



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakkardara Square, Umrer Road, Nagpur - 24

B. A. (Major in HISTORY) Semester I

History of Earliest times to 550 A.D.

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

- PSO 1: Understand background of our historic past, religion, customs, institutions, administration and so on.
- PSO 2: Understand Social, Political, Religious and Economic conditions of the people.
- PSO 3: Understand the history of world with comparative approach.
- PSO 4: Analyze relationship between the past and the present times and bringing its contemporary relevance.
- PSO 5: Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
- PSO 6: Prepare students for various competitive examinations.

Program Code	----- BARI
Program Name	B.A. (Major – History)
Course Code	BA1HUHIST1
No. of Credits	03 04
Teaching Hours	45 60
Course Name	Major Theory 1 : History of Earliest times to 550 A.D.
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand about Indian civilization such as : Harappa & Vedic Period	PO I PSO I	L1	Understand
CO 2	Know the rise and fall of Jainism and Buddhism	PO 2 PSO 3	L2	Know
CO 3	Define the rise of Empires :- Mourya, Gupta and Vakatakas	PO 3 PSO 4	L3	Define
CO 4	Learn about Mourya, Guptas and Vakatakas – Administration Socio-Economics Condition, Art & Architecture etc.	PO 4 PSO 5	L3	Learn

Syllabus:**Contents & Hours**

Unit I 20	a) The Harappa civilization-Extent, Town Planning, Social, Religious and Economic Conditions, Decline. b) Vedic Period – Early Vedic & Post Vedic age, Theories of Aryan's Homeland, Political Socio-Religious developments, age of religious movement. c) Jainism and Buddhism, origin, tenets
Unit II 20	a. Mourya and Satvahan Dynasty Emperor : Chandragupta Mourya, Ashoka and his Dhamma. b. Mourya Administration – central, provincial, local administration, social, economic and cultural condition, art and architecture. c. Gupta Dynasty-Chandragupta – I, Samudragupta, Chandragupta II, Vikramaditya, Kumargupta I.
Unit III 20	a. Gupta and Wakatak Administration – Social, Economic conditions, Art, literature & architecture. b. Vakataks-Praversen-I, Praversen II, Harisen, Vindyashakti, Relation between gupta and vakatak. c. Vakataks political achievement and cultural development.
Activities Unit IV 20	Unit I 1. Timeline Activity: Students prepare a timeline of major phases like Indus Valley Civilization, Vedic Period, Jainism and Buddhisum. 2. Diagram/Chart Activity: Students draw a simple chart of Harappan town planning (roads, drainage) or Vedic society sturcture. Unit II 1. Role Play Activity: Students act as Ashoka or Chandragupta Maurya and explain their achievements. 2. Comparison Table Activity : Students prepare a table comparing Maurya and Gupta Administration. Unit III 1. Map Activity: Gupta and Vakataka empires on a map of India. 2. Short Note writing Activity: Gupta, Vakataka Art and Architecture
Textbooks / Reference Books:	1. Mujumdar, R.C. and Pusalkar, A.D. (edited) : The history and culture of Indian people Vol I, Vedic Age, & Vol II. 2. Mahajan V.D. : Ancient India. 3. Sharma S.R. : Ancient Indian History & Culture. 4. Thaper, Ronilla : Early India from the beginnings to 1300, London 2002. प्राचीन भारत का इतिहास - दिनानाथ वर्मा, डॉ. एन. झा और के. एम. श्रीमाली • भारत का बृहत इतिहास भाग 1, 2 - श्री नेत्र पाण्डे • भारताचा इतिहास प्रारंभापासून 1760 पर्यंत - डॉ. धनंजय आचार्य • प्राचीन भारताचा सांस्कृतिक व राजकीय इतिहास - आचार्य केशद्वीवार



- प्राचीन भारत - अ. वि. विश्वरूपे
- भारताचा इतिहास (प्राचीन काळ ते 1605) - श. गो. कोलारकर
- भारताचा प्राचीन व मध्ययुगीन इतिहास - डॉ. च. श. फडनाईक

Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks

Unit IV Practical
20 marks
Mid Term Exam
10 marks
Viva Voce
5 marks
Attendance
5 marks



B. A. (Major 2 - HISTORY) Semester I
Idea of Bharat (3 Credit)
(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

- PSO 1 : Understand background of our historic past, religion, customs, institutions, administration and so on.
- PSO 2 : Understand Social, Political, Religious and Economic conditions of the people.
- PSO 3 : Understand the history of world with comparative approach.
- PSO 4 : Analyze relationship between the past and the present times and bringing its contemporary relevance.
- PSO 5 : Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
- PSO 6 : Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA1HUHIST2
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 2 : Idea of Bharat
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand the concept of Bharatvarsha and its geography.	PO 1 PSO 1	L1	Understand
CO 2	Recognize concept of Akhand Bharat.	PO 2 PSO 3	L2	Recognize
CO 3	Know their cultural roots and Ancient Indian Philosophy.	PO 3 PSO 4	L3	Know
CO 4	Define Indian Literature and Indian Education System.	PO 4 PSO 5	L3	Define

Syllabus:**Contents & Hours**

Unit I	a. Understanding of Bharatvarsha –Jambudweep, Bharatkhand, Aryawart, India, Hindustan. b. Geographical Concept of Akhand Bharat. c. The concept of Janpada& Gram swarajya.
Unit II	a. Salient features of Indian Art & Culture. b. Indian perception of Dharma and Darshan. c. The concept of VasudhaivaKutumbakam: Man, Family, Society and World.
Unit III	a. The glory of Indian Literature. b. Vedic Sahitya, Jain & Buddhist Literature. c. Sangam Sahitya
Activities	Unit I 1. Map Activity: Concept of Aryavarta, Jambudvipa, and Akhand Bharat on a map. 2. Concept chart Activity: Janpada and Gram Swarajya. Unit II 1. Poster Activity: Indian Culture on the idea of Vasudhaiva Kutumbakam. 2. Group Discussion: Dharma and Darshan in Indian Tradition. Unit III 1. Short Note Activity: Vaidic, Jain and Buddhist Literature 2. Timeline Activity: Development of Indian Languages and Scripts.

Textbooks / Reference Books:

1. A. L. Basham : The wonder that was India, Rupa, Delhi 1994.
2. A. S. Altekar, Education in Ancient India. Nand Kishore & Bros, Varansai 1944.
3. Bhagvadatta : वृद्ध भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली.
4. Govind Chandra Pandey : भारतीय संस्कृती, हिन्दी ग्रंथ अकादमी, भोपाल-2008.
5. Govind Chandra Pandey : वैदिक संस्कृती, लोकभारती प्रकाशन, दिल्ली.
6. Kapil Dev Dwivedi : वेदो मे विज्ञान, विश्व भारती अनुसंधान परीषद, 2024
7. Narendra Mohan : भारतीय संस्कृती, दिल्ली 2011.
8. Satishchand Mittal : भारतीय संस्कृती के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली-18.
9. Shri Arvind : भारतीय संस्कृति के आधार, पांडेचेरी
10. Vasudev Sharan Agarwal : पाणिनी कालीन भारतवर्ष वाराणसी
11. Rajesh Verma : Idea of Bharat (2nd Edition)



Evaluation Pattern:		
Qu.	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



B.A. (Minor – History) Semester I
प्राचीन भारताचा इतिहास (प्रारंभापासून 550 पर्यंत) (3 Credit)

(To be implemented from 2024-25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs) :

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

For reference : PROGRAM OUTCOMES (POs)

PO1 : Critical Thinking

PO2 : Effective Communication

PO3 : Social Interaction

PO4 : Effective Citizenship

PO5 : Ethics

PO6 : Environment and Sustainability

PO7 : Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs) : The students will be able to

PSO1 : Understand background of our historic past, religion, customs, institutions, administration and so on.

PSO2 : Understand Social, Political, Religious and Economic conditions of the people.

PSO3 : Understand the history of world with comparative approach.

PSO4 : analyze relationship between the past and the present times and bringing its contemporary relevance.

