



Savitribai Phule Pune University, Pune

Syllabus for

Third Year Bachelor of Arts in History (Semester V & VI)

Choice Based Credit System Syllabus NEP 2020

To be implemented from 2026-2027

Savitribai Phule Pune University is committed to the basic principles of liberty, equality, fraternity and social justice as national values. It aims to imbibe certain core values among the students of history, such as national integration, scientific temperament, equality of genders, conservation of environment for a sustainable future and equal respect for cultural heritage of various communities. While implementing the objectives of the National Education Policy (2020) through the history curriculum, the attempt is to inculcate among the students an in-depth knowledge of the Indian freedom struggle, the work of social reformers and the evolution of knowledge traditions in the Indian subcontinent, so that the students of history carry this accurate and objective knowledge to the outside world.

The B.A. (History) programme includes the following curricula-

- First Year UG-2024-2025 (Level 4.5)
- Second Year UG-2025-2026 (Level 5.0)
- Third Year UG-2026-2027 (Level 5.5)
- Fourth Year UG-2027-2028 (Level 6.0)

The restructured degree course in history is three or four years long as per the National Education Policy. As per the guidelines given by the Higher Education Department, Government of Maharashtra and Savitribai Phule Pune University Circular No. 97 / 2023, there will be 44 credits in the first year and a total of 132 credits for the three-year degree and 176 credits for a four-year degree. The pedagogy for the course includes ex cathedra lectures, practical experiences, fieldwork and research projects to be executed by the students with mentoring support from their faculty. Interdisciplinarity is a special feature of this course.

PROGRAMME OUTCOMES (PO):

PO - 1. Students will be able to think and they will be able to analyze thoughts.

PO - 2. It will help in job creation by acquiring functional development skills.

PO - 3. There will be an increase in experiential knowledge.

PO - 4. Students will gain expertise in specific areas of historical knowledge.

PO - 5. Students will be introduced to complementary disciplines such as art and architecture.

PO - 6. Students will get exposure to practices of heritage conservation.

PO - 7. It will help to enhance their awareness about shared national heritage.

PO - 8. Students who study the evolution of social change will expand the horizons of thought.

PO - 9. Participation of different genders and social groups in the national struggle will help the students respect their contribution.

PO - 10. It will help develop a sense of national unity.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

PSO - 1. Communication Skills: Students will be able to understand and explain basic historical events.

PSO - 2. Research Aptitude: Students will acquire basic historical research skills.

PSO - 3. Analytical Skills: Students will learn to scientifically evaluate and assess the authenticity and credibility of source materials.

PSO - 4. Professional Development: Students will have opportunities in historical and heritage areas.

PSO - 5. Critical Thinking: Students will know the importance of raising questions and finding answers scientifically.

PSO - 6. Human Values and ethics: The role of ordinary people in the national movement will be appreciated.

PSO - 7. Problem Solving: They will learn to accept a challenge, assess the complexity and find a solution.

PSO - 8. Policy Analysis: Students will learn post facto implications and consequences of policies.

PSO - 9. Disciplinary knowledge: They will know the basics of the idea of history and salient events, personalities and thoughts.

PSO- 10. Cultural Intelligence- Students will learn to appreciate the similarities and differences in various cultures and know that acceptance and respect for each other is the way forward.

Implementation of UG course structure:

1: Each theory credit is equivalent to 15 clock hours of teaching in a semester.

2: There is 15 to 18 weeks (90 days) of teacher-student interaction during the semester.

3: Each semester will be of 4 credits for teaching. Each credit is equal to 15 hours, so this course will be of 60 teaching hours.

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Examination Pattern

1. Exam Pattern of Core Courses (CC) and Discipline Specific Elective Courses (DSE) will be as follows: for 3/4 Credits 100 Marks

Mark Distribution	
University Semester Exam	70
Internal Assessment	30
Total	100

2. Exam Pattern of Skill Enhancement Courses (SEC) will be held as per notification of university

3. Guideline for University Semester End Exam

University Semester Exam		
Sr. No.	Question No.	Distribution of Marks
1	Que.1	15
2	Que.2	15
3	Que.3	20
4	Que.4	20
Total		70

4. Pattern of Question paper for End of Semester Examination for Semester

Nature of Question	Maximum Marks:70
Q.1: Answer the following questions in 300 words any one out of two	15
Q.2: Answer the following questions in 300 words any one out of two	15
Q.3: Answer the following questions in 200 words any two out of Four	20
Q.4: Short notes any Four out of Six	20
Total Marks	70
Duration: 3 Hours	

5. Guideline for Internal Assessment

1	Written Test	20
2	Assignment/ Project/Group Discussion/Study visit	10
	Total	30

Examination Pattern:

A.1.Theory Paper: Total 2 Credits - Total Marks: 50

Marks Scheme of Examination: Theory Paper

Mark Distribution	
University Semester Exam	35
Internal Assessment	15
Total	50

2. The details of Question Paper Pattern for offline Examination should be mentioned here.

Time (2 Hours), 2 Credit Course, Marks (35)

University Semester Exam		
Sr. No.	Question No.	Distribution of Marks
1	Que.1	15
2	Que.2	15
3	Que.3	05
Total	3	35

3. Pattern of Question paper for End of Semester Examination for Semester

Duration: 3 Hours	Maximum Marks:35
Q.1: Answer the following questions in 300 words any one out of two	15
Q.2: Answer the following questions in 300 words any one out of two	15
Q.3: Short notes any One out Two	05
Total Marks	35

4.Internal assessment Total Marks: 15 = Tutorial – 10 Marks and 5 Mark- Home

1	Written Test	10	15
2	Assignment, Oral, Students Seminar, PPT presentation (any One)	05	

B. Practical Paper: Total 2 Credits - Total Marks: 50

Marks Scheme of Examination: Practical Paper

1.	Internal Assessment	15 Marks (Minimum Marks 06 for passing)
2.	Semester End Exam- Practical Assessment Practical Project and Oral	35 Marks (Minimum Marks 14 for passing)
	Total	50

Important Instruction:

1. It is mandatory to have a Practical journal or book for the practical examination of Practical Course / Field Project / On Job Training.
2. For the practical courses / Field Project / On Job Training batch size: 15 students per batch.
3. For Practical Course / Field Project / On Job Training, External Examiner will be appointed by BOS under the guidance of SPPU.

Savitribai Phule Pune University, Pune
B.A. History Course
Semester V (Third Year)
5.5/300

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching/ learning hours
Major Core	Major Core 1	HIS-301-MJ	Early India: from Pre-history to Mauryas	4T	4	60
		HIS-302-MJP	Early India: from Prehistory to Mauryas PRACTICAL	2P	4	60
	Major Core 2	HIS-303-MJ	Medieval India (1206-1526)	4T	4	60
		HIS-304-MJP	Medieval India (1206-1526) PRACTICAL	2P	4	60
Major Elective (Select any one)	Major Elective 1	HIS-310-MJE	Constitutional Development in India (1773-1892)	2T	2	30
		HIS-311-MJEP	Constitutional Development in India (1773-1892) PRACTICAL	2P	4	60
	Major Elective 2	HIS-312-MJE	Glimpses of Modern World up to World War I	2T	2	30
		HIS-313-MJEP	Glimpses of Modern World up to World War I PRACTICAL	2P	4	60
	Major Elective 3	HIS-314-MJE	History of USA (1776-1991)	2T	2	30
		HIS-315-MJEP	History of USA (1776-1991) PRACTICAL	2P	4	60
	Major Elective 4	HIS-316-MJE	History of China	2T	2	30
		HIS-317-MJEP	History of China PRACTICAL	2P	4	60
	Major Elective 5	HIS-318-MJE	India After Independence (1947-1971)	2T	2	30
		HIS-319-MJEP	India After Independence (1947-1971) PRACTICAL	2P	4	60
VSC	VSC	HIS-321-VSC	Understanding History	2T	2	30
FP/CEP	FP	HIS-331-FP	Field Project	2 FP	4	60
Minor	Minor	HIS-391-MN	India After Independence (1947-1991)	2T	2	30
Total				22		

Semester VI (Third Year)

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching /learning hours
Major Core	Major Core 3	HIS-351-MJ	Early India: from Post Mauryas to Yadavas	4T	4	60
		HIS-352-MJP	Early India: from Post Mauryas to Yadavas PRACTICAL	2P	4	60
	Major Core 4	HIS-353-MJ	Medieval India (1526-1707)	4T	4	60
		HIS-354-MJP	Medieval India (1526-1707) PRACTICAL	2P	4	60
Major Elective (Select any one)	Major Elective 6	HIS-360-MJE	Constitutional Development in India (1909-1950)	2T	2	30
		HIS-361-MJEP	Constitutional Development in India (1909-1950) PRACTICAL	2 P	4	60
	Major Elective 7	HIS-362-MJE	Glimpses of Modern World after World War I to 1991	2T	2	30
		HIS-363-MJEP	Glimpses of Modern World after World War I to 1991 PRACTICAL	2 P	4	60
	Major Elective 8	HIS-364-MJE	History of USSR (1917-1991)	2T	2	30
		HIS-365-MJEP	History of USSR (1917-1991) PRACTICAL	2 P	4	60
	Major Elective 9	HIS-366-MJE	History of Japan	2T	2	30
		HIS-367-MJEP	History of Japan PRACTICAL	2 P	4	60
	Major Elective 10	HIS-368-MJE	India After Independence (1971-1991)	2T	2	30
		HIS-369-MJEP	India After Independence (1971-1991) PRACTICAL	2 P	4	60
VSC	VSC	HIS-371-VSC	Historical Tourism	2P	4	60
OJT	OJT	HIS-381-OJT	On Job Training	4 OJT	4	120
				22		

- VSC (Vocational Skill Course)
- IKS (Indian Knowledge System)
- FP/OJT/CEP (Field Project) / (On Job Training Internship) / (Community engagement and Programme)
- GE/OE (Generic Elective)/ (Open Elective)
- SEC (Skill Enhancement Course)
- AEC (Ability Enhancement Course)
- VEC (Value Education Course)
- CC (Co-Curricular Course)

Savitribai Phule Pune University, Pune
B.A. History Course
Semester V (Third Year)
5.5/300

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching/ learning hours
Major Core	Major Core 1	HIS-301-MJ	Early India: from Prehistory to Mauryas	4T	4	60
		HIS-302-MJP	Early India: from Prehistory to Mauryas PRACTICAL	2P	4	60
	Major Core 2	HIS-303-MJ	Medieval India (1206-1526)	4T	4	60
		HIS-304-MJP	Medieval India (1206-1526) PRACTICAL	2P	4	60
Major Elective Select any one	Major Elective 1	HIS-310-MJE	Constitutional Development in India (1773-1892)	2T	2	30
		HIS-311-MJEP	Constitutional Development in India (1773-1892) PRACTICAL	2P	4	60
	Major Elective 2	HIS-312-MJE	Glimpses of Modern World up to World War I	2T	2	30
		HIS-313-MJEP	Glimpses of Modern World up to World War I PRACTICAL	2P	4	60
	Major Elective 3	HIS-314-MJE	History of USA (1776-1991)	2T	2	30
		HIS-315-MJEP	History of USA (1776-1991) PRACTICAL	2P	4	60
	Major Elective 4	HIS-316-MJE	History of China	2T	2	30
		HIS-317-MJEP	History of China PRACTICAL	2P	4	60
	Major Elective 5	HIS-318-MJE	India After Independence (1947-1971)	2T	2	30
		HIS-319-MJEP	India After Independence (1947-1971) PRACTICAL	2P	4	60
VSC		HIS-321-VSC	Understanding History	2T	2	30
FP/CEP		HIS-331-FP	Field Project	2 FP	4	60
Minor	Minor	HIS-391-MN	India After Independence (1947-1991)	2T	2	30
			Total	22		

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 (Theory)	Weeks – 15 Hours - 60
HIS-301-MJ	Early India: from Pre-history to the Mauryas	Int. Marks 30	Ext. Marks 70

Course Objectives:

1. To help students understand the importance of History and study historical events in their proper context.
2. To develop logical and thinking skills for learning History.
3. To teach students the basic time periods and chronology of early history.
4. To help students learn methods of collecting historical information for understanding and interpretation.
5. To give basic knowledge of Prehistoric, Protohistoric, and Early Historic periods for further study in Ancient History.

Course Outcomes:

At the end of course

1. Student will be able to use the large amount of information on History in order to study and analyze the Historical context.
2. Student will acquire logical skills related to study the subject History.
3. Student will learn the basic periodization and chronology of archaic past.
4. Student will acquire the necessary skills related with methods of collection of Historical data useful for interpretation.
5. Student will get knowledge of Pre-History, Proto-History and early history which will be helpful for the advanced and specialized studies in Ancient History.

