



Deccan Education Society's

**Fergusson College (Autonomous)
Pune**

Learning Outcomes-Based Curriculum

for 3 years B.A Programme

as per guidelines of

NEP-2020

for

F. Y. B. A. (History)

With effect from Academic Year

2023-2024

Program Outcomes (POs) for B.A Programme	
PO1	Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	Critical Thinking and Problem solving : Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	Social competence : Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.
PO5	Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	Effective Citizenship and Ethics : Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	Environment and Sustainability : Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PO8	Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Program Specific Outcomes(PSOs) for F.Y. B.A. History	
PSO No.	Program Specific Outcomes(PSOs) Upon completion of this programme the student will be able to
PSO1	Academic Competence: (i) Classify and understand the relevance and importance of various types of Sources for the study of Indian and World History. (ii) Elaborates various concepts in Indian and World History. (iii) Understands the backgrounds of various kingdoms and states in Ancient Medieval and Modern history of India. (iv) Explain administrative, Revenue and Judicial system in ancient Medieval and Modern times. (iv) Outlines major developments that led conditions leading to advent of Europeans in India. (vi) Evaluate the establishment of British power in India. (vii) Articulate Political history of 20th Century Asian History in Particular and World History.
PSO2	Personal and Professional Competence: i) Understand the concept of history become clear. ii) Clear the various terms and concept of Indian History and World History. (iii) Develop an approach to solve current problems from past situation. (iv) Creating effective presentation and communication skill.
PSO3	Research Competence: i) Understands research methodology in History writing. (ii) Critically examines historical developments. (iii) Identify various branches of History and opportunity in the further Study. (iv) Analyzing, collecting, and examining the information for history research.
PSO4	Ethical/Social competence: i) Emphasis on environment and tourism conservation and development. ii) Creating awareness and conservation perspectives on Historical Sites. iii) Develop to an approach how and why objectivity is needed in History will be performed. (iv) Create an ethical and tolerant approach.

Programme Structure
Department of HISTORY
B.A. History

Semester	Paper Code	Paper Title	Credits
I	HIS-100 (Major)	History of the Marathas : 1630-1680	2
	HIS-101 (Major)	The Idea of Bharat	4
	HIS -120 (GE/OE)	History of Science and Technology in Ancient India	2
	HIS -130 (VSC)	Understanding Heritage	2
	HIS -140 (SEC)	Understanding popular culture	2
	IKS -101 (IKS)	Indian Knowledge Systems	2
II	HIS -150 (Major)	History of the Marathas : 1680-1818	2
	HIS -151 (Major)	History of Modern World in 14 th to 19 th Century	4
	HIS -160 (Minor)	History of Science and Technology in Modern India	2
	HIS -170 (GE/OE)	History of Science and Technology in Modern India	2
	HIS -180 (VSC)	Art Appreciation: An introduction to Indian Art	2
	HIS -190 (SEC)	Archives and Museum	2

Teaching and Evaluation (Only for FORMAL education courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory / Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	3 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

Eligibility: As per the rules and regulations of Savitribai Phule Pune University (SPPU)

F. Y.B.A. Semester I

Title of the Course and Course Code	History of the Marathas: 1630-1680: HIS-100 (Major)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify the sources of Maratha History.	1
CO2	Articulate the various concepts of Maratha History.	2
CO3	Examine the factors that led to the rise of Maratha Power.	3
CO4	Explain the distinctive features of Maratha Swaraj.	4
CO5	Review the coronation ceremony of Chhatrapati Shivaji Maharaj.	5
CO6	Compile and explain the Administrative structure of Chhatrapati Shivaji Maharaj.	6,4

Unit	Details	Lectures
I	Sources of Maratha History 1. Literary Sources 2. Foreign Sources 3. Archival Sources	06
II	Rise of Maratha power 1. Background 2. Establishment of Swaraj 3. Consolidation of Maratha Power 4. Coronation of Chhatrapati Shivaji Maharaj 5. After coronation 6. Chhatrapati Shivaji Maharaj Relation with Foreign Powers	16
III	Administration under Chhatrapati Shivaji Maharaj 1. Civil Administration 2. Land revenue 3. Judicial 4. Military	08

