



Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

T.Y.B.A. (History) Semester – V

For Department of History

Tuljaram Chaturchand College, Baramati

NEP – 1.0

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2025-2026

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

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of History and related subjects, Board of Studies in History of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of TYBA History Semester - III under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCERF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023.

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 academic 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, Oriental-Occidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of 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 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 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.

PO2 Communication Skill: Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself.

PO3 Multicultural Competence: Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups.

PO4 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.

PO5 Environmental awareness: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate

actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

PO6 Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches.

PO7 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.

PO8 Value inculcation: The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

PO9 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.

PO10 Community Engagement and Service: The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

Programme Specific Outcomes (PSOs)

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

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

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

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

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

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

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

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

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

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

Board of Studies (BOS) in History

From 2022-23 to 2025-26

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

**Course Structure for T.Y.B.A. History (2023 Pattern) as per
NEP-2020**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
V (5.5)	Major Mandatory	HIS-301-MJM	Introduction to History	Theory	04
	Major Mandatory	HIS-302-MJM	History of Asia In the 19 th Century	Theory	04
	Major Mandatory	HIS-303-MJM	India After Independence, Part I	Theory	02
	Major Elective(MJE)	HIS-304-MJE(A)	Indian National Movement	Theory (Any One)	04
	Major Elective(MJE)	HIS-304-MJE(B)	Constitutional Developments in India 1773 to 1853		
	Minor	HIS-311-MN	Modern India, Part I	Theory	04
	Vocational Skill Course(VSC)	HIS-321-VSC	Modi Script	Theory	02
	Community Engagement Project(CEP) / Field Project	HIS-335-CEP / HIS-335-FP	Community Engagement Project / Field Project	Practical	02
	Total Credits Semester-V				22
VI (5.5)	Major Mandatory	HIS-351-MJM	Historiography	Theory	04
	Major Mandatory	HIS-352-MJM	History of Asia In the 20 th Century	Theory	04
	Major Mandatory	HIS-353-MJM	India After Independence, Part II	Theory	02
	Major Elective(MJE)	HIS-354-MJE(A)	Indian Freedom Struggle	Theory (Any One)	04
	Major Elective(MJE)	HIS-354-MJE(B)	Constitutional Developments in India 1858 to 1950		
	Minor	HIS-361-MN	Modern India, Part II	Theory	04
	On Job Training(OJT)	HIS-385-OJT	On Job Training	Practical	04
	Total Credits Semester-VI				22
	Total Credits Semester-V + VI				44

T.Y.B.A. History**NEP-1.0****Course Structure for T.Y.B.A. History (2024 Pattern)****Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory
Course Name	: Introduction to History
Course Code	: HIS-301-MJM
No. of Lectures	: 60
No. of Credits	: 4

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

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|---|------|
| 1. NATURE AND SCOPE OF HISTORY | (15) |
| 1.1 Meaning and Definition | |
| 1.2 Nature and Scope of History | |
| 1.3 Importance | |
| 2. SOURCES OF HISTORICAL RESEARCH | (15) |
| 2.1 Primary and Secondary | |
| 2.2 Written and Un- written | |
| 2.3 Importance of Sources | |
| 3. HISTORICAL RESEARCH | (15) |
| 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 | (15) |
| 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

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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: HIS 301 MJM

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1. Conceptual Clarity	3	2		2	2	2		2	2	2
2. Comprehensive Understanding of Nature and Scope		2	2	2	2	2	2		2	2
3. Ability to Differentiate Sources	2	2	3	2	2		2	3		2
4. Proficiency in Historical Research	2	2		3		2	2		3	2
5. Knowledge of Major Archives in Maharashtra	2	2	2		3	2	2	2	2	
6. Enhanced Critical Evaluation Skills	2		2	2	2		2	2		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).

