



**Savitribai Phule Pune University, Pune**  
**(Formerly University of Pune)**

**Syllabus for**  
**First Year Bachelor of Arts in History**  
**(Semester I & II)**

**Choice Based Credit System Syllabus NEP 2020**

**[Level 4.5, UG - Certificate in Humanities / UG Degree, Year-I]**  
**(w.e.f. academic year 2024-25)**

**DSC-I: History**

**[Level 4.5, UG- Certificate / UG Degree, Year-I]**  
**(w.e.f. academic year 2024-25)**

**Open Elective: History**

**(Only for the students of the faculties other than Humanities**  
**i.e. Commerce, Science etc.)**

**2024**

## **Title of the Programme : Bachelor of Arts– History (UG)**

### **Introduction:**

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 (Pos) :**

**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.

**COURSE STRUCTURE**  
**UG- Certificate in Humanities [UG Degree, Year-I]**  
**(w.e.f. academic year 2024-25)**

**DSC-I: History**

Level/ Year/ Sem.	Course Type	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
	--	--	4	--	--	--	--
L-4.5	Subject History	HIS- 151-T Indian National Movement (1920-1950)	2	Theory	15	35	50
		HIS- 152-P Indian National Movement (1920-1950)	2	Practical	15	35	50
Year-I	--	--	4	--	--	--	--
Sem. I	GE/OE	OE-151-HIS Glimpses of Modern India- II	2	Theory	15	35	50
	SEC	--	2	--	--	--	--
	IKS	--	--	--	--	--	--
	AEC	--	2	--	--	--	--
	VEC	--	2	--	--	--	--
	CC	--	2	--	--	--	--
			<b>Total Credit</b>	<b>22</b>			

## UG- History: Year-I, Sem-II (w.e.f. academic year 2024-2025)

Level/ Year/ Sem.	Course Type	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark	
	--	--	4	--	--	--	--	
L-4.5	Subject History	HIS- 151-T Indian National Movement (1920-1950)	2	Theory	15	35	50	
		HIS- 152-P Indian National Movement (1920-1950)	2	Practical	15	35	50	
Year-I	--	--	4	--	--	--	--	
Sem. I	GE/OE	OE-151-HIS Glimpses of Modern India- II	2	Theory	15	35	50	
	SEC	--	2	--	--	--	--	
	IKS	--	--	--	--	--	--	
	AEC	--	2	--	--	--	--	
	VEC	--	2	--	--	--	--	
	CC	--	2	--	--	--	--	
			<b>Total Credit</b>	<b>22</b>				

### Abbreviations:

- 1) DSC – Discipline Specific Course
- 2) GE/OE – General Elective / Open Elective
- 3) SEC - Skill Enhancement Course
- 4) IKS – Indian Knowledge System
- 5) AEC – Ability Enhancement Course
- 6) VEC – Value Education Course
- 7) CC - Co-curricular Cours

## **Examination Pattern:**

### **A) Theory Paper: Total 2 Credits - Total Marks: 50**

#### **Marks Scheme of Examination: Theory Paper**

a. **Semester End Exam** 35 Marks (Minimum Marks 14 for passing)

b. Internal Assessment 15 Marks (Minimum Marks 06 for passing)

c. The details of Question Paper Pattern for offline Examination -

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

Q.1) Answer the following questions in 200 words (any 1 out of 2) 10 Marks

Q.2) Answer the following questions 200 words (any 1 out of 2) 10 Marks

Q.3) Answer the following questions in 200 words (any 1 out of 2) 10 Marks

Q.4) Write short notes (any 1 out of 2) 5 Marks

**Internal Assessment Total Marks: 15** = Mid Semester Exam. – 10 Marks and 5 Mark-

Home Assignment, Oral, Students Seminar, PPT presentation. (any One )

### **B) Practical Paper: Total 2 Credits - Total Marks: 50**

#### **Marks Scheme of Examination: Practical Paper**

**A) Mid Semester Exam.-** Total Marks - 15 (Minimum Marks 06 for passing)

10 Marks for Completion of Practical workbook.

5 Mark for Viva, Oral.

**B) Semester End Exam.-** Total Marks - 35 (Minimum Marks 14 for passing)

20 Marks for Completion of Practical workbook.

15 Mark for Viva, Oral.

- Semester End Exam will be conducted jointly by internal and external examiner that will be appointed by the university.