Course Content:**Unit I. Sources****15****a. Archaeological Sources –**

- Tool for archaeological sources: Excavation, Epigraphical and Numismatic Source
- Art-Architecture and Iconographic sources

b. Literary Sources-

- Vedic- Vedas, Aranyakas-Upanishadas, Puranas, Ramayan- Mahabharata
- Buddhist – Pitaka-Nikaya-Jatakas, Buddhacharitra
- Jain – Agamas, Paumachariu, Vasudevahindi

c. Foreign Sources-

- Greco-Roman – Indica, Periplus of the Erythraean Sea
- Chinese – Fa-Hian, Hiuen-Tsang

Unit II. Pre-history to Post Harappan Civilization **15**
a. Pre-history- Paleolithic, Mesolithic and Neolithic Culture**b. Harappan Civilization-**

- Origin, Town-planning, Art-Architecture, Seals and Script
- Economy, Society and Religion
- Decline

c. Chalcolithic and Megalithic Cultures-

- Chalcolithic Culture -Jorwe culture
- Megalithic Culture – Types of Burials and Iron Technology

Unit III. Vedic Culture and Rise of New Religious Sects **15****a. Vedic Culture (Early and Later) -** Original Home, Rituals and Society**b. Jainism -** Philosophy, Sects – Digambar and Shwetambar**c. Buddhism -** Philosophy, Sects – Sthavirvadins (Hinayana) and Mahayana.**d. Ajivikas and Lokayat-** Philosophy**Unit IV. – Mahajanapadas to Mauryas** **15****a. Mahajanapadas****b. Rise of Magadha Empire, Nandas****c. Mauryan Empire**

- Chandragupta and Ashoka
- Ashoka's Dhamma
- Administration, Society, Economy and Culture
- Decline of the Mauryan Empire

References:**English:**

1. Mishra V.N., Mate M.S., Indian Prehistory, Deccan College, Pune, 1964.
2. Sankalia H.D., Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 1974.
3. Shereen Ratnagar, Harappan Archaeology –Early State Perspectives, Primus Books, 2016
4. Thapar Romila, Early India from the Origins to A.D. 1300, Penguin Book, 2002.
5. Kosambi D.D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publication, New Delhi, 1993.
6. Thapar Romila, Asoka and the decline of the Mauryas, Oxford University press, USA, 1998.
7. Sharma R. S., Rethinking India's Past, Oxford University press, New Delhi, 2009.
8. Thapar Romila, A History of India, Vol I, Penguin Book, New Delhi, 1990.
9. Jha D. N., Early India a Concise History, Manohar Publication, New Delhi, 2010.
10. Sharma R. S., Rethinking India, 2009.
11. Raychaudhari Hemchandra, Political History of Ancient India, University of Calcutta, Calcutta, 1923.
12. Singh Upinder, History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.

13. Mahajan V.D., Ancient India, S Chand Company Ltd, New Delhi, Reprinted, 2019.
14. Basham A.L., The Wonder That was India, Picador Pan Manillan, Reprinted, 2004.
15. Mujumdar R. C., Ancient India, Motilal Banarasidas Publication, Varanasi, 1952.
16. Daud Ali, Passport to the Ancient India, Rosen Central Publication, New York, 2009.
17. Altekar A.S., State and Government in Ancient India, Motilal Banarasidas Publication, Varanasi, 1949.
18. Nilkantha Sastri K. A., History of South India, Oxford University Press, London, 1958.
19. Tripathi Ramashankar, History of Ancient India, Motilal Banarasidas Publication, Varanasi, 1942.

Marathi:

1. कोसांबी, दा. ध., पुराणकथा आणि वास्तवता, लोकवाङ्मय गृह, मुंबई.
2. कोसांबी, दा. ध. संतापजनक निबंध, लोकवाङ्मय गृह, मुंबई, २०२२.
3. सिंग उषिंदर, प्राचीन भारताची संकल्पना, मधुश्री पब्लिकेशन, पुणे, २०२४.
4. देव शां.भा., पुरातत्वविद्या, कॉटीनॅटल, पुणे, १९७६.
5. ढवळीकर म.के., पुरातत्वविद्या, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, १९८०.
6. जोशी लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, प्राज्ञ पाठशाळा मंडळ,वाई, १९५५.
7. डॉ. देव प्रभाकर, प्राचीन भारत, विद्या प्रकाशन, नागपूर, १९९५.
8. भिडे गजानन, प्राचीन भारताचा सामाजिक, आर्थिक व सांस्कृतिक इतिहास, फडके प्रकाशन, कोल्हापूर, २००२.
9. जोशी पी.जी., प्राचीन भारताचा सांस्कृतिक इतिहास, विद्या प्रकाशन, नागपूर, २००३.
10. डॉ. गाठाळ एस. एस., भारताचा इतिहास (इ. स. ६५० पर्यंत), कैलास पब्लिकेशन, औरंगाबाद, २००२.
11. गायकवाड आर. डी., प्राचीन व मध्ययुगीन भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००६.
12. कोसांबी डी.डी., प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड पब्लिकेशन, पुणे, २००६.
13. झा डी.एन., प्राचीन भारत : एक ऐतिहासिक रूपरेखा, अनुवाद - पारधी मा. कृ., के सागर प्रकाशन, पुणे, २००५
14. थापर रोमिला, अर्ली इंडिया, अनुवाद - प्रा. गायधनी र. ना. व फडके वासंती, के सागर प्रकाशन, पुणे, २००७
15. शर्मा आर. एस., प्राचीन भारताचा परिचय, अनुवाद - परांजपे बिंदा, ओरिएंट लॉगमन, मुंबई, २००७
16. मेहता जे.एल., हिस्ट्री ऑफ एन्सेंट इंडिया, अनुवाद- काळे एम.व्ही., के सागर प्रकाशन, पुणे, २००८
17. शर्मा आर. एस., एन्सेंट इंडिया, अनुवाद - फडके वासंती, के सागर प्रकाशन, पुणे, २००९
18. गायधनी र. ना., प्राचीन भारताचा इतिहास, अनिरुद्ध प्रकाशन हाऊस, पुणे, १९९७
19. तांबे, काटदरे, प्राचीन भारत, के सागर प्रकाशन, पुणे, २००४
20. कुलकर्णी ए.आर., प्राचीन भारत संस्कृती आणि इतिहास, स्नेहवर्धन प्रकाशन, पुणे.
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U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 2 (Practical)	Weeks – 15 Hours - 60
HIS-302-MJP	Early India: from Pre-history to the Mauryas PRACTICAL	Int. Marks 15	Ext. Marks 35
Practical 1	Study of Archaeological Sources - Identification and handling of Archaeological tools and artefacts, Inscriptions, Ancient coins, Sculptures and icons		
Practical 2	Study of Literary Sources- Story-telling from: Vedas and Upanishads, Ramayana and Mahabharata, Buddhist Jatakas and Pitakas, Jain Agamas		
Practical 3	Foreign Accounts - Study of: Indica, Periplus of the Erythraean Sea, Accounts of Fa-Hian and Hiuen-Tsang		
Practical 4	Map Work - Students shall locate the following on the map of Ancient India: • Important Harappan sites • Chalcolithic centres • Megalithic sites • Important archaeological sites of India		
Practical 5	Project / Assignment- Finding and reading an EXCAVATION REPORT on Harappan Civilization or Chalcolithic Culture of Maharashtra		
Practical 6	Collecting photographs of • Stone tools of Paleolithic, Mesolithic and Neolithic cultures • Harappan seals and script • Megalithic burials and use of Iron technology		
Practical 7	Study of Religious Traditions- Making Comparative charts of Jainism, Buddhism, Ajivikas, Lokayat Philosophy		
Practical 8	Historical Biography and Seminar - Students shall prepare seminar presentations on: Indra, Gargi, Mahavira, Gautama Buddha, Chandragupta Maurya, Ashoka etc.		
Practical 9	Exhibition of images- eg. • Ashokan Edicts • Mauryan Pillars and Stupas • Mauryan administration and Dhamma		
Practical 10	Field Visit / Educational Tour • Visit to museum, archaeological site, caves or historical monuments • Submission of field visit report and practical journal		
Any Five Practicals may be Conducted			

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 Theory	Weeks – 15 Hours - 60
HIS-303-MJ	Medieval India (1206-1526)	Int. Marks 30	Ext. Marks 70

Course Objectives

1. To understand the foundation and growth of the Delhi Sultanate.
2. To study the administration and contributions of important Sultanate rulers.
3. To examine the rise and decline of the Vijayanagar and Bahamani kingdoms.
4. To analyze the social, economic, religious, and cultural life of medieval India.

Course Outcomes

1. Students will explain the origin and development of the Delhi Sultanate.
2. Students will describe the reforms and achievements of major rulers.
3. Students will analyze the rise and decline of Vijayanagar and Bahamani kingdoms.
4. Students will evaluate the social, economic, religious, and cultural features of medieval India.

Course Content:

Unit I: Sources and Foundation of the Delhi Sultanate 15

- a. Sources of Medieval India (1206-1526)
- b. Invasions of Muhammad Ghori
- c. Qutbuddin Aibak, Iltutmish, Raziya and Balban

Unit II: Expansion and Consolidation of the Delhi Sultanate 15

- a. Alauddin Khalji: Expansion, Administrative and Economic Reforms
- b. Experiments of Muhammad-Bin-Tughlaq, Firuz Tughlaq: Administrative Reforms
- c. The Sayads, the Lodis and the Decline of the Sultanate

Unit III Kingdoms of the Medieval Deccan 15

- a. Vijayanagar Empire: Harihar, Bukka, Krishnadevaraya
- b. Bahamani Sultanate: Brief History and Contribution of Mahmud Gawan
- c. Disintegration of Bahamani Sultanate and Decline of Vijayanagar Empire

Unit IV Life in Medieval India 15

- a. Administration and Society -Social Structure, Position of Women
- b. Economy- Agriculture, Land Revenue, Trade and Urbanization
- c. Religion and Culture - Bhakti and Sufi, Art and Architecture

Books for Study: English

1. Banerjee A.C., New History of Medieval India, New Delhi, S. Chand & Co., New Delhi, 1990.
2. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.

3. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
4. Chopra P.N., Puri B.N., Das M.N-A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi, 1974.
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U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 2	Weeks – 15
2. Varma Harishchandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi	Practical	Madhyam Karyanvay	Hours - 60
NI 304 MP, Delhi Medieval India (1206-1526) PRACTICAL	Int. Marks 15	Ext. Marks 35	

Course Objectives:

1. To understand the history of Medieval India (1206–1526).
2. To study important historians, travellers, and historical sources.
3. To learn about art, architecture, science, and technology of the Sultanate period.
4. To develop report writing, map work, and presentation skills.
5. To understand the social and cultural life of Medieval India.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the history of Medieval India (1206–1526).
2. Identify important historians, travellers, and their writings.
3. Describe monuments, architecture, and technology of the period.
4. Prepare maps, charts, reports, and book/movie reviews.
5. Understand the socio-cultural and religious traditions of Medieval India.

Course Content:

Practical 1:	Prepare a chart on Historians and their Writing on Medieval India (1206-1526)
Practical 2:	Make a list of foreign travellers and their Writing on Medieval India (1206-1526)
Practical 3:	Prepare a Map of states in Medieval India (1206-1526)
Practical 4	Write a review of a historical movie based on Medieval India (1206-1526)
Practical 5	Prepare a site visit report on a medieval Monument and its architectural significance.
Practical 6	Make a poster based on any aspect of technology in the medieval period.
Practical 7	Write a Review of any book based on Medieval India (1206-1526)
Practical 7	Find ten couplets (Dohe) of Kabir based on social and religious harmony and explain their meaning.
Practical 8	Write the hymns (Abhang) of saints from the Sultanate period and explain their meaning.
Practical 9	Make a poster on any aspect of the Socio-Cultural Legacy of Delhi Sultanate
Practical 10	Make a poster on medieval clothing and food culture.
Any Five Practicals may be Conducted	

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-310-MJE	Constitutional Development in India (1773–1892)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the evolution of the Indian constitutional framework from 1773 to 1892.
2. To analyze the historical factors and political circumstances that shaped constitutional developments during British rule.
3. To provide a clear understanding of the formation of constitutional structures in India during the colonial period.
4. To develop an understanding of the process of constitutional growth and administrative reforms.
5. To examine the influence of traditions, culture, and beliefs reflected in constitutional development.
6. To identify the challenges faced in constitutional, legal, and political spheres during the period.
7. To study the policies of the British Government regarding amendments and reforms in the constitutional system.

Course Outcomes

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

1. Understand the evolution and development of the Indian Constitution during the colonial period.
2. Analyze the factors and conditions that contributed to constitutional changes in India.
3. Develop an understanding of democratic processes and their historical roots.
4. Gain knowledge of key terms, events, trends, and milestones in constitutional history.
5. Apply critical thinking to legal and constitutional concepts.
6. Develop practical skills in analyzing constitutional developments and historical data.
7. Collect and interpret historical materials, prepare teaching aids, participate in debates, mock sessions, and (for UG students) undertake educational visits to legislative institutions.

Unit I - Foundations of British Constitutional Control (1773–1833)

10

a) **Regulating Act of 1773-** Background and significance

b) **Pitt's India Act 1784-** Background and Significance

c) **Early Charter Acts**

- Charter Act of 1793 – Continuity of Company rule
- Charter Act of 1813 – End of trade monopoly, missionaries
- Charter Act of 1833 – Centralization, Governor-General of India

Unit II - Transition to Crown Rule (1833–1858)

10

a) **Charter Act of 1853** -Legislative reforms

b) **Government of India Act 1858**

- Background.
- Administrative changes

- Significance.

Unit III -Growth of Representative Institutions (1861–1892)

10

a) Indian Councils Act 1861

- Introduction of legislative councils
- Decentralization policy

b) Indian Councils Act 1892

- Expansion of councils
- Indirect election system
- Growth of representation

c) Evaluation

- Impact on governance
- Limitations and Role in constitutional development

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 3. एस. गोपाल अनु. देशपांडे सरोज, ब्रिटिशांची भारतातील राजनीती, डायमंड पब्लिकेशन, पुणे -२००६.
 4. गायकवाड रा. ज्ञा. ,दि. ज्ञा. थोरात, भारताचा राजकीय घटनात्मक इतिहास, रविल प्रकाशन, सातारा-१९९९.