Reference Books:

1. Bal Krishna, Shivaji the Great vol –I, D.B. Taraporeval Sons & Co. _Kitab Mahal' Hornby Road Bombay, 1932.
2. Duff Grant, History of the Mahrattas, (To the Honorable Mounstuart Elphinstone, Governor, &c., &c., Of Bombay) (Preface, London, May 30, 1826), Re-print 1846.
3. Kumbhare V.N., Studies in Early Maratha History, Publisher: Aryabhushan Press, Sadashiv Peth, Poona, 1926.
4. Kulkarni A.R. Studies in Maratha History, Diamond Publications, Pune, 2008.

5. Mehta J. L., 'Advanced Study in the History of Medieval India' Volume I (1000-1526), Sterling Publishers Private Limited, New Delhi, first edition. 1979, reprint 2006.
6. Ranade Mahadev Govind, (classics of Indian History and Economics) Rise Of Maratha Power, (First Published in 1900, by Punalekar & Co, Bombay), Publications Division Ministry of Information and Broadcasting, Government of India, Third Impression, September 1974.
7. Sardesai Govind Sakharām., New History of the Marathas Volume. I, Munshiram Manoharlal Publisher, New Delhi, 1986.
8. Shivaji and His Line (1600-1707), First Impression 1946, Published by K.B. Dhawale for Phoenix Publications, Chira Bazar, Bombay 2.
9. Setumadhav Pagadi, Chhatrapati Shivaji, Continental Prakashan, Poona, 1994.
10. Sharma S.R. Maratha History Re- Examined (1295-1707) Karnatak Publishing House, Bombay 1944.
11. Mehta J.L. Advanced Study in the History of Medieval India Volume II Mughal Empire (1526-1707) Sterling Publication, New Delhi, 2011.
12. Kulakarnī, A. R., Maharashtra in the age of Shivaji, Poona: Deshmukh, 1969.

मराठी संदर्भ ग्रंथ:-

१. सदाशिव आठवले, शिवाजी व शिवयुग, मेहता प्रकाशिन पुणे.
२. काळे दद. वी., छत्रपती शिवाजी महाराज, पुणे शवद्यापीठ प्रकाशिन पुणे.
३. कुलकर्णी अ. रा. शिवकालीन महाराष्ट्र, राजहस प्रकाशिन, पुणे.
४. कुलकर्णी अ. रा., खरे ग. ह. (संपा.) मराठांचा इशतहास, खंड १ ते ३, महाराष्ट्र ग्रंथशनमीती मंडळ, नागपूर.
५. दिपांडे प्र. न., मराठी सत्तेचा उदय आशण अस्त, सेहवधभन प्रकाशिन, पुणे.
६. पवार जयसगराव, मराठी साम्राज्याचा उदय आशण अस्त, अजब पुस्तकालय, कोल्हापूर.
७. सरदसाई गो. स. मराठी ररयासत खंड १ ते ८, पॉप्युलर प्रकाशिन, मुंबई.
८. सरदसाई बी. एन., मराठांचा सामाशजक आर्थक व सांस्कृतिक इशतहास, फडके प्रकाशिन, पुणे.

F. Y.B.A. Semester I

Title of the Course and Course Code	Idea of Bharat : HIS-101 (Major)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the origin and evolution of the concept Bharatvarsha through Historical time.	1
CO2	Extrapolate the development of ancient Scripts and Languages.	2
CO3	Use the knowledge about ancient concepts of Dharma, Janapada to understand the society of present better.	3
CO4	Analyze the origin and development of economic thought in India.	4
CO5	Asses the nature of change and continuity in the Idea of Bharat or Bharatvarsha.	5
CO6	Build a holistic understanding of the origins of Indian Culture.	6

Unit No.	Title of Unit and Contents	No. of hours
I	Concept of Bharatvarsha a) Understanding of Bharatvarsha b) Eternity of synonyms Bharat c) Indian concept of time and space d) The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	12
II	Indian Knowledge Tradition, Art and Culture a) Evolution of language and Script: Pali, Prakrit, Sanskrit, Brahmi, Kharoshiti b) Indian educational system c) The ethics of Indian valor	12
III	UNIT III Dharma, Philosophy and Vasudhaiva Kutumbakam a) Indian perception of Dharma and Darshan b) The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world c) Polity and governance d) The concept of Janpada & Gram Swarajya	12
IV	UNIT V Indian economic traditions a) Indian economic thoughts b) Concept of land, forest and agriculture	12

