



**SNDT Women's University, Mumbai**

# **Syllabus Under NEP 2020**

**B.A. History Semester III and IV  
(WEF 2025-2026)**

**As per the Credit structure for Undergraduate  
Programmes in Faculties of  
Humanities, Science and Technology and  
Interdisciplinary Studies**

*As per the Government of Maharashtra Circular  
dated 13<sup>th</sup> March, 2024*

**SNDT WOMEN'S UNIVERSITY**  
**Mumbai-400 020**

**Undergraduate Programs**  
**Academic Year 2025-2026 (SYBA)**

**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, the institutions, the cultures and the philosophy, literature and arts and many other domains. It has been designed to bring an inability of critical thinking in the young minds. It intends to build an understanding how knowledge about the past is reconstructed by the historians or the archaeologists with the help of various kind 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 about their rich history, heritage and culture and their role in its conservation. The programme further aims at creating an enlightened woman-historian who is capable of shaping her own future as well as building our society based on gender equality and sustainability.</p>

Programme Outcomes (PSOs)	Specific		After completing this programme, Learner will
		1.	clearly acquaint the concepts in the subject.
		2.	critically interpret historical reality.
		3.	examine Indian history better on the wide canvas of world history and historiography.
		4.	know the historiographical philosophy and methodological perspectives well.
		5.	comprehend the reality with the 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 and Conducted Colleges)			As per the university norms

**Structure with Course Titles (Revised May 2024)**

<b>SEMESTER III</b>						
30110811	History: Idea and its Application	Major (Core)	4	<b>100</b>	<b>50</b>	<b>50</b>
30110812	Milestones in World History: Ancient and Medieval	Major (Core)	4	100	50	50
30110813	History of Ancient India (From Harappan civilization to 6 <sup>th</sup> Century C.E.)	Major (Core)	4	100	50	50
30310811	Themes in Early Indian History-I	Minor Stream	2	50	0	50
	<b>Select any one as OEC</b>	OEC	2	50	0	50
30410811	Women in Indian Society	OEC				
30410812	<b>OR</b> International Tourism	OEC				
		AEC (Modern Indian Language)	2	50	50	0
31310801	Field project in History-I	FP	2	50	50	0
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
<b>Semester IV</b>						
40110811	History of Early Medieval India (7 <sup>th</sup> century C.E. to 1526 C.E.)	Major (Core)	4	100	50	50
40110812	History of Indian Women	Major (Core)	4	100	50	50
40110813	Landmarks of World History (1789-1900)	Major (Core)	4	100	50	50
	<b>Select any one as OEC</b>	OEC	2	50	0	50
40410811	Subaltern Movements in India	OEC				
40410812	<b>OR</b> Travel Formalities	OEC				
40710811	Archaeology in India: Theory and Types	SEC	2	50	0	50
	---	AEC (Modern Indian Language)	2	50	0	50
41510801	Community engagement in History (Any kind of Study of festivals, fairs, religious and secular places, tribal areas; with schools children to remove prejudices about history as a discipline.)	CE	2	50	50	0
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

## BA HISTORY SEMESTER III

### 3.1 Major (Core)

<b>Course Title</b>	<b>History: Ideas and Its Application</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to:
	1. explain the meaning and nature of history
	2. analyze the philosophy of history
	3. examine the role of history for nation building
	4. assess the contribution of history for policy making
<b>Module 1 (Credit 1):</b>	<b>Introduction to History</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	1. explain the meaning and importance of history.
	2. differentiate the timeline, periods and ages in history.
	3. evaluate the scope and nature of History
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Meaning, Definitions and Importance of History</li><li>• Chronology: Concept of Timeline, Periods and Ages in History</li><li>• Scope and Nature of History</li></ul>
<b>Module 2 (Credit 1):</b>	<b>History in Practice: Nation Building</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	1. discuss the role of history in Nation building.
	2. examine the history in political discourse.
	3. analyze the case studies of nationalist histories.
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Role of History in shaping National Identity</li><li>• History in Political Discourse</li><li>• Concept of Nationalist History</li></ul>

<b>Module 3 (Credit 1): Public History and Memory</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	1. examine the impact of history on education and popular culture.
	2. write a report on museums, monuments and historical sites.
	3. analyze the historical fictions, films, and digital history.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• History in Education and Popular Culture</li> <li>• Museums, Monuments, and Historical Sites</li> <li>• Historical Fiction, Films, and Digital History</li> </ul>
<b>Module 4 (Credit 1): Applied History: Learning from the Past</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	1. discuss the role of History in government policy making.
	2. evaluate the impact of past economics and social movements on modern period.
<b>Content Outline</b>	History as a tool for:
	<ul style="list-style-type: none"> <li>• Policy Making</li> <li>• Socio-economic issues: Poverty, Social Justice, Gender, Public Health</li> <li>• c) Predicting Future</li> </ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

#### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
Presentation on timeline periods and ages from ancient history to modern history	10
Projects and presentation on scope and nature of history	10
Projects & presentations on history as a tool for policy making / socio-economic issues / predicting future	10
Report writing of visits to museums, monuments, and historical sites to nearby places	10
Interactive group discussion on historical fiction / myth and reality of historical films / digital history	10

## References:

1. Arya Ravi Prakash, Alois Heinrich 2019, Indian Chronology to Indian History, Indian Foundation for Vedic Science.
2. Basham A. L, 1971, The Wonder that was India, Mumbai, Rupa Publishers.
3. Chattopadhyay, B. D, 1984, A Survey of Historical Geography of Ancient India, Kolkata, Manisha Publishers.
4. Chopra, P.N., Ravindran, T. K, Subramanian, 1979, History of South India, Vol. I, (Ancient Period), New Delhi, S. Chand and Co.
5. Majumdar, A. K., 1977, Concise History of Ancient India, Vol. I, (Political History) New Delhi, Munshiram Manoharlal.
6. Majumdar, R. C, (ed.) 1957-1971, History and Culture of the Indian People, Vol. I to V (Relevant – chapters) Bombay, Bharatiya Vidya Bhavan.
7. Mukherji, B. N, 1988, Rise and Fall of the Kushana Empire, Kolkata, Firma KLM.
8. Raychaudhuri, H. C. 1963, Political History of Ancient India, Calcutta, Calcutta University Press.
9. Sastri, K.A. Nilakanta, (ed.), 1957, A Comprehensive History of India Vol. II The Mauryas and Satavahanas, (B.C. 325 to A.D. 300) (Relevant Chapters) Bombay, Orient Longman.
10. Sastri, K.A. Nilakanta, 1967, Age of Nandas and Mauryas,(Second Edition), , Delhi, Motilal Banarsidass. Thapar, R, 1983, Asoka and the Decline of the Mauryas, (Second Edition), Delhi, Oxford University Press.
11. Sastri, K.A. Nilakanta, 1976, A History of South India, (Fourth Edition), New Delhi, Oxford University Press.
12. Singh Upinder, Lahiri Nayanjot 2016, The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Penguin Random House.
13. Thapar, R, 2002, Early India: From the origins to A.D. 1300, Berkeley, Los Angeles, University of California Press.
14. Collingwood, R.G, 1946, The Idea of History, Oxford University Press, Oxford.
15. Russell Bertrand, 1945, A History of Western Philosophy, George Allen & Unwin, London.
16. Lovejoy Arthur O., 1936, The Great Chain of Being: A Study of the History of an Idea, Harvard University Press, Cambridge, Massachusetts.

## Marathi:

1. मोरे सदानंद, २००५, इतिहास: संकल्पना आणि तत्त्वज्ञान, राजहंस प्रकाशन, पुणे
2. वास्कर राजेंद्र आणि मारकवार प्रगती, २०२०, भारतीय इतिहासलेखनशास्त्रातील चर्चा, शार्प पब्लिकेशन, मुंबई
3. कोठेकर शांता २०२१, इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर.

## Hindi:

1. शर्मा रामशरण, २००७, इतिहास: विचार और सिद्धांत, राजकमल प्रकाशन, नई दिल्ली.
2. सिंग परमानंद २००५, इतिहास दर्शन, मोतीलाल बनारसी दास , दिल्ली.

3. गुप्त माणिक लाल, २००२, इतिहास स्वरूप, अवधारणाये एवं उपयोगिता, अटलांटिक पब्लिशर्स अँड डिस्ट्रिब्युटर्स, दिल्ली.

### 3.2 Major (Core)

<b>Course Title</b>	<b>Milestones in World History : Ancient and Medieval</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. analyze the origins and development of early civilizations and classical empires.
	2. describe the processes of expansion, trade, and cultural exchanges across different historical periods.
	3. assess the transformations in medieval societies and their global conflicts.
	4. examine the intellectual, economic, and cultural shifts in the medieval world.
<b>Module 1 (Credit 1): Early Civilizations and Classical Empires</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. describe the characteristics of early civilizations.
	2. assess the political and cultural contributions of Greek and Persian empires
	3. evaluate the political systems and cultural contributions of the Roman Empire and the causes leading to the downfall of Rome
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Origins of Civilization: Mesopotamian, Chinese, and Mesoamerican Civilizations (Olmecs and Maya)</li> <li>• Greek and Persian Empire: Political Systems and Cultural Contributions</li> </ul>

