

**F.Y.B.A. (History)**  
**History of Modern India (1857-1947)**  
**Semester - I**

<b>Syllabus</b>	<b>objectives</b>	<b>outcome</b>
<b>Module I: Growth of Political Awakening</b> (a) Revolt of 1857 – Causes and Consequences (b) Contribution of the Provincial Associations (c) Foundation of Indian National Congress. <b>Module II: Trends in Indian Nationalism</b> (a) Moderates (b) Extremists (c) Revolutionary Nationalists <b>Module III: Gandhian Movements</b> (a) Non Co-operation Movement (b) Civil Disobedience Movement (c) Quit India Movement <b>Module IV: Towards Independence and Partition</b> (a) The Indian Act of 1935 (b) Attempts to Resolve the Constitutional Deadlock -The Cripps Mission, The Cabinet Mission and the Mountbatten Plan	<ul style="list-style-type: none"> <li>• The course is designed to make the student aware about the making of modern India and the struggle for independence.</li> <li>• To impart information about Trends in Indian Nationalism and Gandhian Movements</li> <li>• To inform students about constitutional developments and Independence</li> </ul>	<p>The students will understand Growth of Political Awakening including Revolt of 1857 and Foundation of Indian National Congress.</p> <p>They will know Trends in Indian Nationalism.</p> <p>The students will know the Non Co-operation Movement and Civil Disobedience Movement</p>

**F.Y.B.A. (History)**  
**History of Modern India: Society and Economy**  
**Semester – II**

Syllabus	objectives	outcome
<b>Module I: Socio Religious Reform Movements: Reforms and Revival</b> (a) Brahmo Samaj, Arya Samaj and Ramakrishna Mission (b) Satyashodhak Samaj, Aligarh movement and Singh Sabha Movement. (c) Impact of Reform Movements  <b>Module II: Education, Press and Transport</b> (a) Introduction of Western Education and its Impact (b) Development of Press (c) Transport and Communications  <b>Module III: Impact of the British Rule on Indian Economy.</b> (a) Revenue Settlements, Commercialization of Agriculture (b) Drain Theory (c) Deindustrialization and Growth of Large Scale Industry  <b>Module IV: Nationalism and Social Groups: interfaces.</b> (a) Women (b) Dalits (c) Peasants and Tribals	<ul style="list-style-type: none"> <li>The course is designed to make the student aware about Socio Religious Reform Movements: Reforms and Revival</li> <li>To impart information about Introduction of Western Education and its Impact Development of Press and Transport and Communications</li> <li>To inform students about Impact of the British Rule on Indian Economy and Nationalism and Social Groups: interfaces.</li> </ul>	<p>The students will understand Socio Religious Reform Movements: Reforms and Revival including Brahmo Samaj, Satyashodhak Samaj</p> <p>They will know about Education, Press and Transport</p> <p>The students will know Impact of the British Rule on Indian Economy.</p> <p>They will acquire knowledge about Women, Dalits and Peasants and Tribal</p>

**SYBA – History Paper-II**  
**Landmarks in World History, 1300 A.D.-1945 A.D.**  
**SEMESTER-III**

syllabus	objective	Outcome
<b>Module I: The Modern Age</b> (a) Renaissance (b) Geographical Discoveries (c) Reformation <b>Module II: Age of Revolutions</b> (a) American Revolution (b) French Revolution (c) Industrial Revolution	<ul style="list-style-type: none"> <li>To enable the students to comprehend the transition of Europe from medieval to</li> <li>Modern times and its impact on the world.</li> <li>To provide accurate knowledge of the most significant events and</li> </ul>	<ul style="list-style-type: none"> <li>The students will enable the students to comprehend the transition of Europe from medieval to</li> <li>They will grasp American Revolution and French Revolution</li> </ul>