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| | c) Industry, inland trade commerce | |
| | d) Maritime Trade | |

Reference Books

1. A.l Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
5. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
6. G. Arrhenius: Evolution for space
7. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
8. Zekuthial Ginshurg: New light on our Numerals.
9. R.K Mookherjee: The Fundamental Unity of India

F. Y.B.A. Semester I

Title of the Course and Course Code	History of Science and Technology in Ancient India :HIS-120 (GE/OE)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify the various sources to study Science and technology in Ancient India.	1
CO2	Explain the developments in Mathematics and Astronomy in Ancient India	2
CO3	Employ the knowledge about ancient Indian Science to understand the present development.	3
CO4	Analyze the evolution of Agricultural and irrigation technology in Ancient India	4

Unit	Details	Lectures
I	Introduction 1. Defining Science and Technology in Ancient Indian context 2. Sources to Study Ancient Indian Science and Technology	6
II	Mathematics and Astronomy in Ancient India	8
III	Metallurgy in Ancient India	8
IV	Agriculture, Irrigation in Ancient India	8

Reference Books:

1. Bose, D. M., S. N. Sen and B. V. Subbarappa (ed.) 1971. A Concise History of Science ,New Delhi: Indian national Science Academy.
2. Chattopadhyaya, D. P. 2001. Ways of Understanding the Human Past: Mythic, Epic, Scientific and Historic. New Delhi: PHISPC
3. Joglekar, P. P. 2000. –Animal Taxonomy from Ancient and Medieval Indian Literature. Peeping Through the Past. Edited by S. C. Bhattacharya, V. D. Misra,
4. J. N. Pandey and J. N. Pal, 187–93. Allahabad: University of Allahabad.
5. Kumar, Deepak (ed.) 2001. Disease and Medicine in India: A Historical Overview . Delhi: Tulika Books.
6. Ray, P. and S. N. Sen (ed). 1991. The Cultural Heritage of India. Volume VI– Science and Technology. Calcutta: The Ramakrishna Mission Institute of Culture.
7. Indian Journal of History of Science– All volume

F. Y.B.A. Semester I

Title of the Course and Course Code	Understanding Heritage : HIS -130 (VSC)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall the various Conventions and Acts regarding heritage in India	1
CO2	Summarise the Challenges faced by Tangible and Intangible Heritage in India	2
CO3	Examine the relationship between heritages and travel in light of recent trends in Heritage tourism.	3
CO4	Analyze the meaning and nature and scope of the term 'Heritage'	4

Unit	Details	Lectures
I	Defining Heritage Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure' 'natural heritage'	5
II	Evolution of Heritage Legislation and the Institutional framework: Conventions and Acts— national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives	10
III	Challenges facing Tangible and Intangible Heritage: Development, antiquity smuggling, conflict (to be examined through specific case studies)	8
IV	Heritage and Travel: Viewing Heritage Sites, The relationship between cultural heritages, and landscape and natural heritage sites and travel: recent trends,	7

Reference Books:

- David Lowenthal, Possessed By The Past: The Heritage Crusade and The Spoils of History, Cambridge, 2010 Layton, R. P. Stone and J. Thomas. Destruction and Conservation of Cultural Property. London: Rutledge, 2001
- Lahiri, N. Marshaling the Past - Ancient India and its Modern Histories. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
- S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions). New Delhi: INTACH, 1999.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

F. Y.B.A. Semester I

Title of the Course and Course Code	Understanding popular culture: HIS -140 (SEC)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the various forms of performed as well as visual expressions as part of popular culture.	1
CO2	Discuss the Meaning, Usage and Definitions of Popular culture.	2
CO3	Examine various element making up the Popular Culture of India	3
CO4	Evaluate various aspect of Indian cultural heritage and cultural diversity in a historical perspective	4