PSO5 : Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

PSO6 : Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Minor – History)
Course Code	BA1HUHISMI1
No. of Credits	03
Teaching Hours	45
Course Name	Minor Theory 1: प्राचीन भारताचा इतिहास (प्रारंभापासून 550 पर्यंत)
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major Core
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO1	Understand about Indian civilization such as : Harappa & Vedic Period	PO I PSO I	L1	Understand
CO2	Know the rise and fall of Jainism and Buddhism	PO 2 PSO 3	L2	Know
CO3	Define the rise of Empires :- Mourya, Gupta and Vakatakas	PO 3 PSO 4	L3	Define
CO4	Learn about Mourya, Guptas and Vakatakas – Administration Socio-Economics Condition, Art & Architecture etc.	PO 4 PSO 5	L3	Learn



Syllabus:

Syllabus	Contents & Hours
Unit I	a. The Harappa civilization-Extent, Town Planning, Social, Religious and Economic Conditions, Decline. b. Vedic Period – Early Vedic & Post Vedic age, Theories of Aryan's Homeland, Political Socio-Religious developments, age of religious movement. c. Jainism and Buddhism, origin, tenets
Unit II	a. Mourya Dynasty Emperor: Chandragupta Mourya, Ashoka and his Dhamma. b. Mourya Administration – central, provincial, local administration, social, economic and cultural condition, art and architecture. c. Gupta Dynasty-Chandragupta – I, Samudragupta, Chandragupta II, Vikramaditya, Kumargupta I.
Unit III	a. Gupta Administration – Social, Economic conditions, Art, literature and architecture. b. Vakataks-Praversen-I, Praversen II, Harisen, Vindyashakti, Relation between gupta and vakatak. c. Vakataks political achievement and cultural development.
Activities	Unit I 1. Map Activity: Indus Valley Civilization, importance sites of like Harappa and Mohenjo-daro on a map. 2. Chart Activity: Features of Vedic Society Unit II 1. Role Play Activity: Act as Ashoka or Chandragupta Maurya and Explain their achievements. 2. Comparison Activity: Maurya and Gupta Administration. Unit III 1. Timeline Activity: Prepare a timeline of Gupta and Vakataka rulers. 2. Short note Activity: Gupta art, literature, Vakataka
Textbooks / Reference Books :	1. Mujumdar, R.C. and Pusalkar, A.D. (edited) : The history and culture of Indian people Vol I, Vedic Age, & Vol II. 2. Singh Kripa Shankar : Rigveda, harrappa sabhyata and sanskritik nirantarta, kitabghar publication, New Delhi 2007. 3. Mahajan V.D. : Ancient India. 4. Sharma S.R. : Ancient Indian History & Culture. 5. Thaper, Ronilla : Early India from the beginnings to 1300, London 2002. 6. A. L. Basham, The wonder that was India (Mumbai, Rupa 1971). प्राचीन भारत का इतिहास - दिनानाथ वर्मा, डॉ. एन. झा और के. एम. श्रीमाली • भारत का बृहत् इतिहास भाग 1, 2 - श्री नेत्र पाण्डे • भारताचा इतिहास प्रारंभापासून 1760 पर्यंत - डॉ. धनंजय आचार्य • प्राचीन भारताचा सांस्कृतिक व राजकीय इतिहास - आचार्य केशद्वीवार • प्राचीन भारत - अ. वि. विश्वरूपे • भारताचा इतिहास (प्राचीन काळ ते 1605) - श. गो. कोलारकर • भारताचा प्राचीन व मध्ययुगीन इतिहास - डॉ. च. श. फडनाईक



Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



B.A. (Major History) Semester I
VSC 1 – Archives Documentalist (2 Credits)
(To be implemented from 2024-25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs) :

1. The students will learn and able to analyze the transition of Indian society.
2. The students will able to delineate the old dynasty and culture.
3. The students will know the administration, art & architecture of all dynasty.
4. The students will understand the society and Religion of Medieval India.

For reference : PROGRAM OUTCOMES (POs)

PO1 : Critical Thinking
 PO2 : Effective Communication
 PO3 : Social Interaction

PO4 : Effective Citizenship
 PO5 : Ethics
 PO6 : Environment and Sustainability
 PO7 : Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs) : *The students will be able to*

- PSO1 : Apply the knowledge and skill sets in their personal and professional life to analyze problems.
- PSO2 : Display commitment to implement healthy practice n conservation and sustainability of Environment.
- PSO3 : Inculcate and demonstrate professional ethics, personal values and communication skills to be used in different life situations.
- PSO4 : Work efficiently either individually or collaboratively towards the achievements of goal.
- PSO5 : Achieve and practice professional competencies and values required to be in positions of responsibility.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA1HUHISVSC1
No. of Credits	02
Teaching Hours	60
Course Name	VSC 1 : Archives Documentation Executive
Evaluation Scheme (In Marks)	50 Activities-5 (Min. Passing Marks 25) 50 Activities (Continuous Internal Examination) (Min. Passing Marks 25) 100 Marks (Min. passing 25 + 25 = 50 marks)
Group under NEP Scheme	VSC
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO1	Understand the meaning and definition of Archive	PO 1 PSO 2	L1	Understand
CO2	Know the history uses and importance of Archive	PO 2 PSO 3	L2	Know
CO3	Know the best government and private museums in India.	PO 3 PSO 4	L3	Know



Syllabus:

Syllabus	Contents & Hours
Unit I :	a. Concepts of Archives; Definition b. History of Archives in India c. Types of Archives – Types of Records d. Uses of Archives
Unit II :	a. Best Archivist in World. b. Indian Historical Commission, The National Archives, Delhi. c. Govt. Archives in Maharashtra d. Private Archives, Vidarbha Sansodhan Mandal, Nagpur and Rajwade Itihas Sanshodhan Mandal, Dhule
Textbooks / Reference Books :	1. Agrawal Usha – Directory of Museums in India, New Delhi (2000) 2. Bobade B.R. – Directory of Museums in India, Ministry of Culture, Govt. of India. 3. Bobade B. R. – Museums a Guide to preservation and Fumigation, Pacific Publication, Delhi. 4. Bobade B. R. – Museums and Archives – Preservation and Management and Digital networking, Delhi. 5. Bobade B. R. – Museums a New Era of Technology, New Delhi. 6. Bobade B. R. – Encyclopedia of Museums Archives & Archaeology (Vol. 10), New Delhi. 7. Jeyraj Dr. V. – Musicology Heritage Management, Director of Museums, Govt. Museum (2005) 8. Shrivastav Alok (Ed.) – Puratatvadihi Niyam. 9. Skhukla Dr. Girishchandra – Sangrahalaya Vighyan, Delhi (2002) 10. Ganeshan D. – Bharat Ke Vividhsangrahalaya, Pilgrims Prakashan (2006) 11. Sahay, Shivaswaroop – Sangrahalay Ki aur 12. Agrawal, O. P. – Kala Vastu ani Granthalaya Sahityache Jatan (2012)

Evaluation Pattern: (100 Marks)

Activity – 5 (50 marks)	CIE (50 marks)
Activity participation (10 Activities x 10 marks) = 100 Marks 1. Create an Archival collection plan- Develop a plan for acquiring, processing and preserving archival material 2. Design an archival data base- Create a data base for cataloging and managing archival records. 3. Conduct a records survey: Identify survey and document record various formats (Paper, digital, etc.) 4. Create an archival exhibit: Design and curate an exhibit showcasing archival material. 5. Develop a Disaster preparedness plan: Create plan for responding to the recovering from disaster that may affect archival materials.	6. Visit to the Archives 7. Making list of Archives in India 8. Write an essay on Archives 9. PPT Presentation 10. Report Writing
Total	= 100 Marks



B.A. (Major Mandatory 3 - History) Semester II

History of India (550 – 1206 A.D.) (3 Credit)

(To be implemented from 2024-25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs) :

1. The students will learn and able to analyze the transition of Indian society.
2. The students will able to delineate the old dynasty and culture.
3. The students will know the administration, art & architecture of all dynasty.
4. The students will understand the society and Religion of Medieval India.

