



SNDT Women's University, Mumbai

**Credit structure For Under Graduate Programmes in
Humanities, Science and Technology and Interdisciplinary
Studies Faculties**

*As per Government of Maharashtra Circular dated 13th
March, 2024*

**B.A. HISTORY
NEP – 2020**

Semester- V & VI

(w.e.f. 2026-27)

Programme Template:

Programme Degree		B. A.
Parenthesis if any		History
Preamble (Brief Introduction to the programme)		<p>The very idea of history has undergone tremendous changes in the few decades. The new B. A. History syllabus aims to give a comprehensive understanding of the various facets of human life, including the material culture, institutions, cultures and philosophy, literature and arts and many other domains. It has been designed to bring an inability to critical thinking in the young minds. It intends to build an understanding how knowledge about the past is reconstructed by the historians or archaeologists with the help of various kinds of sources.</p> <p>The syllabus will further help the students to get acquainted with the various trends in history-writing such as local history, women's history, history of popular culture and history of ideas. The Syllabus makes the students aware that there are many worlds of the historical past and ideologies play a role in shaping our understanding of the past.</p> <p>The programme makes them aware of their rich history, heritage and culture and their role in its conservation. The programme further aims at creating an enlightened woman-historian who can shape her own future as well as building our society based on gender equality and sustainability.</p>
Programme Outcomes (PSOs)	Specific	<p>After completing this programme, Learner will</p> <ol style="list-style-type: none"> 1. clearly understand the concepts in the subject. 2. critically understand and interpret historical reality. 3. understand Indian history better on the wide canvas of world history and historiography. 4. know the historiographical philosophy and methodological perspectives well. 5. comprehend reality with social sensitivity and gender sensibility. 6. acquire skills that will be useful in personal and professional life.

Eligibility Criteria for Programme		HSC passed or equivalent from any discipline (Those who have not taken History in HSC should make a bridge course in the first Semester.)
Intake (For Affiliated Conducted Colleges)	and	As per the university norms

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester V					
50110811	History of Later Medieval India (1526 C. E. to 1757 C.E.)	Major (Core)	4	100	50	50
50110812	Modern India (1857 CE-1947 CE)	Major (Core)	4	100	50	50
51010811	Indian Water Management System	IKS (Major Specific)	2	50	0	50
	Select any one as Major elective	Major (Elective)	4	100	50	50
50210811	Elements of Indian Archaeology	Major (Elective)				
50210812	Introduction to Indian Epigraphy and Indian Numismatics	Major (Elective)				
50310811	Medieval and Modern Indian History	Minor Stream	4	100	50	50
50610801	Introduction to Museology	VSC	2	50	50	0
51310801	Field Projects in History	FP	2	50	50	0
			22	550	300	250
	Semester VI					
60110811	Contemporary India (1947 CE -2000 CE)	Major (Core)	4	100	50	50
60110812	Landmarks of World History (1914 CE -1991CE)	Major (Core)	4	100	50	50
	Select any one Major (Electives)	Major (Electives)	4	100	50	50
60210811	History of Maharashtra (1956 CE-1982 CE)	Major (Electives)	4			
60210812	India and its Neighbours	Major (Electives)	4			
60310811	Women's Movement in India	Minor Stream	2	50	0	50
60310812	Modern and Contemporary World History	Minor Stream	4	100	50	50
61210821	Internship and On-Job Training related to The Discipline of History	OJT	4	100	50	50
			22	550	250	300

Semester V

5.1 Major Core

Course Title	History of Later Medieval India (1526 C.E. to 1757 C.E.)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain the process of the foundation of the Mughal Empire
	2. analyze the administrative, military, and socio-economic policies of the Mughal and Maratha rulers.
	3. assess the significance of Regional Powers.
	4. examine the Socio-cultural developments and transformation in art, architecture, literature, and painting.
Module 1: (Credit 1) Emergence of Mughal Power	
Learning Outcomes	After learning the module, learners will be able to
	1. identify the major categories of sources used to study medieval Indian history.
	2. analyze the establishment of the Mughal Empire by Babur and its expansion under his successors.
	3. evaluate Sher Shah's administrative legacy and how it influenced later Mughal rulers.
Content Outline	a) Sources of Medieval India: Archaeological and Literary
	b) Emergence of Mughal Power- Babur and Humayun
	c) Sher Shah Suri- Conquests and administration
Module 2: (Credit 1) Expansion and Consolidation of Mughal Power and Decline of Mughals	
Learning Outcomes	After learning the module, learners will be able to
	1. analyze Akbar's administrative reform.
	2. assess the Jahangir and Shah Jahan reigns contributed to the peak of Mughal power and prestige.
	3. evaluate Aurangzeb's religious and administrative policies and their impact.
Content Outline	a) Expansion and Consolidation of Mughal Rule: Emperor Akbar
	b) Expansion and Consolidation of Mughal Rule: Jahangir and Shah Jahan
	c) Decline of Mughal Power: Policies of Aurangzeb; Later Mughals
Module 3: (Credit 1) Emergence of Maratha Power	