	<ul style="list-style-type: none"> <li>• Roman Empires: Political Systems, Cultural Contributions and the Fall of Rome</li> </ul>
<b>Module 2 (Credit 1): Trade, Cross-Cultural Exchanges and New Political Systems</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss the significance of trade networks and cultural diffusion
	2. analyze the development of feudalism in Europe and Japan
	3. describe the development of City-States in Africa, with special reference to Great Zimbabwe
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Trade Networks and Cultural Diffusion: Silk Road, Trans-Saharan Trade, and Viking Trade Networks</li> <li>• Rise of New Political Systems: Feudalism in Europe and Japan</li> <li>• State Building in Africa: Development of City-States in Africa (e.g., Great Zimbabwe)</li> </ul>
<b>Module 3 (Credit 1): Medieval Transformations and Global Conflicts</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. assess the impact of the Crusades on Europe and the Middle East.
	2. examine the Mongol Empire's influence on Eurasia.
	3. analyze the causes and consequences of the Black Death
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• <b>The Crusades and Their Consequences:</b> Religious and Political Impact on Europe and the Middle East</li> <li>• <b>The Mongol Empire:</b> Pax Mongolica and Its Impact on Eurasia</li> <li>• <b>The Black Death (1347–1351):</b> Causes, Spread, and Socioeconomic Effects on Europe, the Middle East, and China</li> </ul>
<b>Module 4 (Credit 1): Intellectual, Economic, and Cultural Shifts in the Medieval World</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to

	1. explore the impact of medieval universities and the Renaissance on learning and scientific thought.
	2. understand the role of maritime expansion and trade in shaping world history
	3. evaluate technological and cultural innovations in the medieval world.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Medieval Universities and the Renaissance: Revival of Learning, Humanism, and Early Scientific Thought and Technology (Printing Press)</li> <li>• Maritime Expansion and Trade: European Voyages (Vikings, Portuguese, and Spanish)</li> <li>• Cultural Innovations: Architectural Achievements (Gothic Cathedrals, Islamic Architecture, and Pre-Columbian American Monuments)</li> </ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

:Activity	Marks
Research projects / Presentations on early civilizations' political systems and cultural contributions	10
Assignments and presentations on comparative study on trade networks and their impact on world history	10
Assignments and presentations on early civilizations' humanism, early scientific thought and technology	10
Field visits and report writing to museums/historical sites related to medieval history	10
Role play and its video shooting on the theme: founder of the religious and philosophical traditions	10

### References:

1. Bentley, Jerry H., 2006. Traditions & Encounters: A Global Perspective on the Past. Boston, McGraw-Hill.
2. Bulliet, Richard et al., 2011. The Earth and Its Peoples: A Global History. Boston, Cengage Learning.
3. McNeill, William H., 1963. The Rise of the West: A History of the Human Community. Chicago, University of Chicago Press.
4. Standage, Tom, 2007. A History of the World in 6 Glasses. London, Atlantic.

5. Fernandez-Armesto, Felipe, 2011. The World: A History. Boston, Prentice Hall
6. Beck, Roger B., 2009. World History: Patterns of Interaction. Evanston, McDougal Littell.
7. Abu-Lughod, Janet, 1989. Before European Hegemony: The World System A.D. 1250-1350. New York, Oxford University Press.
8. Crosby, Alfred W., 2003. The Columbian Exchange: Biological and Cultural Consequences of 1492. Westport, Praeger

**Marathi:**

1. भालेराव, बाबूराव, १९९५. जगाचा सांस्कृतिक इतिहास. पुणे, सुजात प्रकाशन.
2. कुलकर्णी, द. रा., २००५. प्राचीन जागतिक इतिहास. मुंबई, लोकवाङ्मय गृह.
3. जोशी, सुभाष , २०१०. मध्ययुगीन युरोपचा इतिहास. पुणे, साकेत प्रकाशन.
4. देशपांडे, माधव २००८. मध्ययुगीन व्यापार आणि संस्कृती. मुंबई, मौज प्रकाशन.
5. पाठक, गोविंद, २०१२. युरोपातील पुनर्जागरण आणि त्याचा प्रभाव. पुणे, मीना प्रकाशन.
6. सावंत, वसंत, २०१५. जगाच्या इतिहासातील प्रमुख घटना. नागपूर, नाग प्रकाशन.
7. गायकवाड, अ. रा., २०२०. जगाचा व्यापार आणि संस्कृतीचा इतिहास . औरंगाबाद, सिद्धी प्रकाशन.
8. कारंडे, संजय, २०२१. मध्ययुगीन युगातील सामाजिक बदल. पुणे, भारत बुक सेंटर.

**Hindi:**

1. नागोरी, एस. एल, २०१५. विश्व की प्राचीन सभ्यताए. दिल्ली; श्री सरस्वती सदन .
2. महतो, शंभू कुमार , २०१९. विश्व की प्राचीन सभ्यताओ का इतिहास . दिल्ली, खामा पब्लिकेशन.
3. प्रसाद , योगेन्द्र, २०२१. विश्व का इतिहास . दिल्ली, प्रभात प्रकाशन .
4. वर्मा , दीना नाथ, २०२१. विश्व इतिहास का सर्वेक्षण. नोएडा, भारती भवन.
5. जैन व माथुर , २०२२. विश्व का इतिहास. दिल्ली, जैन प्रकाशन मंदिर . पाण्डेय, आर. एन., २०२२. प्राचीन विश्व की सभ्यताए. प्रयागराज, प्रयाग पुस्तक भवन.
6. वर्मा , लालबहादुर, २००८. यूरोप का इतिहास. दिल्ली, प्रकासन संस्थान.