**Level 4.5, UG- Certificate in Humanities / UG  
Degree, Year-I, Sem- I  
(w.e.f. academic year 2024-25)  
DSC-I: History**

## Syllabus as per NEP 2020

### FYBA – History

#### Semester – I

Level/ Year/ Sem.	Course Type	Course Code Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
L-4.5 Year-I Sem. I	--	--	4	--	--	--	--
	Subject - History	HIS -101- T Indian National Movement (1857-1920)	2	Theory	15	35	50
		HIS- 102- P Indian National Movement (1857-1920)	2	Practical	15	35	50
	--	--	4	--	--	--	--
	GE/OE	OE-101-HIS Glimpses of Modern India- I	2	Theory	15	35	50
	SEC	--	2	--	--	--	--
	IKS	IKS - 101- HIS History of Knowledge Production in India	2	Theory	15	35	50
	AEC	--	2	--	--	--	--
	VEC	--	2	--	--	--	--
	CC	--	--	--	--	--	--
		<b>Total Credit</b>	<b>22</b>				



<b>U.G. History- Year-I, Sem- I Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>Major Core</b>	<b>Credits-2 (Theory)</b>	<b>Weeks-15 Hours-30</b>
<b>HIS 101 MJ</b>	<b>Indian National Movement (1857-1920)</b>	<b>Int. Marks 15</b>	<b>Ext. Marks 35</b>

### **Objectives:**

1. To introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. To study the national movement as a crucial element in the transformation of the Indian society and polity.
3. To study Themes and Trends shaping the Modernity of India.
4. To study the work and ideology behind the scarifies of freedom fighters.

### **Course Outcomes:**

1. Students will be able to criticize thematic issues in relation to Indian national movement.
2. Students will get the adequate knowledge of Indian struggle of Independence.
3. Students will be sensitized to the complex process through which modern politics was evolving in India.
4. A study of the movement will enable them to appreciate the interconnected nature of the processes of modernity.

#### **Unit 1. Revolt of 1857**

**10**

- a. Background and Causes
- b. Spread
- c. Nature
- d. Consequences

#### **Unit 2. Socio-Religious Reform Movements**

**10**

- a. Brahmo Samaj
- b. Arya Samaj

- c. Prarthana Samaj
- d. Satyashodhak Samaj

### **Unit 3. Emergence and Growth of Indian Nationalism**

**10**

- a. Causes for the Rise of Indian Nationalism.
- b. Foundation of Indian National Congress.
- c. Moderate and Extremist Phase
- d. Revolutionary Movement

### **References:**

#### **English:**

1. Bayly C.A., Indian society and the making of the British Empire, New Cambridge History of India, Cambridge University Press 1987.
2. Bearce G.D., British Attitudes Towards India, Oxford, 1961
3. Chandra Bipin, India's Struggle for Independence 1857-1947, Viking, New Delhi 1988.
4. Choudhari Sushil, The prelude to Empire, Manohar, New Delhi, 2000.
5. Dutta K.K., A social history of modern India, Mac Millan, 1975.
6. Dharmakumar, The Cambridge Economic History of India, Vol. II, Orient Longman, Hyderabad, 1982
7. Fisher E.H. (ed.) Politics of the British Annexation of India 1757-1857, Oxford in India readings, Delhi, 1993.
8. Joshi P.C., Rebellion – 1857, K.P. Bagchi, Kolkata, 1986.
9. Marshall P.J., Bengal : The British Bridgehead, New Cambridge History of India, Cambridge, 1987.
10. Misra B.B., The administrative History of the East India Company, 1774-1833, Oxford, 1958.
11. Metchalf Thomas, Ideologies of the Raj, Oxford, 1994.
12. Naik and Nurullah, History of Education, Macmillan and Company Ltd, Bombay, 1943.
13. Panigrahi D.N. (ed), Economy, society and Politics in Modern India, Vikas, Delhi, 1985.

14. Raychoudhary S.C., Social, Cultural and Economic History of India, Surjeet Publications, Delhi, 1983.
15. Sarkar Sumit, Modern India 1885-1947, Macmillan India Limited, New Delhi, 1984.  
Stokes Eric, The English Utilitarian and India, Oxford, Delhi, 1957.
16. Sonawane Jagdish, 'Knowledge, Power and Hegemony: Educational Politics in Colonial Maharashtra', Sanay Prakashan, Narayangaon, Pune, 2020.
17. Stokes Eric, Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Vikas, Delhi, 1978.
18. Shelar S. T., Indian National Movement, Sahitya Sagar, Kanpur, 2020.