<b>Module III: Nationalism and Imperialism</b> (a) Formation of Nation-States in Europe (b) Nationalist Movements in Italy and Germany (c) Imperialist Expansion in Asia <b>Module IV: World in Transition (1914-1919)</b> (a) World War I (b) Russian Revolution (c) League of Nations	personalities of the period under study. <ul style="list-style-type: none"> <li>encourage understanding of the making of the modern world</li> </ul>	and its impact on the world. <ul style="list-style-type: none"> <li>The students will acquire knowledge of the most significant events and personalities of the period under study.</li> <li>The students will understand the making of the modern events including World War I Russian Revolution</li> </ul>
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**SYBA – History Paper-II**  
**Landmarks in World History, 1300 A.D.-1945 A.D.**  
**SEMESTER-IV**

syllabus	objective	Outcome
<b>Module I: Inter War Period</b> (a) Kemal Pasha and Modernization of Turkey (b) Reza Shah and Reforms in Iran (c) Birth of Israel <b>Module II: Rise of Dictatorships</b> (a) Fascism (b) Nazism (c) Militarism in Japan <b>Module III: World War II and Efforts for Peace</b> (a) World War II (b) The Atlantic Charter (c) United Nations Organization. <b>Module IV: Nationalist Movements in Asia</b> (a) Dr. Sun-Yat-Sen and China (b) Mahatma Gandhi and India (c) Dr. Sukarno and Indonesia	<ul style="list-style-type: none"> <li>To enable the students to comprehend the transition of Europe Kemal Pasha and Reza Shah</li> <li>To impart information about Rise of Dictatorships and its impact on the world.</li> <li>To provide accurate knowledge of the World War II and The Atlantic Charter</li> <li>encourage understanding of the making of the modern world</li> </ul>	The students will understand the reforms of Kemal Pasha and Reza Shah  They will know the Rise of Dictatorships and its impact on the world  The students will acquire information about world war II and UNO  They will understand nationalist movement in China, India and Indonesia

SYBA HISTORY/ SEMESTER-III/ PAPER-III (Ancient India from earliest times to 1000 C.E.)

Syllabus	Objectives	Outcomes
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<b>Module I: Sources of Ancient India and their Importance</b> (a) Archaeological (b) Literary (c) Foreign Travelers	1. To acquaint the students with different sources of Ancient Indian History. 2. to introduce accounts of foreign travelers	Students will understand different sources of Ancient Indian History.
<b>Module II: Indus Valley Civilization</b> (a) Social and Economic Life (b) Religious Life (c) Town Planning and Decline of the Civilization	1. To enable the students to understand the socio-economic and religious life and appreciate the rich cultural heritage in India. 2. To introduce about rich town planning and decline of civilization.	Students will understand Rich ancient cultural heritage of India
<b>Module III: Vedic Age</b> (a) Janapada (b) Social and Economic Life (c) Religion	To enable the students to understand the political, socio-economic and religious developments in the period under study.	Students will get knowledge about Vedic culture
<b>Module IV: India after 6th Century B. C.</b> (a) Administration of Mahajanapadas Century B.C. (b) Jainism and Buddhism (c) Persian and Greek Invasions	1. To acquaint the students with the origin and evolution of political institutions during the Mahajanpadas. also to teach the life and teaching of Vardhaman Mahavira 2. To provide the information about foreign invasions of India	Students will understand the situations after 6th Century B. C. in India.

**SYBA HISTORY/ SEMESTER-IV/ PAPER-III (Ancient India from earliest times to 1000 C.E.)**

Syllabus	Objectives	Outcomes
<b>Module I: Mauryan and Post- Mauryan Period (322 B.C. to 320 A.D.)</b> (a) Chandragupta and Ashoka (b) Mauryan Administration (c) Post Mauryan Dynasties- Sungas, Kushanas and Satavahanas	To acquaint the students with the history of Mauryan and post Mauryan dynasties of Ancient India.	Students will understand The Mauryan and post Mauryan history
<b>Module II: Gupta Age (320 A.D. to 600 A.D.)</b> (a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (b) Administration (c) Classical Age	To enable the students to understand the socio-economic and cultural developments during the Gupta period.	Students will get the knowledge about Gupta history

