



Savitribai Phule Pune University, Pune

(Formerly University of Pune)

Syllabus for

First Year Bachelor of Arts in History

(Semester I & II)

Choice Based Credit System Syllabus NEP 2020

[Level 4.5, UG - Certificate in Humanities / UG Degree, Year-I]
(w.e.f. academic year 2024-25)

DSC-I: History

[Level 4.5, UG- Certificate / UG Degree, Year-I]
(w.e.f. academic year 2024-25)

Open Elective: History
(Only for the students of the faculties other than Humanities
i.e. Commerce, Science etc.)

2024

Title of the Programme : Bachelor of Arts– History (UG)

Introduction:

Savitribai Phule Pune University is committed to the basic principles of liberty, equality, fraternity and social justice as national values. It aims to imbibe certain core values among the students of history, such as national integration, scientific temperament, equality of genders, conservation of environment for a sustainable future and equal respect for cultural heritage of various communities. While implementing the objectives of the National Education Policy (2020) through the history curriculum, the attempt is to inculcate among the students an in-depth knowledge of the Indian freedom struggle, the work of social reformers and the evolution of knowledge traditions in the Indian subcontinent, so that the students of history carry this accurate and objective knowledge to the outside world.

The B.A. (History) programme includes the following curricula-

- First Year UG-2024-2025 (Level 4.5)
- Second Year UG-2025-2026 (Level 5.0)
- Third Year UG-2026-2027 (Level 5.5)
- Fourth Year UG-2027-2028 (Level 6.0)

The restructured degree course in history is three or four years long as per the National Education Policy. As per the guidelines given by the Higher Education Department, Government of Maharashtra and Savitribai Phule Pune University Circular No. 97 / 2023, there will be 44 credits in the first year and a total of 132 credits for the three year degree and 176 credits for a four year degree.

The pedagogy for the course includes ex cathedra lectures, practical experiences, fieldwork and research projects to be executed by the students with mentoring support from their faculty. Interdisciplinarity is a special feature of this course.

PROGRAMME OUTCOMES (Pos) :

PO - 1. Students will be able to think and they will be able to analyze thoughts.

PO - 2. It will help in job creation by acquiring functional development skills.

PO - 3. There will be an increase in experiential knowledge.

PO - 4. Students will gain expertise in specific areas of historical knowledge.

PO - 5. Students will be introduced to complementary disciplines such as art and architecture.

PO - 6. Students will get exposure to practices of heritage conservation.

PO - 7. It will help to enhance their awareness about shared national heritage .

PO - 8. Students who study the evolution of social change will expand the horizons of thought.

PO - 9. Participation of different genders and social groups in the national struggle will help the students respect their contribution.

PO - 10. It will help develop a sense of national unity.

PROGRAMME SPECIFIC OUTCOMES (PSOs) :

PSO - 1. Communication Skills : Students will be able to understand and explain basic historical events.

PSO - 2. Research Aptitude : Students will acquire basic historical research skills.

PSO - 3. Analytical Skills : Students will learn to scientifically evaluate and assess the authenticity and credibility of source materials.

PSO - 4. Professional Development : Students will have opportunities in historical and heritage areas.

PSO - 5. Critical Thinking : Students will know the importance of raising questions and finding answers scientifically.

PSO - 6. Human Values and ethics : The role of ordinary people in the national movement will be appreciated.

PSO - 7. Problem Solving : They will learn to accept a challenge, assess the complexity and find a solution.

PSO - 8. Policy Analysis : Students will learn post facto implications and consequences of policies.

PSO - 9. Disciplinary knowledge : They will know the basics of the idea of history and salient events, personalities and thoughts.

PSO- 10. Cultural Intelligence- Students will learn to appreciate the similarities and differences in various cultures and know that acceptance and respect for each other is the way forward.

COURSE STRUCTURE
UG- Certificate in Humanities [UG Degree, Year-I]
(w.e.f. academic year 2024-25)

DSC-I: History

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical	Int. Exam. (Mark)	Ext. Exam. (Mark)	Total Mark
L-4.5 Year-I Sem. I	--		--	4	--	--	--	--
	Major Core	HIS 101 MJ	Indian National Movement (1857-1920)	2 (T)	Theory	15	35	50
		HIS 102 MJP	Indian National Movement (1857-1920)	2 (P)	Practical	15	35	50
	--		--	4	--	--	--	--
	GE/OE	OE H 101 HIS	Glimpses of Modern India- I	2 (T)	Theory	15	35	50
	SEC	HIS - 101- SEC	Introduction to Archeology OR Art and Architecture in Early India	2	Theory	15	35	50
	IKS	IKS 101 HIS	History of Knowledge Production in India (Generic)	2 (T)	Theory	15	35	50
	AEC		--	2	--	--	--	--
	VEC		--	2	--	--	--	--
	CC		--	--	--	--	--	--
			Total Credit	22				

UG- History: Year-I, Sem-II (w.e.f. academic year 2024-2025)

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical	Int. Exam. (Mark)	Ext. Exam. (Mark)	Total Mark
L-4.5 Year-I Sem. II	-		--	4	--	--	--	--
	Major Core	HIS 151 MJ	Indian National Movement (1920-1950)	2 (T)	Theory	15	35	50
		HIS 152 MJP	Indian National Movement (1920-1950)	2 (P)	Practical	15	35	50
	-		--	4	--	--	--	--
	GE/OE	OE 151 HIS	Glimpses of Modern India- II	2 (T)	Theory	15	35	50
	SEC	HIS -151- SEC	Introduction to Museums OR Art and Architecture in Medieval India	2	Theory	15	35	50
	IKS		--	--	--	--	--	--
	AEC		--	2	--	--	--	--
	VEC		--	2	--	--	--	--
	CC		--	2	--	--	--	--
			Total Credit	22				

