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**Dombivli Shikshan Prasarak Mandal's**

**K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE**  
**(AUTONOMOUS) DOMBIVLI (E)**

(Affiliated to University of Mumbai)

**Faculty of Arts**

**Department of History**

**Programme: Bachelor of Arts, B.A.**

**Syllabus for**

**F.Y.B.A History Major Sem I & II (NEP 2020)**

**(Credit Based Semester and Grading System)**

**w.e.f. Academic Year 2023-24**

Akash Gangavane

BoS Chairperson

Dept.of History

Dr.K.R.Jagdeo

I/C Principal

### FYBA History List of Courses - Semester I

S.No	Course Title	Course Code	Category	Teaching Hours	Total Marks	Credit
1	HISTORY OF MODERN INDIA	HI23101MM	MM	60	100	04
2	HISTORY OF THE MARATHAS	HI23102MM	MM	30	100	02
3	HERITAGE TOURISM I	HI23101VS	VSC	30	100	02
4	EPIGRAPHY	HI23101SE	SEC	30	100	02
5	AYURVEDA IN DAY TO DAY LIFE	BO23105OE	OE-I	30	50	02
6	HUMAN PARASITES AND ITS DISEASE	ZO23105OE	OE-II	30	50	02
7	COMMUNICATION SKILLS IN ENGLISH	EN23101AE	AEC	30	50	02
8	Value Education I	HI23101VE	VEC	30	50	02
9	MARATHI GRAMMaR		IKS	30	50	02
10	Microeconomics II	EC23101MN	MN	30	100	02
	or मध्ययुगीन मराठी वाङ्मय : गद्य		MN	30	100	02

### FYBA History List of Courses - Semester II

S.No	Course Title	Course Code	Category	Teaching Hours	Total Marks	Credit
1	HISTORY OF MODERN INDIA	HI23201MM	MM	60	100	04
2	HISTORY OF THE MARATHAS	HI23202MM	MM	30	100	02
3	HERITAGE TOURISM I	HI23201VS	VSC	30	100	02
4	EPIGRAPHY	HI23201SE	SEC	30	100	02
5	AYURVEDA IN DAY TO DAY LIFE	BO23105OE	OE-I	30	50	02
6	HUMAN PARASITES AND ITS DISEASE	ZO23105OE	OE-II	30	50	02
7	COMMUNICATION SKILLS IN ENGLISH	EN23201AE	AEC	30	50	02
8	Value Education II	HI23201VE	VEC	30	50	02
9	MARATHI GRAMMAR		IKS	30	50	02
10	Microeconomics II	EC23101MN	MN	30	100	02
	or मध्ययुगीन मराठी वाङ्मय : गद्य		MN	30	100	02

**FYBA History List of Courses - Semester I**

<b>SR .</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Categor y</b>	<b>Teachi ng Hours (Total )</b>	<b>Tota l Mark s</b>	<b>Credit s</b>
1	HI23101MM	<b>History of Modern India (1857C.E. – 1947 C.E.)</b>	Major 1	60	100	04
2	HI23201MM	<b>History of Modern India (1857C.E. – 1947 C.E.)</b>	Major 1	60	100	04

**Objectives :**

1. To highlight the emergence and growth of Indian national movement.
2. To acquaint the student with the basic understanding of how the freedom movement of India has grown and how India has achieved its independence.
3. To equip the students with an ability to understand and assess the contribution of national leaders during the period under study.
4. To acquaint students with growth of various political associations and social movements that shaped the modern India.

<b>SEMESTER I</b>		
	<b>History of Modern India (1857 C.E. – 1947 C.E.)</b>	04
Module I	<b>Growth of Political Awakening</b> <ul style="list-style-type: none"> <li>a) Revolt of 1857 – Causes and Consequences</li> <li>b) Provincial Associations</li> <li>c) Foundation of Indian National Congress: Reaction of the British government</li> </ul>	15 lectures
Module 2	<b>Trends in Indian Nationalism</b> <ul style="list-style-type: none"> <li>a) Moderates</li> <li>b) Extremists</li> <li>c) Revolutionary Nationalists</li> </ul>	15 lectures
Module 3	<b>Gandhian Movements</b> <ul style="list-style-type: none"> <li>a) Rise of Mahatma Gandhi: Satyagraha and Non-Violence</li> <li>b) Non-cooperation and Civil Disobedience Movement</li> <li>c) Quit India Movement</li> </ul>	15 lectures
Module 4	<b>Towards Independence and Partition</b> <ul style="list-style-type: none"> <li>a) Constitutional Developments (1909-1947)</li> <li>b) Naval Mutiny (1946)</li> <li>c) Freedom and Partition</li> </ul>	15 lectures

