

As Per NEP 2020

University of Mumbai



Title of the program

- A-** U.G. Certificate in **History**
- B-** U.G. Diploma in **History**
- C-** B.A. (**History**)
- D-** B.A. (Hons.) in **History**
- E-** B.A. (Hons. with Research) in **History**

**Syllabus for
Semester - I & II**

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With effect from the academic year 2024-25 Progressively)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in History
	O: _____B	B	U.G. Diploma in History
	O: _____C	C	B.A. (History)
	O: _____D	D	B.A. (Hons.) in History
	O: _____E	E	B.A. (Hons. with Research) in History
2	Eligibility O: _____A	A	12 th std. Passed OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Under Graduate Certificate in History OR Passed Equivalent Academic Level 4.5
	O: _____C	C	Under Graduate Diploma in History OR Passed Equivalent Academic Level 5.0
	O: _____D	D	Bachelors of History with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
	O: _____E	E	Bachelors of History with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of program R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: _____	120	

5	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ Standards of Passing	40%	
7	Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
	Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
	Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year: 2024-25	



Sign of the BOS Chairman
Name of the Chairman
Name of the BOS

Dr. Narayan Bhosale

Sign of the Offg.
Associate Dean
Name of the Associate Dean
Name of the Faculty

Dr. Anil Singh

Sign of the **Offg.**
Dean
Name of the Offg. Dean
Name of the Faculty

Dr. Manisha Karne

Preamble

1) Introduction

The study of Indian history is crucial for understanding the rich cultural tapestry, social-cultural evolution, and political developments that have shaped the Indian subcontinent. It provides valuable insight into the roots of diverse traditions, language and customs, fostering a sense of identity and continuity among its people. Additionally, knowledge of Indian history aids in comprehending global historical dynamics, as India has played a significant role in international trade, diplomacy and philosophical contribution throughout the ages. Exploring the struggles for independence and the formation of the democratic republic further underscores the importance of India's historical narrative in shaping present and future.

2) Aims and Objectives

1. To teach students history from Indian knowledge practice viewpoint.
2. To make aware about the glorious history of India.
3. To impart multidimensional Indian as well as world history in the light of latest research in public domain.
4. To inculcate ideas and generate interest about India Art & Architecture as well as Evolution of Indian Religions, Languages and Culture amongst the students.
5. To sensitize students pertaining to gender, caste, tribe and regionalism-based issues.
6. To acquaint the students about the methods in terms of role of auxiliary social sciences to enrich historical knowledge.

3) Learning Outcomes

1. Students will acquire knowledge of the Indian human journey from Indus Valley Civilization to Modern India.
2. Students will be aware of socio-economic, political and cultural aspects of Indian and world history.
3. Students will enable to describe, critically evaluate and apply rightful history knowledge.
4. Student will understand the ethical dimensions of historical events.
5. Students will grasp the global context of historical developments and appreciate the interconnectedness of world history.
6. Student will develop critical thinking and articulative skill as well as historical methods to analyze sources interpret events and draw conclusions about India's past
7. It will enhance capacity building in sectors such as tourism archaeology, archives and museums.
8. It will generate an interest in students so that they will go for higher studies to gain expertise in specific areas of historical knowledge.

4) Any other point (if any)

5) Credit Structure of the Program (Sem I, II, III, IV, V & VI)

Under Graduate Certificate in History

Credit Structure (Sem. I & II)

R: _____ A											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree / Cum. Cr.	
		Mandatory	Electives								
4.5	I	Ancient India: From Earliest Times to 6th Century BCE CE- 4 C		-	History of Buddhism in India- 2C OR History of Jainism in India- 2C	Introduction to Indian Archaeology- VSC:2C, Introduction to Competitive Examinations SEC:2C		CC:2	22	UG Certificate#	
	R: _____ B										
	II	Early medieval period (mid 350 BCE-1200 CE) -4C Fundamental Rights in Indian Constitution -2C		Buddhist Architecture in Ancient India 2C	Introduction of Indian heritage- 2C OR Introduction of World heritage- 2C	Introduction to Ancient Indian Coins- VSC:2, Caves in Maharashtra SEC:2		CC:2	22		
Cum Cr.		12	-	2	8	4+4	4+4+2	4	44		

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Under Graduate Diploma in History

Credit Structure S Y B A (Sem. III & IV)

R: _____ C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./ Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	History of Medieval India 1000 to 1526 CE 4C Glimpses of World History 4C	History of Shikhism in India 4C OR Society and Culture in Medieval India 4C	Independent India 1947 to 2000 4C	History of Tribal Arts- 2C	VSC:2 Administrative Policy of Chhatrapati Shivaji Maharaja 2C	AEC:2	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	History of Medieval India 1526 to 1707 CE 4C Age of Revolution 4C	Art and Architecture in Medieval India 4C OR Archaeology and History: Methods & Techniques	History of Marginalized Communities in India 4C	Indian Military Technology and war Managements- 2C	SEC:2 Bhakti Sufi Movement in Medieval India 2C	AEC:2 t	CEP: 2 CC:2	22		
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		
<p>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</p>											

B.A. (History)

Credit Structure T Y B A (Sem. V & VI)