PROGRAM OUTCOMES (POs)

PO1 : Critical Thinking

PO2 : Effective Communication

PO3 : Social Interaction

PO4 : Effective Citizenship

PO5 : Ethics

PO6 : Environment and Sustainability

PO7 : Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs) : *The students will be able to*

PSO1 : Understand background of our historic past, religion, customs, institutions, administration and so on.

PSO2 : Understand Social, Political, Religious and Economic conditions of the people.

PSO3 : Understand the history of world with comparative approach.

PSO4 : Analyze relationship between the past and the present times and bringing its contemporary relevance.

PSO5 : Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

PSO6 : Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA2HUHIST3
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 3 : History of India (550-1206 A.D.)
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO1	Learn and analyze the transition of Indian.	PO 1 PSO 2	L1	Learn
CO2	Delineate the old dynasty and culture.	PO 2 PSO 3	L2	Delineate
CO3	Know the Administration, art & Architecture of all dynasty	PO 3 PSO 4	L3	Know
CO4	Understand the society and Religion of Medieval India	PO 4 PSO 5	L4	Understand



Syllabus:

Syllabus	Contents & Hours
Unit I	a. Pallava and Pandya – Political achievement, Art & Architecture. b. Pre Medieval India – Society, religion, Fine Arts, Architecture, sculpture, painting. c. Bhakti movement : Emergence, spread of bhakti movement.
Unit II	a. Chalukyas of Vatapi and Rashtrakutas of Manyakhet political achievement, Arts & Architecture. b. Kannauj Triangle war (Tripartite struggle) causes and consequences. c. Cholas, political achievement administration, Art & Architecture.
Unit III	a. Harshavardhan – Political, Religious and cultural Development. b. Chahaman and Pratihara – Political & cultural achievement. c. Solanki and Pal – Political & Cultural achievement.
Activities	Unit I 1. Poster Activity: Temples and art of Pallava and Pandya Periods. 2. Short Note Activity: Bhakti Movement-Origin and spread. Unit II 1. Map Activity: Region of Badami (Chalukya, Manyakhet (Rashtrakutas and Chola kingdom on a map.) 2. Cause Effect Activity: Write causes and consequences of the Tripartite struggle. Unit III 1. Timeline Activity: Prepare a timeline showing rulers like Harsha, Pratiharas, and Pal Dynasty in Chronological order. 2. Chart Activity: Showing political and cultural achievement of these dynasties.
Textbooks / Reference Books :	1. Jayaswal Vidula : Bhartiya Itihas ke Adi Charan ki Rooprekha, Delhi, 1987. 2. Majumdar, R. C. and Pusadkar, A. D. (edited) : The History and culture of Indian People Vol I & II (Vedic age and the age of Imperial) V & IV 3. Pandey, Rajbali – Prachin Bharat 2010. 4. Raychoudhary, H. C. – The History and culture of ancient India. Vol III the classical age. 5. Sastri, K. A. Nilkanta – A History of South India, from prehistoric times to the fall of vijayanagar (1955). 6. Majumdar, A. K. – Bhakti Renaissance. 7. Majumdar, R. C. and Altekar, A. S. Vakataka, Gupta Age, Motilal Banarasi Das (2007). 8. Pande Rekha : Religious Movement in medieval India, Gyanbook, New Delhi. 9. Thapar Romilla : Early India from the beginning to 1300, London 2002. 10. D. N. Jha and K. M. Shrivastava, Prachin Bharat ka Itihas (Delhi 1990). 11. Singh, Upinder : A History of Ancient and Early medieval India from stone age to medieval India, New Delhi 2008. 12. B. P. Majumdar, Socio-Economic, History of Northern India (1960).



Evaluation Pattern:		
S. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



B. A. (Major 4 - HISTORY) Semester II
Understanding the Heritage (3 Credit)
(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. The learner will be able to access the core concept of heritage.
2. The learner will observe the management.
3. The learner will recognize various policy measures in India for conservation and preservation values and approaches.
4. The learner will examine various products and contemporary stakeholders shape in the heritage tourism of India.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

- PSO1 : Understand background of our historic past, religion, customs, institutions, administration and so on.
- PSO2 : Understand Social, Political, Religious and Economic conditions of the people.
- PSO3 : Understand the history of world with comparative approach.
- PSO4 : Analyze relationship between the past and the present times and bringing its contemporary relevance.
- PSO5 : Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
- PSO6 : Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA2HUHIST4
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 4 : Understanding the Heritage
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Access the core concept of heritage	PO 1 PSO 2	L1	Access
CO 2	Observe the Management	PO 2 PSO 3	L2	Observe
CO 3	Recognize various policy measures in India for conservation and preservation values and approaches	PO 3 PSO 4	L3	Recognize
CO 4	Examine / Evaluate products and contemporary stakeholders shape in the heritage tourism	PO 4 PSO 5	L4	Examine/ Evaluate

Syllabus:**Contents & Hours**

Unit I	a. Defining Heritage and Concepts b. Tangible Heritage c. Intangible Heritage
Unit II	a. Heritage Management b. Heritage Conservation c. Role of National, International Bodies – UNESCO, ASI, INTACH, Heritage Foundation
Unit III	a. Cultural Heritage b. Heritage sites tourism c. Use of Digital Technologies and Artificial Intelligence in Heritage Field
Activities	Unit I 1. Classification Activity: Students list examples of tangible (monuments) and intangible (traditions, festivals) heritage and classify them. 2. Short note Activity: Explain in the concept of heritage with examples. Unit II 1. Case Study Activity: Archaeological Survey of India in heritage conservation or UNESCO's role. 2. Group Discussion: Heritage conservation and its importance Unit III 1. Poster Activity: Promoting a heritage site like Ajanta Caves. 2. Digital Activity: Create a simple presentation of short video on heritage tourism and use of digital technology.
Textbooks / Reference Books:	1. Alok S. Jha – Indian Culture, Art and Heritage 2. Bhujang R. Bobade – Encyclopedia of Indian Heritage 3. Devdatta Pattanaik – Indian Culture, Art and Heritage 4. S N Chaudhary – Cultural Heritage: Implications for Development 5. Vasudeva S. Agarwala – The Heritage of Indian Art – A Pictorial Presentation 6. Himanshu Prabha Ray – Indian World Heritage Sites in Context.



Evaluation Pattern:		
Sr. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

B. A. (Major in HISTORY) Semester III – T5

History of Medieval India (1206-1526 A.D.)

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

6. Integrate student's learning across all facets of their lives.
7. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
8. Communicate effectively.
9. Understand the ethical implications of ideas, communications and action.
10. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1 :	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2 :	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3 :	Understand the history of world with comparative approach.
PSO 4 :	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5 :	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6 :	Prepare students for various competitive examinations.

Program Code	
Program Name	B.A. (Major – History)
Course Code	BA1HUHIST5
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 5 : History of Medieval India (1206-1526 A.D.)
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major Core
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Texonomy
CO 1	Know the literary sources of sultanate period and efforts of establishing power.	PO I PSO I	L1	Know
CO 2	Acquire the knowledge of administrative and other policies.	PO 2 PSO 3	L2	Acquire
CO 3	Analyze the development of medieval India.	PO 3 PSO 4	L3	Analyze
CO 4	Know about the vijaynagar empire and southern powers.	PO 4 PSO 5	L3	Know

Syllabus:**Contents & Hours**

Unit I	a) Literary sources of the sultanate period. b) Establishment of Delhi Sultanate – Qutubudin Aibak, Iltutmish. c) Razia sultana, Balban-Blood and Iron Policy, Theory of Kingship.
Unit II	a) Alauddin Khilji – Administrative Reforms, Theory of kingship, Market control policy. b) Muhammad Bin-Tughlaq-Major Experiments Firoz Tughlaq-Administration c) Lodhi and Surs- Downfall of Delhi sultanate.
Unit III	a) Hoysala Dynasty – Political Achievement Administration, Social-Economical Conditions, art and architecture. b) Vijaynagar Empire- Political achievement administration, social-economical conditions, art and architecture. c) Bahamani Dynasty – Relation with vijaynagar Dynasty, Downfall of Bahamanis
Activites	Unit I 1. Timeline Activity: Prepare a timeline including rulers like Qutb-ud-din Aibak, Iltutmish, Razia Sultana and Ghiyas ud din Balban. 2. Shortnote Activity: Blood and Iron Policy, Theory of kingship Unit II 1. Chart Activity: Reforms of Allaudin Khilji- Administrative and Market Control Policy. 2. Cause and Effect Activity: Experiments of Muhammad bin Tughluq. Unit III 1. Map Activity: Regopm pf Vokauanagara and Bahamamni Kingdom on a mpa. 2. Poster Activity: Art and Arcitecture of Vijaynagar Empire.
Textbooks / Reference Books:	• K.A. Nilkantha Shashtri – A History of South India from the fall of vijaynagar (1983) • Satish Chandra – Medieval India from Sultanate to the Mughals (Delhi) 1997. • R. P. Tiwari – Rise and fall of the Mughal Empire (1963). • Madhya Kalin Bharat 750-154 (Part I), 1540-1701 (Part II), Delhi, Hindi Directorate (1993) H.C. Verma.