Learning Outcomes	After learning the module, learners will be able to
	1. describe the socio-political conditions of the Deccan that facilitated the rise of Shivaji.
	2. evaluate the historical significance of Swarajya in shaping Maratha identity and regional nationalism.
	3. evaluate the collective contribution of Sambhaji, Rajaram, and Tarabai in preserving and expanding the Maratha power despite prolonged Mughal pressure.
Content Outline	a) Chhatrapati Shivaji and Foundation of Swarajya
	b) Significance of Swarajya
	c) Rules of Chhatrapati Sambhaji, Chhatrapati Rajaram and Maharani Tarabai
Module 4: (Credit 1) Administration and Socio- Cultural Development	
Learning Outcomes	After learning the module, learners will be able to
	1. compare the Mughal and Maratha administrative and military systems.
	2. assess the nature of social reform, patronage, and the conditions of marginalized communities.
	3. trace the development of Mughal architecture and painting from Humayun to Shah Jahan and identify major themes and techniques.
Content Outline	a) Administration system of Mughal and Maratha: Civil and Military System
	b) Social System: Class Structure and Women
	c) Cultural Development of Mughal Period: Architecture and Paintings

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Assignments	Internal
Book review and research paper presentation at seminar on: Emergence of Maratha Power	15
Debate / Presentation on: "The decline of the Mughal Empire was caused more by structural weaknesses than by Aurangzeb's personal policies."	15
To create project and PPT on: Architectural achievements of Jahangir and Shah Jahan (Taj Mahal, Red Fort, Shalimar Bagh, etc.)	15
Presentation on field visit (forts and Monuments)	05
Total	50

References:

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२. कुलकर्णी, अ. रा., खरे ग. ह., २०१४. मराठ्यांचा इतिहास, पुणे, कॉन्टिनेंटल प्रकाशन.
३. खरे, ग. ह., १९९५. भारताचा इतिहास - भाग २)मध्ययुगीन काळ, पुणे, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ.
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६. गाठाळ, एस. एस. २०१४. मोगलकालीन भारताचा इतिहास (इ.स.१५२६-१७५७), औरंगाबाद, कैलास पब्लिकेशन.
७. तेंडूलकर, महेश, २००९. शिवकालीन दुर्ग व दुर्गव्यवस्था, पुणे, स्नेहल प्रकाशन.
८. तेंडूलकर, महेश, २०२२. शिवाजी महाराज आणि पोर्तुगीज, पुणे, स्नेहल प्रकाशन.
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१०. देशपांडे, सुषमा, २०१७. पेशवेकालीन वस्त्र परंपरा, औरंगाबाद, चिन्मय प्रकाशन.
११. पवार, जयसिंगराव, २००६. मराठ्यांचे स्वातंत्र्ययुद्ध, पुणे, मेहता पब्लिशिंग हाऊस.
१२. भावे, वा. कृ., १९३५. पुनर्मुद्रित २०१०. शिवकालीन महाराष्ट्र, पुणे, वरदा प्रकाशन.
१३. भावे, वा. कृ., १९५७. पुनर्मुद्रित २०१०. पेशवेकालीन महाराष्ट्र, पुणे, वरदा प्रकाशन.
१४. माटे, श्री. म., २००२. मध्ययुगीन महाराष्ट्र सामाजिक आणि सांस्कृतिक जीवन (इ.स.१३००-१६५०), मुंबई, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ..
१५. मार्डीकर, मदन, २०१०. मोगलकालीन भारत (इ.स.१५२६-१७०७), औरंगाबाद, विद्या बुक पब्लिशर्स.
१६. लिमये, पराग, २०२०. मराठ्यांची स्फूर्तिस्थाने, मुंबई, राफ्टर पब्लिकेशन.
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हिंदी

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2. हबीब, इरफान (संपादक), २०१८. मध्यकालीन भारत, दिल्ली, राजकमल प्रकाशन.
3. हबीब, इरफान हबीब, १९९५. मध्यकालीन भारत का इतिहास, दिल्ली, नॅशनल बुक ट्रस्ट.
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5.2 Major (Core)

Course Title	Modern India (1857 C.E. to 1947 C.E.)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. understand the causes, nature and consequences of 1857 revolt
	2 know the regional political associations in Bengal and Maharashtra
	3 understand the Indian national congress: aims and objectives, moderates and extremist
	4 recognise the Gandhian era
	5 demonstrate the contribution of Subhash Chandra Bose and Partition of India
Module 1: (Credit 1): Revolt of 1857 and Political Awakening	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the causes and significance of 1857 revolt
	2. examine the rise of Indian nationalism
	3. estimate the work of Indian national congress
Content Outline	<ul style="list-style-type: none"> a) Causes, nature and consequences of 1857 Revolt b) Establishment of British rule and rise of Indian nationalism c) Indian National Congress
Module 2: (Credit 1) : Movements and Pacts	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the Khilafat Movement, Home Rule Movement
	2. evaluate the Lucknow Pact, 1916
	3. examine the contribution of revolutionaries

Content Outline	<ul style="list-style-type: none"> a) Khilafat Movement, Home Rule Movement b) Lucknow Pact, 1916 c) Revolutionaries: Bhagat sing, Rajguru, Sukhdev, Chandrashekhar Azad
Module 3: (Credit 1) Gandhian Era (1920-1942)	
Learning Outcomes	After learning the module, learners will be able to
	1. justify the Non-co-operation Movement
	2.interpret the Civil Disobedient Movement
	3.criticize the Quit India Movement
Content Outline	<ul style="list-style-type: none"> a) Non-Cooperation Movement b) Civil Disobedient Movement c) Quit India Movement
Module 4: (Credit 1): Role of Indian National Army towards Partition of India	
Learning Outcomes	After learning the module, learners will be able to
	1. examine contribution of Subhash Chandra Bose and I.N.A.
	2. evaluate the two-nation theory
	3. criticize the Indian navy Mutiny and Partition of India
Content Outline	<ul style="list-style-type: none"> a) Contribution of Subhash Chandra Bose and Indian National Army (I.N.A.) b) Two Nation theory, c) The royal Indian navy Mutiny-1946 Towards partition of India

Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
Research projects on Revolt of 1857, Indian National Congress, Gandhian era, Revolutionaries, Two Nation Theory, Partition of India	10
Assignments on causes, nature, consequences of 1857 Revolt, Indian Nationalism, Gandhian era, Khilafat Movement, Home Rule Movement	10
Presentation on Establishment of British rule, Subhash Chandra Bose, I. N. A., Revolutionaries, Indian Navy Mutiny (1946), Partition of India	10

Group discussion on Revolt of 1857, Nationalism, Gandhian Movements, I. N. A.	10
Field visit and report writing on any place related to the history of modern India.	10

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३. कोलारकर, श. गो., १९९२. भारताचा इतिहास (१७०७-१९५०), नागपूर, श्री मंगेश प्रकाशन.
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५. गर्गे, स. मा. व राजदेकर, सुहास, २००१. भारताचा स्वातंत्र्यसंग्रह (१७५७-१८५७), नागपूर, विद्या प्रकाशन.
६. गायकवाड व थोरात, २००४. भारतीय स्वातंत्र्य चळवळीचा इतिहास (१८५७-१९५०), कोल्हापूर, फडके प्रकाशन.
७. लोहार, र. म., १९९१. आधुनिक भारताचा इतिहास, पुणे, विद्यार्थी गृह प्रकाशन.
८. वक्काणी, नि. आ., १९९८. आधुनिक भारताचा इतिहास (ब्रिटिश कालीन भारत) (१७५७-१९६५), नागपूर, श्री मंगेश प्रकाशन.
९. गाठाळ, रावसाहेब, १९९८. आधुनिक भारताचा इतिहास (१८८५-१९४७), औरंगाबाद, कैलाश पब्लिकेशन.
१०. कुलकर्णी, अ. रा., २००४. कंपनी सरकार, पुणे, राजहंस प्रकाशन.
११. मोडक, अशोक, २००८. १८५७ दृष्टिकोन व मतांतरे, पुणे, एकता प्रकाशन.
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5.3 IKS (Major Specific)

Course Title	Indian Water Management System
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. know historical water management practices in India
	2. analyse colonial and post-colonial water policies
	3. examine current water challenges and sustainability efforts
Module 1 (Credit 1): Traditional Water Management system	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the concept, sources and significance of water culture.
	2. analyze history of water management system from Ancient and Medieval India.
	3. examine the water Management system in canals, dams, tanks and forts
Content Outline	<p>a) Water culture: Concept, Sources, Socio-Economic and Cultural significance of water</p> <p>b) Water Management system: Dholveera (Harappan Civilization), Sudarshana Lake Dam (Gujarat)- (Maurya Dynasty), Grand Anicut Dam (Chola Dynasty), Shalimar Gardens, Stepwells</p> <p>c) Water Management during Maratha period: Rajgad and Singhagad Forts and Step Tanks (Barav)</p>
Module 2 (Credit 1): Colonial and Post-Independence Water Management	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the role of Indian social reformer for construction of dams in colonial India
	2. analyze water management system in post independent India
	3. examine the contemporary water issues and conflicts

Content Outline	<p>a) Water management and Mahatma Phule: Kaveri Dam (1834) and Godavari Dam (1846), Chhatrapati Shahu Maharaj (Radha Nagari Dam), Dr. Babasaheb Ambedkar (Damodar Valley and Bhakra Nangal Project)</p> <p>b) Water management System in Post-Independence India: Canal irrigation Expansion: Kanwar Sain: Indira Gandhi Canal (Rajasthan) Dr. Shankarrao Chavan (Jayakwadi Project)</p> <p>c) Contemporary Water issues: Water scarcity, pollution and conflict (Kaveri Dam issue, Sindhu River), Role of Local government in facing challenges and bringing sustainability</p>
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5.4 Major (Elective)

Course Title	Elements of Indian Archaeology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain the meaning, scope, and development of archaeology in India.
	2. identify and describe major archaeological methods such as exploration, excavation, and dating techniques.
	3. analyze material remains such as pottery, tools, structures, inscriptions, and coins.
	4. evaluate the cultural significance of major archaeological sites of India.
	5. demonstrate awareness of heritage management and ethical archaeological practices.
Module 1: (Credit 1)	Introduction to Archaeology
Learning Outcomes	After learning the module, learners will be able to
	1. define archaeology and describe its branches
	2. evaluate the interdisciplinary nature of archaeology and how it integrates methods and concepts from multiple fields to understand past human life
	3. identify contributions of major Indian archaeologists
Content Outline	<ul style="list-style-type: none"> a) Definition, nature, and scope of archaeology b) Archaeology and its relationship with History, Anthropology, Geology, and Geography c) History of archaeological research in India
Module 2: (Credit 1)	Methods in Archaeology
Learning Outcomes	After learning the module, learners will be able to
	1. differentiate survey, exploration, and excavation techniques
	2. explain typology, stratigraphy, and dating methods
	3. define relative and absolute dating and differentiate between the two approaches in archaeological chronology.
Content Outline	<ul style="list-style-type: none"> a) Exploration Methods: Survey techniques, GPS, GIS, remote sensing b) Excavation Methods: Principles of stratigraphy, Grid methods, trenching, tools used, Recording techniques,