R: _____ E										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.5	V	History of Modern India 1600 to 1947 CE 4C History of Modern India 1947 to 2000 CE 4C History of South India 2C	Chhatrapati Shivaji and His Times 4C	Royal Period of Marathas 1680 to 1707 4C	Tribal Revolts in India 2C	VSC: 2 Temple Architecture in India 2C		FP/CE P:2	22	UG Degree 132
	R: _____ F									
	VI	History of Modern Maharashtra 1818 to 1960 4C History of Contemporary Maharashtra 1960 to 2000 4C Introduction to museology and Archival Science 2C	Emancipatory Movement in Modern World 4C	Introduction of Indian Constitution 4C	Human Rights in India - 2C			OJT :4	22	
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]

Sem. - I

Syllabus
B.A. (History)
(Sem. - I)

Sem I Major Mandatory 4C

Ancient India: From Earliest Times to 6 th Century BCE

Course Objectives:

1. To introduce students to the distant past of the Indian subcontinent.
2. To familiarize students with the various source of Ancient Indian History.
3. To teach the processes of evolution of Indian society, culture, economic and political institutions.
4. To impart doctrines of the Ancient Indian religious sects.

Course Outcomes: After studying the course students will be able to -

1. Identify Ancient Indian sources.
2. Comprehend the Ancient Indian social, Religious and Political processes.
3. Understand and related with the ancient Indian traditions and wisdom
4. Sensitize students regarding multireligious roots of Indian culture.

Units	Modules	Lectures
Sources of Ancient India	a) Archaeological Sources. b) Literary Sources. c) Foreign Travelers Accounts.	15
Indus Valley Civilization	a) Social and Economic Life. b) Religious Life. c) Town Planning and Decline of the Civilization.	15
Vedic Age	a) Political and social Life. b) Economic and Religious Life. c) Janapada- Administation.	15
India during 6th Century BCE	a) 16 Mahajanapadas. b) Jainism and Buddhism. c) Persian and Macedonian Invasions.	15
	Total No. of Lectures	60

References:

1. Agarwal D.P., *The Archaeology of India*, (Delhi Select Book Services) Syndicate, 1984.
2. Allichin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.
3. Ayyanger, S.K., *Ancient India and South Indian History Culture*, Oriental Book Agency, Pune, 1941.
4. Basham A.L., *The Wonder that was India*, Rupa& Co., 1998.
5. Bhattacharya N.N., *Ancient Indian Rituals and their Social Contents*, Manohar Publications, Delhi, 1996.

6. Chakravarty Uma, *The Social Dimensions of Early Buddhism*, MunshiramManoharlal, Delhi, 1996.
7. Chakravarty, K.C., *Ancient Indian Culture and Civilization*, Vora and Company, Bombay, 1952.
8. Jha, D.N., *Ancient India in Historical Outline*, Motilal Banarasidas, New Delhi, 1974
9. Kautilya, *The Arthashastra*, Penguin Books, 1987.
10. Kulkarni, C. M., *Ancient Indian History and Culture*, Karnataka Publishing House, Mumbai, 1956.
11. Luniya B.N., *Life and Culture in Ancient India*, Lakshmi Narain Agarwal, Agra, 1994.
12. Majumdar R.C. and Altekar A.S. ed, *The Vakataka- Gupta age*, Motilal Banarsidas, Delhi, 1967.
13. Majumdar, R.C, *Ancient India*, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1974.
14. Mookerjee, R.K., *Ancient India*, Allahabad, Indian Press, 1956.
15. Mukherjee, B.N., *Rise and Fall of the Kushan Empire*, (Kolkata Firma, KLM), 1988.
16. Nandi R.N., *Social Roots of Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.
17. Nilkantha Shastri, *A History of South India*, Madras, 1979
18. Pannikar K.M., *Harsha and His Times*, D.B. Taraporewalla Sons and Co. Bombay, 1922.
19. Pargitar, F.E., *Ancient Indian Historical Tradition*, MotilalBanarasidas Publishers Pvt.Ltd. New Delhi, 1962.
20. Pathak, V.S., *Historians of India (Ancient India)*, Asia Publishing, Bombay. 1966.
21. Possell G.L.ed., *Ancient Cities of the Indus*, Vikas, Delhi, 1979.
22. Sen, S.N., *Ancient Indian History and Civilization*, Wiley Eastern Pvt.Ltd, New Delhi, 1988.
23. Sharma, L.P., *Ancient History of India, Pre- Historic Age to 1200 A.D.*, Vikas Publishing House, New Delhi, 1981.
24. Sharma, S.R., *Ancient Indian History and Culture*, Hind Kitab Ltd., Mumbai 1956.
25. Thapar Romila, *Ashoka and Decline Mauryas*, Oxford University Press, London, 1961.