- A. L. Srivastava : Delhi Sultanate 2017.
- K. A. Nilkant Shastri : A History of south India (1997).
- Mohammad Habib and K. A. Nizami (Ed): Comprehensive History of India, Vol V. The Delhi Sultanate, PPH 1992
- R. C. Mujumdar & others (Ed)-The History and culture of the Indian People Vol 6 & Vol 7
- Irhwari Parasad: A Short History of Muslim Rule in India – 2018.
- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, 1974.
- Dr. Satish Chandra Mittal: मुस्लिम शासक तथा भारतीय जनसमाज 2014.
- Rekha Pande: Religious Movement in Medieval India 2005.

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva marks = 10
	Total: = 60 marks	Total: marks = 40



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakkardara Square, Umrer Road, Nagpur - 24

B. A. (Major in HISTORY) Semester III

Art and Architecture in Ancient India (Theory 6)

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

- PSO 1 Understand background of our historic past, religion, customs, institutions, administration and so on.
- PSO 2 Understand Social, Political, Religious and Economic conditions of the people.
- PSO 3 Understand the history of world with comparative approach.
- PSO 4 Analyze relationship between the past and the present times and bringing its contemporary relevance.
- PSO 5 Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
- PSO 6 Prepare students for various competitive examinations.

Program Code	
Program Name	B.A. (Major – History)
Course Code	BA1HUHIST6
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 6 : Art and Architecture in Ancient India
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:



	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Texonomy
CO 1	Acquire the knowledge on the original and development of India.	PO I PSO I	L1	Acquire
CO 2	Understand the significance of art and architecture in India.	PO 2 PSO 3	L2	Understand
CO 3	Know the various schools of arts and architecture.	PO 3 PSO 4	L3	Know
CO 4	Job opportunities as a guide in the department of Tourism.	PO 4 PSO 5	L3	Opportunities
Syllabus:		Contents & Hours		
Unit I	a) Art and Architecture: Meaning, main types classical, modern contemporary. b) Salient features of Indian art and architecture of the harrappan age. c) Art and architecture of the Mauryan age.			
Unit II	a) Visual and performing Art in Satvahana, Gupta Art, Vakata Art, Chalukya Dynasty. b) The various schools of arts and architecture: Mathura School, Gandhara School, Amravati. c) Temple Architecture: Nagara Schools, Vesara School and Dravidian School.			
Unit III	a) Stupa Art and Architecture: Sanchi, Amravati, Bharhut. b) Rockcut architecture: Chlukya and Rashtrakuta Period. c) Temples of South India: Pallava and Chola.			
Activities	Unit I 1. Digram Activity: Harappan Town planning or Mauryan Pillars – Samrat Ashok 2. Short note Activity: Features of Mauryan art or Harappan Architecture. Unit II 1. Comparison Chart Activity: Gandhara School of Art and Mathura School of Art. 2. Poster Activity: Temple Architecutre – Nagara, Dravida, Vesara Unit III 1. Map Activity: Important sites like Sanchi Stupa and Ajanta Caves on a map. 2. Picture Collection Activity: Pictures of rock-cut caves and South Indian Temples and make a scrapbook.			
Textbooks / Reference Books:	• वी.एस. अग्रवाल—भारतीय कला • शिवस्वरूप सहाय— भारतीय कला • जय नारायण पांडे व के.डी. बाजपेयी – भारतीय कला • V. S. Agawal – Indian Art • Susan Huntington – Art of Ancient India • Percy Brown – Indian Architecture Buddhist and Hindu Period. • Agrawal V. S. – Studies in Indian Art Masterpieces of Mathura Art. • Balasubramaniam – Early Chola Temples, Later Chola Temples.			



- Dhawalikaram M. K. – Late Hinayan Caves of Western India.
- Deghurkar G. B. – Temple Architecture and Sculpture in Maharashtra, Nagpur (1974).
- Saundarrajan K. V. - The cave temples of the Deccan, Archeological survey of India (1881).
- Nagarajun S - Buddhist Architecture of Western India (1981)
- Pramod Chandra – On the study of Indian Art (1983).
- Saraswati S. K. – A survey of Indian sculpture (1957)
- Spink, Walter M – Art of South India/Deccan (1980)
- Sarkar H – Studies in early Buddhist Architecture of India (1966)
- Mate M. S. – Prachin Bhartiya Kala, Pune.

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
Total:	= 60 marks	Total: = 40 marks



B.A. (Major History) Semester III
VSC 3 – Cultural Heritage Guide (2 Credits)
(To be implemented from 2024-25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs) :

1. The students will learn and able to analyze the transition of Indian society.
2. The students will able to delineate the old dynasty and culture.
3. The students will know the administration, art & architecture of all dynasty.
4. The students will understand the society and Religion of Medieval India.

PROGRAM OUTCOMES (POs)

PO1 : Critical Thinking
 PO2 : Effective Communication
 PO3 : Social Interaction

PO4 : Effective Citizenship
 PO5 : Ethics
 PO6 : Environment and Sustainability
 PO7 : Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs) : *The students will be able to*

- PSO1: Understanding their missions, exhibitions and research.
 PSO2: Know the system and mechanism involved in the operation.
 PSO3: Manage the encompassing functions such as conservation, utilization communication and public service.
 PSO4: Maintain the records of objects, photos, art work, documents and more all in one place.

Program Code	-----
Program Name	B.A. (Major – History) VSC 3
Course Code	BA2HUHISVSC3
No. of Credits	02
Teaching Hours	60
Course Name	VSC 3 : Cultural Heritage Guide
Evaluation Scheme (In Marks)	50 Activities-5 (Min. Passing Marks 25) 50 CIE (Continuous Internal Examination) (Min. Passing Marks 25) 100 Marks (Min. passing 25 + 25 = 50 marks)
Group under NEP Scheme	VSC
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Travel and Tourism skills.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO1	Come to know the Indian culture	PO I PSO I	L1	Know
CO2	Understand their cultural Heritage and roots.	PO 2 PSO 3	L2	Understand
CO3	Examine the origin of Indian Culture.	PO 3 PSO 4	L3	Examine



Syllabus:

Syllabus	Contents & Hours
Unit I	a. Introduction to Indian Culture and Heritage cultural Tourism. b. Concept and significance History of cultural Heritage Tourism in India. c. Government and Private Tour Agencies – IRCTC, ITDC, MTDC, Kesari, Veena World, SOTC.
Unit II	a. The various roles of Tour Guide, leadership, Social Skills, presentation, working with different age groups, working under difficult circumstances. b. Cultural Heritage guide training-History, Art & Architecture, Archaeology, Folklore and Traditions, rituals, practices etc. c. Conducting tours, types of tours guideline for working with disable people dealing with emergencies, like-Accidents, Loss of documents, Thefts, death, etc.
Textbooks / Reference Books :	1. Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002). 2. Brown Percy, Indian Architecture (Buddhhist and Hindu), Bombay 3. Brown Percy, Indian Architecture (Islamic period), Bombay. 4. Jagmohan Negi- Travel Agency and Tour Operations. 5. Mohinder Chand- Travel Agency and Tour Operations: An Introductory Text

