



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Three Year B.A. Degree Program in History

(Faculty of SocialSciences)

CBCS Syllabus

T.Y.B.A. (History) Semester –VI

For Department of History

TuljaramChaturchand College, Baramati

Choice Based Credit System Syllabus (2022 Pattern)

To be implemented from Academic Year 2024-2025

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

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge. At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels. Historical facts are not static since new discoveries are constantly thrown up by 2ndeavour2y, 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, 3ndeavo 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 3ndeavour in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions. The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum

designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, OrientalOccidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post-colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order. As per changing times, the other core papers have also been remodelled with introduction of a newspaper like 'Cultural heritage of India' and 'History of Communication and Media' with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodelling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to a customize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

Programme Outcomes (Pos):

PO 1 Knowledge: The students develop a scientific understanding of the past which enables them to understand the history of India as well as the history of the world.

PO 2 Problem Analysis: The students develop a logical understanding of the past which enable them to make sense of the current societal problems in their historical context. The students gather intimate knowledge of the genesis and evolution of the social, economic, cultural and political formations of human past.

PO 3 Historical Research: Use historical research methods to generate knowledge about the various and diversified issues relating to the past.

PO 4 Conservation and Preservation: Conservation and preservation of art, culture and heritage of the Maharashtra. The department organizes visits to various locations of historical and cultural significance of Maharashtra.

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

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

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

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

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

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

Programme Specific Outcomes (PSOs)

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

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

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

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

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

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

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

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

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

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

Board of Studies (BOS) in History

From 2022-23 to 2024-25

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. Atul Rokade (M.A. II)	Student Representative
11.	Miss. Neelam Chavan (T.Y.B.A.)	Student Representative
12.	Mr. Mahesh Rathod	Student Representative
13.	Miss. Tehejib Tamboli	Student Representative
14.	Mr. Sameer Damodare (M.A. II)	Student Representative
15.	Miss. Sejal Nale (T.Y.B.A.)	Student Representative

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

T. Y. B. A.

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

Semester	CoreCourses(CC)	AbilityEnhancementCompulsoryCourse(AEC)	SkillEnhancement Courses (SEC)	DisciplineSpecificElectiveCourses(DSE)
VI	CC-2(3 Credits) Indian Freedom Movement		SEC-2 B (2 Credits) 5. Archaeology	DSE-1B(3 Credits) 4. Historiography
				DSE-2B(3 Credits) 5. History of Asia in 20 th Century

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

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

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

Name of the Programme : B.A. HISTORY
Program Code : UAHS
Class : T.Y.B.A.
Semester : VI
Course Type : Core Course
Course Name : Indian Freedom Movement
Course Code : UAHS361

No. of Lectures :48

No. of Credits : 3

Course Objectives:

1. Understanding Gandhi's Role: To provide students with a comprehensive understanding of Mahatma Gandhi's philosophy and his significant role in the Indian freedom movement.
2. Analyzing Key Movements: To analyze the major movements led by Gandhi, including the Non-Cooperation, Civil Disobedience, and Quit India movements, and their impact on India's struggle for independence.
3. Exploring Communalism: To examine the rise of communalism in India, focusing on the establishment of the Muslim League, the Khilafat Movement, and the development of the Two-Nation Theory.
4. Constitutional Evolution: To trace the evolution of constitutional reforms in India, focusing on major legislative acts from the Indian Council Act of 1909 to the Indian Independence Act of 1947.
5. Understanding Subaltern Movements: To explore the various subaltern movements in India, including Dalit, Women's Liberation, Peasant, and Adivasi movements, and understand their contribution to social change.
6. Critical Analysis: To encourage critical analysis of the socio-political factors that shaped India's independence and the challenges faced during the freedom struggle.
7. Comparative Study: To foster a comparative study of different movements and reforms that influenced the trajectory of India's freedom movement and its aftermath.