**3.3 Major Core**

<b>Course Title</b>	<b>History of Ancient India (From Harappan civilization to 6<sup>th</sup> Century C.E.)</b>
<b>Course Credits</b>	<b>4</b>

<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. discuss the sources of ancient Indian History
	2. examine the rule of various Indian dynasties
	3. describe the socio-economic and religious life of ancient India
	4. analyze the evolution of ancient Indian art and architecture
<b>Module 1 (Credit 1): Ancient India: Sources and civilization</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss various sources of Ancient India
	2. describe the Harappan civilization and its major features
	3. analyze the features and importance of Vedic age
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>○ Sources: Archaeological and literary</li> <li>○ Harappan Civilization: society, economy, religion, town planning and art</li> <li>○ Vedic Age: polity, society, economy and religion</li> </ul>
<b>Module 2 (Credit 1): Religious Movements and Rise of Empires</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. describe the rise of religions in ancient India
	2. discuss the salient features of Mahajanpadas
	3. analyze the contribution of Mauryan rulers in Indian History
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Rise of Jainism and Buddhism</li> <li>• Mahajanapadas and Rise of Magadha</li> <li>• Mauryan: Chandragupta Maurya, Ashoka's Dhamma, Mauryan administrative system</li> </ul>
<b>Module 3 (Credit 1) : Post-Mauryan period to Gupta Age</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss the role of post-Mauryan dynasties in the north to the cultural life of ancient India

	2. describe the achievements of Gupta rulers
	3. evaluate the concept of Classical Age
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Post-Mauryan Age -Shungas, Kushanas: Cultural Developments</li> <li>• Guptas- Chandragupta I, Samudragupta and Chandragupta II</li> <li>• Classical Age: Literature, Science and Technology</li> </ul>
<b>Module 4 (Credit 1) : Cultural Development in Deccan and South India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. identify the contribution of Sangam Age
	2. recognize the role of Satvahanas in cultural development
	3. describe the contribution of Vakatakas in cultural development.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Sangam Age: Cholas, Pandyas, Cheras</li> <li>• Satvahanas</li> <li>• Vakatakas</li> </ul>

#### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
Projects and presentations on various sources — archaeological and literary — of Ancient India	10
Interactive group discussions and presentations on the advancement of town planning, socio-economic life, arts in the Harappan civilization, and the socio-economic life and development of science and technology in the Vedic civilization	10
Role play of the founder and philosophy of Jainism and Buddhism	10
Assignments and presentations on the rulers and administrative systems of Mahajanapadas, Magadha, Maurya, Post-Maurya, and Gupta period	10
Assignments and presentations on the Classical Age / Sangam Age	10

#### References:

1. Altekar, A. S, 1962. The Position of Women in Hindu Civilization, (Third Edition), Delhi, Motilal Banarsidass.
2. Basham, A.L, 1954. The Wonder that was India: A Survey of the Culture of the Indian Sub- Continent Before the Coming of the Muslims, London,

- Sidgwick & Jackson,
3. Chakravarti, Uma, 2006. *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmins of „Ancient“ India*, New Delhi, Tulika Books.
  4. Chandra, Pramod, 1983. *On the Study of Indian Art*, Cambridge-Massachusetts and London, Harvard University Press (for the Asia Society).
  5. Dasgupta K. K, 1981. *The Gupta Empire and After (300-985A.D)*, (Published under the auspices of the Indian History Congress), New Delhi, People's Publishing House.
  6. Jha, D.N., ed., 1996. *Society and Ideology in India, Essays in Honour of Professor R.S. Sharma*, Delhi, Munshiram Manoharlal.
  7. Kosambi, D.D., (1985), *An Introduction to the Study of Indian History*, Bombay, Popular Prakashan.
  8. Kosambi, D. D, 1981. *The Culture and Civilization of Ancient India in Historical Outline (Sixth Impression)*, New Delhi, Vikas Publishing Pvt. Ltd.
  9. Majumdar, R. C, (ed.), (1957-1971), *History and Culture of the Indian People*, Vol. I to V (Relevant – chapters) Bombay, Bharatiya Vidya Bhavan
  10. Majumdar, A. K, 1983. *Concise History of Ancient India*, Vol. III , *Hinduism: Society, Religion and Philosophy*, New Delhi, Munshiram Manoharlal.
  11. Roy, Kumkum (ed), 1999. *Women in Early Indian Societies*, Delhi, Manohar.
  12. Sastri, K. A. Nilakanta, 1974. *Aspects of Indian History and Culture*, Delhi, Oriental Publication.
  13. Sharma, R. S, 1983. *Perspectives in Social and Economic History of Early India*, New Delhi, Munishiram Manoharlal.
  14. Sharma, R. S, 1980. *Sudras in Ancient India*, Delhi, Motilal Banarsidass.
  15. Sharma, Ram Sharan, 1969. *Social Changes in Early Medieval India (c.AD 500-1200)*.
  16. Thapar, R, 1978. *Ancient Indian Social History: Some Interpretations*, Bombay, Orient Longmans Ltd.
  17. Thapar, R, 2002. *Early India: From the Origins to A.D. 1300*, L. A., University of California Press.