### मराठी :

१. काळे एम, व्ही. (अनु.), आधुनिक भारत, के सागर पब्लिकेशन्स, पुणे, २०११.
२. केतकर कुमार, कथा स्वातंत्र्याची (महाराष्ट्र), म.रा.पा.नि व अ. संशोधन मंडळ, पुणे, २०१०.
३. जावाडेकर शं. द., आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७९.
४. जाधव वसंत, आधुनिक भारताचा इतिहास, विद्या प्रकाशन, नागपूर, २००४.
५. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, नारायणगाव, २०२१.
६. प्रधान ग.प्र., स्वातंत्र्य संग्रामाचे महाभारत, साधना प्रकाशन, पुणे, २००४.
७. फडतरे भूषण व चव्हाण कल्याण, भारतीय राष्ट्रीय आंदोलन, डायमंड पब्लिकेशन्स, पुणे, २०२२.
८. मोरे सदानंद, लोकमान्य ते महात्मा, खंड १ व २, राजहंस प्रकाशन, पुणे, २००७.
९. सावरकर विनायक दामोदर, १८५७ चे स्वातंत्र्यसमर, पुणे.

<b>U.G. History- Year-I, Sem- I Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>Major Core</b>	<b>Credits-2 (Practical)</b>	<b>Weeks-15 Hours-60</b>
<b>HIS 102 MJP</b>	<b>Indian National Movement (1857-1920)</b>	<b>Int. Marks 15</b>	<b>Ext. Marks 35</b>

### **Objectives:**

1. To introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. To study the national movement as a crucial element in the transformation of the Indian society and polity.
3. To study the applied aspects of the themes and trends shaping the Modernity of India.
4. To practically explore the work and ideology behind the scarifies of freedom fighters.

### **Course Outcomes:**

1. Students will be able to criticize thematic issues in relation to Indian national movement.
2. Students will get the adequate knowledge of Indian struggle of Independence.
3. Students will be sensitized to the complex process through which modern politics was evolving in India.
4. A study of the movement will enable them to appreciate the interconnected nature of the processes of modernity.

<b>Unit 1. Social and Religious Reformers and Institutions</b>	<b>12</b>
<b>Unit 2. Political Institutions</b>	<b>12</b>
<b>Unit 3. Economic Thinkers</b>	<b>12</b>
<b>Unit 4. Freedom Fighters</b>	<b>12</b>
<b>Unit 5. Revolutionaries</b>	<b>12</b>

Note: Students will complete 2 practical exercises per unit as per local convenience.

## References :

### English :

1. Bayly C.A., Indian Society and the Making of the British Empire , Cambridge University Press, Cambridge, 1988.
2. Gokhale B.G.,The Fiery Quill: Nationalism and Literature in Maharashtra , Popular Prakashan, Mumbai, 1998.
3. Kumar Ravinder,Western India in the Nineteenth Century: A Study in the Social History of Maharashtra , Routledge and Kegan Paul, London, 1968.
4. Martin Briton, New India, 1885: British Official Policy and the Emergence of the Indian National Congress, Berkeley: University of California Press, 1969.
5. Mehrotra S.R.,The Emergence of the Indian National Congress,Vikas,New Delhi,1971.
6. Riddick John F.,The History of British India: A Chronology, Praeger Publishers, Westport, Conn., 2006.
7. Robertson Bruce Carlisle,Raja Rammohan Roy: The Father of Modern India , Oxford University Press, New Delhi,1995.
8. Roy Tirthankar,The Economic History of India 1857–1947, Oxford University Press, New Delhi, 2006.
9. Sarkar Sumit,Modern India 1885–1947 , Macmillan, New Delhi, 1983.
10. Shelar Sanjay, Indian National Movement, Sahitya Sagar, Kanpur, 2022.