<b>Module III: Post Gupta Period (600A.D. to 1000A.D.)</b> (a) The Age of Harshavardhan (b) The Rise of Rajputs (c) Arab Invasion of Sind	1. To teach the life and career of Harshavardhana. 2. To enable the students to understand the rise of Rajputs and Arab invasion of Shind	Students will understand the history of Harshvardhana, Rajputs. they will also be able to critically examine the invasion
<b>Module IV: Major Dynasties of Deccan and South India</b> (a) Chalukyas of Badami and Rashtrakutas (b) Pallavas and Cholas (c) Spread of Indian Culture in South-East Asia	To enhance the knowledge of students to understand the history of Deccan and south Indian dynasties.	Students will understand the history of Deccan and south east Asia.

T.Y.B.A. History/ SEMESTER –V/ Core Course IV- History of Medieval India (1000 CE-1526CE)

Syllabus	Objectives	Outcomes
<b>Module I: Foundation, Expansion and Decline of Delhi Sultanate</b> (a) Socio-economic and political conditions on the eve of the Turkish Invasion (b) Rise and Decline of Slave dynasty, Khilji Dynasty (c) Tughlaq, Sayyid and Lodi Dynasty	To acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India.	Students will understand foundation, expansion and decline of Delhi Sultanate
<b>Module II: Administrative Structure of the Sultanate</b> (a) Central Administration and Iqta system (b) Administrative and Military Reforms of Ala-ud-din Khilji (c) Reforms of Firozshah Tughlaq and Mohammed bin Tughlaq	To enable the students to understand the Administrative Structure of the Sultanate	Students will understand administrative structure of the Sultanate
<b>Module III: Emergence of Vijayanagar and Bahamani Kingdoms</b> (a) Rise, Growth and Decline of Vijayanagar and Bahamani Kingdoms (b) Administration, Socio-Economic and Cultural conditions of Vijayanagar Empire (c) Administration, Socio-Economic and Cultural conditions of Bahamani Kingdom	To study the contribution of Vijayanagar and Bahamani kingdoms to Medieval Indian History.	Students will understand emergence of Vijayanagar and Bahamani kingdoms
<b>Module IV: Society, Economy, Religion and Culture of Delhi Sultanate</b> (a) Socio-economic and religious life (b) Education and Literature (c) Art and Architecture	To examine the administrative, socio-economic and cultural aspects of Medieval India.	Students will understand: Society, Economy, Religion and Culture of Delhi Sultanate

T.Y.B.A. History/ SEMESTER –VI/ Core Course: IV- History of Medieval India (1526 CE-1707CE)

Syllabus	Objectives	Outcomes
<b>Module I: Foundation, Expansion and Decline of the Mughal Rule</b> (a) India on the eve of Mughal Rule; Invasion of Babur (b) Humayun, Shershah and Akbar (c) Jahangir, Shahjahan and Aurangzeb	To acquaint the students with the history of India since the emergence of the Mughal rule.	Students will understand foundation, expansion and decline of the Mughal Rule
<b>Module II: Administrative Structure of the Mughals</b> (a) Central and Provincial Administration (b) Mansabdari System (c) Revenue and Judicial system	To understand administration of the Mughal Empire.	Students will understand administrative structure of the Mughals
<b>Module III: Rise of the Maratha Power</b> (a) Shivaji and Foundation of Swarajya (b) Administration of Shivaji (c) Sambhaji, Rajaram and Tarabai	To study the rise of the Maratha Power.	Students will understand rise of the Maratha power
<b>Module IV: Society and Economy, Religion and Culture of the Mughal Rule</b> (a) Society and Economy (b) Religion, Education and Literature (c) Art and Architecture	To enable the students to understand Society and Economy, Religion and Culture during the Mughal Rule	Students will understand society and economy, religion and culture of the Mughal rule