	field notes, photography c) Dating Methods: Relative dating (stratigraphy, typology), Absolute dating (C14, dendrochronology, thermoluminescence, potassium-argon)
Module 3: (Credit 1) Excavation and Archaeological site in India	
Learning Outcomes	After learning the module, learners will be able to
	1. evaluate archaeological evidence from Lothal and Nalanda
	2. discuss the archaeological findings and contributions of archaeological excavations at Jorwe and Daimabad
	3. explain the architectural features of Kanheri and Ajanta Caves
Content Outline	a) Lothal and Nalanda
	b) Jorwe and Diamabad
	c) Kanheri Caves and Ajanta Caves
Module 4: (Credit 1) Conservation, Heritage, and Public Archaeology	
Learning Outcomes	After learning the module, learners will be able to
	1. identify factors responsible for deterioration of archaeological sites
	2. describe the importance of preventive conservation
	3. suggest conservation and heritage-management strategies
Content Outline	a) Need for preservation of monuments
	b) Principles of conservation
	c) Heritage tourism & community participation

Assignments towards Comprehensive Continuous Evaluation (CCE)

Activities	Marks
To the field visit/ virtual tour an archaeological site and Report Writing covering: location, discovery, excavations, findings, cultural significance. (Sanchi, Ajanta, Kanheri, Rakhigarhi etc.).	10
To create a chart showing different types of pottery or stone tools, their features, period, and significance.	10
To Prepare 2–3-pages research on any one major archaeological culture. Include maps, diagrams, chronology, and findings.	10
Role Play / Film Review	10

Presentation on field visit	10
Total	50

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5.4 Major Elective

Course Title	Introduction to Indian Epigraphy and Indian Numismatics
Course Credits	04
Course Outcomes	After going through the course, learners will be able to
	1. explain the beginning of epigraphical study in India.
	2. evaluate the contribution of epigraphy to Indian history.
	3. analyse the ancient Indian coinage.
	4. examine the contribution of numismatics to Indian history.
Module 1 (Credit 1) Epigraphy: Definition, Types, Features and Study	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the definition, types and features of epigraphy in India.
	2. discuss the types and features of epigraphy.
	3. trace the beginning of epigraphical study in India.
Content Outline	<ul style="list-style-type: none"> a) Epigraphy: Meaning and Definition b) Epigraphy: Types and Features c) Beginning of Epigraphical Study in India
Module 2 (Credit 1) Ancient Indian Scripts	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the Brahmi and Kharoshti Scripts.
	2. explain the Sharada and Devnagri Scripts
	3. evaluate the contribution of epigraphy to Indian history.

Content Outline	<ul style="list-style-type: none"> a) Ancient Indian Scripts: Brahmi and Kharoshti b) Ancient Indian Scripts: Sharada and Devnagri c) Contribution of epigraphy to Indian history
Module 3 (Credit 1): Numismatics: Meaning, Definition and Study	
	After learning the module, learners will be able to
	1. define numismatics.
	2. explain the numismatical study in India.
	3. discuss the ancient Indian Coinage.
Content Outline	<ul style="list-style-type: none"> a) Meaning and definition of numismatics. b) History of numismatical study in India. c) Ancient Indian Coinage: Puch Marked Coins
Module 4 (Credit 1): Ancient Indian Coinage	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the Kushana, Satvahana and Shaka coins.
	2. explain the Gupta coinage.
	3. evaluate the contribution of Numismatics to Indian History.
Content Outline	<ul style="list-style-type: none"> a. Kushana, Satavahana and Shaka Coins b. Gupta Coinage c. Contribution of Numismatics to Indian history

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Sr. No.	Assignments	Marks
1	Visit a museum and prepare a project on Inscriptions.	10
2	Presentations and assignments on contribution of	10

	epigraphy to Indian history.	
3	Visit a museum and prepare a project on Inscriptions.	10
4	Make the punch marked coins from a china clay / presentation on ancient coinage	10
5	Visit to numismatical society and its museum like RBI museum, Anjaneri.	10
	TOTAL	50

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5.5 Minor stream

Course Title	Medieval and Modern Indian History
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. analyse major political developments from the medieval to the modern period of Indian history.
	2. assess the rise of regional powers, cultural interactions, and formation of regional identities.
	3. evaluate impact of colonial rule and different forms of resistance and the growth of Indian nationalism.
Module 1- (Credit 1) Systems of Governance in Medieval India	
Learning Outcomes	After learning the module, learners will be able to
	1. recognize how foreign travellers' writings help us understand polity, society, economy, and administration in Medieval India.
	2. describe the main features of Medieval Indian administration, including the Delhi Sultanate and Mughal systems.
	3. identify and compare important systems like Iqta, Mansabdari and Turkan-i-Chahalgani and their role in governance.
Content Outline	<p>a) Indian polity, society and economy through foreign eyes (Alberuni, Ibn Batuta, Bernier)</p> <p>b) Delhi Sultanate-Turkan -I Chahalgani, Iqta system, Daagh, Chehra system</p> <p>c) Mughals-Revenue system (Sher Shah Suri and Todar Mal), Mansabdari system</p>
Module 2 (Credit 1): Synthesis and Assimilation	
Learning Outcomes	After learning the module, learners will be able to
	1. analyze the impact of Bhakti, Sufi, and Sikh movements on Indian society and culture.
	2. explain the key features of Indo-Islamic architecture and show how cultural synthesis shaped its distinctive style.
	3. describe the key characteristics and themes of miniature painting in Indian art.