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१. गो. बं. देगलूरकर, प्राचीन भारत, अपरंत, २०००
२. रोमिला थापर, अशोक आणि मौर्यांचा हास, १९८८
३. मिराशी वा वि, सातवाहन आणि पश्चिम क्षत्रप आणि त्यांचे कोरीव लेख, १९७९
४. ढवळीकर मधुकर केशव, भारताची कुळकथा, २०१७
५. ढवळीकर मधुकर केशव, कोणे एके काळी सिंधू संस्कृती, २००६

Sem – I Major, Mandatory 2C

Concepts and Terms in Ancient India

Course Objectives:

1. To learn about basic historical concept in ancient India.
2. The study will delve into the cultural and social aspects of ancient India, including language, art, architecture, and literature.
3. To understand the Terms and concepts: Social-Religion, architectural and economics.
4. To understand religious and philosophical ideas through concepts.

Course Outcomes: After studying the course students will be able to -

1. Describe the Ancient India was a period of rich cultural, intellectual, and social development that spanned through various concepts.
2. Evaluate the various concepts and terms emerged that played a crucial role in shaping the society, politics, and religion of the Indian subcontinent.
3. Appreciate the key concepts and terms that emerged in ancient India and their outcomes.

Unit	Module	Lecture
1. Terms and concepts: Social-Religion,	a) Bharatvarsha, Sabha, Samiti, Varnasrama, Vedanta, Purusharthas, Rin, Yajna, Ganrajya, Samskaras, b) Bodhisattva / Tirthankara, Alvars / Nayanars, Dharmavijaya c) Janapada, Doctrine of Karma, Dandaniti / Arthasastra / Saptanga, Dharmavijaya	15
2. Terms and concepts: Architecture, Economics	A) Architecture: Stupa / Chaitya/ Vihara, B) Nagara / Dravida / Vesara, Memorial Stones C) Economics: Sreni, Bhumi-chidra-vidhana-nyaya, Kara-bhoga-bhaga, Vishti, Stridhana, Agraharas	15
	Total lectures	30

Reference

1. Agrawal, Ashavini, *Rise and fall of the Imperial Guptas*, Motilal Banarsidass, Delhi, 1989
2. Agrawal, D.P., *The Indus Civilization: An Interdisciplinary Perspective*. Aryan Book International, New Delhi, 2007
3. Allchin, B. & F.R., *Rise of Civilization in India and Pakistan*, Foundation Bks. Delhi, 1999

4. Avari, B. *India: The Ancient Past: A History of the Indian Sub-continent from C. 7000 BC to AD 1200*. London: Routledge, 2007
5. Bakker, H. (eds.), *The Vakataka Heritage: Indian Culture at the Crossroads*. Groningen: Egbert Forsten, 2004
6. Basham, A. L., *Papers on the Date of Kanishka*. Leiden: E.J. Brill, 1968
7. Benjamin, C.G. R., *The Yuezhi*. Turnhout: Brepols, 2007
8. Bhandarkar, D. R., *Asoka*. Calcutta: University of Calcutta, 1925
9. Chakravarti, R., *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016
10. Chattopadhyay, B., *Kushāṇa State and Indian Society: A Study in Post-Mauryan polity & Society*, Punthi Pustak, Calcutta, 1975
11. Choudhary, R., *Kautilya's Political Ideas and Institutions. Vol. 73*, Chowkhamba Sanskrit Series Office, New Delhi, 1971
12. Devahuti, D., *Harsha- A Political Study*, Oxford University Press, New Delhi, 1983
13. Dikshitar, V. R., *The Gupta Polity*, Motilal Banarsidass, Delhi, 1993
14. Kher, N.N., *Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age (cir. 324 B.C.-320 A.D.)*, Motilal Banarsidass, Delhi, 1973
15. Kosambi, D. D., *The Culture and Civilisation of Ancient India in Historical Outline*, Vikas Publishing House Pvt Ltd., 1994
16. Kumar, A., *The Kushanas Revisited*, Commonwealth Publishers, New Delhi, 2015
17. Lahiri N., *Ashoka in Ancient India*, Orient Blackswan Private Limited., New Delhi, 2015
18. Lal, B. B. and S. P. Gupta. (eds.), *Frontiers of the Indus Civilization*, Books & Books, New Delhi, 1984
19. Lal, B. B., *The Homeland of the Aryans*, Aryan Book International, New Delhi, 2005

History of Buddhism in India

Course Objectives

1. To provide students with a foundational understanding of the historical, philosophical, cultural, and social aspects of Buddhism as it originated and developed in India.
2. To understand the historical background leading to the emergence of Buddhism in India.
3. To gain knowledge of the fundamental teachings of Buddhism.
4. To develop analytical thinking skills to critically assess Buddhist history.

After studying the course students will be able to -

Course Outcomes:

1. Students will be introduced to various sources related to Buddhism, including primary texts, historical documents, and scholarly writings.
2. Students will develop analytical thinking skills specifically tailored to critically assess Buddhist texts, doctrines, and philosophical concepts.
3. Students will gain an understanding of the ethical principles and moral precepts inherent in Buddhist teachings.
4. Students will attain a holistic understanding of Buddhism that encompasses its historical, philosophical, cultural, and social aspects.