Abbreviations:

- 1) DSC – Discipline Specific Course
- 2) GE/OE – General Elective / Open Elective
- 3) SEC - Skill Enhancement Course
- 4) IKS – Indian Knowledge System
- 5) AEC – Ability Enhancement Course
- 6) VEC – Value Education Course
- 7) CC - Co-curricular Course

Examination Pattern:

A) Theory Paper: Total 2 Credits - Total Marks: 50

Marks Scheme of Examination: Theory Paper

a. **Semester End Exam** 35 Marks (Minimum Marks 14 for passing)

b. Internal Assessment 15 Marks (Minimum Marks 06 for passing)

c. The details of Question Paper Pattern for offline Examination -

Time (2 Hours), 2 Credit Course, Marks (35)

Q.1) Answer the following questions in 200 words (any 1 out of 2) 10 Marks

Q.2) Answer the following questions 200 words (any 1 out of 2) 10 Marks

Q.3) Answer the following questions in 200 words (any 1 out of 2) 10 Marks

Q.4) Write short notes (any 1 out of 2) 5 Marks

Internal Assessment Total Marks: 15 = Mid Semester Exam. – 10 Marks and 5 Mark-

Home Assignment, Oral, Students Seminar, PPT presentation. (any One)

B) Practical Paper: Total 2 Credits - Total Marks: 50

Marks Scheme of Examination: Practical Paper

A) Mid Semester Exam.- Total Marks - 15 (Minimum Marks 06 for passing)

10 Marks for Completion of Practical workbook.

5 Mark for Viva, Oral examination.

B) Semester End Exam.- Total Marks - 35 (Minimum Marks 14 for passing)

20 Marks for Completion of Practical workbook.

15 Mark for Viva, Oral examination.

- Semester End Exam will be conducted jointly by internal and external examiner that will be appointed by the university.

Level 4.5, UG- Certificate in Humanities / UG Degree, Year-I (w.e.f. academic year 2024-25)

DSC-I: History

FYBA Semester – I

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical	Int. Exam. (Mark)	Ext. Exam. (Mark)	Total Mark
L-4.5 Year-I Sem. I	--		--	4	--	--	--	--
	Major Core	HIS 101 MJ	Indian National Movement (1857-1920)	2 (T)	Theory	15	35	50
		HIS 102 MJP	Indian National Movement (1857-1920)	2 (P)	Practical	15	35	50
	--		--	4	--	--	--	--
	GE/OE	OE H 101 HIS	Glimpses of Modern India- I	2 (T)	Theory	15	35	50
	SEC	HIS - 101- SEC	Introduction to Archeology OR Art and Architecture in Early India	2	Theory	15	35	50
	IKS	IKS 101 HIS	History of Knowledge Production in India (Generic)	2 (T)	Theory	15	35	50
	AEC		--	2	--	--	--	--
	VEC		--	2	--	--	--	--
	CC		--	--	--	--	--	--
			Total Credit	22				

U.G. History- Year-I, Sem- I Syllabus [Level 4.5]			
Course Type	Major Core	Credits-2 (Theory)	Weeks-15 Hours-30
HIS 101 MJ	Indian National Movement (1857-1920)	Int. Marks 15	Ext. Marks 35

Objectives:

1. To introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. To study the national movement as a crucial element in the transformation of the Indian society and polity.
3. To study Themes and Trends shaping the Modernity of India.
4. To study the work and ideology behind the scarifies of freedom fighters.

Course Outcomes:

1. Students will be able to criticize thematic issues in relation to Indian national movement.
2. Students will get the adequate knowledge of Indian struggle of Independence.
3. Students will be sensitized to the complex process through which modern politics was evolving in India.
4. A study of the movement will enable them to appreciate the interconnected nature of the processes of modernity.

Unit 1. Revolt of 1857 10

- a. Background and Causes
- b. Spread
- c. Nature
- d. Consequences

Unit 2. Socio-Religious Reform Movements 10

- a. Brahmo Samaj
- b. Arya Samaj
- c. Prarthana Samaj
- d. Satyashodhak Samaj

Unit 3. Emergence and Growth of Indian Nationalism 10

- a. Causes for the Rise of Indian Nationalism.
- b. Foundation of Indian National Congress.
- c. Moderate and Extremist Phase
- d. Revolutionary Movement

References:

English:

1. Bayly C.A., Indian society and the making of the British Empire, New Cambridge History of India, Cambridge University Press 1987.
2. Bearce G.D., British Attitudes Towards India, Oxford, 1961
3. Chandra Bipin, India's Struggle for Independence, Viking, New Delhi 1988.
4. Choudhary Sushil, The prelude to Empire, Manohar, New Delhi, 2000.
5. Dutta K.K., A social history of modern India, Mac Millan, 1975.
6. Dharma kumar, The Cambridge Economic History of India, Vol. II, Orient Longman, Hyderabad, 1982
7. Fisher E.H. (ed.) Politics of the British Annexation of India 1757-1857, Oxford in India readings, Delhi, 1993.
8. Joshi P.C., Rebellion – 1857, K.P. Bagchi, Kolkata, 1986.
9. Marshall P.J., Bengal : The British Bridgehead, New Cambridge History of India, Cambridge, 1987.
10. Misra B.B., The administrative History of the East India Company, Oxford, 1958.
11. Metchalf Thomas, Ideologies of the Raj, Oxford, 1994.
12. Naik and Nurullah, History of Education, Macmillan Co., Bombay, 1943.
13. Panigrahi D.N., Economy, society and Politics in Modern India, Vikas, Delhi, 1985.
14. Raychoudhary S.C., Social, Cultural and Economic History of India, Surjeet Publications, Delhi, 1983.
15. Sarkar Sumit, Modern India 1885-1947, Macmillan India Limited, New Delhi, 1984.
16. Stokes Eric, The English Utilitarian and India, Oxford, Delhi, 1957.
17. Sonawane Jagdish, 'Knowledge, Power and Hegemony: Educational Politics in Colonial Maharashtra', Sanay Prakashan, Narayangaon, Pune, 2020.
18. Stokes Eric, Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Vikas, Delhi, 1978.
19. Shelar S. T., Indian National Movement, Sahitya Sagar, Kanpur, 2020.