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१. कुंटे भ.ग., स्वातंत्र्यसैनिक चरित्र कोश, खंड ३, दर्शनिका विभाग, महाराष्ट्र शासन, मुंबई, १९८०.
२. कर्वे स्वाती (संपा.), स्त्रियांची शतपत्रे, प्रतिमा प्रकाशन, पुणे, २०१५.
३. कोगेकर सुनंदा (अनु.), हुतात्म्यांची पत्र, प्रकाशन विभाग, भारत सरकार, दिल्ली, १९९८.
४. पठारे उत्तम, अर्थचिंतन: एकोणिसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, २०२१.
५. पाटील विलास, महाराष्ट्रातील समाजसुधारणेचा इतिहास, अजब पुस्तकालय, कोल्हापूर, १९८६.
६. फडके वासंती, (अनु.), भारतीय स्वातंत्र्यलढ्यातील स्त्रिया, मेहता पब्लिशिंग हाऊस, पुणे, २००३.
७. फडतरे भूषण गोविंद, स्वातंत्र्यलढ्याचे पाईक, अथर्व प्रकाशन, पुणे, २०१५.
८. भंडारी शांतीलाल, क्रांतीपर्व, सुमेरू प्रकाशन, डोंबिवली, २००२.
९. लिमये हरिभाऊ, कारागृहातील पथिक, गोपाळ मोकाशी, पुणे, १९८७.

<b>U.G. History- Year-I, Sem- I Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>General Elective / Open Elective [GE/OE] (Only for the students of the faculties other than Humanities)</b>	<b>Credits-2 (Theory)</b>	<b>Weeks-15 Hours-30</b>
<b>OE 101 HIS</b>	<b>Glimpses of Modern India – I</b>	<b>Int. Marks 15</b>	<b>Ext.Marks 35</b>

### **Course Objectives:**

1. This course will demonstrate the chronology of major events, personalities and their contribution, and specific turning points in the history of India.
2. This course will acquaint the students with the British colonial rule in India along with the major socio-economic and religious developments during this period.
3. Students will understand the socio-political and economic background for the rise of Indian nationalism.

### **Course Outcomes:**

1. Students will learn the importance of the freedom movement and understand the relevance of the struggle that the freedom fighters went through.
2. Students will get to know the path of India's progress in the period after independence and the years that followed.
3. Students will grasp analytical explanations of major historical developments the country has witnessed.

### **Unit 1. British Rule and the journey towards Modernity**

**10**

- a) Rise and expansion of British power
- b) British Policies
- c) Events of 1857
- d) Education and Newspapers

### **Unit 2. Socio-Religious Reform Movement**

**10**

- a) Brahma Samaj

- b) Prarthana Samaj & Arya Samaj
- c) Satyashodak Samaj
- d) Sikh, Parsee and Islamic religious reforms

**Unit 3. Indian Nationalism**

**10**

- a) Rise and growth of Indian nationalism
- b) Indian National Congress-  
Moderate Nationalists and Assertive Nationalists
- c) Revolutionary Movement

**Reference :**

**English :**

1. David, Saul. The Indian Mutiny: 1857, Viking, 2002.
2. Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
3. Dixit R., Adhunik Bharatacha Itihas . Pune, India: M.S. Bureau of Text-book Production and Curriculum Research,2009.
4. Gandhi, Mohandas, An Autobiography: The Story of My Experiments With Truth. Boston: Beacon Press, 1993.
5. Guha, Arun Chandra, First Spark of Revolution. Orient Longman, 1971.
6. Marshall, P. J., The Cambridge Illustrated History of the British Empire, Cambridge University Press, 2001.
7. Majumdar, R. C., History of the Freedom movement in India. South Asia Books, 1988.
8. Nanda, B. R., Gokhale: The Indian Moderates and the British Raj, Legacy Series, Princeton University Press, 2015.
9. Paul Brass, The Politics of India Since Independence, OUP, 1990.
10. Seal Anil, Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. London, England: Cambridge University Press, 2007.
11. Sarkar Sumit, Modern India: 1885–1947. Madras: Macmillan, 1983.
12. Sonawane Jagdish, ‘Knowledge, Power and Hegemony: Educational Politics in Colonial Maharashtra’, Sanay Prakashan, Narayangaon, Pune, 2020.
13. Sonawane Jagdish, ‘Politics of Social Change in Colonial Maharashtra: A Reassessment’, Sanay Prakashan, Narayangaon, Pune, 2021.

14. Wolpert Stanley A., Gandhi's Passion: The Life and Legacy of Mahatma Gandhi. Oxford University Press, 2001.
15. Wolpert, Stanley, "The Indian National Congress in Nationalist Perspective". In Sisson, Richard; Wolpert, Stanley (eds.). Congress and Indian Nationalism: The Pre-independence Phase. University of California Press, 1988.