Course Structure for T.Y.B.A. History (2024 Pattern)**Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory
Course Name	: History of Asia in the 19 th Century
Course Code	: HIS-302-MJM
No. of Lectures	: 60
No. of Credits	: 4

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. CONCEPTUAL STUDY (12)

- 1.1 Long March
- 1.2 Communism
- 1.3 Atlantic Charter
- 1.4 Jenro
- 1.5 Pan - Islamism
- 1.6 Yani – Turanism
- 1.7 Welfare Dictatorship (*Kalyankari Hukumshahi*)
- 1.8 Mandate System
- 1.9 White – Paper (*Shwait Patrika*)
- 1.10 Arab League
- 1.11 Third World
- 1.12 Arab Nationalism

2. CHINA (12)

- 2.1 Achievement of Dr. Sun – Yet - Sen.
- 2.2 Communist Revolution (1949)
- 2.3 Indo China War 1962
- 2.4 China under Communism (1949 – 1992) with reference to

Economic and Foreign (Asian Countries) Policy

3. JAPAN (12)

- 3.1 Japan between two World War
- 3.2 America occupation, achievement and General Mac Arthur
- 3.3 Economic development and Foreign Policy 1950 – 1992 (Brief Survey)

4. EGYPT (12)

- 4.1 Egypt between two world war
- 4.2 General Nasser and modernization of Egypt
- 4.3 Suez Crisis

5. OIL DIPLOMACY (12)

- 5.1 Iran – Reza shah Pahlavi and Modernization of Iran, Iran and Second World War, Iran and Oil Diplomacy.
- 5.2 Political development in Iraq, Rise of Rashid Ali, 1958 Revolution, Iraq – Iran Conflict.
- 5.3 Kuwait – Iraq war and its Impact.

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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 2023 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: HIS 302 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	3	2	2	2	2	3	2	2		2
CO 2	3	3		2	2	3		3	2	2
CO 3	2		2	2		2	2		2	
CO 4		2	2	2		2	2	2		2
CO 5	3	3	2		3		3		2	2
CO 6	2	2		3	3	2	2	2		
CO 7	2	2	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.

Course Structure for T.Y.B.A. History (2024 Pattern)**Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory
Course Name	: India after Independence, Part I
Course Code	: HIS-303-MJM
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. Understanding Post-Independence Challenges: To examine the immediate challenges India faced after independence, including the consequences of Partition and integration of princely states.
2. Territorial Integration: To explore the process of liberating Portuguese and French colonial territories such as Goa, Pondicherry, and Chandranagore.
3. Constitutional Development: To understand the salient features of the Indian Constitution and the reorganization of states on a linguistic basis.
4. Foreign Policy Formation: To analyze India's foreign policy, focusing on the Non-Aligned Movement and diplomatic relations with neighboring countries.
5. Regional Conflicts and Diplomacy: To study major conflicts such as Indo-Pak wars, the birth of Bangladesh, and Indo-China relations including Panchsheel.
6. India-Sri Lanka Relations: To examine India's evolving relationship with Sri Lanka in historical and political contexts.
7. Tribal Policy and Unity: To understand the background of India's tribal policy and assess efforts made toward integrating and supporting tribal communities, particularly in the Northeast.

Course Outcomes:

1. **Partition and Integration Awareness:** Students will explain the effects of Partition and evaluate India's approach to integrating princely states like Kashmir, Junagadh, and Hyderabad.
2. **Colonial Liberation Insight:** Students will describe the process of liberating colonial enclaves such as Goa, Pondicherry, and Chandranagore from European control.
3. **Constitutional Literacy:** Students will identify and explain the salient features of the Indian Constitution and understand the rationale behind linguistic state reorganization.
4. **Foreign Policy Understanding:** Students will articulate the principles and significance of India's Non-Aligned Movement and assess its influence on global politics.
5. **Conflict and Relations Analysis:** Students will critically evaluate India's relations and conflicts with Pakistan and China, and understand their impact on regional stability.
6. **Bilateral Relations Knowledge:** Students will analyze India's diplomatic relations with Sri Lanka and the historical context of cross-border cultural and political ties.
7. **Tribal Policy Awareness:** Students will demonstrate an understanding of tribal policies in India and recognize the socio-political dynamics of tribal communities in the Northeast.