**T.Y.B.A. History/ SEMESTER –V/ Elective Course IX/B - Introduction to Heritage Tourism**

Syllabus	Objectives	Outcomes
<b>Module I -Understanding Heritage Tourism</b> (a) Meaning and Historical Perspective of Tourism (b) Concept, Scope and Significance of Heritage Tourism (c) National Policies to promote Heritage Tourism and World Heritage Sites in India	To develop an understanding of Heritage Tourism amongst students.	Students will understand concept, scope and significance of heritage tourism
<b>Module II - Forms of Heritage Tourism in India</b> (a) Natural: Beaches and Sanctuaries (b) Built Heritage: Forts, Monuments and Public Buildings (c) Cultural: Pilgrimage Sites, Fairs and Festivals	To introduce the students to new trends in Heritage Tourism.	Students will understand forms of heritage tourism in India
<b>Module III - New Trends in Heritage Tourism</b> (a) Entertainment: Performing Arts and Cinema (b) Eco-tourism and Adventure Tourism (c) Public Private Partnership in Heritage Tourism	To prepare the students for careers in Tourism industry.	Students will understand new trends in heritage tourism
<b>Module IV - Heritage Management</b> (a) Heritage Legislation (b) Role of Tourism Industry (c) Role of Museums and Heritage Conservation Societies	To provide the knowledge of heritage Management	Students will understand heritage management techniques

T.Y.B.A. History/ SEMESTER –VI/ Elective Course IX/B - Heritage Tourism in Maharashtra

Syllabus	Objectives	Outcomes
<b>Module I: Understanding Heritage Tourism of Maharashtra</b> (a) Government Policies and Role of Government Agencies (b) Heritage Sites and Precincts (c) Careers in Heritage Tourism	To introduce students to the Cultural Heritage of Maharashtra	Students will understand scope of heritage tourism of Maharashtra
<b>Module II: Natural Heritage</b> (a) Biodiversity of Sahyadri Range (b) National Parks (c) Beaches and Hill Stations	To understand various resources of Heritage Tourism in Maharashtra	Students will understand forms of natural heritage
<b>Module III: Architectural Heritage</b> (a) Caves (b) Forts (c) Monuments and Public Buildings	To enable the students to understand architectural heritage of Maharashtra	Students will understand the architectural heritage
<b>Module IV: Cultural Heritage</b> (a) Pilgrimage Sites (b) Fairs and Festivals (c) Folk and Tribal Culture	To acquaint the students with the relevance and scope of Heritage Tourism	Students will understand cultural heritage

**Core Course VII- History of the Marathas (1630 CE – 1707CE) sem V**

Syllabus	Objectives	Outcomes
<b>Module I: Introduction to Maratha History</b>  (a) Marathi, Persian and European Sources (b) Deccan in the 17 <sup>th</sup> century – Geo-Political and Economic conditions (c) Socio-Cultural conditions; Maharashtra Dharma  <b>Module II: Establishment of Swarajya</b>  (a) Shivaji's relations with Bijapur (b) Shivaji's relations with the Mughals (c) Shivaji's relations with the Europeans	1. To introduce the students to the regional history of Maharashtra. 2. To familiarize students with the literary sources of the history of the Marathas. 3. To help students to understand the forces leading to the establishment of Maratha power under Chhatrapati Shivaji Maharaj.	Students will learn the authentic and credible sources available in understanding Maratha history.  Students will learn the relation between Shivaji and his contemporary other rulers of his time.



<p><b>Module III: Period of Consolidation and Crisis</b></p> <p>(a) Coronation and its significance; Shivaji's Karnatak Campaign (b) Sambhaji, Rajaram and Tarabai (c) Civil War : Tarabai and Shahu</p> <p><b>Module IV: Administration during the Royal Period</b></p> <p>(a) Civil Administration (b) Revenue and Judicial Administration (c) Military Administration</p>		<p>Students will be able to understand the aftermath of Shivaji period of crisis and consolidation in Maratha History.</p> <p>Students will learn about the strong administrative system which helped in creating consolidated Maratha Empire.</p>
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### Core Course VII- History of the Marathas (1707CE-1818 CE) sem VI