Unit	Details	Lectures
I	Introduction I. Meaning, Usage and Definitions II. Perspectives and Approaches to the study of Popular Culture III. Western Classical Views on Popular Culture	5
II	Performed expressions I. The audio-visual: Cinema and Television, Theatre, Documentary Films II. Nautanki III. Music: Folk, Classical and Contemporary IV Dance: Folk, Classical and Contemporary	10
III	Visual expressions I. Folk Art and Crafts II. Contemporary Art and Calendar Art III. Digital Art and Photography IV. Architecture V. Textile and Ornaments	8
IV	IV Fairs, Festivals and Tirthas I. Fairs and Festivals: Cultural, Seasonal, Religious and Regional II. Popular Ritualistic Practices III. Pilgrimage and Tirthas	7

Reference Books:

1. Vinay Lal, Ashis Nandy: Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema, Oxford University Press, 2006.
2. K. Moti Gokulsing and Wimal Dissanayake (Editor): Popular Culture in a Globalised India 1st Edition Routledge, 2008.
3. Romila Thapar: Indian Cultures as Heritage: Contemporary Pasts, Aleph, 2018.
4. J.Chakkittammal: Television and Popular Culture in India-A study of the Mahabharat
5. Shalu Sharma: Introduction to India: Culture and Traditions of India, India Guide Book Kindle Edition
6. S.P.Sharma, Seema Gupta: Fairs & Festivals of India (REP), Pustak Mahal, New Delhi, 2006.

F.Y.B.A. History SEMESTER I (IKS)		
Title of the course and course code	IKS101: Indian Knowledge Systems	Number of credits: 2
Course Outcomes		
CO1	Recall the basic concepts of Indian Knowledge System (IKS)	
CO2	Articulate the foundation of IKS and explain historical and cultural context of Indian knowledge systems	
CO3	Use the knowledge of IKS to understand discipline specific case studies.	
CO4	Develop critical thinking and problem-solving skills in the context of Indian knowledge systems.	

Unit No.	Title of Units and Contents	No of Hours
I	Overview of IKS - Survey of IKS Domains: A broad overview of disciplines included in the IKS, and historical developments. - Sources of IKS knowledge, classification of IKS texts, - a survey of available primary texts, translated primary texts, and secondary resource materials. Differences between a sutra, bhashya, karika, and vartika texts. Fourteen/eighteen vidyasthanas, tantrayukti - Vocabulary of IKS: Introduction to Panchamahabhutas, concept of a sutra, introduction to the concepts of non-translatables (Ex. dharma, punya, aatma, karma, yagna, shakti, varna, jaati, moksha, loka, daana, itihaasa, puraana etc.) and importance of using the proper terminology. Terms such as praja, janata, loktantra, prajatantra, ganatantra, swariva, surajya, rashtra, desh. - Philosophical foundations of IKS: Introduction to Samkhya, vaisheshika and Nyaya - Methods in IKS: Introduction to the concept of building and testing hypothesis using the methods of tantrayukti. Introduction to pramanas and their validity, upapatti; Standards of argumentation in the vada traditions (introduction to concepts of vaada, samvaada, vivaada, jalpa, vitanda). Concept of poorvapaksha, uttarapaksha.	15
II	Case Studies (Few of these may be selected as appropriate) - Mathematics of Madhava, Nilakantha Somayaji - Astronomical models of Aryabhata - Wootz steel, Aranumula Mirrors, and lost wax process for bronze castings - Foundational aspects of Ayurveda - Foundational aspects of Ashtanga yoga - Foundational aspects of Sangeeta and Natva Shastra - Discipline Specific Case Study	10

III	India and the World: Influence of IKS on the world, knowledge exchanges with other classical civilizations. and inter-civilizational exchanges	5
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References:

1. An Introduction to Indian Knowledge Systems: Concepts and Applications, B Mahadevan, V R Bhat, and Nagendra Pavana R N; 2022 (Prentice Hall of India).
2. Indian Knowledge Systems: Vol I and I, Kapil Kapoor and A K Singh; 2005 (D.K. Print World Ltd).
3. The Beautiful Tree: Indigenous India Education in the Eighteenth Century. Dharampal, Biblia Impex, New Delhi, 1983. Reprinted by Keerthi Publishing House Pvt Ltd. Combatore, 1995.
4. Indian Science and Technology ni the Eighteenth Century, Dharampal. Delhi: Impex India, 1971. The British Journal for the History of Science.
5. The Wonder That Was India, Arthur Llewellyn Basham, 1954, Sidgwick& Jackson.
6. The India they saw series (foreigner visitors on India ni history from 5CE to 17th century), Ed. Meenakshi Jain and Sandhya Jain, Prabhat Prakashan

F. Y.B.A. Semester II

Title of the Course and Course Code	History of the Marathas : 1680-1818 HIS -150 (Major)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the contribution of Chhatrapati Sambhaji Maharaj.	1
CO2	Interpret the Maratha war of independence.	2
CO3	Examine the specific features of early and later Maratha period.	3
CO4	Explain the expansion policy of Maratha Power.	4

Unit	Details	Lectures
I	Mughal Challenges after Chhatrapati Shivaji Maharaj 1. Chhatrapati Sambhaji's Achievement 2. Maratha War Of Independence	05
II	Maratha Power 1. Expansion of Maratha Power 2. Maratha Confederacy 3. Impact Of the Expansion 4. Anglo- Maratha wars 5. Decline of Maratha Power	10
III	Social and cultural conditions under Marathas 1. Gavgada 2. Literature 3. Architecture	7
IV	Economic condition under Marathas 1. Trade and Commerce 2. Industry 3. Agriculture	8

Reference Books:

1. Duff Grant, History of the Mahrattas, (To The Honorable Mounstuart Elphinstone, Governor,&c., &c., Of Bombay) (Preface, London, May 30, 1826), Re-print 1846.
2. Kulakarṇī, A. R. Maharashtra in the age of Shivaji, Poona: Deshmukh.1969.
3. Kulkarni G.T., The Mughal-Maratha Relations: Twenty Five Fateful Years 1682-1707 , Deccan College Postgraduate and Research Institute 1983.
4. Majumdar R.C. (General Editor) The Maratha Supremacy Bhartiya Vidya Bhavan, Bombay 1991
5. Sardesai Govind Sakham, New History of the Marathas Volume. I,II,III, Munshiram Manoharlal Publisher, New Delhi,1986.
6. Sen Surendranath, Administrative System of the Marathas, Calcutta K.P.Bgchi & Company, First edition, 1923, Third Edition 1976.

F. Y.B.A. Semester II		
Title of the Course and Course Code	History of Modern World in 14th to 19th Century: HIS -151 (Major)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Introduce the idea of renaissance and making of Modern World.	1
CO2	Acquaint with the course and concepts of revolutions in the modern world.	2
CO3	Apply the ideas of Liberty, Equality and Fraternity to understand their present state.	3
CO4	Familiarize with the evolution of parliamentary and democratic process	4

	Title and Contents	No of Lectures
Unit - I	Making of the Modern World 1. Renaissance 2. Reformation 3. Geographical Discoveries 4. Colonialism and Imperialism	12
Unit - II	Industrial Revolution 1. Background 2. Course 3. Impact	8
Unit - III	American Revolution 1. Causes 2. Course 3. Impact	10
Unit – IV	French Revolution 1. Causes 2. Course 3. Impact 4. Napoleon	10
Unit V	Parliamentary Reforms in England 1.1832 2.1867 3.1911 4.1928	8

Reference Books:

1. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi.
2. Gooch V.P., History of Modern Europe.
3. Hazen, Modern Europe.
4. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 A. D., Jai Prakashan Mandir, Jaipur, 2014.
5. Rao B.V.: World History (3rd edition) from early time to A. D. 2000, New Dawn Press INC, U.S.A., U. K., India, 2006.
6. Grant A.J. & Harold Temperley, Europe in the 19th and 20th Centuries, Longman Publication, New Delhi, 1950.
7. S. N. Sen, Europe and the World, New Age International publication, New Delhi, Mumbai
8. Eugene F. Rice, The Foundation of Early Modern Europe 1460-1559, Norton and Company, New York, London, 2004
- 9.
- 10.