Topics and Learning Points

Unit I: Challenges after Independence	13
a) Consequences of Partition b) Integration of Princely states- Kashmir, Junagadh, Hyderabad c) Liberation of Portuguese and French Colonies- Goa, Pondicherry, Chandranagore d) Indian Constitution – Salient Features e) Linguistic Reorganization of States	
Unit II: India's Foreign Policy	10
a) Non Aligned Movement b) Indo-Pak Relations, Conflicts and the birth of Bangladesh c) Indo-Sino Relations, Conflicts and Panchsheel d) Indo-Sri Lanka Relations	
Unit III : Unity with the tribals	07
a) Background of the tribal policy b) Tribals of the Northeast	

Reference Books:**English**

1. Chandra Bipan: Mukherjee Mridula: Mukherjee Aditya; India After Independence; Penguin: India 1999
2. Lapierre Dominique and Collins Larry; Freedom at Mid night; William Collins and Simon & Schuster; UK & USA; 1975
3. Guha Ramchandra; India After Gandhi: The History of the World's Largest Democracy; Harper Collins; India; 2007
4. Metcalf Barbara D., Metcalf Thomas R; [A Concise History of Modern India](#); Cambridge University Press; 2012
5. Talbot Ian, Singh Gurharpal; [The Partition of India](#), Cambridge University Press; 2009
6. Wolpert Stanley; [A New History of India](#), Oxford University Press; 1977
7. Ansari Sarah Life after Partition: Migration, Community and Strife in Sindh: 1947–1962; Oxford, UK: Oxford University Press; 2005.
8. Sarvepalli Gopal, Jawaharlal Nehru: A Biography. 1947-1956. Volume Two (1979)
9. Chacko Priya; [Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004](#); Routledge; 2013.
10. Kulke, Hermann; A History of India; Routledge; 2004
11. Menon Shivshankar Menon; [Choices: Inside the Making of India's Foreign Policy](#); Penguin; India; 2016
12. G.W. Choudhury, India, Pakistan, Bangladesh, and the major powers: politics of a divided subcontinent; Cambridge University Press; India; 1975
13. Kore, V.S. ["Liberation of Goa: Role Of The Indian Navy"](#); Bharat Rakshak; 2013.
14. Ashton, S.R.; British Policy towards the Indian States, 1905–1938, London Studies on South Asia no. 2, London; Curzon Press; 2003
15. [Khanna, Justice H.R.](#); Making of India's Constitution; Eastern Book Company; 2008.
16. [Austin, Granville](#); The Indian Constitution: Cornerstone of a Nation (2nd ed.). Oxford University Press; 1999
17. Ganguly Sumit; [‘India, Pakistan, and Bangladesh: Civil-Military Relations’](#), Oxford Research Encyclopaedia of Politics, Oxford University Press; 2020
18. Sukumaran, R; [‘1962 India-China War and Kargil 1999: Restrictions on Air Power’](#); 2003
19. Dube, Rajendra Prasad; [Jawaharlal Nehru: A Study in Ideology and Social Change](#); 1998
20. Maheshwari Neerja; [Economic Policy of Jawaharlal Nehru](#). Deep & Deep; 1997
21. Jayakar Pupul; [Indira Gandhi: A Biography](#); Penguin Books India; 1992.
22. Chandra, Bipan; [In the name of democracy : JP movement and the emergency, Chapter 4, Emergency imposed](#); Penguin Books; New Delhi; 2003.
23. Agrawal Narayan; [Lal Bahadur Shastri, Churn of Conscience](#). Eternal Gandhi; 2006.
24. Nehru, S., ed.; [Economic Reforms in India: Achievements and Challenges](#); MJ Publisher; Chennai; 2019
25. [The Violence of the green revolution : Third World agriculture, ecology,](#)