Content Outline	<ul style="list-style-type: none"> a) Bhakti and Sufi Movements, Sikhism b) Indo-Islamic Architecture c) 2.3 Miniature Painting
Module 3 (Credit 1): Colonialism and Social Reforms	
Learning Outcomes	After learning the module, learners will be able to
	1. analyze the economic, social, and cultural impacts of colonialism on Indian society.
	2. explain the major causes and consequences of the Revolt of 1857 and its impact on India's struggle for independence.
	3. compare the ideologies, methods, and achievements of Brahma Samaj, Arya Samaj, and Satyashodhak Samaj.
Content Outline	<ul style="list-style-type: none"> a) Colonialism and its Impact. b) The Revolt of 1857: Causes and Consequences c) Social Reform Movement: Brahma Samaj, Arya Samaj and Satyashodhak Samaj
Module 4 (Credit 1): Indian National Movement and Partition	
Learning Outcomes	After learning the module, learners will be able to
	1. evaluate the significance of the Swadeshi Movement in promoting nationalism and self-reliance in India.
	2. analyze the impact of Gandhi's leadership and movements in India's struggle for independence.
	3. evaluate the long-term consequences of the Partition of India and its relevance to contemporary issues in the region.
Content Outline	<ul style="list-style-type: none"> a) Swadeshi Movement b) Mahatma Gandhi and Indian National Movement c) Impact of Partition of India

Assignments towards Comprehensive Continuous Evaluation (CCE)

Assignments	Marks
Research Projects/ Presentation on 'Systems of Governance in Medieval India'	10
Review of books by medieval Indian foreign travelers,	10
Field visits and report writing to museums/ historical sites related to	10

medieval and Modern History.	
Role plays and its video shooting on the Heroes of the "Indian National Movement"	10
Review and report writing on major historical films related to the Indian national movement.	10

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5.6 VSC

Course Title	Introduction To Museology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. know the meaning and development of Museology in India.
	2. explain the Importance of Museum for the study of
	3. examine the various concepts of Museology
Module 1 (Credit 1) Introduction to Museology	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the evaluation and types of Museums.
	2. interpret the Museum Movement in India.
	3. discuss the qualifications and responsibilities of Curator
Content Outline	a) Definition, evaluation, and Types b) Museum Movement in India c) Qualifications and Responsibilities of Curator
Module 2 (Credit 1): Techniques and Methods in Museology	
Learning Outcomes	After learning the module, learners will be able to
	1. examine the methods of collection.
	2. differentiate the Principles of Preservation and Care.
	3. developed Presentation Techniques.
Content Outline	a) Methods of collection b) Principles of Preservation and Care c) Presentation Techniques

Assignments towards Comprehensive Continuous Evaluation (CCE)

Assignments	Marks
Research Projects/ Presentation on 'Museum Movement in India'	10
Review of books on Museums in India	10
Field visits and report writing to museums/ historical sites related to medieval and Modern History to nearby places.	10

Assignments/ Report Writing on Principles of Preservation and Care	10
Group Discussion on Presentation Techniques of artifacts in museums	10
TOTAL	50

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5.7 Field Projects in History

Course Title	Field Projects in History
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. demonstrate students with hands-on experience in historical research and exploration. 2. develop skills in observation, documentation, and analysis of historical sites and artifacts 3. foster appreciation for cultural heritage and historical preservation 4. learn skills in tour guiding and interpreting historical sites.

1. Field Visit and work on historical monuments
2. Field visits to archaeological sites
3. Visit to Libraries and Group Discussions
4. Visit to Museums, Report writing and presentation
5. Visit to Archives in your city or nearby places.
6. Visit to Gazetteer Department in your city or nearby places and Report writing.

Assignments / Activities (Continuous Evaluation):

Assignments / Activities	Marks
Interactive Group Discussion on Role of Museum in Public History	10
Assignments/ Presentation on Importance of Archives in History writing	10
Assignments. Presentation on Gazetteer Department	10
Field visits and report writing on archaeological sites	10
Group Discussion on Conservation of Historical Monuments	10
TOTAL	50

Semester VI

6.1 (Major - Core)

Course Title	Contemporary India (1947 C.E. - 2000 C.E.)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. discuss the political developments in post -independent India
	2. analyse the evolution of democratic institutions and their role in shaping modern India.
	3. examine the impact of economic reforms and social policies on different sections of society.
	4. evaluate India's foreign policy strategies.
	5. explain cultural and technological changes that contributed to India's modernization.
Module 1 (Credit 1): Consolidation of India as a Nation	
Learning Outcomes	After learning the module, learners will be able to
	1. describe the integration of princely states and its significance for national unity.
	2. examine the process of framing of Indian Constitution.
	3. analyze the policies and vision of the Nehruvian era.
Content Outline	a) Partition and integration of Princely States and the challenges to National unity b) Framing of the Indian Constitution and its impact on Nation-building c) Nehru Era: Five Year Plans, Linguistic Reorganization and Foreign Policy
Module 2 (Credit 1) : Political Developments and International Conflicts	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the evolution of political parties in independent India