Unit	Module	Lecture
Various resources about Buddhism	a) Primary texts in various language b) Historical documents c) Scholarly writings	15
Historical, philosophical, cultural, and social aspects of Buddhism	a) Doctrines, and philosophical concepts b) Buddhist teachings c) Ethical principles	15
	Total lecture	30

References:

1. Ahir, D.C., *Buddhism Declined in India How and Why?* Buddhist World Press, Delhi, 2013.
2. Ahir, D.C., *Buddhism Declined in India How and Why?* Buddhist World Press, Delhi, 2013.
3. Bapat, P.V., *2500 Years of Buddhism*, The Publication Division (Ministry of Information and Broadcasting Government of India), New Delhi, 1956.
4. Upham, Edward, *The history and doctrine of Buddhism*, popularly illustrated: with notices of the
5. Henry Clarke Warren, *Buddhism In Translations Passages Selected From The Buddhist Sacred Books And Translated From The Original Pali Into English*, Harvard University Press Cambridge, Massachusetts, 1953
6. Kappooism, or demon worship, and of the Bali, or planetary incantations of Ceylon, 1829
7. Jamanadas, K., *Decline and Fall of Buddhism A Tragedy in Ancient India*, Blumoon Books, New Delhi, 2004.
8. Law B C, *Geography Of Early Buddhism*, Calcutta, 1932
9. Mungekar, Bhalchandra, Rathore Aakash Singh, *Buddhism and the Contemporary World: An Ambedkarian Perspective*, Bookwell, New Delhi, 2007.
10. Naik, C.D., *Ambedkar's Perspective on Buddhism And Other Religions*, Kalpaz Publications, Delhi, 2004.
11. Narasu, P. Lakshami, *What is Buddhism?* SamyakPrakashan, New Delhi, Second Edition, 2009.
12. Rai, Supriya, *Spiritual Masters: The Buddha*, Indus Source Books, Mumbai, 2014.
13. R. Spence Hardy, *Manual of Buddhism*, Williams And Norgate, London, 1980
14. Thittila, Ashin, *Essential Themes of Buddhist Lectures*, Department of Religious Affair, 1987.
15. Sir Monier Monier Williams, *Buddhism, In Its Connexion With Brahmanism Ph Oe Ers Ae And Hinduism, And In Its Contrast With Christianity*, London: John Murray, Albemarle Street, 1889.
16. डॉ. बाबासाहेब आंबेडकर, बुद्ध आणि त्याचा धम्म, सुगावा प्रक्षण, पुणे
17. धर्मानंद कोसंबी, भगवान बुद्ध, साहित्य अकादमी, नई दिल्ली

Sem – I Open Elective 2C

History of Jainism in India

Course Objectives:

1. Enable students to understand the historical, social, and cultural context in which Jainism emerged in India.
2. Explore the life and teachings of Lord Mahavira, the twenty-fourth Tirthankara, and the founder of Jainism,
3. Examine the religious and philosophical principles espoused by Lord Mahavira and Jainism.
4. Investigate the key doctrines, principles, and beliefs of Jainism.

Course Outcomes: After studying the course students will be able to

1. Students will gain a comprehensive understanding of the origins, development, and historical context of Jainism in India,
2. Students will understand key doctrines, beliefs, and philosophical principles of Jainism.
3. Students will be able to analyze the historical development of Jainism,
4. Students will develop critical thinking skills by evaluating primary and secondary sources,

Unit	Module	Lecture
Various sources about Jainism	a) Primary texts in various language b) Historical Documents c) Scholarly writings	15
Historical, Philosophical, Cultural and Social aspects of Jainism	a) Doctrines and Philosophical Concepts b) Jains Teachings c) Ethical Principles	15
	Total lecture	30

References:

1. Asim Kumar Chatterjee, *A Comprehensive History Of Jainism Part I*, Firma Klm Private Limited Calcutta India, 1984
2. Ashim Kumar Jain, *A History Of Jains*, Gitanjali Publishing House, New Delhi, 1984
3. Bhuvanbhanusoorishwarji, Acharyadev, *A Handbook Of Jainology*, Shri Visva Kalyan Prakashan Trust Near Kamboinagar Mehsana, 1987

4. Brahmchari Sital Prasad, *A Comparative Study Of Jainism And Buddhism*, Sri Satguru Publications, Delhi, 1982
5. Caillat Colette, Patil Bal; *Jainism*, The Macmillan Co. of India Ltd., 1974
6. Madhava, Rao N.; *Jainism a new look*, The Bangalore Printing and Publishing Co. 1981
7. Jain, Hemchand (Tr.), *A Short Reader To Jain Doctrines*, Shri B.J. Swadhyay Mandir Trust Songad, Gujarat, 1979
8. Jayantibhai Sanghvi, *A Treatise Of Jainism*, Bhagwati Printing Press Industrial Estate Dudheshwar Road, Ahmedabad
9. Joel Diederik Beversluis, *In: Sourcebook of the World's Religions: An Interfaith Guide to Religion and Spirituality*, New World Library, 2000
10. Long, Jeffrey D. *Jainism: An Introduction*, New York, 2009
11. Surendra Bothra, *Ahimsa The Science Of Peace*, Prakrit Bharati Academy Jaipur
12. ध्रुव कुमार, जैन धर्म की कहाणी, प्रभात प्रकाशन, दिल्ली, २०१७
13. देवदत्त पटनाईक, तिर्थाकर, प्रभात प्रकाशन, दिल्ली, २०२४
14. प्रमाणसागर मुनि, जैन तत्त्वविद्या, भारतीय ज्ञानपीठ, २००८
15. शास्त्री, प. कैलाशचन्द्र, जैन धर्म, आचार्य शतिसागर 'छाणी' स्मृति ग्रन्थमाला, २००७

Sem I

VSC:2C

Introduction to Indian Archaeology

Course Objectives:

1. To introduce the students to basic tenets of Indian Archaeology.
2. To familiarize students with various cultures from pre-historic period onwards.
3. To develop interest in students of Paleolithic and Mesolithic Cultures, Neolithic Cultures and Chalcolithic Cultures.