Syllabus	Objectives	Outcomes
<p><b>Module I: Expansion of the Maratha Power</b></p> <p>(a) Rise of the Peshwas: Balaji Vishwanath (b) Peshwa Bajirao I (c) Maratha Confederacy</p> <p><b>Module II: Consolidation of the Maratha Power</b></p> <p>(a) Peshwa Balaji Bajirao (Nanasaheb) (b) Third Battle of Panipat: causes and consequences (c) Defeat of the Marathas and significance of the Third Battle of Panipat</p> <p><b>Module III: Post Panipat Revival and Downfall</b></p> <p>(a) Peshwa Madhavrao I (b) Barbhai Council (c) Downfall of the Maratha Power</p>	<p>1.To enable the students to understand the processes that led to the expansion of the Maratha Power.</p> <p>2.To appreciate the ontribution of the Marathas in the national politics of the 18<sup>th</sup> century.</p> <p>3.To develop an understanding of the society and culture in Maharashtra in the 18<sup>th</sup> century</p>	<p>Students will be learn about the rise and expansion of Peshwas in Maratha Empire.</p> <p>Students can understand the role played by Marathas in IIIrd Battle of Panipat and their defeat.</p> <p>Students will learn about the Post-</p>

<b>Module IV: Administrative and Socio-Cultural Developments</b> (a) Peshwa Administration: Civil, Revenue and Military (b) Society under the Peshwas – Religion, Caste and Position of Women (c) Cultural Developments: Literature, Art and Architecture		Panipat period of revival and downfall in Maratha Empire.  Students can understand the socio-cultural conditions and their administration that existed during Peshwa's Maratha rule.
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### Course in History of Modern Maharashtra (1818 CE-1960 CE) sem V

Syllabus	Objectives	Outcomes
<b>Module I: Beginning of the British Rule</b> (a) Socio-Economic conditions of Maharashtra in 19th Century (b) Administration and Judiciary (c) Tribal and Peasant Uprisings  <b>Module II: Socio- Economic Awakening</b> (a) Mahatma Jotirao Phule - Satya Shodhak Samaj and Universal Humanism (b) Prarthana Samaj (c) Contribution of thinkers of Maharashtra to Economic Nationalism  <b>Module III: Political Developments in Maharashtra (1885-1960)</b> (a) Moderates, Extremists and Revolutionaries in Maharashtra (b) Response to Gandhian Movements in Maharashtra (c) Samyukta Maharashtra Movement  <b>Module IV: Emergence of New Forces</b>	<ul style="list-style-type: none"> <li>To acquaint students with regional history.</li> <li>To understand political and socio-economic developments during the 19th and 20th centuries.</li> <li>To understand different phases of the congress movement during the 19th and 20th centuries.</li> <li>To create understanding of the movement that led to the formation of Maharashtra.</li> </ul>	The students are able to understand the Socio-Economic conditions of Maharashtra in 19th Century.  Socio economic awakening consisted three different types of reform movements. Students understand the differences.  The congress had three different phases in its evolution and struggle for independences. The students understand its work in the Maharashtra.  The Samyukta Maharashtra Movement is grasped by the students on the background of state reorganization process.

(a) Contribution of Reformers in Education (b) Contribution of Reformers towards Emancipation of Women (c) Contribution of Reformers towards Upliftment of Depressed Classes: V. R. Shinde, Rajarshi Shahu Maharaj and Dr. B.R. Ambedkar		The development of press and education modern Maharashtra is grasped by the students and they understand the contribution of great personalities in Maharashtra in socio-economic development.
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### Core Course V – History of Contemporary India (1947 CE- 2000 CE) sem VI