Course Outcomes:

1. Gandhian Philosophy: Students will be able to articulate the core principles of Gandhian philosophy and explain its influence on India's freedom struggle.
2. Movement Impact Assessment: Students will assess the impact of the Non-Cooperation, Civil Disobedience, and Quit India movements on the British colonial government and Indian society.
3. Understanding Communalism: Students will gain a nuanced understanding of the rise of communalism in India and its role in the partition and creation of Pakistan.

4. Constitutional Knowledge: Students will demonstrate knowledge of key constitutional developments from 1909 to 1947, understanding their significance in the context of Indian self-governance.

5. Subaltern Movements Insight: Students will be able to discuss the significance of subaltern movements in India and their contribution to the broader struggle for equality and justice.

6. Critical Thinking: Students will develop critical thinking skills by analyzing the various socio-political movements and their implications for contemporary India.

7. Comparative Historical Analysis: Students will conduct comparative analyses of the different movements and legislative acts, drawing connections between historical events and current socio-political issues in India.

First- Term

Unit I –Mahatma Gandhi and Indian Freedom Movement 12

1. Gandhiji's philosophy
2. Non Co-Operation Movement.
3. Civil Disobedience Movement.
4. Quit India Movement.

Unit II –Rise of communalism 12

1. Communalism
2. Establishment of Muslim League
3. Khilafat Movement
4. Two-Nation Theory

Unit III –Constitutional Development of India 12

1. Indian Council Act, 1909.
2. Indian Council Act, 1919.
3. Government of India Act, 1935.
4. Cripps Mission, Wavell Plan, Cabinet Mission Plan, Mountbatten Plan.
5. Indian Freedom Act, 1947.

Unit IV –Subaltern Movement 12

1. Dalit Movement

2. Women's Liberation Movement.
3. Peasant's Movement.
4. Adivasi Movement.

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. ShekharBandyoPadhyay - 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) BharatiyaSwatyantraLadha, Bipin Chandra.
2. AdhunikBharatachaItihas -R. M. Lohar

3. Adhunik Bharat-S.D. Javdekar
4. Katha Swatyantryachi- Kumar Ketkar
5. CongresschaItihas-(Anuvadit) Pattabhisitaramaiyya
6. BharatiyaSwatyantraLadha- MamasahabDevgirikar
7. AdhunikBharatachaItihas- Dr.SumanVaidya, Dr.ShantaKothekar
8. AdhunikBharatachaItihas- Dr.JaysinghraoPawar.
- 9.Visavya Shatakatil Maharashtra- Y.D. Phadake
- 10.Sattantar- Tikekar
- 11.Maharashtratil SamajSudharnechaItihas, Bhide- Patil.
- 12.Bharatiya SwatantryaChalvalichaItihas- Dr. Anil Kathare.
13. BharatiyaParipeshatilStriya- Borde- Khadase,
- 14.Bharatiya StriChavalichaItihas- Vijaya Sakhare.
- 15.Ambedkari ChalvalichaItihas- Dr. Anil Kathare&Itar.
16. AdhunikBharatachaItihas-Dr.G.B. Shah, B.N. Patil.(Prashant Publication Jalgaon)
- 17.Adhunik Bharat (1750-2009), Dr. N.S. Tamboli& V.P. Pawar, NiraliPrakshan, Pune

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Indian Freedom Movement

Course Code: UAHS351

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

Justifications:

1. 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.
2. CO2 is directly aligned with PO1 and PO2, focusing on enhancing critical analysis skills and understanding various historical perspectives on the Uprising of 1857.
3. 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.
4. CO4 is primarily related to PO4, emphasizing knowledge of social and religious movements in 19th-century India and their impact on the socio-cultural fabric.