	2. examine major international conflicts and their impact on Indian politics
	3. evaluate the causes and consequences of the Emergency (1975-1977)
Content Outline	<ul style="list-style-type: none"> a) Evolution of Political Parties b) International conflicts: Indo-China War (1962) and Indo-Pak Wars (1965, 1971) c) The Emergency (1975-1977): Causes and Impact
Module 3 (Credit 1) : Economic and Political Transformations (1980-2000)	
Learning Outcomes	After learning the module, learners will be able to
	1. evaluate the 1991 economic reforms and their socio-economic consequences.
	2. examine agricultural challenges and the impact of the Green Revolution.
	3. analyse the political transformation as Coalition politics, rise of regional parties and issues of reservation policy.
Content Outline	<ul style="list-style-type: none"> a) The 1991 Economic Reforms: Liberalization, (New Economy Policy), Globalization, Privatization, IT Sector growth b) Agricultural Crises, Green Revolution, Rural Credit c) Coalition Politics, Rise of Regional Parties, Communalism
Module 4 (Credit 1) : Social Transformation	
Learning Outcomes	After learning the module, learners will be able to
	1. explain constitutional provisions related to tribal rights.
	2. examine the role of backward class commissions in promoting social justice.
	3. discuss women's issues and state responses in post-independent India.
Content Outline	<ul style="list-style-type: none"> a) Fifth and sixth schedule of the constitution (tribal rights) b) Backward Class Commission to Mandal Commission c) Committee on the Status of Women in India (Towards Equality Report, 1974)

Assignments towards Comprehensive Continuous Evaluation (CCE)

Assignments	Marks
Research project / presentation on major political developments in post-independent India (Constitution, Nehruvian era, Emergency, etc.)	10
Assignment / presentation on democratic institutions and their role in nation-building (Parliament, Judiciary, Federalism, Elections)	10
Assignment on economic reforms and social policies with reference to different sections of society (Green Revolution, 1991 reforms, welfare policies)	10
Field visit / virtual tour and report writing on institutions such as Parliament Museum, Nehru Memorial Museum, or Archives related to contemporary history	10
Group discussion / role play / PPT or video presentation on India's foreign policy or cultural and technological changes in modernization	10
Total	50

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6. 2 Major (Core)

Course Title	Landmarks of World History (1914 CE -1991 CE)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. discuss the causes and consequences of First World War
	2. analyse the imperialism and expansionism between two world wars.
	3. evaluate the causes and consequences of second world war.
	4. examine the cold war crisis.
Module 1 (Credit 1) First World War	
Learning Outcomes	After learning the module, learners will be able to
	1. evaluate the causes and consequences of First World War.
	2. explain Russian revolution, 1917.
	3. examine the terms of Paris Peace Conference and the work of League of Nations.
Content Outline	<ul style="list-style-type: none"> a) Causes and Consequences b) Russian Revolution, 1917 c) Paris Peace Conference, League of Nation
Module 2 (Credit 1) Between Two World Wars	
Learning Outcomes	After learning the module, learners will be able to
	1. asses the rise of Fascism in Italy.
	2. analyse the rise of Nazism in Germany.
	3. evaluate causes and consequences of great depression.

a) Content Outline	<ul style="list-style-type: none"> b) Rise of Fascism c) Rise of Nazism d) Great Depression
Module 3 (Credit 1) Second World War	
Learning Outcomes	After learning the module, learners will be able to
	1. examine the causes and consequences of second world war.
	2. discuss the origin and organs of UNO.
	3. evaluate the SCAP administration in Japan.
Content Outline	<ul style="list-style-type: none"> a) Causes and Consequences of second world war. b) United Nations: Origins, Organs, Role c) SCAP Administration in Japan
Module 4 (Credit 1) Cold War Crisis	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the origin and doctrines of cold war.
	2. analyse the global cold war dynamics.
	3. evaluate the technological races and propaganda during cold war.
Content Outline	<ul style="list-style-type: none"> a) Cold War: Causes of Cold War, Security Pacts: NATO, Warsaw Pact, SEATO, CENTO, ANZUS b) Impact of Cold War on World Politics: Disintegration of U.S.S.R, Bipolar to Unipolar c) Non-Aligned Movement

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

	Marks
Interactive Group Discussion on Causes and Consequences of First world war, Russian Revolution, 1917 Paris Peace Conference, League of Nation	10
Assignments/ Presentation on Fascism, Nazism, second world	10

Prepare a project on Great depression, UNO, SCAP administration, Cold war crisis	20
Project & presentation on Disintegration of U.S.S.R, Bipolar to Unipolar, Non-Aligned Movement	10
Total	50

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6.3 Major (Electives)

Course Title	History of Maharashtra (1956 C.E. - 1982 C.E.)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. explain the formation of Maharashtra 2. relate the social and economic development of Maharashtra 3. criticize the cultural and literary movement in Maharashtra 4. demonstrate the emergency and its impacts on Maharashtra 5. recognise the 1982 workers strike and their impacts
Module 1: (Credit 1) Formation of Maharashtra (1956 C.E. – 1960 C.E.)	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. discuss the Samyukta Maharashtra movement 2. Examine the formation of Maharashtra state and the role of prominent leaders 3. estimate the governance and prominent administration
Content Outline	<ol style="list-style-type: none"> a) Samyukta Maharashtra Movement: Background and Role of Prominent Leaders b) Formation of Maharashtra State: Bombay Reorganisation Act; 1960, Linguistic Tensions and Final Split c) Governance and Prominent Administration: Yashawantrao Chavan & Vasant Rao Naik, Integration of Regions
Module 2: (Credit 1) Social and Economic Development (1960 C.E. -1975 C.E.)	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. analyse the land reforms and agricultural development in Maharashtra 2. evaluate the industrialization and urbanization in Maharashtra 3. examine the emergence of new social classes
Content Outline	<ol style="list-style-type: none"> a) Land Reforms and Agricultural Development: Bhoodan Movement, Land Ceiling Act; 1961, Green Revolution b) Industrialization and Urbanization: Mumbai, Nagpur, Pune c) Emergence of new Social and Political classes: The Neo Buddhist Class (Dalit Convert), Politically Imposed Class (Maratha-Kunbi), The Urban Middle Class (White Collar Workers)
Module 3: (Credit 1) Cultural and Literary Movement	