Course Outcomes: After studying the course students will be able to

1. Familiarize with the early human settlements in India, including the Stone Age, the Bronze Age, Chalcolithic Age and the Iron Age.
2. Know about the tools and techniques used by early humans and the evolution of their societies.
3. Understand the evolution of Indian civilization from the earliest times to the present day.
4. Sensitize archaeological remains from different regions of India.

Unit	Module	Lecture
1. Introduction and Methods of Archaeology	a) Introduction of Indian archeology b) Definitions and Scope c) Types of Excavated Artefacts and Dating Methods	15
2. Pre-historic and Chalcolithic Cultures in India	a) Paleolithic and Mesolithic Cultures b) Neolithic Cultures c) Chalcolithic Cultures	15
	Total lecture	30

Reference

1. Agrawal D. P. and DK Chakraborty (ed) *Essays in Indian Proto history*, DK Publishers, Delhi, 1979
2. Allchin FR., *A Source book of Indian Archeology*, New Delhi, 1972
3. Ghosh A., *Encyclopedia of Indian Archaeology*, Munskurin Manoharlal Pub., New Delhi, 1990
4. Khanna A.N., *Archeology of India*, New Delli, 1981
5. Lal B., *Prehistoric and Protohistoric Period*, New Delhi, 1950
6. Mirashi V.V., *History and Inscriptions of the Satvahans and Western Kshatras*, Bombay, 1981
7. Masura V.N., *Stone Age India an Ecological Perspective. Man and Environment*, 1990

8. Paddaya K. (ed) *Recent Studies in Indian Archaeology*, New Delhi ICHR, 2002
9. Rao S. R., *Lothal and the Indus Civilization*, Bombay, 1973.
10. Renfrew. C and P. Bahn, *Archeology: Theories and Methods and Practice*, Thames and Hudson, London 1991
11. Sankalia MD., *Prehistory and Protohistory of India and Pakistan*, Poona, 1975.
12. Sankalia M.D., *Reports on the Excavations at Nasik and Jorve*, Poona, 1975.
13. Siunde Vasant, *Origin and Development of Chalcolithik in Central India*, Bulletin of Indo-Pacific Prelustory Association 2000.
14. ढवळीकर म. के., *पुरातत्वविद्या*, मुंबई, १९७९

Introduction to Competitive Examinations**Learning Objectives:**

1. To create awareness about the competitive examinations and career opportunities of administrative services at state level and national level.
2. The course seeks to orient and guide the students towards preparing for various posts offered by competitive examinations such as UPSC, MPSC, Staff Selection and others.
3. To provide guidance and preparation strategy about competitive examinations in the beginning of the course so that they can plan their career systematically.
4. To provide special help, guidance and assist students from weaker sections.

Course Outcomes:**After completion of this course the students will be able to:**

1. Gain a comprehensive understanding of the nature of competitive examinations and the vast array of career prospects available in the administrative services sector in India.
2. Get expert's advice and a well-planned strategy for competitive exams.
3. Early exposures to learning and competition builds confidence and sharpens skills which raise your level from other students on the same platform.
4. Build a solid career foundation by developing IQ, logical reasoning, and analytical thinking skills.

Units	Modules	Lectures
1. Basic information on Competitive Examinations	A) Nature, Scope, Types of Examinations & conduction process B) U.P.S.C Examinations: eligibility criteria, the Exam pattern, Syllabus of Examination. C) M.P.S.C & Staff Selection Examinations: eligibility criteria, the Exam pattern, Syllabus of Examination.	15
2. Preparation Strategy for Competitive Exams	A) Essential Rules & Effective Strategies to achieve Goal: Desire, Positive Approach, Self Belief, Self Awareness, Effective Goal Setting. B) Syllabus Preparation: Reasoning Ability, General Intelligence, Quantitative Aptitude, Data Interpretation. Language proficiency, Analysing, Previous year Question papers, Quality Study Material. C) Effective Learning Methods and techniques: Self Study plan, General Awareness, Current Affairs, Soft Skills, Time Management, Mock Test.	15
	Total lectures	30

Reference Books

1. Aggarwal R.S., *Arithmetic for Competitive Examinations*, S Chand Publishing, New Delhi, 2017
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4. Lakshmikant M., *Indian Polity (Marathi) other Competitive Exam of Maharashtra State*, Macgraw-Hill Publication, Delhi, 2021
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Sem. – II

B.A. History

Sem II Major- Mandatory- 4C

Early medieval period (mid 350 BCE–1200 CE)

Course Objectives:

1. The study of the Mauryan empire, Sungas, Kushanas and Satavahanas Dynasties of past Administration and public affair.
2. To study North and South Indian dynasties and responsible administration.
3. To understand law and order, taxation systems in ancient India.
4. To providing valuable insight into administration systems in ancient India.