मराठी :

1. काळे एम, व्ही. (अनु.), आधुनिक भारत, के सागर पब्लिकेशन्स, पुणे, २०११.
2. केतकर कुमार, कथा स्वातंत्र्याची (महाराष्ट्र), म.रा.पा.नि व अ. संशोधन मंडळ, पुणे, २०१०.
3. जावडेकर शं. द., आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७९.
4. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र - मध्यमवर्गाचा उदय, डायमंड, पुणे.
5. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, 2022.
6. प्रधान ग.प्र., स्वातंत्र्य संग्रामाचे महाभारत, साधना प्रकाशन, पुणे, २००४.
7. फडके, य. दि., विसाव्या शतकातील महाराष्ट्र, खंड १, श्रीविद्या प्रकाशन, पुणे.
8. फडतरे भूषण व चव्हाण कल्याण, भारतीय राष्ट्रीय आंदोलन, डायमंड पब्लिकेशन्स, पुणे, २०२२.
9. मोरे सदानंद, लोकमान्य ते महात्मा, खंड १ व २, राजहंस प्रकाशन, पुणे, २००७.
10. सावरकर विनायक दामोदर, १८५७ चे स्वातंत्र्यसमर, पुणे.

U.G. History- Year-I, Sem- I Syllabus [Level 4.5]			
Course Type	Major Core	Credits-2 (Practical)	Weeks-15 Hours-60
HIS 102 MJP	Indian National Movement (1857-1920)	Int. Marks 15	Ext. Marks 35

Objectives:

1. To introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. To study the national movement as a crucial element in the transformation of the Indian society and polity.
3. To study the applied aspects of the themes and trends shaping the Modernity of India.
4. To practically explore the work and ideology behind the scarifies of freedom fighters.

Course Outcomes:

1. Students will be able to criticize thematic issues in relation to Indian national movement.
2. Students will get the adequate knowledge of Indian struggle of Independence.
3. Students will be sensitized to the complex process through which modern politics was evolving in India.
4. A study of the movement will enable them to appreciate the interconnected nature of the processes of modernity.

Unit 1. Social and Religious Reformers and Institutions	12
Unit 2. Political Institutions	12
Unit 3. Economic Thinkers	12
Unit 4. Freedom Fighters	12
Unit 5. Revolutionaries	12

Note: Students will complete 2 practical exercises per unit as per local convenience.

References :

English :

1. Bayly C.A., Indian Society and the Making of the British Empire , Cambridge University Press, Cambridge, 1988.
2. Gokhale B.G., The Fiery Quill: Nationalism and Literature in Maharashtra , Popular Prakashan, Mumbai, 1998.
3. Kumar Ravinder, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra , Routledge and Kegan Paul, London, 1968.
4. Martin Briton, New India, 1885: British Official Policy and the Emergence of the Indian National Congress, Berkeley: University of California Press, 1969.
5. Mehrotra S.R., The Emergence of the Indian National Congress, Vikas, New Delhi, 1971.
6. Riddick John F., The History of British India: A Chronology, Praeger Publishers, Westport, Conn., 2006.
7. Robertson Bruce Carlisle, Raja Rammohan Roy: The Father of Modern India , Oxford University Press, New Delhi, 1995.
8. Roy Tirthankar, The Economic History of India 1857–1947, Oxford University Press, New Delhi, 2006.
9. Sarkar Sumit, Modern India 1885–1947 , Macmillan, New Delhi, 1983.
10. Shelar Sanjay, Indian National Movement, Sahitya Sagar, Kanpur, 2022.

मराठी :

१. कुंटे भ.ग., स्वातंत्र्यसैनिक चरित्र कोश, खंड ३, दर्शनिका विभाग, महाराष्ट्र शासन, मुंबई, १९८०.
२. कर्वे स्वाती (संपा.), स्त्रियांची शतपत्रे, प्रतिमा प्रकाशन, पुणे, २०१५.
३. कोगेकर सुनंदा (अनु.), हुतात्म्यांची पत्र, प्रकाशन विभाग, भारत सरकार, दिल्ली, १९९८.
४. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, २०२१.
५. पाटील विलास, महाराष्ट्रातील समाजसुधारणेचा इतिहास, अजब पुस्तकालय, कोल्हापूर, १९८६.
६. फडके वासंती, (अनु.), भारतीय स्वातंत्र्यलढ्यातील स्त्रिया, मेहता पब्लिशिंग हाऊस, पुणे, २००३.
७. फडतरे भूषण गोविंद, स्वातंत्र्यलढ्याचे पाईक, अथर्व प्रकाशन, पुणे, २०१५.
८. भंडारी शांतीलाल, क्रांतीपर्व, सुमेरू प्रकाशन, डोंबिवली, २००२.
९. लिमये हरिभाऊ, कारागृहातील पथिक, गोपाळ मोकाशी, पुणे, १९८७.