Evaluation Pattern: (100 Marks)

Activity (50 marks)	CIE (50 marks)
Activity participation (5 Activities x 10 marks) = 50 Marks 1. Field visit to a local heritage site 2. Photography 3. 5 minutes talk about historical sites 4. Create a tourist information leaflet 5. My town's hidden heritage-'Report Writing'	6. Group Discussion on Why cultural heritage tourism is important for India's economy. 7. Poster Making – Heritage torisum destination 8. Case Study Activity – How a tour guide handles emergency situtations. 9. Presentation Activity – Importance of culturaral tourisum in India. 10. Chart on Tourism Agencies: IRCTC, ITDC, MTDC, Kesari Tours, Veena World, SOTC
	Total = 50 Marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

B. A. (Major in HISTORY) Semester IV

History of Medieval India (1526-1707 A.D.) (Theory 7)

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1 :	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2 :	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3 :	Understand the history of world with comparative approach.
PSO 4 :	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5 :	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6 :	Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA1HUHIST7
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 7 : History of Medieval India (1526-1707 A.D.)
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 <i>theory</i> + 16 <i>internal</i> = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:



	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand rise and establishment of Mughal dynasty in India.	PO 1 PSO 1	L1	Understand
CO 2	Identify the significant political development in the History of India in Mughal period.	PO 2 PSO 3	L2	Identify
CO 3	Know the war of succession.	PO 3 PSO 4	L3	Know
CO 4	Understand rise and establishment of Marathas and Administration system of Chhatrapati Shivaji Maharaj after his coronation.	PO 4 PSO 5	L3	Analyze
Syllabus: Contents & Hours				
Unit I	a. Establishment of Mughal Power in India- Babur, the political condition of India before babur's Invasion, First Battle of Panipat and other Victories. b. Shershah Suri – His Administrative Reforms. c. Akbar-Religious Policy and Mansabdari System.			
Unit II	a. Mughal Administration and development in Art and Architecture and literature. b. Marath Power Chhatrapati Shivaji Maharaj. c. Shivaji's relations with Deccan power and Aurangzeb.			
Unit III	a. Shivji's coronation and Administration (Ashtaparadhan Mandal) b. Chhatrapati Sambhaji – His relation with Mughals. c. Maratha War of Independence – Role of Santaji Dhanjai Jadhav, Ramchandrapant Amatya, Maharani Tarabai and others.			
Activities	Unit I 1. Role Play Activity: like Babur, Sher Shah Suri, Akbar, Chhatrapati Shivaji Maharaj, Aurangzeb 2. Poster Making Activity: Mansabdari System of Akbar, Administration of Sher Shah Suri, Ashtaparadhan Mandal of Chhatrapati Shivaji Maharaj Unit II 1. Picture/Monument Study: Mughal Art & Architecture 2. Group Discussion: Maratha Power Unit III 1. Role Play: Maratha Administration 2. Short Notes			
Textbooks / Reference Books:	• The wonder that was India – A. L. Bashan. • Medieval India, from Sultanate to the Mughals-Satish Chandra. • Mughal Empire – A. L. Shrivastava. • New History of the Marathas Vol I – G. S. Sardesai. • Medieval Maharashtra – A. R. Kulkarni. • Rise and Fall of the Mughal Empire – R. P. Tripathi. • Madhya Kalin Bharat – H. C. Verma. • Medieval India – Ishwari Prasad. • Life and Times of Shivaji – J. N. Sarkar. • Socio-Economic History of Medieval India. • A study in Medieval History – S. R. Sharma. • Dr. Sathis Mittal : मुस्लिम शासक तथा भारतीय जनसमाज			



Evaluation Pattern:		
Qu. N	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

B. A. (Major in HISTORY) Semester IV

Art and Architecture in Medieval India (Theory 8)

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1 :	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2 :	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3 :	Understand the history of world with comparative approach.
PSO 4 :	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5 :	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6 :	Prepare students for various competitive examinations.

Program Code	----
Program Name	B.A. (Major – History)
Course Code	BA1HUHIST8
No. of Credits	03
Teaching Hours	45
Course Name	Major Theory 8 : Art and Architecture in Medieval India
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	The students will understand the cultural history of Northern, Western Southern India.	PO I PSO I	L1	Understand
CO 2	They will know the cultural history through the study of forms, techniques and growth of Indian art and architecture.	PO 2 PSO 3	L2	Know
CO 3	The learner will know sultanate and Mughal art and architecture.	PO 3 PSO 4	L3	Know
CO 4	The students will be able to identify the various styles of art and architecture and also regional art and architecture.	PO 4 PSO 5	L3	Identify

Syllabus:**Contents & Hours**

Unit I	Northern and Western India: a. Parmara, Chandela, Palasen b. Chalukya, Solanki c. Western Indian Manuscript Painting
Unit II	Sultanate Art and Architecture a. Arcuate Technique (Arches domes) b. Qubbat-UI-Islam, Mosque, Tomb of Iltutmish. c. utubminar, Alai Darwaz.
Unit III	Mughal Art & Architecture a. Akbar, Jahangir, Shahajahan Period. b. Sur art and Architecture c. Deccan Art & Architecture – Bahamani and Vijaynagar (Hampi)
Activities	Unit I 1. Map Work : Mark locations of dynasties on a map of India: Parmara, Chandela, Pala-Sena, Chalukya, Solanki 2. Sketch Activity: Western Indian Manuscript Painting Unit II 1. Picture Identification: how images of monuments like: Qutb Minar, Quwwat-ul-Islam Mosque, Tomb of Iltutmish 2. Short Note Writing: Arcuate Technique Unit III 1. Chart Making: Mughal Architecture contributions of: Akbar, Jahangir, Shah Jahan 2. Comparative Table: Deccan vs Mughal Architecture
Textbooks / Reference Books:	• Brown Percy, Indian Architecture (Islamic period) Vol 2 (1942). • Brown Percy, Monument of the Mughal period, Vol IV (1937) • Brown Percy, Indian Painting under the Mughals (1550-1750 A.D.) 1924. • Fergusson J. – History of India and Eastern Architecture. • Gorver Satish – The Architecture of India. • Satishchandra – Medieval India, from sultanate to the Mughals. • A. L. Shrivastava – Delhi Sultanate, Mughal Sultanate • Ashraf K. M. – Life and Condition of the people of Hindustan (1200-1500) • Basham A. L. – The Illustrated cultural History of India (OUP) • Deshpande M. N. – Care of Cultural Heritage, New Delhi.



Evaluation Pattern:		
Qu. N	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

B. A. (Minor in HISTORY) Semester IV

भारताचा इतिहास: प्राचिन काळ ते सल्तनत काळ (550-1206 पर्यंत)

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): The students will be able to -

PSO 1	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3	Understand the history of world with comparative approach.
PSO 4	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6	Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Minor – History)
Course Code	BA2HUHISMIN4
No. of Credits	03
Teaching Hours	45
Course Name	Minor 4 : भारताचा इतिहास: प्राचिन काळ ते सल्तनत काळ (550-1206 पर्यंत)
Evaluation Scheme (In Marks)	60 End Semester Examination-Min. Passing-24 Marks 40 Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Minor
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Learn and able to analyze the transition of Indian society.	PO I PSO I	L1	Analyze
CO 2	Delineate the old dynasty and culture.	PO 2 PSO 3	L2	Delineate
CO 3	Know the administration, art & architecture of all dynasty.	PO 3 PSO 4	L3	Know
CO 4	Understand the society and Religion of Medieval India.	PO 4 PSO 5	L3	Understand