Course Outcomes:

After completion of this course the students will be able to:

1. understand the political history of Ancient India.
2. Comprehend beginning and development of taxation system and various organs of state institution during Ancient Indian History.
3. Become aware about the chronological political evolution in Ancient Indian History.
4. Teach the transitional events from Ancient to Medieval History of India.

Units	Modules	Lectures
1. Mauryan and Post Mauryan Period (322 BCE to 320 CE)	a) Chandragupta Maurya and Ashoka b) Mauryan Administration c) Post Mauryan Dynasties- Shunga, Kushana and Satavahana	15
2. Gupta Age (320 CE to 600 CE)	a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II b) Administration. c) Debate of 'Classical Age'	15
3. Post Gupta Period (600 CE to 1000 CE)	a) The Age of Harshavardhana b) The Rise of Rajputs States c) Arab Invasion of Sindh	15
4. Major Dynasties of Deccan and South India	a) Pallavas and Cholas b) Chalukyas of Vatapi, Rashtrakutas and Chalukyas of Kalyani c) Spread of Indian Culture in South-East Asia	15
	Total No. of Lectures	60

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22. Sen, S.N., *Ancient Indian History and Civilization*, Wiley Eastern Pvt.Ltd, New Delhi, 1988.
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१. गो. बं. देगलूरकर, प्राचीन भारत, अपरांत, २०००
२. रोमिला थापर, अशोक आणि मौर्यांचा हास, १९८८
३. मिराशी वा वि, सातवाहन आणि पश्चिम क्षत्रप आणि त्यांचे कोरीव लेख, १९७९
४. ढवळीकर मधुकर केशव, भारताची कुळकथा, २०१७
५. ढवळीकर मधुकर केशव, कोणे एके काळी सिंधू संस्कृती, २००६

Fundamental Rights in Indian Constitution

Course Objectives:

1. To introduce students to fundamental rights in Indian Constitution.
2. To create awareness about fundamental rights among students.
3. To understand constitutional remedies.

Course Outcomes:

1. To provide students with a comprehensive understanding of fundamental rights, their history, and their implementation in the Indian legal system.
2. Students will gain knowledge of various rights enshrined in the Indian Constitution, such as the right to equality, freedom of speech and expression, and the rights of minorities.
3. The course explores the development of fundamental rights in the Indian Constitution.
4. Students will learn about the Importance of fundamental rights in human life.

Students will gain a comprehensive understanding of fundamental rights

Units	Modules	Lectures
1.introduction to Fundamental rights	a) History of the demand for fundamental rights Dr. Babasaheb Ambedkars role, Features of Fundamental Rights b) Definition of State - (Article 12), Fundamental Rights and laws (Article 13), Right to Equality- (Article 14), Prohibition of discrimination (Article 15) c) Equal opportunity (Article 16) and Abolition of Untouchability (Article 17)	15
2.Fundamental rights	a) Right to freedom (Article 19 to 22), Right against exploitation (Articles 23-24) b) Freedom of Religion – (Article 25 to 28), cultural and educational rights (Article 29 to 30) c)Constitutional Remedies – (Article 32 to 35)	15
	Total Lectures	30

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2. Dongre, M.K., *Dimensions of Ambedkarism*, Vinay Publications, Nagpur, first edition, Sept. 2005.
3. Ahir, D.C., *Dr. Ambedkar and Indian Constitution*, Low Price Publication, Delhi-110052, Second edition 1997.
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9. Swapan Kumar Biswas, *Father of the Constitution of India*, Orion Publications, Delhi, 2000.

Buddhist Architecture in Ancient India**Course Objectives:**

1. Provide students with an understanding of the historical context of Buddhist architecture in India.
2. Develop students' ability to analyze the distinctive architectural styles and elements associated with Buddhist structures, including stupas, viharas, and chaityas.
3. Create awareness among students about the layout, design, and construction techniques employed in Buddhist architecture.
4. Help students understand the cultural and religious significance of Buddhist architecture within the Indian context.

After studying the course students will be able to-**Course Outcomes:**

1. Students should acquire comprehensive knowledge of the historical context of Buddhist architecture in India.
2. Students should be able to identify and describe the architectural styles and elements characteristic of Buddhist structures, distinguishing between stupas, viharas, and chaityas.
3. Students should be able to trace the evolution of Buddhist architectural forms over different historical periods.
4. Students should develop the ability to analyze and interpret the symbolism, iconography, and artistic features present in Buddhist architectural elements.

Unit	Module	Lecture
Introduction of Buddhist architecture in India	a) Concept of Buddhist architecture b) Buddhist architecture, Stupas, Viharas, Chaityas c) Characteristic of Buddhist architecture	15
Development of Buddhist Architecture	a) Buddhist architecture: Bedsa and Pitalkhora b) Sanchi and Amaravati c) Un-iconic and Iconic Buddha	15
		30

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World Heritage Sites**Course Objectives:**

1. Provide students with an understanding of the concept and significance of World Heritage Sites designated by UNESCO.
2. Explore a variety of World Heritage Sites across different continents, including their cultural, natural, and mixed attributes.
3. Examine the principles and practices of preservation and conservation applied to World Heritage Sites, including challenges and solutions.
4. Situate World Heritage Sites within their cultural, historical, and geographical contexts, considering their significance to local communities and global heritage.