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U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-311-MJEP	Constitutional Development in India (1773–1892) PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives

1. Understand the origins of constitutional governance in India through the study of early British legislative measures such as the Regulating Act of 1773 and Pitt's India Act 1784.
2. Examine the evolution of British administrative and legislative policies through the Charter Acts, particularly the Charter Act of 1813 and Charter Act of 1833.
3. Analyse the causes and constitutional impact of major historical events, especially the Revolt of 1857.
4. Evaluate the transition from Company rule to Crown rule under the Government of India Act 1858 and its administrative implications.
5. Study the development of representative institutions in India through the Indian Councils Act 1861 and Indian Councils Act 1892.
6. Develop critical and analytical skills to interpret constitutional provisions, compare legislative measures, and assess their long-term impact on Indian governance.
7. Build a foundational understanding of modern Indian constitutional development by tracing its roots in the colonial legal and administrative framework.

Course Learning Outcomes –

Students will be able to:

1. Describe the significance of the Regulating Act of 1773 and Pitt's India Act of 1784 in the evolution of constitutional governance in India.
2. Explain the features and impact of the Charter Acts of 1813 and 1833 on British administrative and legislative policies in India.
3. Analyse the causes and constitutional consequences of the Revolt of 1857.
4. Evaluate the administrative changes introduced under the Government of India Act 1858 and the establishment of Crown rule in India.
5. Examine the contribution of the Indian Councils Acts of 1861 and 1892 to the development of representative institutions in India.
6. Compare major British constitutional and legislative measures and assess their long-term influence on Indian governance.
7. Develop a foundational understanding of modern Indian constitutional development through the study of colonial legal and administrative frameworks.

Course Content:

Practical 1	Create a flow chart showing the evolution of Constitutional Acts from 1773–1892
Practical 2	Conduct a group discussion on the Regulating Act (1773) and Pitt's India Act (1784)
Practical 3	Prepare a comparative chart of the Charter Acts (1793, 1813, 1833, 1853)
Practical 4	Conduct a debate on the pros and cons of the Indian Councils Acts (1861 & 1892)
Practical 5	Write a book review of a standard book dealing with constitutional development in British India.
Practical 6	Conduct a debate on the pros and cons of the Peasants' Acts or Factory Acts.

Practical 7	Conduct a role play to represent the support and opposition to any Act related to women.
Practical 8	Conduct a group discussion on the role of laws in the development of local self-government institutions in pre-independence India.
Practical 9	Prepare a Chart of the administrative structure during British rule.
Practical 10	Conduct a group discussion on Forest Acts during Colonial Rule.
Any five practicals may conducted	

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-312-MJE	Glimpses of Modern World up to World War I	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To understand major reforms and revolutions of the modern world.
2. To study the causes and effects of political and industrial revolutions.
3. To examine the growth of nationalism in Europe and Japan.
4. To analyze World War, I and the rise of communism.

Course Outcomes

1. Students will explain major reforms and revolutions.
2. Students will analyze causes and consequences of historical events.
3. Students will describe the rise of nationalism and unification movements.
4. Students will evaluate World War I and the Russian Revolution.

Course Content:

Unit I. Age of Reforms and Revolutions

10

- a) Renaissance and Religious Reformation- Martin Luther
- b) American and French Revolution - Causes and Consequences
- c) The Industrial Revolution - Causes and Consequences

Unit II. Democracy and Nationalism

10

- a) Evolution of Democracy in England – Chartist Movement and Right to Vote
- b) Unification of Italy and Germany
- c) Japan - The Meiji Revolution

Unit III. World War I and Communism

10

- a) World War I - Causes and Consequences
- b) Paris Peace Conference and League of Nations
- c) The Russian Revolution - Causes and Consequences

Reference Book:

ENGLISH

1. Carr E.H., International Relations between the two World Wars.
2. Corwall R.D.: World History in 20th Century, Longman, London, 1976.
3. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi, 2009.
4. Gooch V.P., History of Modern Europe.
5. Grant and Temperley, Europe in the 19th and 20 centuries.
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२. धनंजय आचार्य, विसाव्या शतकातील जग, साईनाथ प्रकाशन, नागपूर.
३. कुलकर्णी , देशपांडे, आधुनिक जगाचा इतिहास, भाग १ व २, स्नेहवर्धन प्रकाशन, पुणे
४. कुलकर्णी व फडके, आधुनिक युरोपचा इतिहास,
- ५ . श. गो. कोलारकर, आधुनिक जगाचा इतिहास
- ६ . गायकवाड, कदम, थोरात, पाटील, आधुनिक जगाचा इतिहास, .
- ७ . जी. पी. जोशी, विसाव्या शतकातील जगाचा इतिहास, विद्या प्रकाशन, नागपूर.
८. आधुनिकतेचे आगमन:युरोपकेंद्री इतिहासाचा जागतिक विचार, दत्ता देसाई, युनीक अकादमी, पुणे. २०१५.

U.G. History Year III, Sem-IV, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-313-MJEP	Glimpses of Modern World up to World War I PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To understand the major events and developments in Modern World History up to World War I.
2. To develop historical thinking through maps, timelines, charts, and document study.
3. To improve analytical and critical understanding of historical books, movies, and documentaries.
4. To develop research, presentation, and interpretation skills in the study of world history.

Course Outcomes

After completing this course, students will be able to:

1. Explain major events, ideas, and personalities of Modern World History up to World War I.
2. Analyze historical documents, books, films, and documentaries critically.
3. Prepare timelines, maps, flowcharts, and charts related to world historical developments.
4. Interpret historical concepts like liberalism, nationalism, socialism, communism, and democracy with examples.

Course Content:

Practical 1:	Make a creative timeline of major events from the Renaissance to the Russian Revolution with dates and brief explanations.
Practical 2:	Read a standard history book on Modern World History and critically analyze the arguments and contribution of the book.
Practical 3:	Write a review of historical movie on World History up to WW I
Practical 4	Watch a documentary on world History up to WWI, write an analytical review of the accuracy and interpretation of that documentary's history.
Practical 5	Prepare a historical map showing events such as Italian unification/German unification/ World War I alliances/ colonial expansion.
Practical 6	Create a flow chart explaining a historical processes such as causes and consequences of revolutions.
Practical 7	Select and explain any one original historical document such as the Declaration of Independence/Treaty of Versailles/Communist Manifesto.
Practical 8	Prepare a chart showing major inventions of the Industrial Revolution and explain their impact on society and economy.
Practical 9	Prepare analytical profile of any one Personality that Shaped the Modern World up to WW I
Practical 10	Prepare a Chart explaining Liberalism, Nationalism, Socialism, Communism, democracy with historical examples.
Any five practicals may be conducted.	

U.G. History Year III, Sem-V, Syllabus [Level- 5.5]			
Course Type	Major Elective	Credits 2 Theory	Weeks-15 Hours-30
HIS-314-MJE	History of USA (1776-1991)	Int. Marks 15	Ext. Marks 35

Objectives:

1. To introduce students to the rise and expansion of the USA.
2. To introduce students to the situation after the First and Second World Wars.
3. To understand the industrial reforms in the USA.
4. To introduce students to the rise and development of the USA as a world power.
5. To introduce students to the main developments in the contemporary world.

Course Outcomes:

1. The student will discuss the political significance of the rise and expansion of the USA.
2. The student will learn the history of the USA after the First and Second World Wars.
3. The student will learn the history of major events in the contemporary world.

Course Content:

Unit. 1. The Rise and Expansion of America	10
a. The American War of Independence b. The American Civil War c. The Industrial Development of America d. The Expansion of the American Empire	
Unit. 2. USA and The World Wars	10
a. USA and World War I b. USA and the League of Nations c. USA and World War II d. USA and the United Nations Organization (UNO)	
Unit. 3. USA and the Cold War	10
a. The Rise and Expansion of the Cold War b. Military Organization c. USA-USSR Relations d. Rise of USA as a Superpower	

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2. Brokhampton, Dictionary of World History, Brokhampton Press, London, 1994.
3. Harres, Owen (ed.), America's purpose: New vision of U.S. Foreign Policy, S.G. Wasani, New Delhi, 1991.
4. La Feber, Walter, America, Russia, and the Cold War, 1945-1990, Mc-Graw Hill In, 1991.
5. Robinson, W.I., Prompting Poliarchy: Globalization, US Intervention and Hegemony, Cambridge University Press, Cambridge, 1996.
6. Beard, Charles A. The American Spirit.
7. Current Williams and Friedal, A History of the United States
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9. Elson Henry William, History of the United States of America.
10. Faulkner H.U., American Political and Social History.
11. Hart, Albert Bushnell: American History told by Contemporaries Volume I to IV Macmillan New York, 1964.
12. Hofstadter, Miller and Aron, The Union States.
13. John J. Tepasker (Edt.), Three American Empires, Harper and Row Publishers, NewYork, 1967.
14. May, E. R. (Editor) The American Foreign Policy (Oxford Indian Edition, 1967).
15. Morison Samuel Eliot, The Oxford History of American People.
16. Mowry, George E. The Era of Theodore Rooseveltn (Harper, 1958).
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20. Randall, The Civil War and Reconstruction, Boston, 1932.
21. Schlessinger, The Rise of Modern America.

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2. गायकवाड दीपक, अमेरिकेतील नागरी अधिकारांची चळवळ, सावित्रीबाई फुले पुणे विद्यापीठ इतिहास विभाग, पुणे, २०२४.
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6. पाटील एम.पी., युद्धोत्तर अमेरिका: ट्रुमन ते बुश, मंगल प्रकाशन, कोल्हापूर, 2002.
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9. देवधर, अमेरिकेच्या संघराज्याचा इतिहास
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11. रायपूरकर वसंत, आंतरराष्ट्रीय संबंध, श्री मंगेश प्रकाशन, नागपूर
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१. मुजुमदार आर. के. श्रीवास्तव ए. एन, अमरीका का इतिहास, सुरजित बुक डीपो पब्लिशर्स, दिल्ली
२. शर्मा एम. एल., बदलती विदेश नीतिया
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४. सक्सेना बनारसी प्रसाद, अमेरिका का इतिहास, बिहार हिंदी ग्रंथ अकादमी, पटना

U.G. History Year III, Sem-V, Syllabus [Level- 5.5]			
Course Type	Major Elective	Credits 2 Practical	Weeks-15 Hours-60
HIS-315-MJEP	History of USA (1776-1991) PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To develop knowledge of American history and culture through the study of monuments, historical events, films, books, and significant figures.
2. To enhance geographical understanding by creating and studying maps of the United States, as well as by identifying key historical and industrial regions.
3. To foster research skills through the preparation of charts, analyses, and project-based activities related to American historians, the U.S. political and economic systems, weaponry, science, technology, and industrial development.
4. To gain an understanding of the U.S. political and economic systems, including its monetary system, industrial growth, and economic crises such as the 'Great Depression.'

Course Outcomes: The students will

1. Students will identify significant monuments in the United States, provide explanations for them, and comprehend their historical and cultural significance.
2. Through maps of the United States, students will acquire information regarding key states, cities, rivers, industrial regions, and historical sites.
3. Students will identify prominent American historians and their writings, as well as understand their contributions to historical scholarship.
4. Students will gain an understanding of industrial development, science and technology, the monetary system, and the process of arms development in the United States, along with the impact of these factors on American history, global politics, the economy, and society.
5. Students will analyze the causes, consequences, and significance of the 'Great Depression' in shaping modern American society and the economy.

Course Content	
Practical 1	Prepare an exhibition of photos about the War of Independence in USA
Practical 2	Watch a documentary about the Industrial Development of USA
Practical 3	Conduct a role play to support and oppose the black movement of the twentieth century.
Practical 4	Conduct a quiz on contribution of blacks to the development in USA

	(Science, Industry, Music, Human Rights).
Practical 5	Prepare a chart of immigrant scientists in USA and their home country .
Practical 6	Conduct a group discussion on the Great Depression and the New Deal.
Practical 7	Conduct a debate on USA's Global Military and Political Influence During the World Wars
Practical 8	Make a poster on USA's Policy Towards Asian Countries
Practical 9	Conduct a quiz on of the USA as a Superpower
Practical 10	Conduct a discussion on any historical movie- “The Help”/ “Killers of the Flower Moon”/ “MacKenna’s Gold”.

Any five practicals may be conducted.

U.G. History Year III, Sem-V			
Course Type	Major Elective	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-316-MJE	History of China	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the political, social, economic, and cultural structure of Late Imperial China.
2. To explain the significance of the Confucian value system in shaping Chinese society and governance.
3. To analyze the impact of Western imperialism and the unequal treaty system on China in the nineteenth century.
4. To study the causes, ideology, and nature of major popular movements such as the Taiping and Boxer Rebellions.
5. To examine the reform movements in China including the Self-Strengthening Movement and the Hundred Days Reforms of 1898.
6. To understand the rise of Chinese nationalism and the factors leading to the Revolution of 1911.