Syllabus:**Contents & Hours**

Unit I	a. Harshavardhan – Political, Religious and cultural Development. b. Chahaman and Pratihar – Political & cultural achievement. c. Solanki and Pal – Political & Cultural achievement.
Unit II	a. Chalukyas of Vatapi and Rashtrakutas of Manyakhet political achievement, Art & Architecture. b. Kannauj Triangle war (Tripartite struggle) causes and consequences. c. Cholas, political achievement administration, Art & Architecture.
Unit III	a. Pallava and Pandya – Political achievement, Art & Architecture b. Pre Medieval India – Society, religion, Fine Arts, Architecture, sculpture, painting. c. Bhakti movement: Emergence, spread of bhakti movement.
Activities	Unit I 1. Time Line Activity: Showing rural life Harshawardhan, Pratihar, Chahaman, Solanki and Pal 2. Chart Activity: Political and Cultural Achievements of about dynasties. Unit II 1. Map Activity: Mark regions of Badami (Chalukyas), manyakheta (Rashtrakuta) and Chola Kingdom on a map. 2. Cause-Effect Activity: Write causes and consequences of the Tripartite Struggle. Unit III 1. Poster Activity: Poster on temples and Art of Pallava and Pandaya Period. 2. Short Note Activity: Bhakti Movement-Origin and spread.
Textbooks / Reference Books:	• Majumdar, R. C. and Pusadkar, A. D. (edited) : The History and culture of Indian People Vol I & II (Vedic age and the age of Imperial) V & IV • Pandey, Rajbali – Prachin Bharat 2010. • Raychoudhary, H. C. – The History and culture of ancient India, Vol III the classical age. • Sastri, K. A. Nilkanta – A History of South India, from prehistoric times to the fall of vijayanagar (1955). • Majumdar, A. K. – Bhakti Renaissance • Majumdar, R. C. and Altekar, A.S. Vakataka, Gupta Age, Motilal Banarasi Das (2007).



- Pande Rekha : Religious Movement in medieval India, Gyanbook, New Delhi.
- Thapar Romilla : Early India from the beginning to 1300, London 2002.
- D. N. Jha and K. M. Shrimali, Prachin Bharat ka Itihas (Delhi 1990).
- Singh, Upinder : A History of Ancient and Early medieval India from stone age to medieval India, New Delhi 2008.
- B.P. Majumdar, Socio-Economic, History of Northern India (1960).

Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



B.A. (Major History) Semester II
VSC 2 – Museums Manager (2 Credits)
(To be implemented from 2024-25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs) :

5. The students will learn and able to analyze the transition of Indian society.
6. The students will able to delineate the old dynasty and culture.
7. The students will know the administration, art & architecture of all dynasty.
8. The students will understand the society and Religion of Medieval India.

PROGRAM OUTCOMES (POs)

- PO1 : Critical Thinking
 PO2 : Effective Communication
 PO3 : Social Interaction

- PO4 : Effective Citizenship
 PO5 : Ethics
 PO6 : Environment and Sustainability
 PO7 : Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs) : *The students will be able to*

- PSO1: Understanding their missions, exhibitions and research.
 PSO2: Know the system and mechanism involved in the operation.
 PSO3: Manage the encompassing functions such as conservation, utilization communication and public service.
 PSO4: Maintain the records of objects, photos, art work, documents and more all in one place.

Program Code	-----
Program Name	B.A. (Major – History) VSC
Course Code	BA2HUHISVSC2
No. of Credits	02
Teaching Hours	30
Course Name	VSC 2 : Museums Manager
Evaluation Scheme (In Marks)	50 Activities-5 (Min. Passing Marks 25) 50 Activities (Continuous Internal Examination) (Min. Passing Marks 25) 100 Marks (Min. Passing 25 + 25 = 50 marks)
Group under NEP Scheme	VSC
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:

	Course Outcomes <i>The Course will:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO1	Equip the student with practical knowledge in Musicology along with theory	PO 1 PSO 2	L1	Access
CO2	Enhance the awareness about heritage preservation and its institutional methods.	PO 2 PSO 3	L2	Observe
CO3	Acquire knowledge on different types of museums.	PO 3 PSO 4	L3	Recognize



Syllabus:

Syllabus	Contents & Hours
Unit I :	Introduction to Museum d. Concept and History of Museums in India. e. Types of Museums, their scope and functions. f. Best Museums in India. g. Heritage education, museum and accessibility.
Unit II :	Collections, Documentation and Significance d. Collection : Fields exploration, purchase, gift and bequests, Loan and deposits, exchanges, treasure trove, confiscation and others. e. Documentation; accessioning, indexing, cataloguing, digital documentation and accessioning. f. Significance of Museumism, case study, field visit report.
Textbooks / Reference Books :	1. Aiyappan and Satyamurti S. T. – Handbook of Museum Technique. 2. Anupama Bhatnagar – Museums, Musicology and New Musicology. 3. Bobade B. R. – 1) Directory of museums in India 2) Museums a Guide to preservation and Management and Digital Networking. 3) Museums A New Era of Technology. 4) Encyclopedia of Museums. 4. Balkrishna – Bibliography on Museology. 5. D. P. Ghosh – Studies in Museology. 6. J. N. Basu – Indian Museums and Movement. 7. Ashraf K. M. – Life and condition of the people of Hindustan (1200-1500). 8. Batra M. L. – Conservation Preservation and Restoration of Monuments. 9. Bhoomik S. K. – Heritage Management : Care understanding and Appreciation of Cultural Heritage. 10. Deshpande M. N. – Care of Cultural Heritage. 11. Ghoshmaulik S. K. and K. K. Boss – Understanding Heritage, Role of Museum.

Evaluation Pattern: (100 Marks)

Activity	CIE
Activity participation (10 Activities x 10 marks) = 100 Marks 1. Curate amock exhibit - Design and curate mock exhibit including selecting artifacts, writing labels and designing the layout. 2. Develop a Musuem strategic plan : Create a strategic plan for a museum, including vision, mission, goals and objectives. 3. Manage a Museum budget : Develop and manage a budget for a museum including allocating resources and making financial decision. 4. Design a Museum Education Program : Create an Education Program for museum, including developing curricular and activities for visitors.	5. Host a Museum event : Plan and host a museum event including developing programs managing logistics and evaluating success. 6. Making list of Museums 7. PPT Presentation 8. One Day Exhibition 9. Quiz Contest on Museums 10. Minutes conversation about museums
Total	= 100 Marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

Major Mandatory - Theory 9 (3 Credit) Sem. V

HISTORY OF INDIA: (1707 TO 1857 A.D.)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3	Understand the history of world with comparative approach.
PSO 4	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5:	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6	Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA5HUHIST9
No. of Credits	03
Teaching Hours	45
Course Name	Major Mandatory - Theory 9 HISTORY OF INDIA : (1707 TO 1857 A.D.)
Evaluation Scheme (In Marks)	60 marks on End Semester Examination-Min. Passing-24 Marks 40 marks on Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Trace the India of mid 18 th century and know the initial British efforts to establish power.	PO I PSO I	L1	Trace
CO 2	Learn about the colonial policies towards Indian states.	PO 2 PSO 3	L2	Learn
CO 3	Examine the causes and consequences of socio-religious, peasant and tribal movements and the revolt of 1857.	PO 3 PSO 4	L3	Examine
CO 4	Learn the constitutional developments during British rule.	PO 4 PSO 5	L3	Learn

Syllabus:**Contents & Hours**

Unit I	a. India in the Mid- 18 th Century – Political, Social – Economic Conditions. b. Establishment of East India Company's Rule – Battle of Plassey and Buxar c. Expansion of the Company's Rule with War-Mysore, Marathas and Punjab.
Unit II	a. Expansion of the Company's Rule with Diplomacy-Subsidiary Alliance and Doctrine of Lapse. b. Economic Policy of East India Company-Dual Government, Land Revenue System. c. Commercialization of Agriculture, De-Industrialization.
Unit III	a. Social-Religious Movements. b. Popular Resistance to Company's Rule – Peasant and Tribal Revolts. c. Revolt of 1857-causes, Nature and Consequences.

Activities**Unit I**

1. Time Line Activity: Prepare a simple time line of Key events like the battle of plassey and battle of baxar.
2. Map Activity: Mark regions like Bengal, Mehsur, Maratha territory and Punjab on a map.