After studying the course students will be able to**Course Outcomes:**

1. Students will gain a comprehensive understanding of the concept, criteria, and selection process of World Heritage Sites as designated by UNESCO.
2. Students will be able to identify and classify different types of World Heritage Sites, including cultural, natural, and mixed properties.
3. Students will develop critical thinking skills by analyzing the preservation challenges, management strategies, and sustainable practices associated with World Heritage Sites.
4. Students will develop an appreciation for the cultural diversity and historical significance represented by World Heritage Sites, fostering a sense of global citizenship and responsibility for cultural and natural heritage preservation.

Unit	Module	Lecture
Introduction of World Heritage Sites	a) Understanding of the concept, criteria, and selection process of World Heritage Sites as designated by UNESCO. b) Identify and Classify different types of World Heritage Sites c) Characteristic of Heritage Sites	15
Principles and Practices	a) Principles and Practices of Preservation and Conservation Applied to World Heritage Sites b) The Great Pyramids of Giza- 2500CE (Egypt), Ellora-6th century CE (India), The Great Wall of China- 7th century BC (China), c) Archaeological Areas of Pompeii- 79 CE (Italy);	15

	Borobudur Temple- 9th century CE (Indonesia); Angkor Wat- 12th century CE (Cambodia); Taj Mahal- 1648 (India)	
	Total	30

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Sem II**Open Elective: 2C****Heritage Sites in India****Course Objectives:**

1. Provide students with an overview of the rich cultural, historical, and architectural heritage of India, including the diversity of heritage sites across the country.
2. Explore various types of heritage sites in India, including archaeological sites, monuments, temples, forts, palaces, and natural landscapes, highlighting their significance and unique features.
3. Examine the principles and practices of preservation, conservation, and heritage management applied to Indian heritage sites, including legal frameworks, challenges, and sustainable solutions.
4. Situate Indian heritage sites within their cultural, historical, and geographical contexts, exploring their connections to Indian civilization, religion, society, and the arts.

Course Outcomes:

1. Students will gain a comprehensive understanding of the diverse heritage sites in India, including their historical, cultural, and architectural significance, as well as their contributions to India's identity and heritage.
2. Students will be able to recognize and appreciate different types of heritage sites in India, understanding their unique features, artistic elements, and historical narratives.
3. Students will develop critical thinking skills by analyzing the preservation challenges, management strategies, and socio-cultural implications associated with Indian heritage sites, considering issues of authenticity, sustainability, and community engagement.
4. Students will develop an appreciation for India's rich cultural heritage and a sense of responsibility for its conservation and promotion, fostering cultural awareness, sensitivity, and respect for diverse heritage values and traditions.

Unit	Module	Lecture
Introduction of Heritage Sites in India	a) Meaning, Nature and scope of Heritage Sites b) Identification and classify different types of Heritage Sites c) Preservation, conservation and characteristics of heritage sites	15
Principles and Practices OF Heritage Sites	a) Ajinta caves, Sun Temple – Konark, Ranakpur Jain Temple Rajasthan b) Red Fort- Delhi, Sindhudurg fort- Malvan, Taj Mahal- Agra, Charminar- Hyderabad c) Chhatrapati Shivaji Maharaj Terminus Mumbai, St.Mery Church- Chennai, Victoria Memorial- Calcutta	15
	Total	30

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Introduction to the History of Indian Coinage - VSC:2,**Course Objectives:**

1. To study ancient Indian coins to document the historical cultural economic aspect of various dynasties.
2. To facilitate in depth numismatic research to understand the evaluation of coin age in ancient India.
3. To study ancient coins as tangible artefacts from different areas.
4. To develop a systematic chronological classification of ancient Indian coins to trace the timeline of political, economic and cultural changes in region.

Course Outcomes:**After studying the course students will be able to**

1. Comprehensive understanding of the historical context and evolution of coinage in ancient India.
2. Develop expertise in numismatics, including the ability to identify, classify, and analyze ancient Indian coins based on their design, inscriptions, and metallurgical characteristics.
3. To provide a holistic perspective on the role of coins in ancient Indian societies.
4. To critically assess and contribute to the scholarly discourse on ancient Indian coins.
5. Develop an awareness of ethical considerations in the study and preservation of ancient artifacts, including responsible excavation practices and ethical considerations related to the trade of ancient coins.

Units	Modules	Lectures
1.Understanding Coins in India	a) Definition and History of Indian Numismatics b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins c) Medieval Indian coins, Maratha coins, coins of some Princely States, British Indian coins	15
2. Relevance of Indian Coins	a) Coins of independent India – Fractional currency to decimal system b) Contribution of Numismatics to Indian History & culture c) Field visit / activity based learning on coin collection and exhibition	15
	Total Lectures	30

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4. पाटील आशुतोष, पश्चिमी क्षेत्रपाची नाणी, मेर्वन टेक्नोलॉजीस्ट, पुणे, २०१७

Caves in Maharashtra SEC:2**Course Objectives:**

1. Understand the significance of historical caves in Maharashtra
2. Understand the ancient rock-cut architecture.
3. learn technique and processes of cave building in ancient times.
4. Highlight the cultural and religious roles of ancient cultural & religious history through caves.