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Core Course
Course Name	: Historiography
Course Code	: UAHS362
No. of Lectures	:48
No. of Credits	: 3

Course Objectives:

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

Course Outcomes:

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

2. Comprehensive Understanding of Nature and Scope:

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

3. Ability to Differentiate Sources:

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

4. Proficiency in Historical Research:

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

5. Knowledge of Major Archives in Maharashtra:

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

6. Enhanced Critical Evaluation Skills:

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

7. Appreciation of Archives' Role:

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

Topics and Learning Points

Unit1 :HISTORY AND SOCIAL SCIENCE 12

1.1 History and Geography

1.2 History and Political Science

1.3 History and Economics

1.4 History and Sociology

Unit 2 :SCHOOL OF HISTORIOGRAPHY 12

2.1 Imperialist

2.2 Nationalist

2.3 Marxist

2.4 Subaltern

2.5 Local History

Unit 3 :HISTORIANS OF MAHARASHTRA

12

3.1 V. K. Rajwade

3.2 G. S. Sardesai

3.3 T. S. Shejwalkar

3.4 G. H. Khare

3.5 J. Sarkar

Unit 4 : INDIAN HISTORIANS

12

4.1 R. C. Mujumdar

4.2 K. A. NiolkantShastri

4.3 D. D. Kosambi

4.4 Romila Thapar

References:

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

9. Grewal J.S., History and Historians of Medieval India, Guru Nanak University, Amritsar, 2000.
10. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History, Barnes and noble Inc. and Frank Cass and co., New York, 1966.
11. Mujumdar R.C., Historiography in Modern India, 1970.
12. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
13. Sen S.P.(Ed.), Historians and Historiography in Modern India, Calcutta, 1973.
14. Shiekh Ali, History : Its Theory and Method, Macmillan Publication, Madras, 1972.
15. Tikekar S.R., On Historiography, Mumbai, 1964.
16. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

MARATHI

१. आठवलेसदाशिव—इतिहासाचे तत्वज्ञानप्राज्ञपाठशाळाप्रकाशनवाई १९६७
२. कार.इ.एच.अनुवि.गो.लेले. —इतिहासम्हणजे काय ? कॉन्टिनेन्टलप्रकाशनपुणे १९९८
३. कुलकर्णी अ.रा. —मराठयांचे इतिहासकारडायमंडपब्लिकेशनपुणे २००९
४. कवठेकर शांता—तंत्र आणि तत्वज्ञानसाईनाथप्रकाशननागपूर २००५

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: Historiography

Course Code: UAHS362

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

Justifications:

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

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Discipline Specific Elective (DSE)
Course Name	History of Asia in 20 th Century
Course Code	: UAHS363
No. of Lectures	:48
No. of Credits	: 3

Course Objectives:

1. **Conceptual Mastery:** To develop a deep conceptual understanding of key historical and political terms such as the Long March, communism, Pan-Islamism, and Arab Nationalism, and their significance in global history.

2. **Comprehensive Study of China's History:** To provide a comprehensive understanding of China's historical phases, focusing on significant events like the Communist Revolution of 1949, the Indo-China War of 1962, and China's development under communism, particularly in economic and foreign policy from 1949 to 1992.

3. **Critical Analysis of Japan's Global Role:** To critically analyze Japan's role between the two World Wars, the transformative impact of American occupation, and Japan's post-war economic development and foreign policy under General MacArthur from 1950 to 1992.

4. **Modernization of Egypt:** To understand the process of Egypt's modernization between the two World Wars, with a particular emphasis on General Nasser's leadership and the geopolitical significance of the Suez Crisis.

5. **Examination of Oil Diplomacy in the Middle East:** To examine the complex dynamics of oil diplomacy in the Middle East, focusing on Iran's modernization under Reza Shah Pahlavi, its role in World War II, and the broader geopolitical implications of oil in the region.

6. **Understanding Iraq's Political Evolution:** To explore the political developments in Iraq, including the rise of Rashid Ali, the 1958 Revolution, and the Iraq-Iran conflict, along with the impact of the Kuwait-Iraq war on regional and global politics.

7. **Interdisciplinary Approach:** To foster an interdisciplinary understanding of global political, economic, and social transformations from the early 20th century to the late 20th century, focusing on the interconnectedness of regional developments in China, Japan, Egypt, and the Middle East.

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 interconnections of global events.