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१. कुलकर्णी ल.ग. तथा कासेगावकर वैद्य, सातारचे प्रतिसरकार : स्वातंत्र्य लढ्याच्या स्मृती, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८८.
२. केतकर कुमार, कथा स्वातंत्र्याची, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे, १९८५.
३. चोप्रा पी. एन., 'क्विट इंडिया मुव्हमेंट ऑफ १९४२' (प्रदीर्घ लेख), जर्नल ऑफ इंडियन हिस्ट्री, अंक क्र. ४९ (१.३) १९७१.
४. चंद्र, बिपन, मॉडर्न इंडिया, एन.सी.ई. आर. टी., नवी दिल्ली, १९७१.
५. जावडेकर, आचार्य शं.द., आधुनिक भारत, पुनर्मुद्रण, काँटिनेंटल प्रकाशन, पुणे १९७९.
६. तळवळकर, गोविंद, नवरोजी ते नेहरू, द्वितीयावृत्ती, मॅजेस्टिक प्रकाशन, मुंबई, १९८९.
७. ताराचंद, हिस्ट्री ऑफ दी फ्रीडम मुव्हमेंट इन इंडिया, (४ खंड), नवी दिल्ली, १९७२.
८. पठारे ( डॉ. ) उत्तम, अर्थचिंतन : एकोणीसाव्या शतकातील महाराष्ट्रातील आर्थिक विचार, सनय प्रकाशन, नारायणगाव, २०२१.
९. पंडित, नलिनी, महाराष्ट्रातील राष्ट्रवादाचा विकास, द्वितीयावृत्ती, मॉडर्न बुक डेपो प्रकाशन, पुणे, १९७२.
१०. पाटील उत्तमराव, क्रांतिपर्व, धुळे, १९८७.
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<b>U.G. History- Year-I, Sem- I Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>Indian Knowledge System (IKS)</b>	<b>Credits-2 (Theory)</b>	<b>Weeks-15 Hours-30</b>
<b>IKS 101HIS</b>	<b>History of Knowledge Production in India</b>	<b>Int. Marks 15</b>	<b>Ext.Marks 35</b>

### **Course Objectives:**

1. To understand the nature of knowledge.
2. To understand the evolution of the scientific approach in the Indian subcontinent.
3. To study contributions made by different people to the various branches of knowledge before modernity evolved in India.

### **Course Outcomes:**

1. The concept of the ancient intellectual knowledge tradition will be understood.
2. Developments in science from ancient times will be introduced.
3. Information about human development will be understood.

### **Unit 1. Introduction to IKS**

**06**

- a. Definition, Scope and importance of knowledge
- b. nature of Indian Knowledge System
- c. Evolution of scientific approach

### **Unit 2. Development of Sciences**

**12**

- a. Astronomy- Aryabhata, Varahamihira, Sawai Jaisingh
- b. Medicine- Ayurveda and Yunani
- c. Metallurgy- Copper, Iron, Bronze & alloys

### **Unit 3. Development of Humanities**

**12**

- a. Language - Prakrit, Sanskrit, Farsee
- b. Philosophy- Vedic, Lokayat, Buddhist, Jaina
- c. Education system in ancient India – Takshashila, Nalanda, Valabhi University
- d. Architecture

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## Syllabus as per NEP 2020

### FYBA – History Semester – II

Level/ Year/ Sem.	Course Type	Course Title	Credit	Theory / Practical	Int. Exam.	Ext. Exam.	Total Mark
	--	--	4	--	--	--	--
L-4.5	Subject History	HIS- 151- T Indian National Movement (1920-1950)	2	Theory	15	35	50
		HIS- 152- P Indian National Movement (1920-1950)	2	Practical	15	35	50
Year-I	--	--	4	--	--	--	--
Sem. I	GE/OE	OE-151-HIS Glimpses of Modern India- II	2	Theory	15	35	50
	SEC	--	2	--	--	--	--
	IKS	--	--	--	--	--	--
	AEC	--	2	--	--	--	--
	VEC	--	2	--	--	--	--
	CC	--	2	--	--	--	--
			<b>Total Credit</b>	<b>22</b>			

<b>U.G. History- Year-I, Sem- II Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>Major Core</b>	<b>Credits-2 (Theory)</b>	<b>Weeks-15 Hours-30</b>
<b>HIS 151 MJ</b>	<b>Indian National Movement (1920-1950)</b>	<b>Int. Marks 15</b>	<b>Ext. Marks 35</b>

### **Objectives:**

1. The aim of the course is to introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. A study of the movement will therefore enable them to appreciate the complex nature of this transformation.
3. The paper would also look at the development of communal politics as well as Partition and Independence.