Learning Outcomes	After learning the module, learners will be able to
	1. relate the Marathi literature
	2. criticize Dalit literature
	3. classify the cultural movement of Maharashtra
a) Content Outline	<p>a) Marathi Literature: V. S. Khandekar, Durga Bhagwat, P. L. Deshpande, Bhalchandra Nemade</p> <p>b) Dalit Literature: Baburao Bagul, Daya Pawar, Namdev Dhasal, Urmila Pawar</p> <p>c) Cultural Movement: Powada, Jalasa, Marathi Theatre, and Marathi Cinema</p>
b) Module 4: (Credit 1) Textile Worker's Strike:1982	
	1. illustrate the emergency and its impact on Maharashtra
	2. evaluate the role of Mill Workers Union and Datta Samant in the strike of 1982
	3. connect the impacts of 1982 strike on Mumbai's textile industry and labour movement
a) Content Outline	<p>a) Emergency and its impact on Maharashtra</p> <p>b) 1982 Workers Strike: Causes, Role of Mill Workers Union and Datta Samant</p> <p>c) Impact of 1982 Strike on Mumbai's textile industry and labour movement</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Assignments/Activities	Marks
Assignments	
Research projects on Samyukta Maharashtra Movement, Role of prominent leaders,	10
Land reforms and agricultural development, Industrialization and urbanization	10
Assignments & Presentation on Marathi and Dalit Literature movement/ Cultural revival and identity formation,	10
Group discussion on Maharashtra Girni kamgar union, Emergency and its impacts on Maharashtra,	10
Project & presentation on Impact of 1982 strike on Mumbai's textile industry and labour movement. Role of Datta Samant and the Maharashtra Girni kamgar union	10
Total	50

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6.3 Major (Elective)

Course Title	India and its Neighbours
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Describe the meaning and geographical constitution of India's neighbouring countries
	2. Interpret and analyse the economic, political and historical transformations in India's foreign policy and its neighbouring countries in the modern period
	3. Evaluate the similarities and connections in the historical experience of India and its neighbours
Module 1 (Credit 1)	Who are India's neighbours ?
Learning Outcomes	After learning the module, learners will be able to
	1. identify the constituents of the Indian subcontinent
	2. explain the major ways in which the region has been historically discussed
	3. evaluate the significance of the regional boundaries
Content Outline	<p>a) India's Location and nomenclature: Subcontinent or South Asia</p> <p>b) India's Neighbours (1947 and after): Afghanistan, Pakistan, Nepal, Bhutan, China, Sri Lanka, Maldives, Bangladesh</p> <p>c) Borders and Boundaries: Land and maritime borders</p>
Module 2 (Credit 1)	South Asian Regional Dynamics
Learning Outcomes	After learning the module, learners will be able to
	1. describe the functions of various regional organizations
	2. explain India's role and contribution in regional organizations
	3. evaluate India's interaction with major regional bodies like ASEAN

Content Outline	<ul style="list-style-type: none"> a) SAARC & BIMSTEC: Role, objectives, achievements, and challenges. b) India's role in regional organizations. c) India's interactions with significant regional organizations as a non-member - India and ASEAN, 'Look East Policy'
Module 3 (Credit 1) Bilateral Relations (Country-Specific)	
Learning Outcomes	After learning the module, learners will be able to
	1. explain India's relations with its neighbours
	1. assess the main elements of India's foreign policy vis-à-vis its neighbours
	2. analyse the points of cooperation and conflict between India and its neighbours
Content Outline	<ul style="list-style-type: none"> a) Pakistan: Worldviews Kashmir conflict, nuclear dimension, dialogue, trade. b) China: Largest neighbour, long strategic relationship, border issues, economic ties. c) Bangladesh: History (1971 liberation), shared culture, Sundarbans, economic cooperation.
Module 4 (Credit 1) Key Themes & Issues	
Learning Outcomes	1. Identify the economic, political and cultural relations between India and its neighbours
	2. Explain how economic and social problems can be resolved
	3. Evaluate the possibilities of promoting peace and stability in the neighbourhood
Content Outline	<ul style="list-style-type: none"> a) Economic Cooperation and regional development through treaties b) Security and Stability: Terrorism and migrations c) Cultural and Civilizational ties: Shared history and people-to-people contacts

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

S.No.	Activity	Marks
1.	Prepare a comparative timeline of major events in subcontinental history explaining why these events have been included by you.	10
2.	Case study documentation of charismatic political / influential figures from the region outlining their contribution and contemporary relevance	10
3.	Project and presentation on important historical episodes from the region explain their long-term historical significance	10
4.	Read and analyse any primary source (speeches of leaders/ video documentation) and submit a brief commentary on its context, purpose, and significance.	10
5.	Visit a museum or digital exhibitions tracing the timeline of various foreign policy milestones	10