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2. केणेकर वसंत,१९९५, भारताचा सांस्कृतिक इतिहास ,मुंबई , मृणाल प्रकाशन .
3. कोसंबी धर्मानंद ,१९७७ ,पुराणकथा आणि वास्तवता ,मुंबई ,लोकवाडःमय गृह प्रकाशन .
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मजूमदार आर. सी. , अर्ली हिस्ट्री ऑफ़ इंडिया, मुंबई, भारतीय विद्या भवन थापर  
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 एजुकेशन.

### 3.4 Minor

<b>Course Title</b>	<b>Themes in Early Indian History – I</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. describe the early societies and state formation in ancient India.
	2. analyze the socio-economic, religious, and cultural transformations in early Indian history.
	3. appreciate the development of early Indian art, architecture, and literature.
<b>Module 1 (Credit 1): Early Societies and State Formation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. describe the characteristics of early Indian societies, including Harappan and Vedic civilizations.
	2. analyze the processes of state formation in North and South India.
	3. assess the administrative structures of the Mauryan and Gupta Empires

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Early Societies: An Overview of Harappan Civilization and Vedic Age</li> <li>• State Formation and Empires in North India: Rise of Magadha, Administration of Mauryan and Gupta Empires</li> <li>• Early State Formations in Southern India: Sangam Age (Cheras, Pandyas, Early Cholas), Satavahanas</li> </ul>
<b>Module 2 (Credit 1): Society, Economy, Religion, and Cultural Transformations</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. analyze the social structures and economic patterns in early Indian history.
	2. elucidate the religious and philosophical developments of the period.
	3. discuss the contributions of early Indian art, architecture, and literature
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Social Structures and Economic Patterns: Evolution of Varna and Jati, Gender, Urbanization</li> <li>• Religion and Philosophy: Bhagavad Gita, Jainism, Buddhism</li> <li>• Art, Architecture, and Literature: Schools of Art(Gandhara, Mathura, Amravati) Ajanta, Ellora caves, Classical Age of Guptas (Literature and Science and Technology), Temple Architecture of Pallavas</li> </ul>

#### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

<b>Activity</b>	<b>Marks</b>
Assignments and presentations on early societies of India	10
Assignments and presentations on the state formation and administrative systems of Magadha, Gupta period, Sangam Age, and Satvahanas	10
Interactive group discussion, role play, and presentations on social structures and economic patterns	10
Video shooting on role play and presentations on various religious founders, their teachings, and philosophical texts	10
Report writing on field visits and video shooting at museums/historical sites related to early Indian history	10

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### 3.5 OEC

<b>Course Title</b>	Women in Indian Society
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. discuss the scope of women's studies
	2. analyze the status of women in Indian society.
	3. the historical background of women's movement
	4. describe the changing roles of women in society
	5. evaluate the contribution of women saints, educators and politicians
<b>Module 1(Credit 1):</b>	<b>Introduction to Women and Society</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss the nature and scope of women's studies
	2. analyze the women's movements in India
	3. differentiate the changes in the status of women in Indian society
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Definition and scope of Women's studies</li> <li>• Historical background of women's movements</li> <li>• Changing roles of women in society</li> </ul>
<b>Module 2(Credit 1):</b>	<b>Women's contribution to society</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. examine the role of women saints in Bhakti movement
	2. analyze the contribution of Women as educators
	3. evaluate the work of women in politics.

Content Outline	<ul style="list-style-type: none"> <li>• Women saints: Akka Mahadevi, Mirabai</li> <li>• Women as Educators: Savitribai Phule, Begum Rokeya Sakhawat Hossain</li> <li>• Women in Politics: Sarojini Naidu, Indira Gandhi</li> </ul>
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### Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
Projects & presentations on women's movements in India	10
Assignments & presentations on changing roles of women in society	10
Video shooting on role play and presentations on case studies of women saints in the Bhakti movement	10
Interactive group discussion and report write-up on women as educators	10
Assignments on case studies of participation of women in politics	10

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### 3.5 OEC

Course Title	International Tourism
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. identify the fundamental concepts and trends of international tourism</li> <li>2. elucidate the major components of the international tourist industry</li> <li>3. describe the major tourist destinations in various parts of the world</li> <li>4. evaluate the challenges and impact on tourism from contemporary developments</li> </ol>