Course Outcomes (COs)

1. Students will understand the social, economic, and political structure of Late Imperial China and explain the importance of the Confucian value system.
2. Students will analyze the debate on China and the Great Divergence and evaluate the historical factors responsible for China's economic position in the modern world.
3. Students will explain the impact of Western imperialism, the Opium Wars, and the Unequal Treaty System on Chinese sovereignty and society.
4. Students will examine the causes, ideology, and nature of the Taiping and Boxer Movements and assess their significance in Chinese history.
5. Students will evaluate the objectives and limitations of the Self-Strengthening Movement and the Hundred Days Reforms of 1898.
6. Students will understand the emergence of Chinese nationalism and analyze the causes and consequences of the Revolution of 1911.

Course Content:

Unit I. Imperialism, Popular Movements and Reforms in the 19th century	10
a. Opium Wars and the Unequal Treaty System	
b. Taiping and Boxer Movements – Causes, Ideology, Nature	
c. Self-Strengthening Movement; Hundred Days Reforms of 1898	
Unit II: Emergence of Nationalism	10
a. The Revolution of 1911: Causes and Consequences	

-
- b. Sun Yat-Sen Ideology and Contribution
 - c. May Fourth Movement of 1919

Unit III: Rise Of Communism in China

10

- a. Foundation of Chinese Communist Party
- b. Chinese Communist Party and Kuomintang Alliance and Rift
- c. Civil War and Long March
- d. Communist Revolution in 1949

REFERENCE:

English:

1. Ahmed, L.L. - *A Comprehensive History of the Far East* - S. Chand & Co. Ltd., 1981.
2. Burton, F. Beers & Paul N. Clyde - *The Far East* - Prentice Hall of India Pvt. Ltd., New Delhi, 1985.
3. Chesneaux, Jean et al. - *China from Opium War to 1911 Revolution*.
4. Chesneaux, Jean et al. - *China from the 1911 Revolution to Liberation*.
5. David, D. - *Rise and Growth of Modern China* - Himalaya Publishing House, 1986.
6. Fairbank, John K. - *East Asia: Tradition and Transformation* - Houghton Mifflin, Boston.
7. Fairbank, John K. - *The Cambridge History of China* - CUP.
8. Harold, M. Vinacke - *History of the Far East in Modern Times* - Kalyani Publications, New Delhi, 1982.
9. Hsu, Immanuel - *The Rise of Modern China* - OUP, New Delhi.
10. Johnson, Chalmers A. - *Peasant Nationalism and Communist Power: The Emergence of Red China, 1937-1945*.
11. Lach, D.F. & H.F. Macnair - *Modern Far Eastern International Relations*.
12. Rao, B.V. - *History of Asia from Early Times to 2000 A.D.* - Sterling Publishers Pvt. Ltd., 2000.
13. Reisauer & Fairbank - *East Asia*, Vol. II.
14. Schwartz, Benjamin I. - *Mao and the Rise of Chinese Communism*.
15. Snow, Edgar - *Red Star Over China*.
16. Vinacke, H.M. - *A History of the Far East in Modern Times*.

Marathi:

17. गुप्ते, आर. एस. - आधुनिक चीन
18. देव, प्रभाकर - आधुनिक चीनचा इतिहास
19. मर्डीकर, मदन - आधुनिक चीनचा इतिहास
20. साधू, अरुण - आणि ड्रॅगन जागा झाला
21. साधू, अरुण - ड्रॅगन जागा झाल्यानंतर

U.G. History Year III, Sem-V			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-317-MJEP	History of China PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives

1. Provide an understanding of modern Chinese history from the late 19th century to the mid-20th century.
2. Examine China's transformation under the influence of Western powers and internal reform movements.
3. Analyze major political, social, and economic developments in China from the fall of the Qing dynasty to the rise of Communism.
4. Explore the role of key leaders such as Dr. Sun Yat-sen and Mao Zedong in shaping China's modern identity.

Course Outcomes (COs)

1. Understand the significance of the “Open Door Policy” and evaluate the impact of foreign powers on China’s sovereignty and economy.
2. Analyze the causes, events, and consequences of the Opium Wars and explain their role in the decline of the Qing Empire.
3. Explain the circumstances leading to the foundation of the Chinese Communist Party (CCP) and assess its early political objectives.
4. Evaluate the leadership and contribution of Mao Zedong in the Chinese Communist Revolution and the formation of modern China.
5. Assess the contribution and achievements of Sun Yat-sen in the growth of Chinese nationalism and republicanism.
6. Examine the causes and impact of the Second Sino-Japanese War and the Chinese Civil War on Chinese society and politics.
7. Understand the concept and importance of guerrilla warfare in China and analyze the military strategies adopted by communist forces.
8. Describe the importance of the Long March and evaluate its role in strengthening communist leadership in China.
9. Analyze the communist policies introduced by Mao Zedong and their social, economic, and political effects on China.
10. Explain the nature and significance of the Red Revolution in China and assess its impact on the emergence of the People’s Republic of China.

Course Content-

Practical -1	Conduct a role play about the two sides of the Open Door policy.
Practical -2	Conduct a group discussion about the Opium Wars.

Practical -3	Make a poster about the Foundation of CCP
Practical -4	Watch a documentary and then discuss the life of Mao Zedong
Practical -5	Watch a documentary on Dr. Sun – Yet - Sen.
Practical -6	Conduct a role play debate between a Chinese and the Japanese side with reference to the Sino-Japanese War (1937–1945) & Civil War
Practical -7	Watch a documentary on Environmental Impact of the political developments in China.
Practical -8	Make a poster on the Long March in China.
Practical -9	Conduct a group discussion on Mao and his communist policies in China.
Practical -10	Watch a documentary about the Red Revolution in China.

Any five practicals may be conducted.

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-318-MJE	India After Independence (1947-1971)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. Understand the challenges faced by India after independence in 1947, including the impact of the Partition of India and political integration of princely states.
2. Examine the formation of the Indian state, including the drafting of the Constitution of India and the reorganization of states.
3. Analyze India's foreign policy and its role in global politics, particularly through the Non-Aligned Movement and relations with neighbouring countries.
4. Study major internal political, economic and social reforms such as the Hindu Code Bill, social movements, and developments like the Indian Emergency.
5. Develop analytical skills to evaluate political, social, and economic transformations in post-independence India.

Course Outcomes

After completing this course, students will be able to:

1. Explain the major political challenges faced by India after independence, including the effects of the Partition of India and the integration of princely states.
2. Describe the features and significance of the Constitution of India and the reorganization of states in India.
3. Evaluate India's foreign relations, including the role of the Non-Aligned Movement and relations with Pakistan, China, and Sri Lanka.
4. Analyze internal policies and social reforms, including the Hindu Code Bill, the Indian Emergency.
5. Assess the economic development of India, including the mixed economy model, Five-Year Plans, industrial growth, bank nationalization, and economic reforms.
6. Develop critical thinking and historical analysis skills to interpret post-independence developments in India.

Course Content:

Unit I-Independence and Partition

10

1. Partition and its Consequences
2. Framing of the Indian Constitution and its Salient Features
3. Integration of Princely States – Kashmir, Junagarh and Hyderabad

Unit 2- Nation Building under Nehru

10

1. Five-Year Plans and Economic Development
2. Establishment of ISRO, BARC, IITs, UGC, IIMs AIIMS & DRDO
3. Foreign Policy - Non-Aligned Movement, Indo-China and Indo-Pak Relations

Unit 3- Challenges and Changes**10**

1. Economic Policies - Nationalization of Banks, Green Revolution
2. Indo- Soviet Treaty of Peace, Friendship and Cooperation
3. India US Relations and Indo-Pak War (1971) -Creation of Bangladesh

Reference:

1. Bipan Chandra et al., India After Independence: 1947–2000, New Delhi: Penguin Random House India, 2000.
2. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, New Delhi: Picador India, 2007.
3. Paul R. Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
4. Sunil Khilnani, The Idea of India, New Delhi: Penguin Books India, 1997.
5. Francine R. Frankel, India's Political Economy 1947–2004, New Delhi: Oxford University Press, 2005.
6. Granville Austin, The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 1966.
7. Srinath Raghavan, War and Peace in Modern India, New Delhi: Permanent Black, 2010.
8. Ramachandra Guha, Makers of Modern India, New Delhi: Penguin Books India, 2010.
9. Bipan Chandra, India Since Independence, New Delhi: Penguin Books India.
10. Government of India, The Constitution of India, New Delhi: Ministry of Law and Justice, Government of India.

Marathi:

1. माधव खोसला, (अनु. अवधूत डोंगरे), भारतीय संविधान संक्षिप्त परिचय, मधुश्री पब्लिकेशन, पुणे.
2. रोहित डे (अनु. अवधूत डोंगरे), लोकांचं संविधान, मधुश्री पब्लिकेशन, पुणे.
3. मुखर्जी रुद्राक्ष (अनु. अवधूत डोंगरे), नेहरू व बोस, मधुश्री पब्लिकेशन, पुणे/बिपिन चंद्र, स्वातंत्र्यानंतरचा भारत
4. के. सागर प्रकाशन – आधुनिक भारताचा इतिहास
5. सुमित सरकार – आधुनिक भारत
6. रामचंद्र गुहा – गांधी नंतरचा भारत
7. बी. एल. ग्रोव्हर व यशपाल – आधुनिक भारताचा इतिहास
8. महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ – आधुनिक भारत (इ.स. १८५७ नंतर)

Hindi

6. रामचंद्र गुहा— भारत गांधी के बाद
7. बिपीन चंद्रा – आजादी के बाद भारत
8. के.के. शर्मा – आधुनिक भारत का इतिहास
9. बी. एल. ग्रोवर और अल्का मेहता – आधुनिक भारत का इतिहास
10. बिपिन चंद्र –भारत का स्वतंत्रता संग्राम
11. एनसीईआरटी (NCERT) – भारतीय राजनीति और संविधान

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-319-MJEP	India After Independence (1947-1971) PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives:

To understand the causes and effects of Indian independence and partition.

To understand the integration of princely states into India.

To study the process of constitution making in India.

To understand the democratic election process in India.

To study India's economic planning after independence.

To understand India's foreign policy during the Cold War.

To study major political developments during 1969–1971.

Course Outcomes:

Students will understand

1. the historical background of independence and partition.
2. the social and humanitarian impact of partition.
3. the importance of political unity in India.
4. the democratic values of the Indian Constitution.
5. the importance of voting and democracy.
6. the role of planning in economic development.
7. how India achieved food security.

Course Content

Practical 1 - Prepare a poster for Evolution of Elections between 1952-1971.

Practical 2 - Prepare a map showing the educational institutions established between 1947 and 1971.

Practical 3 – Conduct a group discussion on the separation of Powers according to the Constitution.

Practical 4 - Conduct a mock election in the classroom using ballot papers.

Practical 5 - Prepare a comparative table of the First, Second, and Third Five-Year Plans.

Practical 6 – Conduct a role play representing the leaders of the Non-Aligned Movement.

Practical 7 - Prepare a poster with maps and photographs related to the Bangladesh war.

Practical 8 – Conduct a group discussion on Indo-soviet friendship before 1971.

Practical 9- Prepare a chart showing the nationalized banks in your tahsil/district.

Practical 10 – Conduct a debate on the pros and cons of the Green Revolution.

(Any five practical may be conducted.)

U.G. History- Year-III, Sem-V Syllabus [Level 5.5]			
Course Type	VSC-Vocational Skill Course	Credits-2 (Theory)	Weeks-15 Hours-30
HIS-321-VSC	Understanding History	Int. Marks 15	Ext. Marks 35

Objectives:

1. To orient students about how History is studied, written and understood.
2. To explain methods and tools of data Collection.
3. To understand the meaning of Evolution of Historiography.
4. To describe importance of Inter-Disciplinary Research.
5. To introduce Students to the basics of Research.

Course Outcomes:

1. Students will be introduced to the information and importance of Historiography.
2. Students will be introduced to the different Methods and Tools of data collection.
3. Students can study the interdisciplinary approach of History.
4. This curriculum develops Research ability and process of Research Methodology in History.
5. Information on historical research methods will be provided.

Unit -I: Meaning and Scope of History**10**

- a) Definition, Nature & Scope of History
- b) History and other sciences
- c) Importance of scientific history writing

Unit -II: Sources of Historical Research**10**

- a) Classification of Primary and Secondary sources
- b) Seven Types : 1. Archaeological 2. Numismatic 3. Epigraphical 4. Archival
5. Literary 6. Audio-visual 7. memories.
- c) Importance of Authentic and credible Sources

Unit -III: Historical Research**10**

- a) Historical Research Method
- b) External and Internal Criticism- Who? When? What? Where? Why? How?
- c) Interpretation, Foot Notes and Bibliography

Reference Books:**English:**

1. E. Sreedharan, A Textbook of Historiography, Orient Blackswan, 2004.
2. Chitnis K.N., Research Methodology in History, ATLANTIC Publication, New Delhi, 2006.
3. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
4. Mujumdar R.C., Historiography in Modern India, Asia Publishing House, Mumbai, 1970.
5. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.