U.G. History- Year-I, Sem- I Syllabus [Level 4.5]			
Course Type	General Elective / Open Elective [GE/OE] (Only for the students of the faculties other than Humanities)	Credits-2 (Theory)	Weeks-15 Hours-30
OE 101 HIS	Glimpses of Modern India – I	Int. Marks 15	Ext.Marks 35

Course Objectives:

1. This course will demonstrate the chronology of major events, personalities and their contribution, and specific turning points in the history of India.
2. This course will acquaint the students with the British colonial rule in India along with the major socio-economic and religious developments during this period.
3. Students will understand the socio-political and economic background for the rise of Indian nationalism.

Course Outcomes:

1. Students will learn the importance of the freedom movement and understand the relevance of the struggle that the freedom fighters went through.
2. Students will get to know the path of India's progress in the period after independence and the years that followed.
3. Students will grasp analytical explanations of major historical developments the country has witnessed.

Unit 1. British Rule and the journey towards Modernity 10

- a) Rise and expansion of British power
- b) British Policies
- c) Events of 1857
- d) Education and Newspapers

Unit 2. Socio-Religious Reform Movement 10

- a) Brahmo Samaj
- b) Prarthana Samaj & Arya Samaj
- c) Satyashodak Samaj
- d) Sikh, Parsee and Islamic religious reforms

Unit 3. Indian Nationalism 10

- a) Rise and growth of Indian nationalism
- b) Indian National Congress-
Moderate Nationalists and Assertive Nationalists
- c) Revolutionary Movement

References:

English:

1. Bayly C.A., Indian society and the making of the British Empire, New Cambridge History of India, Cambridge University Press 1987.
2. Bearce G.D., British Attitudes Towards India, Oxford, 1961
3. Chandra Bipin, India's Struggle for Independence 1857-1947, Viking, New Delhi 1988.
4. Choudhary Sushil, The prelude to Empire, Manohar, New Delhi, 2000.
5. Dutta K.K., A social history of modern India, Mac Millan, 1975.
6. Dharma kumar, The Cambridge Economic History of India, Vol. II, Orient Longman, Hyderabad, 1982
7. Fisher E.H. (ed.) Politics of the British Annexation of India 1757-1857, Oxford in India readings, Delhi, 1993.
8. Joshi P.C., Rebellion – 1857, K.P. Bagchi, Kolkata, 1986.
9. Marshall P.J., Bengal : The British Bridgehead, New Cambridge History of India, Cambridge, 1987.
10. Misra B.B., The administrative History of the East India Company, Oxford, 1958.
11. Metchalf Thomas, Ideologies of the Raj, Oxford, 1994.
12. Naik and Nurullah, History of Education, Macmillan and Company Ltd, Bombay, 1943.
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14. Raychoudhary S.C., Social, Cultural and Economic History of India, Surjeet Publications, Delhi, 1983.
15. Sarkar Sumit, Modern India 1885-1947, Macmillan India Limited, New Delhi, 1984.
16. Stokes Eric, The English Utilitarian and India, Oxford, Delhi, 1957.
17. Sonawane Jagdish, 'Knowledge, Power and Hegemony: Educational Politics in Colonial Maharashtra', Sanay Prakashan, Narayangaon, Pune, 2020.
18. Stokes Eric, Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Vikas, Delhi, 1978.
19. Shelar S. T., Indian National Movement, Sahitya Sagar, Kanpur, 2020.

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1. काळे एम, व्ही. (अनु.), आधुनिक भारत, के सागर पब्लिकेशन्स, पुणे, २०११.
2. केतकर कुमार, कथा स्वातंत्र्याची (महाराष्ट्र), म.रा.पा.नि व अ. संशोधन मंडळ, पुणे, २०१०.
3. जावाडेकर शं. द., आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७९.
4. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र - मध्यमवर्गाचा उदय, डायमंड, पुणे.
5. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, २०२१.
6. प्रधान ग.प्र., स्वातंत्र्य संग्रामाचे महाभारत, साधना प्रकाशन, पुणे, २००४.
7. फडके, य. दि., विसाव्या शतकातील महाराष्ट्र, खंड १, श्रीविद्या प्रकाशन, पुणे.
8. फडतरे भूषण व चव्हाण कल्याण, भारतीय राष्ट्रीय आंदोलन, डायमंड पब्लिकेशन्स, पुणे, २०२२.
9. मोरे सदानंद, लोकमान्य ते महात्मा, खंड १ व २, राजहंस प्रकाशन, पुणे, २००७.
10. सावरकर विनायक दामोदर, १८५७ चे स्वातंत्र्यसमर, पुणे.

UG- History : Year-I, Sem-I (w.e.f. academic year 2024-2025)

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
L-4.5 Year-I Sem. I	SEC	HIS - 101- SEC	Introduction to Archeology OR Art and Architecture in Early India	2	Theory	15	35	50

Course Type	Skill Enhancement Course
Course Code	HIS-101-SEC
Course Title	Introduction to Archeology
Credit	2
Total Hours	30 hours

Course Objectives:

1. . This paper is designed to introduce the students to the Key Concepts and practical approaches in Archaeology, highlighting their applications in interpreting the Human past.
2. It will enable students to understand the definition, aims and scope of Archaeology and its development as a discipline will be introduced to the Students.
3. The nature of the Archaeological record and the unique role of science in Archaeology is explained to the students.
4. Legislation related to Archaeology and the role of Archaeology in Heritage Management is also discussed in this course.

Course Outcomes:

1. Students will learn to understand the definition, aims and scope of Archaeology so as to understand its applications in interpreting the human past.
2. They will be able to understand the nature of the archaeological record and the unique role of science in archaeology.
3. They will have an overall understanding of the Archaeology.