Syllabus	Objectives	Outcomes
Module I: The Nehru Era (1947 CE – 1964 CE)  (a) Features of Indian Constitution (b) Integration and Reorganization of Indian States (c) Socio- Economic Reforms and Foreign Policy  Module II: Political, Social and Economic Developments (1964 CE – 1984 CE)  (a) Political Developments after Nehru Era; Green Revolution. (b) Abolition of Privy Purses and Titles; Nationalization of Banks; The Emergency (c) Janata Government; Return of Congress to power ; Foreign Policy  Module III: Political, Social and Economic Developments (1984 CE – 2000 CE)	<ul style="list-style-type: none"> <li>To understand the process of making the Constitution and the Integration and Reorganization of Indian States.</li> <li>To acquaint the students with the political developments in India after Independence.</li> <li>To comprehend the socio-economic changes and progress in science and technology in India.</li> </ul>	The students will be able to understand the reconstructive events between 1947 to 1964 including features of constitution and socio-economic reforms.  Green revolution, abolition of privy purses played important role in socio-economic transformation in India The Janata government was the first non-congress government in India.  The students are able

<p>(a) Political Developments</p> <p>(b) Relations with Neighboring Countries</p> <p>(c) Liberalization, Privatization and Globalization</p> <p>Module IV: Emerging Trends</p> <p>(a) Communalism and Separatist Movements</p> <p>(b) Women Empowerment and Policy of Reservation</p> <p>(c) Science, Technology and Education</p>		<p>to grasp the Political developments between 1984-2000. The foreign relation with Neighboring Countries and New LPG policy of the government is also stressed</p> <p>The factors responsible for Communalism and Separatist Movements are understood by the students. The growth of Science, Technology and Education is reviewed.</p>
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### Core Course VIII: History of Contemporary World (1945 CE – 2000 CE) SEM V

Syllabus	Objectives	Outcomes
<p>Module I: Cold War (1945-1985)</p> <p>(a) Meaning, Causes of Cold War and Security Pacts</p> <p>(b) Conflicts in Cold War: Germany, Korea and Cuba</p> <p>(c) Economic Revival of Western Europe; Soviet Union's Relations with Eastern Europe</p> <p>Module II: Europe, U.S.S.R and U.S.A. (1985-2000)</p> <p>(a) Disintegration of U.S.S.R</p> <p>(b) Re-drawing of political borders of Germany, Yugoslavia and Czechoslovakia; Emergence of the European Union (EU) in Western Europe</p> <p>(c) U.S.A as the dominant world power</p> <p>Module III: Movements for Equal Rights and Challenging the Bipolar World (1945-2000)</p>	<ul style="list-style-type: none"> <li>To trace some of the major events of post-World War II period.</li> <li>To understand the significance of these events.</li> <li>To comprehend the ways in which events of the latter half of the twentieth century have influenced the present.</li> </ul>	<p>With the introduction of the post world war political condition the students will be able to grasp the Meaning and Causes of Cold War with the rivalry between USSR and USA</p> <p>The USSR disintegration led to the unipolar world with the dominant position of US. An economic empowerment of western Europe made it prosperous.</p> <p>The students understands the</p>

<p>(a) Campaigns within and outside South Africa against Apartheid</p> <p>(b) Civil Rights Movement in U.S.A</p> <p>(c) Non-Aligned Movement</p> <p>Module IV: Major Trends</p> <p>(a) Globalization</p> <p>(b) Sustainable Development</p> <p>(c) Women's Liberation Movement</p>		<p>apartheid system in south Africa alongwith the civil right movement in USA.</p> <p>The rational of Non-alignment movement is grasped.</p> <p>The indroduction of globalization opened new economic reforms in India. It is one of the major trendd along with Women's Liberation Movement.</p>
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### Core Course VIII - History of Asia (1945 CE-2000 CE)