<b>SEMESTER II</b>		
	<b>History of Modern India (1857 C.E. – 1947 C.E.)</b>	04
Module 1	<b>Socio-Religious Reform Movements</b> <ul style="list-style-type: none"> <li>a) Trends in Socio-Religious Reform Movements</li> <li>b) Contribution of Social Reformers</li> <li>c) Impact of Reform Movements</li> </ul>	15 lectures
Module 2	<b>Education, Press and Transport</b> <ul style="list-style-type: none"> <li>a) Education</li> <li>b) Development of Press</li> <li>c) Transport and Communications</li> </ul>	15 lectures
Module 3	<b>Impact of the British Rule on Indian Economy</b> <ul style="list-style-type: none"> <li>a) Revenue Settlements and Commercialization of Agriculture</li> <li>b) Drain Theory and Economic Nationalism</li> <li>c) Modern Industries and Beginning of Indian Entrepreneurs</li> </ul>	15 lectures
Module 4	<b>Subaltern Movements</b> <ul style="list-style-type: none"> <li>a) Dalit and Labour Movement</li> <li>b) Peasants Movement</li> <li>c) Tribal Movement</li> </ul>	15 lectures

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Bandyopadhyay, Sekhar, *From Plassey to Partition and After: A History of Modern India*, Orient Longman, New Delhi, 2004.

Bhattachaterjee, Arun, *History of Modern India (1707 – 1947)*, Ashish Publishing House, New Delhi 1976.

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Chandra, Bipan, *History of Modern India*, Orient Blackswan, 2009

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Majumdar, R.C., *Comprehensive History of India*, Vol.3 (Part III), People's Publishing House.

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Nanda, B.R, *Gokhale: The Indian Moderates and the British Raj*, Oxford University Press, Bombay, 1993.

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**Books in Marathi:**

Bipan Chandra and Others, *Aadhunik Bharat*, K. Sagar Prakashan

Chandra, Bipan, A. Tripathi, Barun De, *Swatantra Ladha*, National Book Trust, India, 1972.

Suman Vaidya & Shanta Kothekar – *Swatantra Bharatacha Itihas*, Shree Sainath Prakashan

Grover and Belhekar - *Aadhunik Bharatacha Itihas*, S. Chand Prakashan

Sumit Sarkar, *Aadhunik Bharat*, K. Sagar Prakashan



## MODALITY OF ASSESSMENT

### Internal Assessment – 40 marks (Semester I & II)

Sr. No.	Particulars	Marks	Time
1	One Class Test (multiple choice questions/ Short Notes)	20	30 Minutes
2	One assignment based on curriculum	20	-

### Projects / Assignments (for Internal Assessment)

- Projects/Assignments topics can be taken from any of the four modules.
- Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- The Project/Assignment can be done in form of Street-Plays/Power-Point Presentations/Poster Exhibitions and any other similar mode appropriate to the topic.
- Students can work in groups (not more than 6 students in a group).
- Students must submit a hard/soft copy of the Project/Assignment before appearing for the semester end examination.

### External Assessment- Question Paper Pattern for Semester I & II

Time -2 hours

Total

Marks - 60

Questions	Options	Marks	Questions on
Q.1) Full Length	A OR B	15	Unit I
Q.2) Full Length	A OR B	15	Unit II
Q.3) Full Length	A OR B	15	Unit III
Q.4) Full Length	A OR B	15	Unit IV

Candidate is declared to passed a theory course if he / she gets **at least 40% marks in total** (40 out of 100) for the said course of which he / she must get **at least 30% marks** in Internal Examination (12 out of 40) and Semester End examination (18 out of 60)

**Course Title : History of the Marathas (1630 CE – 1707CE)**

<b>SR.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Teaching Hours (Total)</b>	<b>Total Marks</b>	<b>Credits</b>
1	HI23102MM	<b>History of the Marathas (1630 CE – 1707CE)</b>	Major 2	30	50	02
2	HI23202MM	<b>History of the Marathas (1707 CE – 1818 CE)</b>	Major 2	30	50	02