Unit 1. Definition, Aims and Scope of Archaeology	10
a. Archaeology as the Study of the Past: Definition, Aims, and Scope	
b. Significance of Archaeology	
c. Archaeology and History: Differences and Similarities	
Unit 2. Development of Archaeology in India	10
a. Archaeological Survey of India	
b. Tata Fundamental Research Institute Mumbai	
c. Deccan College Pune	
Unit 3. Value of Archaeology	10
a. Cultural Heritage	
b. Monuments	

Reference :

English :

1. Binford L.R., Introduction. An Archaeological Perspective, pp. 1–14. Seminar Press, New York.
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5. Gifford-Gonzalez Diane. Just Methodology? A Review of Archaeology's Debts to Michael Schiffer. Journal of Archaeological Method & Theory, 2011.
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7. Flannery K.V., and J. Marcus, Cognitive Archaeology. In Reader in Archaeological, 1998.
8. Hodder, Interpreting Archaeology: Finding Meaning in the Past. New York: Routledge, 1995.
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10. McIntosh Jane R., Ancient Indus Valley: New Perspectives. Abc Clio. California, 2008.
11. McHenry Henry M., Human Evolution in Evolution: The First Four Billion Years, edited by M. Ruse and J. Travis. Cambridge, Massachusetts: Harvard University Press, 2009.
12. Paddayya K., New Archaeology and Aftermath: View from Outside the Anglo-American World. Pune: Ravish Publishers, 1990.
13. Paddayya K, Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology, Aryan Books International, 2014.
14. Schiffer M.B., Behavioral Archaeology: First Principles. Salt Lake City: University of Utah Press, 1995.

OR

Course Type	Skill Enhancement Course
Course Code	HIS-101-SEC
Course Title	Art and Architecture in Early India
Credit	2
Total Hours	30 hours

Course Objectives:

1. This paper is designed to introduce the students to the emergence and development of art and architecture in early India.
2. It will enable students to understand the process of development of art and architecture in the early Indian history on the socio-religious and economic background.
3. It will get students acquainted with the emergence and changes in the styles of the art and architecture during the early India up to the 6th century B.C.E.

Course Outcome:

1. Students will get an overall understanding of the emergence and development of the art and architecture in Early India.
2. They will understand the emergence of the Pottery, Terracotta figures, Ornaments, Town Planning, preparation of seals and coins.
3. They will have an understanding of the art and architecture in early India.

Unit 1. Pre and Post Mauryan Art and Architecture	10
a. The Indus Valley: Urban Planning, Great Bath, Seals, Dancing Girl	
b. Mauryan Period: Stupa, Ashokan Pillars, Caves, Pottery	
c. Stupas, Chaityas, Viharas	
Unit 2. Early Sculptural Styles	10
a. Gandhar	
b. Mathura	
c. Amaravati	
Unit 3. Gupta and Post Gupta Rock	10
a. Rock-Cut Architecture: Ajanta, Ellora	
b. Temple Architecture: Nagar Style, Dravid Style, Vesara Style	

Reference:

1. Acharya, Prasanna Kumar, Ed. An Encyclopedia of Hindu Architecture: Manasara Series, Vol, VII, Bombay, 1946.
2. Bhattacharya, Tarapada, The Canon of Indian Art or A Study of Vastuvidya, Calcutta., 1963.
3. Brown, Percy, Indian Architecture, 2 Vols., Bombay, 1959.
4. Dutt, B. B. Town planning in Ancient India, Delhi, 1929.
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10. Kramrisch, Stella, The Hindu Temple, 2 Vols., Delhi, 1980.
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14. Rowland, B. Art and Architecture of India, Baltimore, 1959.
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17. Soundara Rajan, K. V. Indian Temple – Styles: The Personality of Hindu Architecture, New Delhi, 1972

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१. कुलकर्णी वि. य., भारतीय कला, उगम आणि विकास, सुयोग प्रकाशन, पुणे,
२. जगताप जयप्रकाश, भारतीय कलेचा इतिहास, जगताप पब्लिशिंग हाऊस, पुणे, १९९६.
३. टिपरे राधिका, वेरूळ लेण्यातील शिल्पवैभव, मेहता पब्लिशिंग हाऊस, पुणे, २००६.
४. माटे म. श्री., प्राचीन भारतीय कला, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, कॉन्टिनेन्टल प्रकाशन, पुणे.

U.G. History- Year-I, Sem- I Syllabus [Level 4.5]			
Course Type	Indian Knowledge System (IKS)	Credits-2 (Theory)	Weeks-15 Hours-30
IKS 101HIS	History of Knowledge Production in India (Generic)	Int. Marks 15	Ext.Marks 35

Course Objectives:

1. To understand the nature of knowledge.
2. To understand the evolution of the scientific approach in the Indian subcontinent.
3. To study contributions made by different people to the various branches of knowledge before modernity evolved in India.

Course Outcomes:

1. The concept of the ancient intellectual knowledge tradition will be understood.
2. Developments in science from ancient times will be introduced.
3. Information about human development will be understood.