Unit II

1. Role Play Activity: Act as British officials and Indian rulers to explain the subsidiary alliance and doctrine of lapse.
2. Chart Making Activity: Chart compairing land revenue systems – permanent, Ryotwari, Mahalwari)

Unit III

1. Group Disscussion: Causes and effect of the Indian rebellion of 1857.
2. Poster Making Activity: Main Social Leaders and Reformers.

**Textbook
s /
Reference
Books:**

- A.C. Banerjee : The New History of Modern India (1707-1947).
- B. R. Grover – A New look on Modern Indian History.
- Chabra G. S. – Advance History of Modern India.
- Dutta K. K. – Social History of Modern India.
- Prasad & Subedar – History of Modern India (English & Hindi)
- P. J. Marshall – The Eighteenth Century in Indian History.
- R. C. Mujamdar – British Paramount and Indian Renaissance (Part I)
- Ramsay Muir – The Making of British India.



- Sarkar Sumit – Modern India.
- Datta K. K. – Social History of Modern India.
- Desai A. R. – Social Background of Indian Nationalism, India's Path & Development.
- Tara Chand – History of Freedom Movement in India Vol 1, 2
- Bipanchandra – freedom Struggle and others.
- Sen Sunil K – Agrarian Relation in India (1793-1947)
- Thompson and Garret – Rise and Fulfillment of British Rule in India.

Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

Major Mandatory - Theory 10 (3 Credit)

Indian National Movement (1920 to 1947 A.D.)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3	Understand the history of world with comparative approach.
PSO 4	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5:	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6	Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA5HUHIST10
No. of Credits	03
Teaching Hours	45
Course Name	Indian National Movement (1920 to 1947 A.D.)
Evaluation Scheme (In Marks)	60 marks on End Semester Examination-Min. Passing-24 Marks 40 marks on Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand the factors leading to the rise of Gandhian Movements and constitutional development in India.	PO I PSO I	L1	Understand
CO 2	Analyze the contribution of Revolutionary's, Peasants, labour movement stand development of Depressed Class Movement.	PO 2 PSO 3	L2	Analyze
CO 3	Know about the different movements along with Contribution of Subhas Chandra Bose and Significance of INA and freedom struggle.	PO 3 PSO 4	L3	Know
CO 4	Identify the various styles of art and architecture and also regional art and architecture.	PO 4 PSO 5	L3	Identify

Syllabus:**Contents & Hours**

Unit I	a. Non Cooperation Movement, Simon Commission, Nehru Report. b. Civil Disobedience Movement, Round Table Conferences. c. Government of India Act, 1935.
Unit II	a. Revolutionary Movement. b. Peasants and Depressed Class Movements. c. Labour Movement and Formation of Trade Unions.
Unit III	a. Cripps Mission, Quit India Movement-1942. b. Subhash Chandra Bose and Indian National Army (INA). c. INA Trials & Royal Indian Navy.
Activities	Unit I 1. Event Sequencing Activity: Non Cooperation Movement, Simon Commission, Nehru Report, Civil Disobedience Movement, Round Table Conferences in Chronological order. 2. Short Speech Activity: Government of India Act, 1935. Unit II: 1. Group Discussion: Role of Revolutionary movements and peasant struggles in India's freedom struggle. 2. Case Study Activity: 5 Key points on movement of peasants, labour union etc. Unit III 1. Poster Making Activity: Quit India Movement-1942, Subhash Chandra Bose and Indian National Army (INA). 2. Role Play Activity: Netaji Subhash Chandra Bose and his contribution.
Textbook s / Reference Books:	• Brown, Percy, Indian Architecture (Islamic Period) Vol 2 (1964) • Brown Percy, Monuments of the Mughal Period, Vol IV (1937) • Brown Percy, Indian Painting under the Mughals (1550-1750 A.D.) 1924. • Fergusson J. – History of India and Eastern Architecture. • Grover Satish : The Architecture of India. • Satish Chandra – Medieval India, from sultanate to the Mughals.



- A.L. Shrivastava – Delhi Sultanate, Mughal Sultanate
- Ashraf K. M. – Life and condition of the people of Hindustan (1200-1500)
- Basham A. L. – The Illustrated Cultural history of India (OUP)
- Deshpande M. N. – Care of Cultural Heritage, New Delhi

Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



B.A. (Major History) Semester V
VSC 4 – Historical Tourism in Maharashtra (2 Credits)
(To be implemented from 2024-25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs) :

1. Understanding of historical tourism in Maharashtra (India).
2. Knowledge of Heritage sites and awareness of cultural heritage.
3. Tourism industry and trends.
4. Skill development.
5. Career and employment opportunities.

PROGRAM OUTCOMES (POs)

PO1 : Critical Thinking

PO2 : Effective Communication

PO3 : Social Interaction

PO4 : Effective Citizenship

PO5 : Ethics

PO6 : Environment and Sustainability

PO7 : Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs) : *The students will be able to*

PSO1: Understanding their missions, exhibitions and research.

PSO2: Know the system and mechanism involved in the operation.

PSO3: Manage the encompassing functions such as conservation, utilization communication and public service.

PSO4: Maintain the records of objects, photos, art work, documents and more all in one place.

Program Code	-----
Program Name	B.A. (Major – History) VSC
Course Code	BA3HUHISVSC4
No. of Credits	02
Teaching Hours	30
Course Name	VSC 4 : Historical Tourism in Maharashtra
Evaluation Scheme (In Marks)	50 marks on Activities-5 (Min. Passing Marks 25) 50 marks on Continuous Internal Examination (Min. Passing Marks 25) 100 Marks (Min. Passing 25 + 25 = 50 marks)
Group under NEP Scheme	VSC
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

Course Outcomes:

	<i>The Student will be able to-</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO1	Know the importance of Historical places as tourist destination.	PO 1 PSO 2	L1	Know
CO2	Learn about caves, fortes, hill stations and other places.	PO 2 PSO 3	L2	Learn
CO3	Mesmerize the various places of socio religious significance and cultural tourism in Maharashtra.	PO 3 PSO 4	L3	Mesmerize



Syllabus:

Syllabus	Contents & Hours
Unit I :	Tourist Places a. Cave monuments: Ajanta, Ellora, Gharapuri; Forts: Raigad, Janjira, Daulatabad, Sitabuldi, Nagardhan. b. Hill station, Lakes and Costal Areas: Chikhaldara, mahabaleshwar, Lonar Lake Forest Tourism; Tadoba, Pench. c. Places of Socio-Religious significance: Pandharpur, Nasik, Ramtek, Markanda, Mozari (Amravati), Sevagram (Wardha)
Unit II :	Cultural Tourism a. Fairs and Festivals: Ganesh Festival, Nashik Kumbh Mela, Pola-Marabats Festival, Gokul Ashtami-Dahi Handi Festival. b. Architectural and Memorial Mounments: Gate way of India, Chatrapati Shivaji Terminals, Dikshabhumi, Mansar archaeological site. c. Intangible Heritage- Gond Painting, Painthani Saaris, Kolhapuri Chappals, Powada, Lavani, Bharud
Textbooks / Reference Books :	1. A Culture of History of India – Basham, A.L. (Ed) 2. The Art and Architecture of India – Rowland, B. 3. Studies in Jaina Art, Banaras – Shah, U.P. 4. Indian Architecture (Buddhist & Hindu) – Brown Percy 5. Cultural Tourism in India-Its Scope and Development – Alcheve, F.Q. 6. Tourist India – Kaul, S. N. 7. Tourism and Hotel Industry in India – Anand M. M. 8. Tourism Development: Principals and Practices – Bhatia, A.K. 9. Tourism Development in India – Leela Shelly 10. Tourism Management – Wahab, S. 11. Successful Tourism Planning and Management – Seth, P.N.