Course Outcomes:

1. After studying the course students will be able to gain a comprehensive understanding of the historical significance of caves in Maharashtra, including the evolution of rock-cut architecture and its cultural implications.
2. Appreciate the rich cultural diversity represented in the caves, understanding the various religious, artistic, and social aspects embedded in the cave structures.
3. Awareness of the unique ecosystems associated with caves, including the flora and fauna that inhabit these environments, and the importance of conservation.

Units	Modules	Lectures
1.Caves: Introduction & Importance	a) Introduction, Caves as Source of History b) Caves - Origin and Development c) Historical significance of Caves.	15
2. Caves in Maharashtra	a) Some important caves: Buddhist, Jain & Hindu caves – Kanheri, Ajanta & Ellora. b) Painting in Caves c) Caves and tourism in Maharashtra	15
	Total lectures	30

Reference

1. Breuil, H. *Four Hundred Centuries of Cave Art*, London, 1952.
2. Deheja, Vidya, *Early Buddhist Rock-Temples*. London, 1981.
3. Fergusson, James Burgess, James, *Cave temples of India*, London, 1880.
4. Nagaraju S. *Buddhist Architecture of Western India*, Delhi, 1981.
5. Neumayer, Erwin, *Prehistoric Indian Rock-Paintings*, Bombay, 1984.
6. Soundara Rajan, K.V. *Cave Temples of the Deccan*, New Delhi, 1981.

Marathi-

१. गुप्ते, जगदीश, प्रागैतिहासिक भारतीय चित्रकला, प्रयाग, १९६४.
२. माटे म.श्री. मराठवाड्यातील शिल्पवैभव, मुंबई, १९६४.
३. मिराशी, वा. वि. संशोधनमुक्तावलि, सर दुसरा, नागपूर, १९५७.

QUESTION PAPER PATTERN

(External and Internal)

For 4 Credit courses

(A) External / Semester End Examination **Marks: 60** **Time: 2 Hours**

Q.1 Essay Type Questions (Attempt Any One out of two Based on Unit I) Marks 15

Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit II) Marks 15

Q.3 Essay Type Questions (Attempt Any One out of two on Unit III) Marks 15

Q.4 Short Notes/Problem (Attempt Any Three out of five based on Unit VI) Marks 15

(B) Continuous Internal Evaluation. **Marks: 40**

Sr. No.	Particular	Marks
1	Assignments	15
2	Classroom Presentations	05
3	Essay Submission/ Book review	10
4	Participation in Departmental Activities / Field Visit Report	10
	Total Marks	40

For 2 Credit courses

(A) External / Semester End Examination **Marks: 30** **Time: 1 Hours**

Q.1 Essay Type Questions (Attempt Any One out of two Based on Unit I) Marks 10

Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit II). Marks 10

Q.3 Short Notes (Attempt Any Three out of five Based on all Units). Marks 10

(B) Continuous Internal Evaluation. **Marks: 20**

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments	10
2	Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	10

Marks: 20

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Appendix B

Justification for B.A. (History)

1.	Necessity for starting the course:	History course at graduate-level in University of Mumbai has varied constructive implications. It stems from the various benefits it can provide to the national identity, national pride and to produce good citizens. This will explore and sensitize about the India's socio-cultural roots and development. Graduate-level history courses can play a crucial role in providing a deeper understanding of India's past, its diverse cultures, and historical events. By studying history, students can gain valuable insights into the development of the various cultures in Indian subcontinent and building of a nation and its people, which can provide a more insightful understanding of contemporary issues.
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24	SEM I and SEM II starts from Academic year 2024-25
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	NA
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	U.G. Certificate in History U.G. Diploma in History B.A. (History) B.A. (Hons.) in History B.A. (Hons. with Research) in History; 4 year Not possible the compress the course
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120
7.	Opportunities of Employability /	History teachers are in high demand in

	<p>Employment available after undertaking these courses:</p>	<p>schools and colleges as well as in government and private administrative institutions. A postgraduate degree in history is often required for teaching positions. History graduates can work in archives, museums, and libraries, where they are responsible for preserving and managing historical documents, artifacts, and art. History graduates can pursue higher studies and research opportunities in universities and research institutions. They can also work as historians, research analysts, or consultants for government and private organizations as well as film - documentary making and tourism industry. History graduates can work in the field of heritage conservation, preserving and protecting historical sites, monuments, and artifacts.</p>
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**Sign of the BOS
Chairman**

**Name of the Chairman
Name of the BOS
(Dr. Narayan Bhosale)
Department of History
University of Mumbai**

**Sign of the
Offg. Associate Dean**

**Name of the Associate Dean
Name of the Faculty
(Dr. Anil Singh)**

**Sign of the
Offg. Dean**

**Name of the Offg. Dean
Name of the Faculty
(Dr. Manisha Karne)**