Unit 1. Introduction to IKS

06

- a. Definition, Scope and importance of knowledge
- b. nature of Indian Knowledge System
- c. Evolution of scientific approach

Unit 2. Development of Sciences

12

- a. Astronomy- Aryabhatta, Varahamihira, Sawai Jaisingh
- b. Medicine- Ayurveda and Yunani
- c. Metallurgy- Copper, Iron, Bronze & alloys

Unit 3. Development of Humanities

12

- a. Language - Prakrit, Sanskrit, Farsee
- b. Philosophy- Vedic, Lokayat, Buddhist, Jaina
- c. Education system in ancient India – Takshashila, Nalanda, Valabhi University
- d. Architecture

Reference:

English:

1. Abdur Rahman, *Science and Technology in Medieval India: A Bibliography of Source Materials in Sanskrit, Arabic, and Persian*, Indian National Science Academy, New Delhi, 1982.
2. Chattopadhyaya, Debiprasad, *History of science and technology in ancient India: the beginnings*, Firma KLM Pvt. Ltd. 1986.
3. Dasgupta Surendranath, *A History of Indian Philosophy*, Cambridge University press, 1922.
4. Gopal L. and V. C. Shrivastava, *History of Agriculture in India (Upto 1200 A. D.)*, Concept Publishing, New Delhi, 2008.
5. Irfan Habib (ed.), *People's History of India – Vol 20 : Technology in Medieval India*,

- c. 650–1750, Aligarh Historians Society and Tulika Books, 2016.
6. Jan Gonda, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden, 1975.
 7. PadmanabhaThanu (ed.), *Astronomy in India : A Historical Perspective*, Indian National Science Academy, Springer, New Delhi. 2014.
 8. Sohoni Pushkar, *Introduction to the History of Architecture in India*, IISER, Pune, 2020.
 9. Tripathi Radhavallabh, *Vāda in theory and practice : studies in debates, dialogues and discussions in Indian intellectual discourses*, IAS, Shimla, 2016.

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1. अळतेकर सदाशिव अनंत, प्राचीन भारतीय शिक्षण पद्धती, नागपूर, १९३५.
2. कोसंबी दा.ध., प्राचीन भारतीय संस्कृती आणि सभ्यता, डायमंड प्रकाशन, पुणे, २०१६.
3. कोसंबी दा. ध. संतापजनक निबंध, लोकवाङ्मय गृह, मुंबई, २०२१.
4. गायधनी र.न. व राहूरकर व.ग., प्राचीन भारताचा सांस्कृतिक इतिहास, कॉन्टिनेन्टल पुणे, १९९४.
5. मेहंदी, प्राचीन भारत समाज आणि संस्कृती, प्रज्ञा पाठशाळा मंडळ, वाई, २००१.
6. शर्मा आर. एस., प्राचीन भारत, के सागर प्रकाशन, पुणे. १९९७.
7. सिंग उपेंद्र, प्राचीन भारत- विरोधाभासांची संस्कृती, सनय प्रकाशन, २०२४.

FYBA – History Semester – II

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical	Int. Exam. (Mark)	Ext. Exam. (Mark)	Total Mark
L-4.5 Year-I Sem. II	-		--	4	--	--	--	--
	Major Core	HIS 151 MJ	Indian National Movement (1920-1950)	2 (T)	Theory	15	35	50
		HIS 152 MJP	Indian National Movement (1920-1950)	2 (P)	Practical	15	35	50
	-		--	4	--	--	--	--
	GE/OE	OE 151 HIS	Glimpses of Modern India- II	2 (T)	Theory	15	35	50
	SEC	HIS -151- SEC	Introduction to Museums OR Art and Architecture in Medieval India	2	Theory	15	35	50
	IKS		--	--	--	--	--	--
	AEC		--	2	--	--	--	--
	VEC		--	2	--	--	--	--
	CC		--	2	--	--	--	--
			Total Credit	22				

U.G. History- Year-I, Sem- II Syllabus [Level 4.5]			
Course Type	Major Core	Credits-2 (Theory)	Weeks-15 Hours-30
HIS 151 MJ	Indian National Movement (1920-1950)	Int. Marks 15	Ext. Marks 35

Objectives:

1. The aim of the course is to introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. A study of the movement will therefore enable them to appreciate the complex nature of this transformation.
3. The paper would also look at the development of communal politics as well as Partition and Independence.

Course outcome:

1. To identify the core ideas of National Movement.
2. Outline the role of Gandhiji and other leaders in the Indian Freedom Struggle.
3. To understand the process of the making of Indian constitution.
4. To recognize the contributions of eminent leaders of India and the world.

Unit 1. Mass Movements

10

- a. Non-Co-operation Movement
- b. Civil Disobedience Movement
- c. Quit India movement
- d. Revolutionary Movement

Unit 2. Emancipatory Movements

10

- a. Peasants Movement
- b. Workers movement
- c. Women's Movement
- d. Dalit Movement
- e. Tribal Movement

Unit 3. Towards Republic

10

- a. Rise and Growth of Communalism
- b. Two-nation theory and Partition
- c. Indian National Army
- d. Making of the Constitution

Reference :

English :

1. Ahluwalia M. M. Freedom Struggle in India, 1858 to 1909, Delhi, Ranjit Printers and Publishers, 1968 .
2. Bipin Chandra & Others India's Struggle for Independence, Penguin, 2016.
3. Bipin Chandra The Rise and Growth of Economic Nationalism in India, New Delhi, People's Publishing House, 1977
4. Bipin Chandra Freedom Struggle ,National Book New Delhi, 1972
5. Bipin Chandra Nationalism and Colonialism in Modern India, New Delhi, Orient Longman Ltd., 1979.
6. Grover B. L, Alka Mehta A New Look at Modern Indian History, S Chand Publishing, New Delhi, 2001.
7. Handa R. L., History of Freedom Struggle in Princely States Delhi, Central News Agency, 1968
8. Majumdar R. C., Three Phases of India's Freedom Struggle, Bombay, Bharatiya Vidya Bhavan, 1961.
9. Panikkar K. N. (Ed.) National and Left Movement in India, New Delhi, Vikas Publishing House, Pvt. Ltd., 1980.
10. Sankar Ghose, The Renaissance to Militant Nationalism in India, Allied Publishers, 1969.
11. Sonawane Jagdish, 'Knowledge, Power and Hegemony: Educational Politics in Colonial Maharashtra', Sanay Prakashan, Pune, 2020.
12. Sumit Sarkar, Modern India, New Delhi, Macmillan Indian Ltd., 1983.