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:** India after Independence, Part I**Course Code:** HIS 303 MJM

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2		1	1	3		3	1	3
CO2	3		2	1	2		2		1	
CO3	2	3	2		1	2	1	3		2
CO4		3	2	2	1	3			1	2
CO5	3	2		2	1		2	3	1	2
CO6	2	2	3	1	1	2	2	3	1	
CO7	2		3	2		2	2	3		3

Justification

Students analyze events like Partition, tribal policies, and foreign relations using historical and socio-political frameworks. High mapping to PO1 and PO6 reflects this emphasis on critical inquiry and problem-solving.

Effective Communication and Engagement (PO2, PO10, PO8)

The course enhances oral and written communication about complex national and international issues. COs related to NAM, constitutional features, and integration support strong alignment with POs 2, 8, and 10.

Multicultural and Global Perspective (PO3, PO8)

Examining India's relations with neighbors and internal tribal diversity promotes multicultural competence and ethical awareness—central to POs 3 and 8.

Civic and Constitutional Literacy (PO3, PO7, PO9)

Understanding constitutional developments and policies builds foundational knowledge for active citizenship and collaboration, while field assignments or digital research supports PO9.

Course Structure for T.Y.B.A. History (2024 Pattern)**Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Elective (MJE)
Course Name	: Indian National Movement
Course Code	: HIS - 304 - MJE (A)
No. of Lectures	: 60
No. of Credits	: 04

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 Brahmo Samaj, Arya Samaj, Prarthna Samaj, Theosophical Society, and Satyashodhak Samaj, 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, Anushilan Samitee, 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.

Topics and Learning Points**Unit I - Uprising of 1857** 15

1. Causes, course and effects
2. Various Views
3. Causes of failure

Unit II - Social and Religious Movement (Spl. ref. to institutional work) 15

1. Brahmo Samaj
2. Arya Samaj
3. Prarthna Samaj
4. Theosophical Society
5. Satyashodhak Samaj

Unit III - Indian Nationalism 15

1. Rise and Growth
2. Foundation of Indian National Congress.
3. The Moderates and Extremists.
4. Revolutionary Nationalism

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

Unit IV - Administrative Policy of the British

15

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 Bandy Padhyay - 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 Swatyantra Ladha, Bipin Chandra.
2. Adhunik Bharatacha Itihas -R. M. Lohar
3. Adhunik Bharat-S.D. Javdekar
4. Katha Swatyantryachi- Kumar Ketkar
5. Congresscha Itihas-(Anuvadit) Pattabhisitaramaiyya
6. Bharatiya Swatyantra Ladha- Mamasahab Devgirikar
7. Adhunik Bharatacha Itihas- Dr. Suman Vaidya, Dr. Shanta Kothekar
8. Adhunik Bharatacha Itihas- Dr. Jaysingh Rao 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 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** T.Y. B.A. (Sem. V)**Subject:** History**Course:** Indian National Movement**Course Code:** HIS-304-MJE(A)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1. Historical Understanding of 1857 Uprising	3	3	3	2		2	2		3	3
2. Critical Analysis Skills	3	3				2	2	3	3	
3. Understanding Factors Contributing to Failure	3		2	2		2	2	3		2
4. Knowledge of Social and Religious Movements	2	2	2	3			2	2	2	2
5. Comprehensive Knowledge of Indian Nationalism	2	2		2	3	2	2		2	
6. Awareness of Revolutionary Movements	2		2		3	3		2	2	2
7. Understanding British Administrative Policies	2	2	2	2		2	3	2		2

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.

