History of South India,Madras,1958.

## Choice Based Credit System Syllabus

(As Per 2023 Pattern)

## Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem. V)

Subject: History

Course: South Indian Art and Architecture (From 4<sup>th</sup> Century A.D.to12<sup>th</sup>CenturyA.D.)

Course Code: UAHSSEC-3

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	1	1		2	1
CO 2	2						
CO 3			3		1	1	1
CO 4	1						
CO 5			1	1	3	1	1
CO 6	2	2					
CO 7	1		1	1		1	

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

Justification :

- PO1 has a moderate alignment with CO1, CO2, and CO6. While it covers the basic narrative of historical events (CO1), it also involves elements of critical ability and contextualized analysis (CO2) and the use of modern IT tools (CO6) for historical knowledge generation and dissemination.
- PO3, which focuses on the evaluation of historical ideas and arguments, has a strong alignment with CO3, emphasizing the same skills in a more concentrated form.
- PO4 aligns strongly with CO4, as it involves the construction of original historical arguments and identifying and describing conversations among historians.
- PO5 has a strong alignment with CO5, as both deal with acquiring basic historical research skills, including the effective use of libraries, archives, and databases.

PO7 has a moderate alignment with CO7, as understanding the significance of the subject for competitive examinations (PO7) is related to general awareness and information presentation (CO7).