<b>Module 1 (Credit 1): Meaning and scope of international tourism</b>	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meaning, history and trends of international tourism
	2. demonstrate an understanding of the history and purpose of various international tourist organizations
Content Outline	<ul style="list-style-type: none"> <li>• International tourism: definitions and history</li> <li>• Tourism Organizations:</li> <li>• International Air Transport Association (IATA), International Civil Aviation Organization (ICAO), World Tourism Organization (WTO), Universal Federation of Travel Agents Association (UFTAA), Pacific Air Travel Association (PATA)</li> <li>• Major trends and international tourism markets -inbound and outbound tourism statistics, emerging markets</li> </ul>
<b>Module 2 (Credit 1): The business of international tourism</b>	
Learning Outcomes	After learning the module, learners will be able to
	1. describe the major tourist destinations in various parts of the world
	2. comprehend the major components of the business and structure of international tourism
Content Outline	<ul style="list-style-type: none"> <li>• World travel geography- the three IATA areas (one destination from each IATA area)</li> <li>• Cruise Lines: Star Cruises, Cruises in Mediterranean Sea and Eurail Packages</li> <li>• Challenges and upheavals faced in the recent past- wars and Covid-19</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)  
(suggested)**

Activity	Marks
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Try locating a few tour operators and compare the various international destination packages offered by them	10
Gather information and prepare a short video/presentation on the new and emerging travel destinations around the world	20
Interview a few people who have recently travelled abroad and prepare a video documenting their successes and challenges in planning their trip	20

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### 3.6 AEC (Modern Indian Language)

#### 3.7 Field Project in History

<b>Course Title</b>	<b>Field Excursion- - Visit to monuments/archaeological sites/libraries/museums/ archives/gazetteer department in your city or nearby places</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. analyze the monument as a primary source of historical information
	2. comprehend with a firsthand experience of historical sites and connect theoretical knowledge with real-word observations.
	3. actions for sustainable outcomes examine the material remains. Such as artifacts, architecture and other archaeological evidence to reconstruct the past
<b>Activities</b>	Visit, Report Writing, presentation, Viva

#### Internal evaluation

**50**

<b>Activity</b>	<b>Marks</b>
Field visits and Report writing	<b>20</b>
Presentations and Viva	<b>20</b>
Write up on the historical sites for any local newspaper and or magazines	<b>10</b>

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### 3.8 CC

#### Semester IV

#### 4.1 Major (Core)

<b>Course Title</b>	<b>History of Early Medieval India (7<sup>th</sup> century to 1526 C.E.)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. recognize the transition phases of ancient to medieval India
	2. examine the Muslim invasion's in India
	3. describe the establishment of Delhi sultanate
	4. discuss the administration of various rulers
	5. illustrate the socio-economic and cultural life
<b>Module 1 (Credit 1): Transition phase from Ancient to Medieval</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. identify the concept of transition ancient to medieval India
	2. analyse the decline of Gupta empire and rise of regional kingdoms
	3. recognise the emergence of Rajput's rule
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Decline of the Guptas</li> <li>• Harshavardhana, Pulakesin II</li> <li>• c) Emergence of Rajputs rule</li> </ul>

<b>Module 2 (Credit 1): Delhi Sultanate</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. compare the Foreign invasion's in India
	2. discuss the establishment of Delhi sultanate 3. criticise the administration of various sultans of Delhi Sultanate
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Foreign Invasions: Muhammad bin Qasim, Mahmud Ghazni, Muhammad Ghori</li> <li>• Establishment of Delhi Sultanate: Qutb-ud-din-Aibak, Iltutmish, Raziya Sultan</li> <li>• Expansion and Consolidation of Delhi Sultanate: Alauddin Khilji, Muhammad Bin Tughlaq, Firoz Shah Tughlaq</li> </ul>
<b>Module 3 (Credit 1) : The Vijayanagara Empire and The Bahamani Kingdom</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. identify the establishment of Vijayanagara empire
	2. describe the achievement of Krishnadevaraya 3. analyse the Bahamani kingdom
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Vijayanagara Empire: Harihara and Bukka, Krishnadevaraya</li> <li>• Decline of Vijaynagara Empire</li> <li>• Bahamani Kingdom: Establishment and Decline</li> </ul>
<b>Module 4 (Credit 1) : Socio-Economic and cultural life</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. compare the socio-cultural and economic life under Delhi Sultanate 2. discuss the socio-cultural and economic life under Vijayanagara empire

	3. criticize the art and architecture under Bahamani kingdom
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Socio-economic and Cultural Life under Delhi Sultanate</li> <li>• Socio-economic and Cultural Life under Vijaynagara empire</li> <li>• Art and Architecture under Bahamanis</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

<b>Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</b>	<b>Marks</b>
Assignments on the causes of decline of Gupta period / transition phases from ancient to medieval India	10
Role play / Projects on the emergence of Harshavardhana and Rajput rule	10
Group discussion on foreign invasions	10
Assignments on rulers and administrative systems of the Delhi Sultanate, Vijayanagara Empire, and Bahamani Kingdom	10
Field visits and report writing on medieval historical monuments	10

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#### 4.2. Major (Core)

<b>Course Title</b>	<b>History of Indian Women</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. assess the status of women in Indian society.
	2. evaluate the changes in the status of women in Indian society.
	3. identify the importance of women's History
	4. discuss the various concepts of women's history.
<b>Module 1(Credit 1):</b>	<b>Women in Ancient India</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss the status of women in Harappan Civilization
	2. analyze the position of women in Vedic and post Vedic society.
	3. examine the role of women in Buddhism and Jainism