Course Structure for T.Y.B.A. History (2024 Pattern)**Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Course Type	: Major Elective (MJE)
Course Name	: Constitutional Developments in India 1773 to 1853
Course Code	: HIS - 304 - MJE (B)
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. Understanding Colonial Foundations: To introduce students to the establishment and success of the East India Company in India and examine its early structure and administrative mechanisms.
2. Analyzing Dual Government: To study the nature, background, and implications of the Dual Government system in Bengal and evaluate its historical significance.
3. Exploring Colonial Regulation: To understand the causes that led to British Parliamentary regulation over the East India Company and analyze key legislative reforms.
4. Examining Regulating Acts: To explore the background, provisions, and impact of the Regulating Act of 1773 and Pitt's India Act of 1784.
5. Studying Constitutional Developments (1784–1813): To trace the constitutional development of British India through the Charter Acts of 1793 and 1813, focusing on governance and policy changes.
6. Understanding Later Constitutional Developments (1833–1853): To examine the Charter Acts of 1833 and 1853 and their role in reshaping the administration and governance in British India.
7. Developing Analytical Skills: To encourage critical analysis of British colonial policies and their long-term effects on Indian society, economy, and governance.

Course Outcomes:

1. Colonial Establishment Insight: Students will demonstrate an understanding of how and why the East India Company established itself successfully in India.
2. Comprehension of Administrative Structure: Students will describe the structure and governance model of the East India Company and the concept of Dual Government in Bengal.
3. Understanding Parliamentary Control: Students will explain the causes behind the British government's regulation of the Company and evaluate the need for such interventions.

4. Evaluation of Key Acts (1773 & 1784): Students will critically analyze the background, provisions, and implications of the Regulating Act of 1773 and Pitt's India Act of 1784.
5. Legal Reform Awareness (1793–1813): Students will describe the provisions of the Charter Acts of 1793 and 1813 and assess their impact on Indian administration and economy.
6. Governance Evolution (1833–1853): Students will explain how the Charter Acts of 1833 and 1853 shaped the centralization and evolution of British Indian governance.
7. Critical Historical Evaluation: Students will develop skills to critically assess colonial legal frameworks and interpret their influence on the development of modern Indian political and administrative systems.

Topics and Learning Points

Unit-I: Introduction	15
a) Establishment of East India Company and its success in India b) Structure of East India Company c) Dual Government in Bengal: Background, Nature and Evaluation	
Unit-II: Regulation on East India Company	15
a) Causes of Regulation on East India Company b) Regulating Act of 1773-Background, Provisions, Evaluation. c) Pitt's India Act of 1784 -Background, Provisions, Evaluation	
Unit-III: Constitutional Development from 1784 to 1813	15
a) The Charter Act of 1793-Background, Provisions, Evaluation b) The Charter Act of 1813- Background, Provisions, Evaluation.	
Unit-IV: Constitutional Development from 1833 to 1853	15
a) The Charter Act of 1833- Background, Provisions, Evaluation b) The Charter Act of 1853- Background, Provisions, Evaluation	

Reference Books

English:

1. Keith A.B.; A Constitutional History of India (1600-1935), Pacific Publication oAndesite Press, India
2. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, New Delhi
3. Chhabra G.S.; Advanced study in the Constitutional History of India (1773-1947), New Academic Publishing Company, Jullundur, India
4. Sikri S.L.; A Constitutional History of India, S. Nagin and Company, Jullundur, India

5. Jayapalan N.; Constitutional History of India, Atlantic publication, India
6. Mishra V.B.; Evolution of the Constitutional History of India (1773-1947), SouthAsia books, India
7. Khan M.M.; Constitutional History of India, Wisdom Press, Darya Ganj, New Delhi
8. Pylee Dr. M.V.; Constitutional History of India, S. Chand Publication, Darya Ganj, New Delhi
9. Aggarwala R.N.(Dr.); National Movement and Constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi
10. Bhatnagar M. and R.C. Agarwal; Constitutional Development and National Movement, S. Chand Publishing, New Delhi

(As Per 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** T.Y.B.A. (Sem. V)**Subject:** History**Course:** Constitutional Developments in India 1773 to 1853**Course Code:** HIS - 304 - MJE (B)

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3		1	1		2	1	2		2
CO2	3	2	1	1	1	2		2	1	1
CO3	3	3	1	2	1	2	2		1	2
CO4		2	1		1		1	2	1	
CO5	3	2		2	1	2	1	2	1	2
CO6	3	2	1	2		3		2		2
CO7	3	3	2	3	1		2	3	1	3

Justification

Critical and Creative Thinking (PO1): All COs demand analytical engagement with colonial laws and governance, strongly aligning with PO1.