6. Shiekh Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1972.
7. Tikekar S.R., On Historiography, Popular Prakashan, Mumbai, 1964.
8. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

मराठी

१. आठवले सदाशिव, इतिहाचे तत्वज्ञान, प्रज्ञा पाठशाळा प्रकाशन,वाई, १९६७.
२. कार.इ.एच., प्रा. वि.गो.लेले (अनु.), इतिहास म्हणजे काय ?, कॉन्टीनेन्टल प्रकाशन,पुणे,१९९८.
३. कुंभोजकर श्रद्धा, भूत, वर्तमान आणि स्मृती, लोकवाङ्मय गृह, मुंबई, २०२३.
४. कोठेकर शांता, इतिहास तंत्र आणि तत्वज्ञान, श्रीसाईनाथ प्रकाशन, नागपूर, २००५.
५. गर्गे स.मा., इतिहासाची साधने:एक शोध यात्रा , पाप्युलर प्रकाशन, मुंबई, १९९४.
६. गायकवाड, सरदेसाई, हनमाने, ऐतिहासिक कागदपत्रे व स्थळे यांचा अभ्यास, फडके प्रकाशन, कोल्हापूर,१९८९.
७. देव प्रभाकर, इतिहास एक शास्त्र, कल्पना प्रकाशन, नांदेड, १९९७.
८. देशमुख प्रशांत, इतिहासाचे तत्वज्ञान, विद्या बुक पुब्लिशर, औरंगाबाद, २००५.
९. पंडित के.मो., इतिहास संशोधन पद्धती, मुंबई मराठी ग्रंथसंग्रहालय, मुंबई, १९६५.
१०. राजदरेकर सुहास, इतिहास लेखनशास्त्र, विद्या प्रकाशन, नागपूर, १९९८.
११. वांबुरकर जास्वंदी (संपा.), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन्स, पुणे, २०१४.
१२. सरदेसाई बी.एन, इतिहास लेखनशास्त्र,फडके प्रकाशन, कोल्हापूर,२००२.

U.G. History Year III, Sem-V, Syllabus (Level 5.5)			
Course Type	Field Project	Credit 2 FP (Practical)	Weeks-15 Hours: 60
HIS-331-FP	Field Project	Int. Marks 15	Ext. Marks -35

Objectives:

1. To develop the ability of independent historical research among students.
2. To develop the skill of critical use of primary and secondary sources.
3. To encourage research-based study of issues related to local, regional, or national history.
4. To develop the ability to analyze causes and effects, continuity, and change in historical events.
5. To train students in research methodology, referencing, interview techniques, and report writing.

Learning Outcomes:

1. Students will be able to design, plan, and execute an independent research project.
2. Students will be able to analyze primary sources and present critical conclusions.
3. Students will be able to prepare references, citations, and bibliography according to academic conventions of historical research.
4. Students will be able to study oral history, archives, inscriptions, newspapers, government reports, photographs, and folk traditions.
5. Students will be able to present, explain, and defend their research findings through oral examination

Course Content:

Selection of Research Topic and Project Proposal Planning

Under this component, students are expected to select an appropriate historical topic for the field research project. The selected topic may be related to local, regional, or national history. While preparing the field project proposal, students are required to formulate research questions, prepare hypotheses, and clearly define the objectives and scope of the research. In addition, students are expected to plan the research methodology to be used for the study.

Use of Primary Sources

Under this component, students are expected to use primary sources necessary for historical study. Historical information should be collected through the study of archival documents, correspondence, diaries, government records, newspapers, or periodicals. Students are also expected to collect information through oral history interviews and study memories related to local history.

Field Visit and Data Collection

Students are expected to maintain a separate Field Diary for fieldwork. They should visit historical sites, forts, monuments, museums, or local heritage sites for direct observation. Interviews with local

people should be conducted to collect folk memories, traditions, and local historical information. During field visits, students are expected to undertake photography, documentation, and systematic recording of information.

Analysis and Writing

Students are expected to classify the documented information systematically and undertake historical analysis. Graphs, tables, and maps may be used for proper presentation of information. Students should draw conclusions based on available evidence and present their observations in a clear academic style.

Field Project Report Writing

The project report should include an introduction, research problem, sources used, and research methodology. The collected information should be analyzed and conclusions should be presented. The report must include references, bibliography, and necessary appendices. The project report should be prepared according to academic rules and standard referencing methods.

Technical Aspects:

- The research proposal should be between 1500 to 2000 words (5 to 7 pages).
- The final field project report should be a MINIMUM of 10,000 words (30 pages).
- The project report must be submitted in typed format.
- References and citations should be written in an appropriate academic format.
- Students are expected to maintain a separate Field Diary for fieldwork.
- Originality must be maintained in the project report.
- A certificate from the supervising teacher about the originality and authenticity of the work must be attached with the final report.

There will be NO FORMAL LECTURES for this course. Contact hours shall include periodic guidance, instructions, and research-related discussions by the subject teacher. The contact hours shall also include the actual fieldwork carried out by the students, data collection, interviews, archival study, field diary writing, and the time required for travel during field visits.

The Examination of Field Project shall consist of the following allotment of Marks:

Examination Component	Marks
Total Marks	50 Marks
Internal Assessment	15 Marks
Field Project Proposal and Field Diary	15 Marks
Semester End Examination	35 Marks
Field Project Report (Submitted physically)	25 Marks
Oral Presentation	10 Marks

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Minor	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-391-MN	India After Independence (1947-1991)	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. Understand the challenges faced by India after independence in 1947, including the impact of the Partition of India and political integration of princely states.
2. Examine the formation of the Indian state, including the drafting of the Constitution of India and the reorganization of states.
3. Analyze India's foreign policy and its role in global politics, particularly through the Non-Aligned Movement and relations with neighbouring countries.
4. Understand India's economic development strategies including the mixed economy model, planning process, industrial growth, and economic reforms after independence.
5. Develop analytical skills to evaluate political, social, and economic transformations in post-independence India.

Course Outcomes

After completing this course, students will be able to:

1. Explain the major political challenges faced by India after independence, including the effects of the Partition of India and the integration of princely states.
2. Describe the features and significance of the Constitution of India and the reorganization of states in India.
3. Evaluate India's foreign relations, including the role of the Non-Aligned Movement and relations with Pakistan, China, and Sri Lanka.
4. Assess the economic development of India, including the mixed economy model, Five-Year Plans, industrial growth, bank nationalization, and economic reforms.
5. Develop critical thinking and historical analysis skills to interpret post-independence developments in India.

Course Content:**Unit I- Independence and Partition 10**

- a. Partition and its Consequences
- b. Integration of Princely States – Kashmir, Junagarh and Hyderabad
- c. Framing of the Indian Constitution and its Salient Features

Unit II - Nation Building under Nehru 10

- a. Five-Year Plans and Economic Development
- b. Establishment of ISRO, BARC, IITs, UGC, IIMs AIIMS & DRDO
- c. Foreign Policy - Non-Aligned Movement, Indo-China and Indo-Pak Relations

Unit III - Challenges and Changes 10

- a. Emergency, Operation Blue Star, Assam Crisis, NAM, 20 Points Program and Green Revolution, Indo- Soviet Treaty, Creation of Bangladesh
- b. Computer and Telecom Revolution, Panchayati Raj
- c. Policy of Liberalization Privatization and Globalization (LPG)

Reference Books

1. Bipan Chandra et al., India After Independence: 1947–2000, New Delhi: Penguin Random House India, 2000.
2. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, New Delhi: Picador India, 2007.
3. Paul R. Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
4. Sunil Khilnani, The Idea of India, New Delhi: Penguin Books India, 1997.
5. Francine R. Frankel, India's Political Economy 1947–2004, New Delhi: Oxford University Press, 2005.
6. Granville Austin, The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 1966.
7. Srinath Raghavan, War and Peace in Modern India, New Delhi: Permanent Black, 2010.
8. Ramachandra Guha, Makers of Modern India, New Delhi: Penguin Books India, 2010.
9. Bipan Chandra, India Since Independence, New Delhi: Penguin Books India.
10. Government of India, The Constitution of India, New Delhi: Ministry of Law and Justice, Government of India.
11. माधव खोसला, (अनु. अवधूत डोंगरे), भारतीय संविधान संक्षिप्त परिचय, मधुश्री पब्लिकेशन, पुणे.
12. रोहित डे (अनु. अवधूत डोंगरे), लोकांचं संविधान, मधुश्री पब्लिकेशन, पुणे.
13. मुखर्जी रुद्राक्षु (अनु. अवधूत डोंगरे), नेहरू व बोस, मधुश्री पब्लिकेशन, पुणे.
14. बिपिन चंद्र, स्वातंत्र्यानंतरचा भारत
15. के. सागर प्रकाशन – आधुनिक भारताचा इतिहास
16. सुमित सरकार – आधुनिक भारत
17. रामचंद्र गुहा – गांधी नंतरचा भारत
18. बी. एल. ग्रोव्हर व यशपाल – आधुनिक भारताचा इतिहास
19. महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ – आधुनिक भारत (इ.स. १८५७ नंतर)
20. रामचंद्र गुहा – भारत गांधी के बाद
21. बिपिन चंद्रा – आजादी के बाद भारत
22. के.के. शर्मा – आधुनिक भारत का इतिहास
23. बी. एल. ग्रोवर और अल्का मेहता – आधुनिक भारत का इतिहास
24. बिपिन चंद्र – भारत का स्वतंत्रता संग्राम
25. एनसीईआरटी (NCERT) – भारतीय राजनीति और संविधान

Semester VI (Third Year)

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching /learning hours
Major Core	Major Core 3	HIS-351-MJ	Early India: from Post Mauryas to Yadavas	4T	4	60
		HIS-352-MJP	Early India: from Post Mauryas to Yadavas PRACTICAL	2P	4	60
	Major Core 4	HIS-353-MJ	Medieval India (1526-1707)	4T	4	60
		HIS-354-MJP	Medieval India (1526-1707) PRACTICAL	2P	4	60
Major Elective Select any one	Major Elective 6	HIS-360-MJE	Constitutional Development in India (1909-1950)	2T	2	30
		HIS-361-MJEP	Constitutional Development in India (1909-1950) PRACTICAL	2 P	4	60
	Major Elective 7	HIS-362-MJE	Glimpses of Modern World after World War I to 1991	2T	2	30
		HIS-363-MJEP	Glimpses of Modern World after World War I to 1991 PRACTICAL	2 P	4	60
	Major Elective 8	HIS-364-MJE	History of USSR (1917-1991)	2T	2	30
		HIS-365-MJEP	History of USSR (1917-1991) PRACTICAL	2 P	4	60
	Major Elective 9	HIS-366-MJE	History of Japan	2T	2	30
		HIS-367-MJEP	History of Japan PRACTICAL	2 P	4	60
	Major Elective 10	HIS-368-MJE	India After Independence (1971-1991)	2T	2	30
		HIS-369-MJEP	India After Independence (1971-1991) PRACTICAL	2 P	4	60
	VSC	HIS-371-VSC	Historical Tourism	2P	4	60
	OJT	HIS-381-OJT	On Job Training	4 OJT	4	120
				22		

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 (Theory)	Weeks – 15 Hours - 60
HIS-351-MJ	Early India: from Post Mauryan to Yadavas	Int. Marks 30	Ext. Marks 70

Course Objectives:

1. To introduce students to the major sources, concepts, and historical developments of Ancient Indian History and Culture.
2. To develop students' logical, analytical, and critical understanding of Ancient Indian History.
3. To familiarize students with the periodization and chronology of Ancient Indian History.
4. To train students in the methods of collection, classification, and interpretation of historical sources related to Ancient India.
5. To provide knowledge of the political, social, economic, religious, and cultural history of Ancient India for advanced and specialized studies.

Course Outcomes:

At the end of course

1. At the end of course student will be able to use the large amount of information on Ancient Indian History in order to study and analyze the historical context.
2. Student will obtain fundamental logical skills for the further study of the subject Ancient History and Culture.
3. Student will learn the basic periodization and chronology of ancient period of Indian History.
4. Student will acquire the necessary skills related with methods of collection of historical sources useful for interpretation of Ancient Indian History.
5. Student will get knowledge of History and Culture of Ancient India which will be helpful for the advanced and specialized studies in Ancient History.