Evaluation Pattern: (100 Marks)

Activity (50 Marks)	CIE (50 Marks)
Activity Participations – 5 Activities x 10 Marks = 50 Marks 1. Study tour – Vada, Caves Places 2. Heritage site documentation 3. Prepare PPTs 4. Tourist guide training 5. Tour Plans & Itinerary planning	6. Surveys of tourist or local people 7. Poster/Exhibition/Model making 8. Internship/Practical training 9. Participate in heritage conservation programs 10. Group discussion.
	Total = 100 Marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

Major Mandatory – SEM VI - Theory 11 (3 Credit)

History of India (1858 to 1920 A.D.)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3	Understand the history of world with comparative approach.
PSO 4	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6	Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA6HUHIST11
No. of Credits	03
Teaching Hours	45
Course Name	History of India (1858 to 1920 A.D.)
Evaluation Scheme (In Marks)	60 marks on End Semester Examination-Min. Passing-24 Marks 40 marks on Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand the change of power and know about socio-religious, tribal and peasants movements.	PO 1 PSO 1	L1	Understand
CO 2	Learn the establishment and growth of Indian National Congress and the nature of leadership.	PO 2 PSO 3	L2	Learn
CO 3	Know about the different movements along with Contribution of Subhas Chandra Bose and Significance of INA and freedom struggle.	PO 3 PSO 4	L3	Know
CO 4	Examine the colonial Acts and Satyagrahas of Mahatma Gandhi.	PO 4 PSO 5	L3	Identify

Syllabus:**Contents & Hours**

Unit I	a. Government of India Act 1858, Queen's Proclamation. b. Socio-Religious Movements – Peasant and Tribal Revolts. c. Rise of Indian Nationalism.
Unit II	a. Indian National Congress. b. Moderates and Extremists Politics. c. Lokmanya Tilak – Home Rule Moment.
Unit III	a. Revolutionary Movement b. Acts 1909 – Morley Minto 1919- Montagu Chemsford c. Mahatma Gandhi's Satyagrah, Asahakar Movement, Civil disobedience movement, Quit India movement.

Activities**Unit I**

1. Time Line Activity: Govt. of India Act 1858, Queen's Proclamation, major socio-religious movements and rise of nationalism.
2. Poster Making Activity: Socio-religious movements and tribal / peasant revolts with their leaders and aims.

Unit II

1. Comparison Activity: Prepare a table comparing moderates and extremists
2. Role Play Activity: Role play on leaders life-Bal Gangadhar Tilak, Home Rule Movement.

Unit III

1. Timeline Activity: Act of 1909, 1919, Non Cooperation Movement, Civil Disobedience, Quit India.
2. Speech Activity: Short Speech on Mahatma Gandhi, Satyagrah, Quit India.

Textbooks / Reference Books:

- Ayodhya Singh – Bharat Ka Mukti Sangram
- B. L. Grover – A New look on modern India History.
- Bipin Chandra & Aditya Mukherjee – India after Independence (1999).
- Bipin Chandra – Nationalism and colonialism.
- Mushirul Hasan – From Company to the Republic : A Story of Modern India.
- Parul Brass – The Politics of India since Independence.
- R. L. Shukla – Adhunik Bharat (2012)



- Shekhar Bandopadhyya : Plassy to Partition
- Sumit Sarkar – Modern India 1885 – 1947 (1983)
- Sunder Lal : Bharat Mein Anreji Raj-2
- Satya Rai – भारत में उपनिवेशवाद और राष्ट्रवाद का उदय.
- Tarachand – History of Freedom Movement in India Vo-3

Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 = 16 marks	Activity participation & Class Test (2 activities x 5 marks)= 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 = 16 marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 6 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice = 12 marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



SHRI BINZANI CITY COLLEGE (AUTONOMOUS)

Near Sakardara Square, Umrer Road, Nagpur - 24

Major Mandatory – SEM VI - Theory 12 (3 Credit)

India after Independence (1948 to 2000 A.D.)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Integrate student's learning across all facets of their lives.
2. Analyze critically and imaginatively. Develop skills of critical, analyze and interpretation.
3. Communicate effectively.
4. Understand the ethical implications of ideas, communications and action.
5. Appear in competitive examinations.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO 2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1	Understand background of our historic past, religion, customs, institutions, administration and so on.
PSO 2	Understand Social, Political, Religious and Economic conditions of the people.
PSO 3	Understand the history of world with comparative approach.
PSO 4	Analyze relationship between the past and the present times and bringing its contemporary relevance.
PSO 5	Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.
PSO 6	Prepare students for various competitive examinations.

Program Code	-----
Program Name	B.A. (Major – History)
Course Code	BA6HUHIST12
No. of Credits	03
Teaching Hours	45
Course Name	India after Independence (1948 to 2000 A.D.)
Evaluation Scheme (In Marks)	60 marks on End Semester Examination-Min. Passing-24 Marks 40 marks on Continuous Internal Evaluation-Min. Passing-16 Marks 100 Marks (Min passing marks – 24 theory + 16 internal = 40)
Group under NEP Scheme	Major
Pre-requisites for the course	• Basic historical terminology. • Knowledge of basic periodization. • Key events, themes and issues. • Basic Library skills.



Course Outcomes:				
	Course Outcomes <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand the Integration and making of Indian constitution.	PO I PSO I	L1	Understand
CO 2	Learn the salient features of Indian constitution.	PO 2 PSO 3	L2	Learn
CO 3	Know the political crisis and mass movement.	PO 3 PSO 4	L3	Know
CO 4	Analyse the development in science & technology, economic education and agriculture sector and also able to analyse Non alignment movement and international relations.	PO 4 PSO 5	L3	Analyse
Syllabus:		Contents & Hours		
Unit I	a. Integration of Princely States: Hyderabad, Junagarh and Jammu & Kashmir. b. Indian Constitution: Framing and Basic features. c. Reorganization of states – Dhar Committee, JVPO Committee, Fazal Ali Committee.			
Unit II	a. Political Crises: Tamilnadu, Assam and Punjab, Social movement, Women's Empowerment. b. Development: Science & Technology, Education, Economy. c. Agriculture Reforms: Bhoodan Movement Green Revolution.			
Unit III	a. Non Alignment Movement b. India-China War 1962, Indo Pak War 1965, 1971 & 1991 c. Role of India in UNO, SAARC and Commonwealth.			
Activities	Unit I 1. Map Activity: Mark important princely steps like Hyderabad, Juagarh, Jammu-Kashmir on an India Map. 2. Chart Activity: Bais featur's of the Indian Constitution. Unit II 1. Group Disscussion: Political Crises in the states like Tamilnadu, Asam, Punjab. 2. Case Study: Short Note on Green Revolution on Bhudan Movement. Unit III 1. Time Line Activity: Showing Major Events like Non alignment movement, 1962, 1695 and 1971 Wars. 2. Presentation Activity: Short presentation on Indias Role in organization like United Nations, SAARC and Commonwealth of Nations.			
Textbook s / Reference Books:	1. Balbushevik, A. & Dyakov, A.M. : A Contemporary History of India. 2. Basu, D.D. : Shorter constitution of India. 3. Bipin Chandra Pal : Essay on contemporary India, India's struggle for independence. 4. D. R. Gadgil : Policy making in India. 5. Hasan Mushirul : India's partition : Process, strategy and Mobilizaiton.			



6. Jaisingh Hari : India and Non-Aligned world, search for a New order.
7. Mujumdar, Datta and advanced History of India Ray Chowdhary.
8. Sarkar Sumit- Modern India.
9. Shrinivas M. N. – Social Change in Modern India.
10. Tara Chand – History of the Freedom Movement in India Vol IV.
11. V. P. Menon : The story of Integration of the India states.
12. H. K. Jain : The Green Revolution: History Impact and Future.
13. J. C. Aggarwal: Landmarks in the History of Modern India Education.
14. Jaya Chatterji : The Spoils of partition Bengal and India, 1947-67
15. K. Rajan : Indian Economy, The post Reform scenario.
16. M.S. Swaminathan : From Green to Evergreen Revolution : Indian Agriculture Reform and challenges.
17. Neera Desai & Usha Thakkar (ens) – Women in Indian Society.
18. Paul Brass – The politics of India Since Independence, 1994.
19. Sunil Khilnani – The Idea of India.
20. V. Nath – Economic Development and planning in India.
21. G. N. Singh – Constitutional development of India.

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