Communication and Research Skills (PO2, PO4, PO9): Students develop the ability to articulate complex historical frameworks and support their interpretations using historical sources, fulfilling POs 2, 4, and 9.

Problem-Solving & Historical Interpretation (PO6): Evaluating colonial policy consequences and legal developments enhances interdisciplinary thinking and decision-making (PO6).

Value and Civic Awareness (PO8, PO10): By understanding administrative and legal evolution, students appreciate the foundations of modern Indian governance and engage with society and policy issues (PO8, PO10).

Course Structure for T.Y.B.A. History (2024 Pattern)

Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Minor
Course Name	: Modern India, Part I
Course Code	: HIS-311-MN
No. of Lectures	: 60
No. of Credits	: 04

Course Objective

- 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.
- 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.
- 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.
- Study Social and Religious Movements:**
Explore the Brahmo Samaj, Arya Samaj, Prarthna Samaj, Theosophical Society, and Satyashodhak Samaj, with a special emphasis on their institutional work and impact on society.
- 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.
- Examine Revolutionary Nationalist Movements:**
Study specific revolutionary nationalist movements such as Abhinav Bharat, Gadar, Anushilan Samitee, Yugantar, and the Hindustan Socialist Republican Army, and analyze their contributions and impact on the struggle for independence.
- 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.

Topics and Learning Points**First- Term**

Unit I - Uprising of 1857	15
1. Causes, course and effects	
2. Various Views	
3. Causes of failure	
Unit II - Social and Religious Movement (Spl. ref. to institutional work)	15
1. Brahmo Samaj	
2. Arya Samaj	
3. Prarthna Samaj	
4. Theosophical Society	
5. Satyashodhak Samaj	

Unit III - Indian Nationalism

15

1. Rise and Growth
2. Foundation of Indian National Congress.
3. The Moderates and Extremists.
4. Revolutionary Nationalism

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

Unit IV - Administrative Policy of the British

15

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 - Mamasahab 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 2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** T.Y. B.A. (Sem. V)**Subject:** History**Course:** Modern India, Part I**Course Code:** HIS-311-MN

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
1. Historical Understanding of 1857 Uprising	3	3	3	2		2	2		3	3
2. Critical Analysis Skills	3	3				2	2	3	3	
3. Understanding Factors Contributing to Failure	3		2	2		2	2	3		2
4. Knowledge of Social and Religious Movements	2	2	2	3			2	2	2	2
5. Comprehensive Knowledge of Indian Nationalism	2	2		2	3	2	2		2	
6. Awareness of Revolutionary Movements	2		2		3	3		2	2	2
7. Understanding British Administrative Policies	2	2	2	2		2	3	2		2

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.

Course Structure for T.Y.B.A. History (2024 Pattern)**Proposed Syllabus in History for T.Y.B.A. (Credit System) from the academic Year 2025-26**

Name of the Programme	: B.A. HISTORY
Program Code	: UAHIS
Class	: T.Y.B.A.
Semester	: V
Course Type	: Vocational Skill Course (VSC)
Course Name	: Modi Script
Course Code	: HIS-321-VSC
No. of Lectures	: 30
No. of Credits	: 02