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6.4 Minor Stream

Course Title	Women's Movement in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to:
	1. understand the concept and historical development of women's movements in India, from the national movement to the post-independence period.
	2. analyse the role of women leaders and activists in political, social, legal, and environmental movements.
	3. evaluate women's struggles for rights and justice through key movements and landmark cases in independent India.
Module 1 (Credit 1): Women's participation in the National Movement	
Learning Outcomes	After learning the module, learners will be able to:
	1. discuss the concept and genesis of women's movements, including the significance of International Women's Day.
	2. explain the role of women leaders in the Revolt of 1857 and their contribution to anti-colonial resistance.
	3. analyse women's participation in revolutionary and nationalist movements, highlighting their political activism.
	4. evaluate the contribution of women leaders in the Salt Satyagraha and their role in mass mobilisation during the freedom struggle.
Content Outline	<p>a) Concept of Women's Movements: Concept and Genesis; Genesis of International Women's Day</p> <p>b) Women leaders of the Revolt of 1857: Queen Laxmibai of Jhansi, Rani Chennamma of Kittur (Karnataka), Begam Hazarat Mahal</p> <p>c) Revolutionary Movement: Pritilata Waddedar, Aruna Asaf Ali, Matangini Hazra</p> <p>d) Salt Satyagraha: Sarojini Naidu, Kamala Nehru, Perin Naoroji Captain</p>
Module 2 (Credit 1) Radical Women's Movement in Post independent India	
Learning Outcomes	After learning the module, learners will be able to:

	1. explain the emergence of anti-rape movements in India , with reference to the Mathura rape case and the Nirbhaya case.
	2. analyse the role of women activists in the anti-dowry movement and their contribution to social and legal reforms.
	3. evaluate women’s struggles for legal rights , particularly the right to maintenance and reforms in Muslim personal law.
	4. understand the role of women in environmental movements , with special reference to the Chipko Movement.
Content Outline	<ul style="list-style-type: none"> a) Anti Rape: Mathura rape case, Nirbhaya case b) Anti Dowry: Vina Mazumdar, Flavia Agnes, Lotika Sarkar c) Right of a divorced Muslim woman to maintenance: Shah Bano case; Triple Talaq case -Shayara Bano d) Environmental Movement - Chipko Movement: Gaura Devi, Ganga Devi, Bachni Devi

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6.5 Minor Stream

Course Title	Modern and Contemporary World History
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain major milestones in modern and contemporary world history
	2. discuss global transformations in various fields
	3. analyse how revolutions, ideologies, wars, and international institutions shaped the modern world.
Module 1 (Credit 1): Age of Revolutions and Transformations	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the causes and consequences of the Industrial Revolution
	2. analyse the causes and impact of the American Revolution
	3. describe the causes and effects of French Revolution
Content Outline	<ul style="list-style-type: none"> a) Industrial Revolution: Causes and Consequences b) American Revolution: Causes and Impact c) French Revolution (1789): Causes and Effect
Module 2 (Credit 1) Empire, Global Conflict and Political Transformation	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the nature of imperialism and its impact.
	2. examine the major causes of World War I and its global consequences.
	3. evaluate the impact of Russian Revolution
Content Outline	<ul style="list-style-type: none"> a) Imperialism and Colonial Expansion: Causes and its impact on Asia and Africa b) World War I: Causes, Consequences. c) Russian Revolution and the Soviet Experiment: Lenin,

	Stalin and socialist restructuring
Module 3 (Credit 1) Ideologies, Crisis, and World War II	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the emergence of militaristic ideologies and its impact on global peace
	2. evaluate the major causes of World War II
	3. assess the global consequences of World War II
Content Outline	<ul style="list-style-type: none"> a) Fascism: Ideology and impact b) Nazism: Ideology and consequences c) World War II (1939–1945): Causes and Effects.
Module 4 (Credit 1) Cold War, Decolonization and Global Change	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the causes of the Cold War, compare NATO and the Warsaw Pact, and analyse the transition from a bipolar to a unipolar world system.
	2. analyse the processes of decolonization and explain them through case studies of Indonesia and South Africa
	3. evaluate the role of UNESCO and WHO
Content Outline	<ul style="list-style-type: none"> a) Cold War (1945–1991): Causes, NATO and Warsaw Pact and Bipolar to Unipolar world system. b) Decolonization in Asia and Africa: Case studies-Indonesia and South Africa c) Role of the United Nations (1950–2000): Economic and social development through UN agencies (UNESCO, WHO)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
1. Prepare a comparative timeline of major world events (1776–2000) highlighting revolutions, wars, political movements, and technological transformations.	10
2. Analyse a primary historical document (such as the Declaration of the Rights of Man, Lenin’s April Theses, or UN Charter excerpts) and submit a brief commentary on its context, purpose, and significance.	10
3. Case study documentation of a decolonization movement with focus on leaders, strategies, and outcomes.	10
4. Project and presentation on Cold War crises such as the Cuban Missile Crisis, Berlin Blockade, or Korean War, explaining their global impact.	10

5. Visit a museum, archive, or digital exhibition related to modern world history and prepare a reflective report on key insights and historical interpretations presented.	10
TOTAL	50

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6.6 Internship-OJT

Course Title	Internship - OJT
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. enhance spheres of the students from academia to industry
	2. learn historical research skills in real-world settings
	3. develop professional skills through practical training.
	4. generate mindfulness in time management, efficiency and accountability
	5. Develop self-confidence and self-esteem or self-worth.
	6. Impart appropriate knowledge, ethics and information to the students in preparation for professional practice.
	7. Knowledge for planning, organizing and carrying out activities in History and its allied fields.

POSSIBLE INSTITUTIONS FOR INTERNSHIP

1. Tourism Industry
2. Museums
3. Business Archives
4. Archaeological Excavation Sites
5. Women's Archives
6. Private Archives
7. Research Centers
8. Government Agencies
9. Non-Government organizations
10. Women's Centers
11. History Societies
12. Libraries
13. Research projects
14. Preservation of Cultural Heritage projects

Evaluation

Activity	Internal	External
OJT	50	50
Total	50	100