Course Content:

Unit I. Post-Mauryan Period 15

- a. **Shungas and Kanva**
- b. **Indo-Greeks, Shakas, Kushanas-** Kujula Kadphises Wima Kadphises, Kanishka I.
- c. **Impact:** Society, Economy, Religion and Culture, Art and Architecture-Mathura and Gandhar Styles

Unit II. Deccan and South India 15

- a. **Sangam Age and Literature** - Brief History - Chola, Chera, Pandya, Sangam - Silappadikarm, Manimekhalai, Tolkapiyam
- b. **Satavahanas** – Brief History, Art-architecture, Roman Trade, Religious conditions.

c. **Vakatakas** - Brief history, Prabhavati Gupta, Art -Architecture

Unit III. Guptas and Post-Gupta Period

15

- a. **Guptas**- Brief History – Chandragupta I, Samudragupta, Chandragupta -Vikramaditya, Kumaragupta, Art - Architecture, Science and Technology
- b. **Vardhans** – Harshavardhan – Administration, Religious Policy and Education
- c. **Chalukyas of Badami** – Brief history, Art and Architecture- Badami, Pattadakal and Aihole

Unit IV. Early Medieval Period

15

- a. **Rashtrakutas**- Tripartite Struggle with Pala-Gurjar-Pratihara-Rashtrakuta, Art - Architecture
- b. **Chalukyas of Kalyani, Chola and Yadavas** –Brief history, Art - Architecture
- c. Transformation from **Ancient to Medieval** -Salient features

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1. Carr E.H., **What is History?** Penguin, London, 2018.
2. Kulke Hermann and Dietmar Rothermund, **A History of India**, Rutledge, London and New York, 2004.
3. Parasher-Sen Aloka, **Social and Economic History of Deccan some interpretation**, Manohar Publishers, New Delhi, 1993.
4. Singh Upinder, **A History of Ancient and early Medieval India**, Pearson, Delhi, 2008.
5. Sharma R.S., **India's Ancient Past**, Oxford University Press, Delhi, 2019.
6. Thapar Romila, **Early India from the Origins to AD 1300**, University of California Press, California, 2004.
7. Jha D. N., Revenue System in Post Maurya and Gupta Times, Punthi Pustak, Calcutta, 1967.
8. Sharma R.S., Rethinking India's Past, Oxford University press, New Delhi, 2009.
9. Thapar Romila, A History of India, Vol I, Penguin Book, New Delhi, 1990.
10. Raychaudhari Hemchandra, Political History of Ancient India, University of Calcutta, Calcutta, 1983.
11. Jha D. N., Early India a Concise History, Manohar Publication, New Delhi, 2010.
12. Basham A. L., The Wonder That was India, Picador Pan Manillan, Reprinted, 2004.
13. Thapar Romila, Early India from the Origins to A. D.1300, Penguin Book, 2002.
14. Kosambi D. D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publication, New Delhi, 1993.
15. Altekar A. S., State and Government in Ancient India, Motilal Banarasidas Publication, Varanasi, 1949.
16. Daud Ali, Passport to the Ancient India, Rosen Central Publication, New York, 2009.
17. Mujumdar R. C., Ancient India, Motilal Banarasidas Publication, Varanasi, 1952.
18. Tripathi Ramashankar, History of Ancient India, Motilal Banarasidas Publication, Varanasi, 1942.
19. Mahajan V. D., Ancient India, S Chand & Company Ltd, New Delhi, Reprinted 2019.

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2. सिंग अपिंदर, प्राचीन भारताची संकल्पना, मधुश्री पब्लिकेशन, पुणे. २०२४.
3. देगलूरकर गो.बं., प्राचीन भारत इतिहास आणि संस्कृती, अपरांत , पुणे, २०१५.
4. झाडी.एन., श्रीमाली के.एम., प्राचीन भारत का इतिहास, दिल्ली विश्वविद्यालय, दिल्ली डेल, १९९८.
5. पाठक अरुणचंद्र (संपादक), इतिहास प्राचीन काल (खंड १), दर्शनिका विभाग महाराष्ट्र राज्य, मुंबई, २००२.
6. रायचौधरी हेमचंद्र, प्राचीन भारताचा राजकीय इतिहास, डायमंड पब्लिकेशन्स, पुणे, २००६.
7. झा डी. एन., मौर्योत्तर व गुप्तकालीन राजस्व पद्धती, अनुवाद - देगलूरकर गो. बं., डायमंड पब्लिकेशन, पुणे, २००६.
8. डॉ. देव प्रभाकर, प्राचीन भारत, विद्या प्रकाशन, नागपूर, १९९५.
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10. भिडे गजानन, प्राचीन भारताचा सामाजिक, आर्थिक व सांस्कृतिक इतिहास, फडके प्रकाशन, कोल्हापूर, २००२.
11. रायचौधरी हेमचंद्र, प्राचीन भारताचा राजकीय इतिहास, अनुवाद - प्राचार्य आठवले सदाशिव व बोपडीकर मधुसूदन, डायमंड पब्लिकेशन, पुणे, २००६
12. झा डी.एन., प्राचीन भारत एक ऐतिहासिक रूपरेषा, अनुवाद - पारधी मा. कृ., के सागर प्रकाशन, पुणे, २००५.
13. थापर रोमिला, अर्ली इंडिया, अनुवाद- प्रा. गायधनी र. ना. व फडके वासंती, के सागर प्रकाशन, पुणे, २००६.
14. जोशी पी.जी., प्राचीन भारताचा सांस्कृतिक इतिहास, विद्या प्रकाशन, नागपूर, २००३.
15. गाठाळ एस. एस., भारताचा इतिहास(इ. स. ६५० पर्यंत), कैलास पब्लिकेशन, औरंगाबाद, २००२.
16. गायकवाड आर.डी., प्राचीन व मध्ययुगीन भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००६.
17. शर्मा आर. एस., प्राचीन भारताचा परिचय, अनुवाद- परांजपे बिंदा, ओरिएंट लॉगमन, मुंबई.
18. पानसे मु. ग. यादवकालीन महाराष्ट्र, मुंबई मराठी ग्रंथसंग्रहालय, मुंबई. १९६३.
19. मेहता जे. एल., हिस्ट्री ऑफ इंडिया, अनुवाद- काळे एम. व्ही., के सागर प्रकाशन, पुणे.
20. तांबे — काटदरे, प्राचीन भारत, के सागर प्रकाशन, पुणे, २००४.
21. कोलारकर एस.जी., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास आरंभ पासून २००५ पर्यंत, श्री मंगेश प्रकाशन, नागपूर.
22. गायधनी र. ना., प्राचीन भारताचा इतिहास, अनिरुद्ध पब्लिकेशन हाऊस, पुणे, १९९७
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24. मोरवंचीकर आर. एस., सातवाहनकालीन महाराष्ट्र, प्रतिमा प्रकाशन, पुणे, १९९३.
25. मिराशी वा. वि. वाकाटक नृपती आणि त्यांचा काळ, नागपूर विद्यापीठ, १९५७.

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits -2 (Practical)	Weeks – 15 Hours - 60
HIS-352-MJP	Early India: from Post Mauryan to Yadavas PRACTICAL	Int. Marks 15	Ext. Marks 35

Practical 1:	Comparative Study of Numismatic Sources - Identification and study of coins of Indo-Greeks, Shakas, Kushanas, Satvahanas
Practical 2:	Comparative Study of Ancient Indian Art and Architecture- Exhibition of photos of Gandhara Art Style, Mathura Art Style, Amaravati Art, Satvahana and Vakataka Architecture
Practical 3:	Historical Map Work- Students shall locate the following on map of Ancient India: Kushana Empire, Satvahana Kingdom, Important Roman Trade Centres, Major Sangam Age centres
Practical 4	Story telling session from Sangam Literature
Practical 5	Group discussion on Roman Trade with India, or Society and Culture during Kushana Period
Practical 6	Poster making on Gupta Coins, Allahabad Pillar Inscription, Harshacharita, Accounts of Hiuen-Tsang
Practical 7	Study of Temple Architecture- Badami, Aihole, Pattadakal, Ellora, Chola Temple Architecture
Practical 8	Historical Biography – Role Play of Samudragupta, Harshavardhana, Kanishka or any other ruler
Practical 9	Study Tour / Field Visit - Visit to historical places, museums, temples, caves or forts
Practical 10	View a documentary on Science and Technology in early India
Any Five Practicals may be Conducted	

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 Theory	Weeks – 15 Hours - 60
HIS-353-MJ	Medieval India (1526-1707)	Int. Marks 30	Ext. Marks 70

Objectives

1. To understand the political, social, economic, and cultural developments in India during the Mughal period.
2. To critically analyse the rise, consolidation, and decline of the Mughal Empire.
3. To examine the interaction of state, society, and religion in shaping medieval Indian history.
4. To develop historical thinking skills through primary sources, historiography, and comparative perspectives.

Course Outcomes

By the end of the course, students will be able to:

1. Explain the foundation and expansion of the Mughal Empire.
2. Assess the administrative, economic, and cultural policies of the Mughal rulers.
3. Critically evaluate the causes of the decline of the Mughal Empire.
4. Interpret medieval Indian society through themes of art, architecture, literature, and religion.
5. Apply historical methods to analyse primary sources and historiographical debates.

Course Content:

Unit I: Establishment and Consolidation of the Mughal Empire

- a. **Sources-** Archaeological, Numismatic and Literary
- b. **Babur-** The First Battle of Panipat and Battle of Khanuwa
- c. **Humayun, Sher Shah Suri:** Administrative and Economic reforms
- d. **Akbar-** Second Battle of Panipat, Consolidation and Rajput Policy

Unit II: The Mughal Empire at its Zenith

- a. **Jahangir:** Rajput Policy, Policy towards Europeans, Nur Jahan's influence and Patronage to Arts
- b. **Shah Jahan:** Architectural Achievements and Deccan Policy
- c. **Cultural synthesis** in Mughal India

Unit III: The Decline

- a. **Religious Policy**
- b. **Aurangzeb:** Deccan Campaigns and Maratha Resistance
- c. **Causes for the decline** of the Mughal Empire

Unit IV: Administration, Society, Economy and Culture

- a. Central and Provincial Administration, Mansabdari System,
- b. Agrarian Structure and Revenue System, Trade, Commerce, and Urban Centers

c. Din-e Ilahi, Bhakti and Sufi, Society, Art and Architecture

References: English

1. Chandra Satish, *History of Medieval India*, Orient BlackSwan, New Delhi, 2007.
2. Habib Irfan, *Medieval India*, National Book Trust, New Delhi, 2007.
3. Majumdar R. C., *The Mughal Empire*, Bharatiya Vidya Bhavan, Mumbai, 2007.
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6. Alam, M., and Subramanyam, S. (ed.), *The Mughal State, 1526–1750*, OUP, New Delhi, 2010.
7. Alavi, Seema, *The Eighteenth Century in India*, OUP, New Delhi, 2002.
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2. चंद्र सतीश, *मध्ययुगीन भारत*, जवाहर पब्लिशर्स, नवी दिल्ली.
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U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-354-MJP	Medieval India (1526-1707) PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives

- To apply historical methods through practical projects on Mughal India.
- To develop skills in analysing primary sources, monuments, and cultural artifacts.
- To encourage independent research and presentation of medieval Indian themes.
- To foster comparative and critical thinking through project-based learning.

Course Outcomes

By the end of the practical course, students will be able to:

1. Conduct independent research on selected aspects of Mughal history.
2. Critically analyse primary and secondary sources.
3. Present findings in structured written format.
4. Demonstrate historical thinking skills through project work.
5. Connect historiographical debates with practical case studies.

Course Content –

Practical 1. Conduct a group discussion on different voices in the sources of Mughal History

Practical 2. Organise a debate on pros and cons of Sher Shah's Reforms

Practical 3. Make a poster about Akbar's Religious Policy

Practical 4. Organise a role play of different officers on different posts in the Mansabdari System

Practical 5. Make an exhibition of photos of medieval Art and Architecture

Practical 6. Role play of different people in the Agrarian System (Farmer, landlord, tax official, king)

Practical 7. Draw a map of Deccan campaigns and sites of Maratha resistance

Practical 8. Organise a role play of different people engaged in Trade and Commerce (producers, banjaras, serai officials, robbers, traders)

Practical 9. Organise a debate about the system of justice under the Mughals.

Practical 10. Organise a group discussion about the decline of Mughal Empire

Any five practical may be conducted.

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Theory	Weeks – 15 Hours - 30
HIS-360-MJE	Constitutional Development in India (1909–1950)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the evolution of the Indian Constitution during the period 1909–1950.
2. To analyze the historical factors and political circumstances that shaped constitutional developments.
3. To provide a clear understanding of the formation of the Constitution from the late British period to independence.
4. To promote an understanding of the process of constitutional development and institutional growth.
5. To examine the role of tradition, culture, and socio-political beliefs in shaping the Constitution.
6. To identify the challenges faced in constitutional, legal, and political spheres during the transition to independence.
7. To study the policies of the British Government regarding constitutional reforms and amendments.

Course Outcomes

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

1. Understand the evolution of the Indian Constitution from 1909 to 1950.
2. Analyze the factors and conditions that contributed to constitutional development in India.
3. Develop an understanding of democratic processes and their historical foundations.
4. Gain knowledge of key terms, events, trends, and milestones in constitutional history.
5. Apply critical thinking to legal and constitutional concepts.
6. Develop practical skills in analyzing constitutional developments and historical sources.
7. Collect and interpret historical materials; prepare teaching aids; participate in debates and mock sessions; and (for UG students) undertake educational visits to legislative institutions.