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Reflection of women in art of Harappan civilization</li> <li>• Status of women in Vedic and post-Vedic society.</li> <li>• Role of women in Buddhism and Jainism.</li> </ul>
<b>Module 2(Credit 1):</b>	<b>Women in Medieval India</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. examine the role of women saints in Bhakti Movement.
	2. analyze the role of women in politics during Sultanate and Mughal Era.
	3. analyze the role of women in politics during
Content Outline	<ul style="list-style-type: none"> <li>• Women in Bhakti Movement: Mirabai, Janabai, Akkamadevi</li> <li>• Women in Sultanate and Mughal Era: Razia Sultan, Noor Jahan, Chand Bibi</li> <li>• Women in Maratha Empire: Jijabai, Tarabai, Ahilyabai Holkar</li> </ul>
<b>Module 3 (Credit 1):</b>	<b>Women in Modern India</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss the Social Reform Movement and women in 19 <sup>th</sup> century
	2. examine the role of women in Revolutionary Movement
	3. analyze the participation of women in Gandhian Movement
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Social Reform Movement: Brahmo Samaj, Arya Samaj, Satyashodhak Samaj</li> <li>• Women in Revolutionary Movement</li> <li>• Women in Gandhian Movement</li> </ul>

<b>Module 4 (Credit 1): Women in Post-Independent India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. evaluate the suffering and trauma of women during partition of India
	2. discuss women's rights as enunciated in Indian constitution
	3. examine the achievements of women in Science and Technology
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Women and Partition – Trauma, dislocation and disruption.</li> <li>• Indian Constitution and women's rights.</li> <li>• Women's contribution to science and technology: Health, Space, IT sector.</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

<b>Activity</b>	<b>Marks</b>
Group discussion on status of women in Vedic/post-Vedic society, Buddhism, and Jainism	10
Role play on women in the Bhakti Movement and women in politics in medieval India	10
Projects & presentations on status of women in the colonial period, women's role in revolutionary movements, and participation in Gandhi's Satyagraha	10
Case studies & presentations on women and Partition / women's contribution to science and technology	10
Interactive group discussion on the Indian Constitution and women's rights	10

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### 4.3 Major Stream

Course Title	Landmarks of World History (1789 C.E. -1900 C.E.)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. discuss the concept of age of revolution from the perspective of world history.
	2. analyse the importance of French Revolution
	3. examine the concepts of Industrialization, Imperialism and Nationalism
	4. describe the unification of Germany and Italy
	5. evaluate the importance of social reforms
<b>Module 1 (Credit 1): Age of Revolution</b>	
Learning Outcomes	After learning the module, learners will be able to
	1. examine the importance of French Revolution

	2. analyze the reforms of Napoleon Bonaparte
	3. describe Latin American Independence
<b>Content Outline</b>	a) French Revolution, 1789: Causes and Consequences b) Napoleon Bonaparte: Reforms (1804-1815) c) Latin American Independence (1808-1833) (Argentina and Mexico)
<b>Module 2 (Credit 1): Industrialization and Imperialism</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. identify the concept of industrialization and imperialism
	2. critically examine opium wars
	3. analyze the scramble for Africa
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Industrial Revolution: Causes, Nature and Consequences</li> <li>• Opium Wars: Causes and Consequences</li> <li>• Scramble for Africa</li> </ul>
<b>Module 3 (Credit 1): Nationalism and Unification</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. examine the Meiji restoration
	2. analyze the events leading to the unification of Italy
	3. evaluate the course of the unification of Germany
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meiji Restoration</li> <li>• Unification of Italy</li> <li>• Unification of Germany</li> </ul>
<b>Module 4 (Credit 1): Social Reforms</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. examine the abolition of slavery
	2. evaluate the labour movements and rights

	3. critically examine the emergence of women's Suffrage movement
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Abolition of Slavery in Britain and USA</li> <li>• Labour Movements and Rights</li> <li>• Emergence of Women's Suffrage Movement</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

Activity	Marks
Projects and presentations on the French Revolution / Assignment on Latin American Independence	10
Projects and presentations on causes of the Industrial Revolution / Assignments on Opium Wars / Second Industrial Revolution or New Imperialism in Africa	10
Assignments and presentations on nationalism and the unification of Germany and Italy	10
Debates, presentations, and write-up on the abolition of slavery / labour movement	10
Role play of case studies on the Women's Suffrage Movement	10