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१. कदम ना.य., समग्र भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००३.
२. कुलकर्णी अ.न., देशपांडे प्र.रा., भारतीय स्वातंत्र्य आंदोलन, स्नेहवर्धन पब्लिशिंग हाउस, पुणे.
३. कुबेर वा. ना., भारताचा स्वातंत्र्यलढा : १९३०-३४, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००२.
४. केतकर कुमार, कथा स्वातंत्र्याची, म.रा.पा.नि. व अभ्यासक्रम संशोधन मंडळ, पुणे. १९८५.
५. केळकर श्रीपाद, छोडो भारत: १९४२, कॉन्टिनेन्टल प्रकाशन, पुणे, २००३.
६. कोलारकर श.गो., स्वतंत्र भारताचा इतिहास, मंगेश प्रकाशन, नागपूर.
७. जावडेकर शं.द., आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, २००९.
८. तळवलकर गोविंद, नवरोजी ते नेहरू, मॅजेस्टीक प्रकाशन, मुंबई, १९६९.
९. दीक्षित नी सी., आधुनिक भारत, पिंपळापुरे प्रकाशन, नागपूर, २००३.
- १०.. पौळ भावना, डॉ. बाबासाहेब आंबेडकरांच्या चळवळींतील दलितेतरांचे योगदान, संहिता प्रकाशन, नाशिक, २०२३.
११. फडतरे भूषण व चव्हाण कल्याण, भारतीय राष्ट्रीय आंदोलन, डायमंड पब्लिकेशन्स, पुणे, २०२२.
१२. भोळे भास्कर, आधुनिक भारतातील राजकीय विचारवंत, पिंपळापुरे प्रकाशन, नागपूर,
१३. लिमये मधु, स्वातंत्र्य चळवळीची विचारधारा, गोपाळ मोकाशी, पुणे, १९८५,
१४. वैद्य सुमन व कोठेकर शांता, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, १९९६.
१५. साने गुरुजी व करंदीकर ना.वि. (अनु.), भारताचा शोध, कॉन्टिनेन्टल प्रकाशन, पुणे, २०१०.

U.G. History- Year-I, Sem- II Syllabus [Level 4.5]			
Course Type	Major Core	Credits-2 (Practical)	Weeks-15 Hours-60
HIS 152 MJP	Indian National Movement (1920-1950)	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. To study the national movement as a crucial element in the transformation of the Indian society and polity.
3. To study the applied aspects of the themes and trends shaping the Modernity of India.
4. To practically explore the work and ideology behind the scarifies of freedom fighters.

Course Outcomes:

1. Students will be able to criticize thematic issues in relation to Indian national movement.
2. Students will get the adequate knowledge of Indian struggle of Independence.
3. Students will be sensitized to the complex process through which modern politics was evolving in India.
4. A study of the movement will enable them to appreciate the interconnected nature of the processes of modernity.

Unit 1. Mass Movements	12
Unit 2. Emancipatory Movements	12
Unit 3. Economic Thinkers	12
Unit 4. Freedom Fighters	12
Unit 5. Revolutionaries	12

Note: Students will complete 2 practical exercises per unit as per local convenience.

Reference :

English :

1. Bayly C.A., Indian Society and the Making of the British Empire , Cambridge University Press, Cambridge, 1988.
2. Gokhale B.G., The Fiery Quill: Nationalism and Literature in Maharashtra , Popular Prakashan, Mumbai, 1998.
3. Kumar Ravinder, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra , Routledge and Kegan Paul, London, 1968.
4. Martin Briton, New India, 1885: British Official Policy and the Emergence of the Indian National Congress, Berkeley: University of California Press, 1969.
5. Mehrotra S.R., The Emergence of the Indian National Congress, Vikas, New Delhi, 1971.
6. Riddick John F., The History of British India: A Chronology, Praeger Publishers, 1. Westport, Conn., 2006.
7. Robertson Bruce Carlisle, Raja Rammohan Roy: The Father of Modern India , Oxford University Press, New Delhi, 1995.
8. Roy Tirthankar, The Economic History of India 1857–1947, Oxford University Press, New Delhi, 2006.
9. Sarkar Sumit, Modern India 1885–1947 , Macmillan, New Delhi, 1983.
10. Shelar Sanjay, Indian National Movement, Sahitya Sagar, Kanpur, 2022.

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1. कुंटे भ.ग., स्वातंत्र्यसैनिक चरित्र कोश, खंड ३, दर्शनिका विभाग, महाराष्ट्र शासन, मुंबई, १९८०.
2. कर्वे स्वाती (संपा.), स्त्रियांची शतपत्रे, प्रतिमा प्रकाशन, पुणे, २०१५.
3. कोगेकर सुनंदा (अनु.), हुतात्म्यांची पत्र, प्रकाशन विभाग, भारत सरकार, दिल्ली, १९९८.
4. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, २०२१.
5. पाटील विलास, महाराष्ट्रातील समाजसुधारणेचा इतिहास, अजब पुस्तकालय, कोल्हापूर, १९८६.
6. फडके वासंती, (अनु.), भारतीय स्वातंत्र्यलढ्यातील स्त्रिया, मेहता पब्लिशिंग हाऊस, पुणे, २००३.
7. फडतरे भूषण गोविंद, स्वातंत्र्यलढ्याचे पाईक, अथर्व प्रकाशन, पुणे, २०१५.
8. भंडारी शांतीलाल, क्रांतीपर्व, सुमेरू प्रकाशन, डोंबिवली, २००२.
9. लिमये हरिभाऊ, कारागृहातील पथिक, गोपाळ मोकाशी, पुणे, १९८७.