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Unit I: Constitutional Reforms under British Rule (1909–1935)

a) Indian Councils Act 1909

- Background and objectives
- Significance and limitations

b) Government of India Act 1919

- Main Features of the Act
- Central and provincial subjects
- Growth of legislative participation

c) Government of India Act 1935

- Federal structure
- Provincial autonomy and Significance

Unit II: Constitutional Developments and Freedom Movement (1919–1947)**a) Simon Commission & Responses****b) Round Table Conferences****c) Constitutional Proposals**

- Nehru Report (1928)
- August Offer
- Cripps Mission
- Cabinet Mission Plan

d) Towards Independence

- Indian Independence Act -1947

Unit III: Making of the Indian Constitution (1946–1950)**a) Constituent Assembly**

- Formation and composition

b) Drafting Process

- Role of Dr. Babasaheb Ambedkar

c) Features of the Constitution

- Federal structure
- Fundamental Rights
- Directive Principles of State Policy

Reference Books English:

1. Agarwala R.N.(Dr.); National Movement and Constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi.
2. Anand A.S., The Constitution of Jammu and Kashmir.
3. Bhagwan V., Constitutional History of India.
4. Bhatnagar M. and R.C. Agarwal; Constitutional Development and National Movement, S. Chand Publishing, New Delhi
5. Chhabra G.S.; Advanced study in the Constitutional History of India (1773-1947), New Academic Publishing Company, Jullundur, India
6. Jain M. P , Indian legal and Constitutional History.
7. Jayapalan N.; Constitutional History of India, Atlantic publication, India
8. Keith A. B.; A Constitutional History of India (1600-1935), Pacific Publication o Andesite Press, India
9. Khan M.M.; Constitutional History of India, Wisdom Press, Darya Ganj, New Delhi
10. Mahajan V D Constitutional History of India.
11. Mishra V.B.; Evolution of the Constitutional History of India (1773-1947), South Asia books, India
12. Noorani A.G., The Constitution of Jammu and Kashmir.
13. Puri S.K, Indian legal and Constitutional History.
14. Pylee Dr. M.V.; Constitutional History of India, S. Chand Publication, Darya Ganj, New Delhi
15. R.C. Majumdar History and Culture of Indian People Vol.8,9,10 and 11

16. Sarkar Sumit Modern Indian History H.R. Khanna Making of India's Constitution
17. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, New Delhi
18. Shelar. S. T. (Prof.), Constitutional Development in India-1977-1950, Sahitya-sagar publication Kanpur. -2022.
19. Shelar. S. T. (Prof.), Indian National Movement, Sahitya-sagar publication Kanpur. -2023
20. Sikri S.L.; A Constitutional History of India, S. Nagin and Company, Jullundur, India

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1. जोशी पदमाकर लक्ष्मीकांत, भारताचा संविधानिक इतिहास, विद्या प्रकाशन नागपूर- १९९६.
2. माधव खोसला, (अनु. अवधूत डोंगरे), भारतीय संविधान संक्षिप्त परिचय, मधुश्री पब्लिकेशन, पुणे.
3. रोहित डे (अनु. अवधूत डोंगरे), लोकांचं संविधान, मधुश्री पब्लिकेशन, पुणे.
4. भोगले शांताराम, भारतीय राष्ट्रीय आंदोलने आणि घटनात्मक विकास, विद्या प्रकाशन नागपूर, १९९६.
5. एस. गोपाल आणि देशपांडे सरोज, ब्रिटिशांची भारतातील राजनीती, डायमंड पब्लिकेशन, पुणे -२००६.
6. गायकवाड रा. ज्ञा. ,दि. ज्ञा. थोरात, भारताचा राजकीय घटनात्मक इतिहास, रविल प्रकाशन, सातारा-१९९९.

हिन्दी

1. भटनागर महेश, अग्रवाल आर.सी., भारतीय संविधान का इतिहास तथा राष्ट्रीय आंदोलन, एस. चांद पब्लिकेशन, २००८

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-361-MJEP	Constitutional Development in India (1909–1950) PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives

1. Develop the ability to analyse constitutional documents such as the Indian Councils Act 1909 and Government of India Act 1935 through structured exercises.
2. Enhance understanding of constitutional developments through applied activities like case studies, timelines, and simulations of historical events.
3. Examine the role of national movements and political negotiations (e.g., Cabinet Mission Plan) using analytical and participatory methods.
4. Develop research and report-writing skills through project work on constitutional evolution and the framing of the Constitution.
5. Encourage presentation and communication skills through seminars, role play, and viva voce.
6. Build critical thinking skills by evaluating constitutional changes and their relevance to modern governance.

Course Outcomes

1. Identify and list key constitutional developments and provisions from the Indian Councils Act 1909 to the Indian Independence Act 1947 through practical exercises.
2. Explain constitutional changes and historical events using timelines, charts, and presentations (e.g., Government of India Act 1919).
3. Apply theoretical knowledge to prepare reports, case studies, and comparative analyses of constitutional developments.
4. Analyze debates, negotiations, and institutional developments such as the Constituent Assembly of India through role play and document study.
5. Evaluate the effectiveness and limitations of constitutional reforms and proposals (e.g., Cripps Mission, Cabinet Mission Plan).
6. Design and present projects, reports, or seminars on constitutional evolution and the making of the Indian Constitution.

Create a timeline of constitutional developments from 1909 to 1950

Prepare a comparative chart of the Indian Councils Act, 1909 to Government of India Act, 1919

Prepare a comparative chart of the Government of India Act, 1919, to Government of India Act, 1935

Compare Cripps Mission, Cabinet Mission and Mountbatten Plan

Course Content –

Practical 1	Organise a debate on the pros and cons of any act included in your syllabus.
Practical 2	Conduct a Group Discussion on the Preamble.

Practical 3	Organise a role play to represent different aspects of the Hindu Code Bill.
Practical 4	Organise a Group Discussion on Dr. Babasaheb Ambedkar's contribution to the making of the Indian Constitution.
Practical 5	Organise a speech competition on any one legislator from Maharashtra.
Practical 6	Organise a role play to include different members of the Constituent Assembly.
Practical 7	Organise a Group Discussion on Fundamental Rights and Duties.
Practical 8	Organise a debate around the Rights and responsibilities as a citizen.
Practical 9	Visit the Gram Panchayat, Nagar Parishad, Municipality, or Municipal Corporation in your village/town and write a report on it.
Practical 10	Organise a Poster exhibition of different provisions in the Constitution.
Practical 11	Organise a role play around the idea of rights of landholders before and after the constitution.
Practical 12	Conduct a Group Discussion on the process of local self-governance.
Any five practicals may be conducted.	

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Theory	Weeks – 15 Hours - 60
HIS-362-MJE	Glimpses of Modern World after World War I to 1991	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To understand the rise of dictatorship in the modern world.
2. To study nationalist movements and World War II.
3. To examine the Cold War and the Non-Aligned Movement.
4. To analyze the end of the Cold War and the fall of the U.S.S.R.

Course Outcomes

1. Students will explain the rise of dictators and militarism.
2. Students will describe nationalist movements and World War II.
3. Students will analyze the Cold War and Third World politics.
4. Students will evaluate the disintegration of the U.S.S.R. and its impact.

Course Content:

Unit I. Rise of Dictatorships

- a) Turkestan - Kemal Pasha
- b) Italy - Mussolini and Germany - Hitler
- c) Militarism in Japan

Unit II. Nationalist Movements and World War II

- a) Nationalist Movements in Asia and Africa- Sun Yat Sen, Mahatma Gandhi, Nelson Mandela
- b) World War II - Causes and Consequences
- c) United Nations Organization - Structure and contribution

Unit III. Cold War and Third World

- a) Cold War: Causes, Nature and Consequences
- b) Third World: Non-Alignment Movement- Nature and Contribution
- c) End of the Cold War: Disintegration of U.S.S.R.

Reference Book:

ENGLISH

1. Carr E.H., International Relations between the two World Wars.
2. Corwall R.D.: World History in 20th Century, Longman, London, 1976.
3. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi, 2009.
4. Gooch V.P., History of Modern Europe.
5. Grant and Temperley, Europe in the 19th and 20 centuries.
6. Hazen, Modern Europe

7.Jain H. and K. Mathur, A History of the Modern World 1500 – 2000 A.D.,Jain Prakashan Mandir, Jaipur, 2014.

8.Rao B.V., World History (3rd edition) from early time to AD 2000, NewDawn Press INC, V.S.A. U.K.,India, 2006.

मराठी

- १ . सुमन वैद्य, आधुनिक जग, साईनाथ प्रकाशन, नागपूर.
२. धनंजय आचार्य, विसाव्या शतकातील जग, साईनाथ प्रकाशन, नागपूर.
३. कुलकर्णी , देशपांडे, आधुनिक जगाचा इतिहास, भाग १ व २, स्नेहवर्धन प्रकाशन, पुणे
४. कुलकर्णी व फडके, आधुनिक युरोपचा इतिहास,
५. श. गो. कोलारकर, आधुनिक जगाचा इतिहास
६. गायकवाड, कदम, थोरात, पाटील, आधुनिक जगाचा इतिहास, .
- ७ . जी. पी. जोशी, विसाव्या शतकातील जगाचा इतिहास, विद्या प्रकाशन, नागपूर.

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-363-MJEP	Glimpses of Modern World after World War I to 1991 PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Content:

Practical 1	Prepare a timeline of major world events from World War I to the end of the Cold War.
Practical 2	Write a review of any book related to world history after World War I
Practical 3	Watch Charlie Chaplin's "The Great Dictator" or "Modern Times" and discuss it.
Practical 4	View and discuss a documentary based on any important event or person after World War I.
Practical 5	Prepare a map showing the Cold War blocs, World War II combat zones, fascist expansion, and non-aligned nations.
Practical 6	Prepare a flowchart explaining the causes and effects of the Cold War, World War II, and dictatorship.
Practical 7	Study and explain one original historical document related to world history after World War I.
Practical 8	Prepare a comparative chart showing the ideological differences between Capitalism, Communism, and Non-Alignment.
Practical 9	Organise a role play between the persons who shaped the world after World War I.
Practical 10	Prepare an organizational chart of the United Nations and explain its contributions to world peace.
Any five practical's may be conducted.	

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits 2 Theory	Weeks 15 Hours 30
HIS-364-MJE	History of USSR (1917-1991)	Int. Marks 15	External Marks 35

Course objective:

1. To get acquainted with history of USSR.
2. To study the Soviet model of governance.
3. Understanding geopolitics of the world in 20th century.
4. Studying the causes and effects of the rise and disintegration of USSR.

Course outcomes

1. Students will understand the history of USSR.
2. Understanding reforms and socialist ideas of economic planning.
3. Understanding the correlation between the rise and disintegration of USSR.
4. Understanding the idea of Soviet model of State in USSR.

Course Content:**Unit I: The Revolution and State Formation (1917–1928) 10**

- a. Russian Revolution and Lenin
- b. Soviet model of State and Governance
- c. Socio-political changes

Unit II: Superpower and the Cold War 10

- a. Rise of USSR as a Superpower
- b. Role of USSR in World War II
- c. Cold War

Unit III: Towards Disintegration 10

- a. The Race for World Leadership
- b. Planned Economy and Cultural Imperialism
- c. Perestroika, Glasnost and Disintegration

Select Readings:**English :**

1. Walsh W.B., Russia and the Soviet Union, Michigan University Press, Michigan, 1958.
2. Cohen Rabin Witch and Sharlet, The Soviet Union Since Stalin, Indiana University Press, Bloomington, 1980.
3. Fitzpatrick Sheila, *The Russian Revolution*, Oxford University Press, United Kingdom, 2008.
4. Carr E.H., The Bolshevik Revolution, 3 Vol., Macmillan Publication, London, 1961.
5. Roy M.N., The Russian Revolution, Renaissance Publishers, Calcutta, 1949.

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१. जोशी पी.जी., आधुनिक जग, विद्या प्रकाशन, नागपूर, २०००.
२. तांबोळी एन.एस., आधुनिक जग, निराली प्रकाशन, पुणे, २००९.
३. सुमन वैद्य, रशियाचा इतिहास, आशय प्रकाशन, नागपूर, १९८०.
४. गाडगीळ पां. वा., रशियन राज्यक्रांती, पुणे, १९६१.
५. आवटे लीला, रशियातील समाजवादी क्रांती, मुंबई, १९६७.

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits 2 Practical	Weeks 15 Hours 30
HIS-365-MJE	History of USSR (1917-1991) PRACTICAL	Int. Marks 15	External Marks 35

Course Content:

Practical 1	Organize a group discussion on any book by a Russian Author, eg., Tolstoy, Maxim Gorky, Solzhenitsyn, and write a report.
Practical 2	Organise and write a report on a role-play session between Tsarist, Mensheviks and Bolsheviks
Practical 3	Watch a film based on Life in the USSR and write a review.
Practical 4	Organise an exhibition of Russian Children's Books published in Marathi or English and write a report.
Practical 5	Write a speech on the Arms Race and the Space Race.
Practical 6	Make a geographical presentation on the states integrated into the USSR and their present-day status.
Practical 7	Organise a debate on the reasons for the disintegration of the USSR and the idea of forged nationalism and write a report.
Practical 8	View the movie Battleship Potemkin and write a report.
Practical 9	Hold a class discussion on the cultural ties between the USSR and India in the twentieth century, including partnerships in film-making, translated literature by Raduga Publications and the technological exchange in industry, space and education.
Practical 10	Write a review any documentary on the Space Race
	Any five practical's may be conducted

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits 2 Theory	Weeks 15 Hours 30
HIS-366-MJE	History of Japan	Int. Marks 15	External Marks 35

Course objective:

1. To introduce the students to the transition of Japan from feudalism to a modern industrialised capitalist Nation through the Meiji Restoration.
2. Study the rise of Japanese nationalism, its colonial expansion in Korea, Manchuria and China.
3. Analyze the evolution of Japan's government, including the development of democracy, the shift towards militarism, and post-war reconstruction.

Course outcomes

1. Students will understand Japan's transition from feudalism to a modern nation.
2. Students will be able to explain the rise of Japanese nationalism and expansion.
3. Students will understand Japan's role in major international wars and politics.
4. Students will be able to evaluate Japan's post-war reconstruction and modernization.