Course Objective

1. Introduction to Modi Script: To introduce students to the origins and historical evolution of the Modi script used primarily for administrative purposes in medieval Maharashtra.
2. Understanding Script Structure: To provide a thorough understanding of the Modi script alphabets, including vowels, consonants, and compound characters.
3. Writing in Modi Script: To develop the ability to read and write simple to complex words and sentences in cursive Modi script.
4. Document Interpretation Skills: To train students in interpreting various types of Modi documents through analysis of their linguistic features and historical context.
5. Document Study Methods: To enable students to apply methods of paleographic analysis to decode and study historical Modi documents effectively.
6. Preservation and Archival Literacy: To familiarize students with archival practices and the importance of preserving historical documents written in Modi script.
7. Experiential Learning through Field Visits: To enhance practical understanding and appreciation of Modi script documents through visits to archives and museums housing original manuscripts.

Course Outcomes:

1. **Historical Awareness:** Students will explain the emergence and historical background of the Modi script, recognizing its administrative and cultural significance.

2. **Script Proficiency:** Students will demonstrate the ability to read, write, and identify alphabets, vowels, consonants, and compound characters in the Modi script.
3. **Sentence Formation:** Students will compose words and sentences using cursive Modi script with grammatical accuracy and fluency.
4. **Document Identification:** Students will identify and categorize different types of Modi documents based on their purpose and content.
5. **Linguistic Analysis:** Students will analyze the linguistic features of Modi documents and apply paleographic skills to interpret historical content.
6. **Practical Application:** Students will use skills acquired to interpret and transcribe archival Modi documents during guided field visits.
7. **Archival Engagement:** Students will gain hands-on experience in handling and studying Modi manuscripts during visits to Mumbai Archives, Pune Archives, and the Maratha History Museum of Deccan College.

Topics and Learning Points

Unit I – Introduction to Modi Script	04
1.1) Emergence	
1.2) History	
Unit II – Modi Script	16
2.1) Alphabets	
2.2) Vowels	
2.3) Consonants	
2.4) Compound words	
2.5) Sentences	
2.6) Cursive Modi Script	
Unit III – Skill in interpreting modi document	10
3.1) Types of modi documents	
A) Linguistic features of modi document	
B) Study of documents	

Field Visit : Mumbai Archives, Pune Archives, Maratha History Museum – cum – archives of Deccan College, Pune

References :

1. Tumhich Modi Shika : Madhukar Kulkarni
2. Modi Vachan Lekhan : G. R. Walimbe

3. Modi Shika : Gangadhar Mahambare
4. Lekhanprashasti : Anuradha Kulkarni
5. Sahaj Sopi Modi Lipi : Shrikrushna Lakshman Tilak
6. Chala Shikuya Modi Aapan : Krushnaji Mhatre
7. Website : www.modilipi.com

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: Modern India

Course Code: HIS-311-MN

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2		2	2		1	1	2	1	
CO2	2	3	1	2	1		1	2	2	2
CO3		3	1		1	2	2	2	2	2
CO4	2	2		2		2	1		2	2
CO5	3	2	2	3	1		1	2	2	
CO6	3		1			3	2	2		3
CO7	2	2	2	2		2		2	2	3

Justification

Skill Development and Application (PO1, PO2, PO4, PO6, PO9):

The course strongly builds critical thinking, writing, research, and transcription skills through reading and interpreting historical Modi documents. This is reflected in higher weightage for POs 1, 2, 4, 6, and 9.

Historical and Cultural Understanding (PO3, PO8, PO10):

By tracing the origin, evolution, and use of the Modi script in historical contexts, the course contributes to multicultural competence, value inculcation, and community engagement—mapping well to POs 3, 8, and 10.

Practical Exposure and Teamwork (PO5, PO7, PO10):

Field visits to archives and museums offer hands-on experience and foster collaboration and real-world engagement, justifying moderate to high alignment with POs 7 and 10. PO5 is less directly related.

Communication and Interpretation (PO2, PO3, PO9):

Reading, writing, and transcribing in Modi script enhances communication proficiency, intercultural awareness, and digital/technological competence, which supports the mapping with POs 2, 3, and 9.