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#### 4.4 OEC

<b>Course Title</b>	<b>Subaltern Movements in India</b>	
<b>Course Credit</b>	<b>2</b>	
<b>Course Outcomes</b>	After going through the course, learners will be able to	
	1. explore the concept of subalternity and its application in understanding history and society	
	2. discuss the Concept and Theories of Subalternity	
	3. examine the origin, development, and impact of subaltern movements in India.	
	4. analyze the socio-Political Impact of Subaltern Movements	
<b>Module 1 (Credit 1):</b>	<b>Introduction to Subaltern Studies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	1. discuss the Concept of Subaltern	
	2. examine the Emergence of Subaltern Studies	
	3. analyze Ranajit Guha's Contributions	
	4. assess the impact of Subaltern Movements on Society	
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Definition of Subaltern: Antonio Gramsci</li> <li>• Subaltern Studies in India: Ranajit Guha, Partha Chaterjee, Gayatri Spivak</li> <li>• Impact of Subaltern movements on society.</li> </ul>	
	<b>Module 2 (Credit 1):</b>	<b>Subaltern Movements in India</b>
	<b>Learning Outcomes</b>	After learning the module, learners will be able to

	1. identify key Movements and Their Characteristics
	2. examine the causes and features of significant Peasant Movements
	3. evaluate the impact of caste-based resistance movements
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Tribal Uprisings: Halba Rebellion, Bhil Movement</li> <li>• Peasant and Labour Movements: Indigo Revolt, Bombay Textile Worker's Movement, 1982</li> <li>• Caste-Based Resistance: Satyashodhak Samaj Movement, Self-Respect Movement</li> </ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
Research projects / Presentations on Subaltern Studies – Antonio Gramsci	10
Case studies & presentations on Indian Subaltern Historians	10
Interactive group discussion on causes and significance of tribal, peasant, and workers' movements	10
Assignments on caste-based resistance movements	10
Role play and video shooting on Ajmer Singh / Govind Guru / Vallabhbhai Patel / N. M. Joshi / Mahatma Phule / Periyar	10

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#### 4.4 OEC

Course Title	Travel Formalities

<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Know the importance of travel formalities in international and domestic travel.
	2. identify and process essential travel documents such as passports, visas, and permits.
	3. comprehend various visa types, their application procedures, and immigration formalities.
	4. analyze foreign exchange regulations, customs policies, and airline regulations.
	5. identify the significance of travel insurance and its coverage.
<b>Module 1 (Credit 1) : Documents for Travel Formalities</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. acknowledge the role and significance of travel formalities.
	2. identify and describe various travel documents required for international travel.
	3. differentiate between types of visas and their application processes.
	4. explain immigration formalities and their importance.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Concept and Importance of Travel Formalities</li> <li>• Documents: Passport, Visa, Permits and Travel Insurance</li> <li>• Visa Types and Procedures: Tourist Visa, Business Visa, Student Visa, Transit Visa, e-Visa, Visa on Arrival</li> <li>• Immigration formalities</li> </ul>
<b>Module 2 (Credit 1) : Procedures and Regulations for Travel Formalities</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. discuss the regulations governing foreign exchange and currency transactions.
	2. identify customs regulations, duty-free

	allowances, and prohibited/restricted items.
	3. recognize the significance of travel insurance, its types, and coverage.
	4. know airline regulations related to baggage, security checks, and boarding procedures.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Foreign Exchange Regulations: Currency Exchange, Forex Cards, and Traveler's Cheques</li> <li>• Customs Regulations: Prohibited and Restricted Items, Duty-Free Allowances</li> <li>• Travel Insurance: Importance, Types, and Coverage</li> <li>• Airline Regulations: Baggage Rules, Security Checks, and Boarding Procedures</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

Activity	Marks
Assignments on Concept and Importance of Travel Formalities	10
Case studies & presentations on procedures for preparation of documents	10
Projects/ Presentations on various Travel Documents	10
Group discussion and Presentations on Procedures and Regulations for Travel Formalities	10
Field visit to nearby Travel Company and Report writing	10

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#### 4.7 SEC

<b>Course Title</b>	<b>Archaeology in India: Theory and Types</b>
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<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1) explain the methods of archaeology
	2) develop the skills of observation of archaeological sites
	3) analyse the importance of excavation sites
	4) examine the major archaeological sites in India
<b>Module 1: (Credit 1): Introduction and Methods of Archaeology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.explain definition, types and methods of Archaeology
	2. describe the types of excavations and excavated sites in India.
	3.explore the skills of dating archaeological objects
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Definition, Types and Methods of Archaeology</li> <li>• Types of Excavations</li> <li>• Methods of Dating of Objects</li> </ul>
<b>Module 2 (Credit 1): Excavations and Archaeological sites in India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. describe the features of excavations sites in India
	2. discuss the types and methods of architecture of caves in India
	3. analyze the art and architecture of stupas and temples in India
	4. write a report on excavated and archaeological sites
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Nalanda and Jorwe</li> <li>• Kanheri caves and Ajanta caves</li> <li>• Sanchi and Hampi</li> </ul>

## Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Activity	Marks
Projects and presentations on methods of archaeology, types of excavation, and methods of dating objects	10
Report writing and visits to excavation sites such as Jorwe / Nalanda	10
Report writing and visits to archaeological sites such as Kanheri Caves / Ajanta Caves	10
Visits to archaeological sites at Sanchi and Hampi	10
Video shooting / Presentation based on field visits	10

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