Syllabus	Objectives	Outcomes
<p>Module I: Transformation of China</p> <p>(a) Domestic Policy in People's Republic of China under Mao Zedong</p> <p>(b) Economic Progress in China under Deng Xiaoping</p> <p>(c) Foreign Policy of China with USSR</p> <p>Module II: Reconstruction of Japan</p> <p>(a) American Occupation of Japan</p> <p>(b) Economic Miracle in Japan</p> <p>(c) Foreign Policy of Japan with USA</p> <p>Module III: South East Asia</p> <p>(a) Cold War and Vietnam</p> <p>(b) Guided Democracy in Indonesia</p> <p>(c) Association of South East Asian Nations (ASEAN)</p> <p>Module IV: Conflicts in West Asia</p>	<ul style="list-style-type: none"> <li>To acquaint the students with some of the major changes that occurred in Asia after World War II.</li> <li>To understand the ways in which Asian nations resisted and defied the control of the West.</li> <li>To comprehend some of the trends that emerged in Asia.</li> </ul>	<p>The students will be able to understand the events including domestic policy and Foreign Policy after the establishment of the communist regime in China.</p> <p>The post-world war era led to Japanese occupation by USA. The students will learn its objectives of occupation and economic development of Japan.</p> <p>The students will be able to understand the events leading to war in Vietnam and the</p>

(a) Arab- Israel Conflict (1948-2000) (b) Iranian Revolution of 1979 (c) Oil Politics and OPEC		new experiment of Sukarno in Indonesia.  The west Asia politics was dominated with oil interest by western countries. The Arab Israel war and foundation of OPEC are the part of that. The students will grasp it.
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### Introduction to Archaeology Sem V

Syllabus	Objectives	Outcomes
<b>Module I: Aims and Methods of Archaeology</b> (a) Definition, Aims and Development of Archaeology in India (b) Archaeology and History; Archaeology and Other Sciences (c) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities; Significance of Archaeology  <b>Module II: Pre-Historic, Proto-Historic and Early Historical Periods</b> (a) Palaeolithic and Mesolithic Periods (b) Neolithic and Chalcolithic Periods (c) Megalithic and Early Historical Periods  <b>Module III: Epigraphy</b> (a) Definition and History of Indian Epigraphy. (b) Types of Inscriptions and their Significance. (c) Evolution of Brami and Kharosthi Scripts; Edicts of Ashoka  <b>Module IV: Numismatics</b> (a) Definition and History of Indian Numismatics (b) Ancient Indian Coinage: Punch-	1. To understand the basic facets of Archaeology. 2. To evaluate the importance of Epigraphy. 3. To study the importance of Numismatics as an important source of history.	1. students will basic understanding of archaeology and know different methods of exploration and excavation.  2. student will develop the ability to understand the different periods ,pre history ,proto history and history  3.student will study the concept of epigraphy and types of inscriptions and script of ancient india  4. students will understand importance

<p>Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins</p> <p>(c) Contribution of Numismatics to Indian History</p>		<p>of coins as a source of history and learn the developments in coins.</p>
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### Introduction to Museology and Archival Science Sem VI

Syllabus	Objectives	Outcomes
<p><b>Module I: Museology</b></p> <p>(a) Definition of Museology, Museum Movement in India</p> <p>(b) Role of the Curator</p> <p>(c) Types of Museums</p> <p><b>Module II: Museums</b></p> <p>(a) Methods of Collection and Conservation of Objects in Museums</p> <p>(b) Preservation Techniques and Types of Exhibitions</p> <p>(c) Changing Role of Museums: In-house and Out-reach activities of Museums</p> <p><b>Module III: Archival Science</b></p> <p>(a) Meaning, Scope, Objectives and Classes of Archives</p> <p>(b) Importance of Archives: Value of Records as Sources of History</p> <p>(c) (c) Classification of Records</p> <p><b>Module IV: Management of Archives</b></p> <p>(a) Appraisal and Retention of Records</p> <p>(b) Conservation and Preservation of Records</p> <p>(c) Digital Archives</p>	<p>1. To inform the students about the role of Museums in the preservation of Heritage.</p> <p>2. To understand the importance of Archival Science in the study of History.</p> <p>3. To encourage students to pursue careers in various Museums and Archives in India and abroad.</p>	<p>Students will learn about the concept of museum, types of museums.</p> <p>Students will understand the dynamic role of museum and the techniques used in museum to preserve the objects.</p> <p>Students will develop ability to use archive as sources of history and classes of archive and classification of records.</p> <p>Students will understand the management of archives and techniques used in</p>

		archives to preserve records .
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