मराठी:

१. आचार्य धुं. वि. जवसाव्या शिकारिलिंग, श्री साईनाथ प्रकाशन, नागपूर
२. कलकणी अ. री. , प्र. न. दश पांडे, अ. पांडे, आधज नक िगाचा इिहास सनेहवर्धन प्रकाशन, म. दश पण
३. कलकणी, फडके , आधज नक यरू पोपचा इिहास
४. कोलरकर श. गो . आधज नक यरू पोप
५. गायकवाड, कदम, थोरा, पाटील, आधज नक िगाचा इिहास
६. िोशी प. िी. जवसाव्या शिकारिलिंगाचा इिहास, जवद्या प्रकाशन, नागपूर
७. भामरे र. पी. , एम. डी. पवार, िगाचा इिहास (१९१८ िे १९९२), ब्रेन टॉनक , नाजसक प्रकाशन गह
८. वध समन, आधज नक ि, साईनाथ प्रकाशन, नागपूर
९. वध समन, श. कोठेकर, आधज नक ि, साईनाथ प्रकाशन, नागपूर
१०. जशरगावकर शरवी, आधज नक यरू पोप
११. शख गफ र, आधज नक िगाचा इिहास, जनरली प्रकाशन, पण.
१२. नी. सी. दीजि पाजिमात्य िग, ण्पुं पळापरं अड कुं पनी, नागपूर , २००४

F.Y.B.A. Semester II

Title of the Course and Course Code	History of Science and Technology in Modern India : HIS -160 (Minor)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the development of Science and Technology in Colonial as well as Post Colonial India.	1
CO2	Compare the development of Science and Technology in British Period with Post Independence Period	2
CO3	Examine the impact of British rule on Development of Science in India.	3
CO4	Identify the contribution of notable Indians in the field of Modern Science	4

Unit	Details	Lectures
I	Early European Scientists in Colonial India	7
II	Indian Response to new Scientific knowledge	8
III	Post Independence science and Technology in India: Agriculture, and Hydropower	7
IV	Post Independence science and Technology in India: Nuclear, Space and Military	8

Reference Books:

1. Phillimore, R. H., Historical Records of the Survey of India, Dehra Dun, vols. 1-5, 1945.
2. Crawford, Lt., Col D. G., A History of the Indian Medical Services, vol. I, London. 1914.
3. Headrick, Daniel, R., The Tools of Empire, Oxford University Press, 1981.
4. Desmond, R., The European discovery of the Indian flora, New York: OUP, 1992.
5. Headrick, D. R., The tools of empire: technology and European imperialism in the nineteenth century, Oxford University Press, 1981.
6. Kumar D 1995 Science and the Raj, Delhi: OUP, 1980.
7. Markham, C. R., A Memoir on the Indian Surveys, 2nd edn., London, 1878.
8. Sen, Ashok K. India's Science and Technology Policy: Changing Role of the State. New Delhi: Manohar Publishers, 2005.
9. Sridharani, K., Story of Indian Telegraph, P & T. Dept., New Delhi, 1953.
10. Sangwan, Satpal, Science, Technology and Colonization, Anamika, New Delhi, 1991;
11. Krishna, V. V., The colonial model and the emergence of national science in India 1876-1920, 1991 (Preprint).

F.Y.B.A. Semester II

Title of the Course and Course Code	History of Science and Technology in Modern India : HIS -170 (GE/OE)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the development of Science and Technology in Colonial as well as Post Colonial India.	1
CO2	Compare the development of Science and Technology in British Period with Post Independence Period	2
CO3	Examine the impact of British rule on Development of Science in India.	3
CO4	Identify the contribution of notable Indians in the field of Modern Science	4

Unit	Details	Lectures
I	Early European Scientists in Colonial India	7
II	Indian Response to new Scientific knowledge	8
III	Post Independence science and Technology in India: Agriculture, and Hydropower	7
IV	Post Independence science and Technology in India: Nuclear, Space and Military	8

Reference Books:

1. Phillimore, R. H., Historical Records of the Survey of India, Dehra Dun, vols. 1-5, 1945.
2. Crawford, Lt., Col D. G., A History of the Indian Medical Services, vol. I, London. 1914.
3. Headrick, Daniel, R., The Tools of Empire, Oxford University Press, 1981.
4. Desmond, R., The European discovery of the Indian flora, New York: OUP, 1992.
5. Headrick, D. R., The tools of empire: technology and European imperialism in the nineteenth century, Oxford University Press, 1981.
6. Kumar D 1995 Science and the Raj, Delhi: OUP, 1980.
7. Markham, C. R., A Memoir on the Indian Surveys, 2nd edn., London, 1878.
8. Sen, Ashok K. India's Science and Technology Policy: Changing Role of the State. New Delhi: Manohar Publishers, 2005.
9. Sridharani, K., Story of Indian Telegraph, P & T. Dept., New Delhi, 1953.
10. Sangwan, Satpal, Science, Technology and Colonization, Anamika, New Delhi, 1991;
11. Krishna, V. V., The colonial model and the emergence of national science in India 1876-1920, 1991 (Preprint).

F.Y.B.A. Semester II

Title of the Course and Course Code	Art Appreciation: An introduction to Indian Art: HIS -180 (VSC)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Understand the Pre-historic and Proto-historic art.	1
CO2	Articulate the overview of Indian Art.	2
CO3	Recognize the Ancient and Medieval Indian Painting.	3
CO4	Demonstrate the Ancient and Medieval folk art traditions.	3
CO5	Explain the difference between Mughal painting and Rajasthani painting.	4
CO6	Develop the appreciate approach to art and architecture of India.	6

Unit	Details	Lectures
I	Pre-historic and Proto-historic Art Rock art; Harappan arts and crafts Indian Art (c. 600 BCE – 600 CE) a) Notions of art and craft b) Canons of Indian paintings c) Early Indian sculpture : style d) Iconography e) Major developments in Stupa, cave and temple art and architecture	15
II	Indian Art (c. 1200 CE – 1800 CE) a) Miniature painting traditions : Mughal, Rajasthani, Pahari. b) Architecture: Mughal and regional styles. Modern and Contemporary Indian Art and Architecture a) The Colonial Period b) Major artist and their art works c) Popular art forms (folk art traditions)	15

Reference Books

1. Neumayer, Erwin, Lines of Stone: The Pre- historic rock art of India, South Asia Books, 1993.
2. Goswamy.B.N. Essence of Indian Art, Asian art Museum of Sanfransisco, 1986.
3. Huntington Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weather hill, 1985.
4. Mahajan V.D., Ancient India, S. Chand and Company limited, New Delhi.
5. Mahajan V.D. History of Medieval India, S. Chand, Delhi.

F. Y.B.A. Semester II

Title of the Course and Course Code	Archives and Museum: HIS-190 (SEC)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe the various types of Archives and Museums.	1
CO2	To understand the importance and significance of archives and museums to create History.	2
CO3	Outline the aims, objectives and scope of Archive and Museums in India.	3
CO4	Classify documentary, visual and material remains of the past either in house or Institutional level.	4

Unit	Details	Lectures
I	I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery. II. Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.	8
II	I. Types of Archives. II. History of Archives. III. History of Setting up Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive	6
III	I. Definition of Museum. II. Aim, Function, History of Museum. III. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.	5
IV	I. Types of Museum and Emergence of New Museums and allied institutions. II. Understanding of Collection, Conservation, Preservation and their policies, ethics and procedure	5
V	I. Museum, Archives and Society: Exhibitions, Public Relation. II. Education and Communication through Outreach activities. III. Make a Project with visit and access to Museum and Archives in nearby place	6

Reference Books

1. Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.
2. Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal, 2004.
3. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004.
4. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
5. Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.
6. Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.
7. Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.
8. Guha-Thakurta, Tapti: The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.
9. Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.
10. Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.
11. Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol II, No. 29.
12. Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.
13. Jain Sunjaya: Museum and Museology : Ek Parichaya (Hindi), Kanika Prakashan, 1999.
14. Grace Morely: Museum Today, Uni. of Baroda, 1981.
15. Abhilekh Patal Web Portal.
16. Archivavia, Research Journal.
17. The Indian Archives, Journal.