Course Content:

Unit-I: Rise of Modern Japan	10
a. The Perry Expedition 1853 and Fall of Tokugawa Dynasty b. The Meiji Restoration: Nature and Significance c. Feudal Constitution of 1889	
Unit-II: Imperialistic Expansion of Japan	10
a. Sino-Japanese War 1894 and Anglo-Japan Treaty 1902 b. Russo-Japanese War 1905 c. World War I and Washington Conference	
Unit III: World War II and Japan	10
a. Manchurian Crisis 1931 to Pearl Harbor Matter b. World War II and Japan c. Reconstruction of Japan under Douglas MacArthur	

References:**English:**

1. James, David H., The Rise and Fall of the Japanese Empire, Ruskin House, London.
2. Beckmann George M, The Modernisation of China & Japan, Harper & Row Publishers, New York.
3. <https://vishwakosh.marathi.gov.in/18944/>
4. Panikkar, K.M, Asia and Western dominance, George Allen and Unwin; London, 1953

5. Mason R.H.P., History of Japan, Macmillan Publishing Co, New York.

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१. प्रभाकर गद्रे, जपानचा इतिहास, विद्या प्रकाशन, नागपूर.
२. गुजर यादव, चीन व जपानचा राजकीय इतिहास. विभावरी प्रकाशन, नागपूर.
३. वैद्य सुमन, आधुनिक जग, श्री. साईनाथ प्रकाशन, नागपूर.
४. पाध्ये प्रभाकर, तोकोनामा - जपानच्या अंतरंगाची सैर, पॉप्युलर प्रकाशन, मुंबई
५. आंबेकर गो. वा. आग्नेय आशियातील घडामोडी, साईनाथ प्रकाशन, नागपूर.
६. गाठाळ साहेबराव, आधुनिक आशियाचा इतिहास, कैलास पब्लिकेशन, नागपूर.
७. मोरे अरुणा, नवथर भारती, आणि काळभोर स्वाती, विसाव्या शतकातील आशियाचा इतिहास (१९१४-१९९२), डायमंड पब्लिकेशन, पुणे.
८. मारडीकर मदन, आधुनिक जगाचा इतिहास, विद्या बुक पब्लिशर्स, औरंगाबाद.
९. जोशी पी.जी., आधुनिक जगाचा इतिहास, के.सागर पब्लिकेशन्स, पुणे.
१०. कदम य.ना., आधुनिक जग, फडके प्रकाशन, कोल्हापूर.

हिंदी:

१. शर्मा अंबिका प्रसाद, एशिया का इतिहास, ज्ञानदा प्रकाशन, पटना.

U.G. History – Year – III Sem. VI Syllabus Level 5.5			
Course Type	Major Elective	Credits -2 Practical	15 Weeks 60 Hours
HIS-367-MJEP	History of Japan PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives:

1. To practically understand the Geographical, Historical and Political Background of the Japan before Meiji Era.
2. To introduced the contributions of the Zaibatsu and Genrō to making Japan a Political and Economic Superpower.
3. To understand the Scientific, Agricultural and Educational development of Japan.
4. To understand the Literary, Religious and Cultural progress of Japan.

Outcomes:

1. Students will study the past Geography and History of Japan before Shogunate and Feudal system.
2. Students will understood Japan's transition from feudalism to economic superpower and Modernization through the Correlation between Zaibatsu and Genro
3. Students will understand Japan's role in Cultural, Scientific and Educational development.
4. Students will interpret the rich Culture, traditions, lifestyle, and etiquette of Japan.

Course Content:

Practical 1	Prepare a map showing Historical Geography of Japan.
Practical 2	Make a chart on Shogunate and Feudal tribes in Japan
Practical 3	Watch a movie about Japanese History and discuss it.
Practical 4	Make a poster on Zaibatsu (Wealthy Cliques)
Practical 5	Watch a documentary on Earthquakes and Tsunami in Japan.
Practical 6	Organise a role play of the people in support and opposition of militarisation of Japan.
Practical 7	Review of Historical Movie/Documentary/Book on Japan.
Practical 8	Make a flow chart of the Major events regarding Japan in the WWII.
Practical 9	Exhibition of art related to Japanese Religions -Shintoism and Buddhism
Practical 10	Watch and discuss a movie on Japanese Culture.

Any five Practical's may be conducted

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Theory	Weeks – 15 Hours - 30
HIS-368-MJE	India After Independence (1971-1991)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To understand the political, economic, and social developments in India after independence.
2. To study nation-building processes and democratic institutions.
3. To analyze major events, wars, and policy changes from 1971–1991.
4. To evaluate the challenges faced by India and their impact on modern India.

Course Outcomes

1. Students will explain major events and developments in India after independence.
2. Students will analyze political and economic changes between 1971–1991.
3. Students will understand the role of important leaders and movements in shaping India.
4. Students will develop critical thinking about contemporary Indian history and governance.

Course Content:

Unit I- Political Developments 10

- a. Emergency and Janata Party Government
- b. Separatist Movements, The Operation Blue Star, Assam Crisis

Unit II- Economic Changes and Development 10

- a. Nationalization of Banks and 20 Points Program.
- b. Nuclear Policy, Industrial Developments
- c. Policy of Liberalization, Privatization and Globalization (LPG)

Unit III - Social and Regional Issues 10

- a. Urbanization and Environmental Movements, National Policy on Education, 1986
- b. Computer and Telecom Revolution
- c. Panchayati Raj, Age of Voting reduced to 18

Reference Books

1. Bipan Chandra et al., India After Independence: 1947–2000, New Delhi: Penguin Random House India, 2000.
2. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, New Delhi: Picador India, 2007.
3. Paul R. Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
4. Sunil Khilnani, The Idea of India, New Delhi: Penguin Books India, 1997.

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5. Francine R. Frankel, India's Political Economy 1947–2004, New Delhi: Oxford University Press, 2005.
 6. Granville Austin, The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 1966.
 7. Srinath Raghavan, War and Peace in Modern India, New Delhi: Permanent Black, 2010.
 8. Ramachandra Guha, Makers of Modern India, New Delhi: Penguin Books India, 2010.
 9. Bipan Chandra, India Since Independence, New Delhi: Penguin Books India.
 10. Government of India, The Constitution of India, New Delhi: Ministry of Law and Justice, Government of India.
 11. डॉ. बिपिन चंद्र, स्वातंत्र्यानंतरचा भारत / India Since Independence Post-1947 India's political, social and economic developments

Marathi:

12. के. सागर प्रकाशन – आधुनिक भारताचा इतिहास
13. डॉ. सुमित सरकार – आधुनिक भारत
14. डॉ. रामचंद्र गुहा – गांधी नंतरचा भारत
15. बी. एल. ग्रोव्हर व यशपाल – आधुनिक भारताचा इतिहास
16. महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ – आधुनिक भारत (इ.स. १८५७ नंतर)
17. रामचंद्र गुहा – भारत गांधी के बाद
18. बिपीन चंद्रा – आजादी के बाद भारत
19. डॉ. के.के. शर्मा – आधुनिक भारत का इतिहास
20. बी. एल. ग्रोवर और अल्का मेहता – आधुनिक भारत का इतिहास
21. विपिन चंद्र – भारत का स्वतंत्रता संग्राम
22. एनसीईआरटी (NCERT) – भारतीय राजनीति और संविधान

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-369-MJEP	India After Independence (1971-1991) PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives:

1. To understand the political changes in India after the 1971 war.
2. To study the leadership qualities and policies of Indira Gandhi.
3. To understand the causes and effects of the Emergency.
4. To study the rise of opposition politics in India.
5. To study political instability and leadership changes.
6. To understand poverty removal programs in India.
7. To study the impact of the Green Revolution.
8. To understand the causes of India's economic crisis.
9. To study the reasons and effects of Operation Blue Star.
10. To study Rajiv Gandhi's contribution to technology and modernization.
11. To study the economic reforms introduced in 1991.

Course Outcomes:

- Students will understand
 1. important political developments in post-1971 India.
 2. the impact of leadership on Indian politics.
 3. the importance of democracy and constitutional rights.
 4. coalition politics and democratic change.
 5. agricultural modernization in India.
 6. modernization and social change in India.
 7. To study regional identity movements in India.
 8. the beginning of India's technological development.
 9. the importance of globalization and economic reforms in India.

Course Content:

Practical 1 - Prepare a report on functions of Gram panchayat in your village.

Practical 2 - Prepare a poster on green revolution.

Practical 3 - Prepare a poster on the "Garibi Hatao" campaign.

Practical 4 - Prepare a chart showing changes in the telecom sector between 1971-91.

Practical 5 – Organise a group discussion on telecommunications in India after Independence.

Practical 6 – Watch a documentary on any Linguistic State movement.

Practical 7 - Prepare a poster on history of computers in India.

Practical 8 - Prepare a chart showing growth in education, television, transport, or cities.

Practical 9 - Prepare a comparative table of different sectors of India's economy before liberalization.

Practical 10 - Conduct an interview of senior citizens in your village regarding emergency.

(Any five practical may be conducted.)

U.G. History- Year-III, Sem-VI Syllabus [Level 5.5]			
Course Type	VSC-Vocational Skill Course	Credits-2 (Practical)	Weeks-15 Hours-60
HIS-371-VSC	Historical Tourism Practical	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the concept and importance of Historical Tourism.
2. To develop practical knowledge related to tourism management and heritage conservation in respect to Historical Tourism
3. To encourage employment and self-employment opportunities in tourism sector, skill encasement concern.

Course Outcomes

1. Understand the concept and scope of Historical Tourism.
2. Explain the importance of heritage conservation and tourism management.
3. Develop skills related to tour planning, guiding and report writing.

Course Content

GROUP I

Practical 1-Organise a MOCK Tour to London. (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, International Travel Rules etc.)

Practical 2 – Organise a MOCK Tour to Delhi. (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety et.)

Practical 3 – Organise a MOCK Tour to Ajanta (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, World Heritage Importance)

Practical 4 – Organise a MOCK Tour to Kalsubai (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, Religious and Environmental Importance)

Practical 5 – Organise a MOCK Tour to your own town/ village (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, Environmental and cultural Heritage)

GROUP II

Practical 6- Organise a Group Discussion on Tourism as a sustainable industry for your town.

Practical 7 – Organise a Role Play with different stakeholders in a Tourist place, eg. Locals, Police, Traders, Tourists, Animals, Natural Resources, Plants, Sacred Places)

Practical 8- Watch a documentary on Andaman Nicobar Islands and discuss their tourist potential.

GROUP III

Practical 9- Organise a REAL TOUR to a nearby historical heritage and submit a report to the local government body. Report should include photos from all angles of the historical site, interviews of stakeholders, suggestions from stakeholders and suggestions from students themselves.

Practical 10 – Organise a REAL TOUR to a nearby NATURAL Heritage place and submit a report to the local government body. (Report should include photos from all angles of the historical site, interviews of stakeholders, suggestions from stakeholders and suggestions from students themselves.)

(ANY 5 Practical activities should be completed. **MINIMUM 1** from each **GROUP**)

Reference Books

1. Beaver and Allan (2002), 'A Dictionary of Travel and Tourism Terminology', CAB International Wallingford, pp. 313.
2. Bhatia A.K. – *Tourism Development: Principles and Practices*
3. Kaul R.H. – *Dynamics of Tourism*
4. Pran Nath Seth – *Successful Tourism Management*
5. Percy Brown – *Indian Architecture*
6. D.K. Chakrabarti – *India: An Archaeological History*
7. Gazetteers of Maharashtra State
8. UNESCO Publications on World Heritage Sites
9. Government of India – *India Tourism Statistics Reports*

मराठी पुस्तके

१. महाराष्ट्रातील पर्यटन – प्रा. शिल्पा कुलकर्णी, डायमंड प्रकाशन
२. किल्ले महाराष्ट्र – (खंड १ ते ५) – डॉ. नि. रा. पाटील, सायन पब्लिकेशन्स
३. आडवाटेवरचा महाराष्ट्र - प्र. के. घाणेकर, स्नेहल प्रकाशन
४. वारसा अतिताचा – पंकज विजय समेळ, मार्वेन टेक्नोलॉजिस (प्रकाशन)
५. लेणी महाराष्ट्राची - प्र. के. घाणेकर, सह्याद्री बुक्स
६. महाराष्ट्राची मंदिरे शैली – भाग्यश्री काळे – पाटसकर, डायमंड प्रकाशन

U.G. History- Year-III, Sem-VI Syllabus [Level 5.5]			
Course Type	On Job Training (OJT)	Credits- 4 OJT	Weeks-15 Hours-60
HIS-381-OJT	On Job Training in Applied and Local History	Int. Marks 30	Ext. Marks 70

This is a course for which Government of Maharashtra has given detailed guidelines vide the G. R. of 5 February 2024.

The course objectives as per the G. R. are –

Introducing students with either direct or indirect industrial exposure

To provide the students with

1. Essential analytical and business tools for businesses
2. Direct experience of collaborative working methodology, professional and communication skills like business ethics, good judgment etc.
3. new employment opportunities and amendments in this.

In association with the Internship Cell in the College, the students will join any institution/ business where their existing skills may be useful. These may be their skills of documentation (Photography/ record keeping) or research (Interview taking/ collecting and analysing records, etc)

After completion of 60 hours of internship, the students are expected to submit a report that includes –

1. Presentation of work done so far with accuracy and effectiveness
2. Knowledge gained from the work done and their own observations
3. Description of their Experience
4. Practical application of the work done.
5. Report of internship experience as a whole

This Internship Report needs to be countersigned by the person from the commercial institution where the student has completed the internship. The report will be submitted to the Department of History.

STUDENTS MUST NOT PAY ANYTHING for doing internship. STUDENTS MAY GET PAID for their work during internship.

Various formats of Declarations given in the G. R. dtd 5 February 2024 may be used for Internship/ OJT.