U.G. History- Year-I, Sem- II Syllabus [Level 4.5]			
Course Type	General Elective / Open Elective [GE/OE] (Only for the students of the faculties other than Humanities)	Credits-2 (Theory)	Weeks-15 Hours-30
OE 151 HIS	Glimpses of Modern India - II	Int. Marks 15	Ext.Marks 35

Course Objectives :

1. The students will be introduced to the concept of Mass movements in all its various forms.
2. The freedom struggle will be dealt with
3. The rise of India in the post-independence era is of great significance.

Course Outcomes :

1. To acquaint the students with the importance of the Indian Constitution and its features.
2. To bring to light the major happenings in the initial years after independence.
3. Along with political events, economic and scientific progress will be discussed.

Unit 1. Rise and growth of Mass Movements 10

- a. Non-Cooperation Movement
- b. Civil Disobedience Movement
- c. Quit India Movement
- d. Azad Hind Sena

Unit 2. Movements of the underprivileged 10

- a. Farmers Movement
- b. Workers Movement
- c. Women's Movement
- d. Dalit Movement
- e. Tribal Movement

Unit 3. Constitutional development 10

- a. A brief background of constitutional development (1773 to 1919)
- b. Government of India Act of 1935
- c. Constitutional Progress (1942 to 1947)
- d. Salient features of the Indian Constitution

References :

English :

1. David, Saul. The Indian Mutiny: 1857. Viking, 2002.
2. Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
3. Dixit R., Adhunik Bharatacha Itihas . Pune, India: M.S. Bureau of Text-book Production and Curriculum Research, 2009.
4. Gandhi, Mohandas, An Autobiography: The Story of My Experiments With Truth. Boston: Beacon Press, 1993.
5. Guha, Arun Chandra, First Spark of Revolution. Orient Longman, 1971.
6. Marshall, P. J., The Cambridge Illustrated History of the British Empire, Cambridge University Press, 2001.
7. Majumdar, R. C., History of the Freedom movement in India. South Asia Books, 1988.
8. Nanda, B. R., Gokhale: The Indian Moderates and the British Raj, Legacy Series, Princeton University Press, 2015.
9. Paul Brass, The Politics of India Since Independence, OUP, 1990.
10. Seal Anil, Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. London, England: Cambridge University Press, 2007.
11. Sarkar Sumit, Modern India: 1885–1947. Madras: Macmillan, 1983.
12. Sonawane Jagdish, 'Politics of Social Change in Colonial Maharashtra: A Reassessment', Sanay Prakashan, Narayangaon, Pune, 2021.
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१. कुलकर्णी ल.ग. तथा कासेगावकर वैद्य, सातारचे प्रतिसरकार : स्वातंत्र्य लढ्याच्या स्मृती, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८८.
२. गायकवाड दत्तात्रय, भारतीय जलसंस्कृती आणि डॉ. आंबेडकरांचा जलसमाजवाद, समीक्षा फाउंडेशन, पुणे, २०२२.
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UG- History : Year-I, Sem-II (w.e.f. academic year 2024-2025)

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
L-4.5 Year-I Sem. II	SEC	HIS -151- SEC	Introduction to Museums OR Art and Architecture in Medieval India	2	Theory	15	35	50

Course Type	Skill Enhancement Course
Course Code	HIS-151-SEC
Course Title	Introduction to Museums
Credit	2
Total Hours	30 hours

Objectives:

1. To acquaint the students with the rise and development of Museum.
2. To impart to the students an understanding of the importance of material history through Museum.
3. To encourage the students to collect the material or sources of History for local, regional and National History through Museum.
4. To enable the students to collect Various Articles as a tool of History.

Course Outcomes:

1. The Students will understand the Concepts of Museum and learn the basic Principles of Museology
- 2 The Students will gain Comprehensive Knowledge of the Process of caring and Conserving Museum of objects.

Unit 1. Introduction	10
a. Definition	
b. History of Museum	
c. Importance of Museum	
Unit 2. Main Museums in Maharashtra.	10
a. Museums before Independence	
b. Museums after Independence	
c. Role of Curator	
Unit 3. Types of Museums	10
a. Arts Museums	
b. Historical Museums	

Reference:

English :

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OR

Course Type	Skill Enhancement Course
Course Code	HIS-151-SEC
Course Title	Art and Architecture of Medieval India
Credit	2
Total Hours	30 hours

Course objectives:

1. The main objectives is to introduce the undergraduates about the basics art and architecture
2. The paper will make students aware to the definitions of the basic concepts and techniques in architecture

Course outcome:

1. This paper will be help the students to understand the other papers of Medieval Indian History art and architecture play a very important role.
2. They will be able to grasp the ideas of medieval sites and human landscapes in meaningful manner.

Unit 1. Sultanate Art & Architecture **10**

- a. Arcuate Technique (Arches domes)
- b. Qubbat-ul-Islam Mosque
- c. Qutbminar

Unit 2. Mughal Art & Architecture **10**

- a. Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahor forts
- b. Jahangir: Sikandara, Tomb of Itmad-ud-Daula
- c. Shahjahan: The Taj Mahal, Red Fort, Jama Masjid
- d. Mughal Paintings Regional Art & Architecture

Unit 3. Deccan Art & Architecture **10**

- a. Bahamani
- b. Vijaynagar (Hampi)
- c. Maratha Period

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English:

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७. माटे म.श्री., निधिवास ते देवगिरी, सह्याद्रि बुक डेपो, पुणे.