### **Course outcome:**

1. To identify the core ideas of National Movement.
2. Outline the role of Gandhiji and other leaders in the Indian Freedom Struggle.
3. To understand the process of the making of Indian constitution.
4. To recognize the contributions of eminent leaders of India and the world.

### **Unit 1. Mass Movements 10**

- a. Non-Co-operation Movement
- b. Civil Disobedience Movement
- c. Quit India movement
- d. Revolutionary Movement

### **Unit 2. Emancipatory Movements 10**

- a. Peasants Movement
- b. Workers movement
- c. Women's Movement
- d. Dalit Movement
- e. Tribal Movement

### **Unit 3. Towards Republic 10**

- a. Rise and Growth of Communalism

- b. Two-nation theory and Partition
- c. Indian National Army
- d. Making of the Constitution

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६. कोलारकर श.गो., स्वतंत्र भारताचा इतिहास, मंगेश प्रकाशन, नागपूर.
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११. फडतरे भूषण व चव्हाण कल्याण, भारतीय राष्ट्रीय आंदोलन, डायमंड पब्लिकेशन्स, पुणे, २०२२.
१२. भोळे भास्कर, आधुनिक भारतातील राजकीय विचारवंत, पिंपळापुरे प्रकाशन, नागपूर,
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<b>U.G. History- Year-I, Sem- II Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>Major Core</b>	<b>Credits-2 (Practical)</b>	<b>Weeks-15 Hours-60</b>
<b>HIS 152 MJP</b>	<b>Indian National Movement (1920-1950)</b>	<b>Int. Marks 15</b>	<b>Ext. Marks 35</b>

### **Course Objectives:**

1. To introduce to the students the Indian national movement as an important building bloc in the making of modern India.
2. To study the national movement as a crucial element in the transformation of the Indian society and polity.
3. To study the applied aspects of the themes and trends shaping the Modernity of India.
4. To practically explore the work and ideology behind the scarifies of freedom fighters.

### **Course Outcomes:**

1. Students will be able to criticize thematic issues in relation to Indian national movement.
2. Students will get the adequate knowledge of Indian struggle of Independence.
3. Students will be sensitized to the complex process through which modern politics was evolving in India.
4. A study of the movement will enable them to appreciate the interconnected nature of the processes of modernity.

<b>Unit 1. Mass Movements</b>	<b>12</b>
<b>Unit 2. Emancipatory Movements</b>	<b>12</b>
<b>Unit 3. Economic Thinkers</b>	<b>12</b>
<b>Unit 4. Freedom Fighters</b>	<b>12</b>
<b>Unit 5. Revolutionaries</b>	<b>12</b>

Note: Students will complete 2 practical exercises per unit as per local convenience.

### **Reference :**

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2. Gokhale B.G.,The Fiery Quill: Nationalism and Literature in Maharashtra , Popular Prakashan, Mumbai, 1998.
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9. लिमये हरिभाऊ, कारागृहातील पथिक, गोपाळ मोकेशी, पुणे, १९८७.



<b>U.G. History- Year-I, Sem- II Syllabus [Level 4.5]</b>			
<b>Course Type</b>	<b>General Elective / Open Elective [GE/OE] Only for the students of the faculties other than Humanities)</b>	<b>Credits-2 (Theory)</b>	<b>Weeks-15 Hours-30</b>
<b>OE 151 HIS</b>	<b>Glimpses of Modern India - II</b>	<b>Int. Marks 15</b>	<b>Ext.Marks 35</b>

### **Course Objectives :**

1. The students will be introduced to the concept of Mass movements in all its various forms.
2. The freedom struggle will be dealt with
3. The rise of India in the post-independence era is of great significance.

### **Course Outcomes :**

1. To acquaint the students with the importance of the Indian Constitution and its features.
2. To bring to light the major happenings in the initial years after independence.
3. Along with political events, economic and scientific progress will be discussed.

#### **Unit 1. Rise and growth of Mass Movements 10**

- a. Non-Cooperation Movement
- b. Civil Disobedience Movement
- c. Quit India Movement
- d. Azad Hind Sena

#### **Unit 2. Movements of the underprivileged 10**

- a. Farmers Movement
- b. Workers Movement
- c. Women's Movement
- d. Dalit Movement
- e. Tribal Movement

#### **Unit 3. Constitutional development 10**

- a. A brief background of constitutional development (1773 to 1919)

- b. Government of India Act of 1935
- c. Constitutional Progress (1942 to 1947)
- d. Salient features of the Indian Constitution

## References :

### English :

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१९८५.

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