Topics and Learning Points

Unit 1: TURKESTAN	10
1.1 First World War and Turkestan	
1.2 Achievement of Kemal Pasha	
Unit 2: ISRAEL	10
1.1 Zionist Movement	
2.2 Balfour declaration	
2.3 British Mandate	
2.4 London Round Table Conference, Peel Commission, Rise of Israel	
Unit 3: ARAB ISRAEL CONFLICT	10
3.1 1948 to 1973 Arab Israel Conflict a brief survey	

3.2 Rise of Arab Nationalism

Unit 4: SAUDI ARABIYA (ARABIA) 10

4.1 Wahhabi Movement

4.2 Roll of Ibn Saud

4.3 Foreign Policy

Unit 5: SOUTH EAST ASIA 08

5.1 Indonesia

5.2 Vietnam

5.3 Asian

5.4 Foreign Policy of Indian with special reference to south east Asia

References:**ENGLISH****ENGLISH**

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MARATHI

१. देवप्रभाकर—आधुनिकचीनचाइतिहास
२. देवपुजारी—आधुनिकआशियाचा इतिहास
- 3- आंबेकर.गो.बा. —आग्नेय आशियातील घडामोडी
- 4- गाठाळसाहेबराव—आग्नेय आशियाचाइतिहासकैलासपब्लिकेशनऔरंगाबाद २०००

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: History

Course: History of Asia in 20th Century

Course Code: UAHS363

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

Justifications:

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

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

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

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

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

Name of the Programme	: B.A. HISTORY
Program Code	: UAHS
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Skill Enhancement Course (SEC)
Course Name	: Archaeology
Course Code	: UAHSSEC-4
No. of Lectures	:30
No. of Credits	: 2

Course Objectives:

1. To provide students with a comprehensive understanding of archaeology, its definition, aims, and scope as a discipline for studying the past.
2. To emphasize the significance of archaeology in uncovering and preserving cultural heritage and historical artifacts.
3. To highlight the distinctions and commonalities between archaeology and history, fostering a nuanced perspective on the two disciplines.
4. To trace the historical development of archaeology in India, focusing on key institutions such as the Archaeological Survey of India, Tata Fundamental Research Institute Mumbai, and Deccan College Pune.
5. To instill an appreciation for the cultural heritage value of archaeological discoveries and their role in understanding the past.
6. To explore the importance of preserving and maintaining monuments as vital components of cultural heritage.
7. To encourage critical thinking about the ethical and practical aspects of archaeological research, including conservation and heritage management.

Course Outcomes:

CO 1.Students will acquire a solid understanding of archaeology, including its definition, aims, and scope as a discipline dedicated to exploring the past.

CO 2.They will recognize the paramount importance of archaeology in uncovering, documenting, and preserving cultural heritage and historical artifacts.

CO 3.Students will be able to distinguish between archaeology and history, appreciating their differences and similarities as ways to comprehend the past.

CO 4. They will have a historical perspective on the development of archaeology in India, with insights into institutions like the Archaeological Survey of India, Tata Fundamental Research Institute Mumbai, and Deccan College Pune.

CO 5. The course will equip students with an appreciation for the cultural heritage value of archaeological findings and their role in reconstructing history.

CO 6. Students will understand the significance of monument preservation and the efforts involved in safeguarding these cultural landmarks.

CO 7. They will develop a critical understanding of the ethical and practical considerations in archaeological research, particularly in the context of cultural heritage conservation and management.

Topics and Learning Points

Course Content:

Unit-I: Definition, Aims and Scope of Archaeology	10	
1.1) Archaeology as the Study of the Past: Definition, Aims, and Scope		
1.2) Significance of Archaeology		
1.3) Archaeology and History: Differences and Similarities		
Unit-II: Development of Archaeology in India	10	2.1)
Archaeological Survey of India		
2.2) Tata Fundamental Research Institute Mumbai		
2.3) Deccan College Pune		
Unit-III: Value of Archaeology	10	
3.1) Cultural Heritage		
3.2) Monuments		

References:

English

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Choice Based Credit System Syllabus

(As Per 2023 Pattern)**Mapping of Program Outcomes with Course Outcomes****Class:** T.Y.B.A. (Sem. VI)**Subject:** History**Course:** Archaeology**Course Code:** UAHSSEC-4

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

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

Justification :

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

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