SEMESTER I		
		02
Module I	<b>Introduction to Maratha History</b> (a) Deccan in the 17 <sup>th</sup> century – Geo-Political and Economic conditions (b) Marathi, Persian and European Sources (c) Contribution of Saints	10 lectures
Module 2	<b>Establishment of Swarajya</b> (a) Shivaji's relations Bijapur and Mughals (b) Shivaji's relations with the Europeans (c) Historical Interpretation of Swarajya	10 lectures
Module 3	<b>Period of Consolidation and Crisis</b> (a) Coronation and its significance (b) Shivaji's Karnatak Campaign (c) Civil War: Tarabai and Shahu	10 lectures
SEMESTER II		
	<b>History of the Marathas (1707 CE – 1818 CE)</b>	02
Module I	<b>Expansion of the Maratha Power</b> (a) Chattrapati Shahu (b) Peshwa Bajirao I (c) Maratha Confederacy	10 lectures
Module 2	<b>Consolidation of the Maratha Power</b> (a) Peshwa Balaji Bajirao (Nanasaheb) (b) causes and consequences and significance (c) Significance of Third Battle of Panipat	10 lectures
Module 3	<b>Post Panipat Revival and Downfall</b> (a) Peshwa Madhavrao I (b) Barbhai Council: conflict between Chattrapati and Peshwa (c) Downfall of the Maratha Power	10 lectures

## References :

### English Books

Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative

System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.

Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.

Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.

Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.

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Deshmukh, S, Shivakalin va Peshwakalin Stree Jeevan, Tilak Maharashtra Vidyapeeth, Pune, 1973.

Gaikwad, B.D, Sardesai B.N, Thorat D.B & Hanmane V.N, Marathekalin Sanstha Va Vichar, Phadke Booksellers, Kolhapur, 1987.

Kolalkar S.G., Marathyancha Itihaas.

Kulkarni, A. R., Shivakalin Maharashtra, Marathyancha Itihaas Vol 1, Maharashtra Vishwavidyalaya, Granthnirmiti Mandal, Nagpur. 1984.

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Mehendale, Gajanan Bhaskar, Shree Raja Shivachhatrapati, Vol. I, G.B.Mehendale, Pune, 1996.

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Pawar Jaysingh Rao - Shivaji va Shivkal (Phadake Prakashan-Kolhapur).

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Puranik P.S.– Shre Shiv Chatrapati Chaya Prakashan, Talegaon Dabhade, July 201

**Internal Assessment – 20 marks (Semester I & II)**

Sr. No.	Particulars	Marks	Time
1	One Class Test (multiple choice questions/ Short Notes)	10	20 Minutes
2	One assignment based on curriculum	10	-

**Projects / Assignments (for Internal Assessment)**

- Projects/Assignments topics can be taken from any of the four modules.
- Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- The Project/Assignment can be done in form of Street-Plays/Power-Point Presentations/Poster Exhibitions and any other similar mode appropriate to the topic.
- Students can work in groups (not more than 6 students in a group).
- Students must submit a hard/soft copy of the Project/Assignment before appearing for the semester end examination.

**External Assessment- 30 Marks Question Paper Pattern for Semester I & II**

Questions	Options	Marks	Questions on
Q.1) Full Length	A OR B	10	Unit I
Q.2) Full Length	A OR B	10	Unit II
Q.3) Full Length	A OR B	10	Unit III

Candidate is declared to passed a theory course if he / she gets **at least 40% marks in total** (20 out of 50) for the said course of which he / she must get **at least 30% marks** in Internal Examination (06 out of 20) and Semester End examination (09 out of 30)

	<b>Epigraphy</b>	02

### **Course Title SEC: Epigraphy and Museology**

<b>SR.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Teaching Hours (Total)</b>	<b>Total Marks</b>	<b>Credits</b>
1	HI23101SE	<b>Epigraphy</b>	SEC	3	100	02
2	HI23201SE	<b>Museology</b>	SEC	3	100	02

### **Objectives :**

1. To evaluate the importance of Epigraphy.
2. To study the importance of Numismatics as an important source of history.
3. To inform the students about the role of Museums in the preservation of Heritage.
4. To encourage students to pursue careers in various Museums in India and abroad.

<b>Module I</b>	<b>Epigraphy</b> (a) Definition and History of Indian Epigraphy (b) Types of Inscriptions and their significance (c) Evolution of Brahmi and Kharosthi Scripts; Edicts of Ashoka	15 lectures
<b>Module 2</b>	<b>Inscription in India</b> a) Northern Inscriptions b) Southern Inscriptions c) Eastern Inscriptions	15 lectures

SEMESTER II		
	<b>Museology</b>	02
<b>Module I</b>	<b>Introduction of Museology</b> (a) Concept, Definition and museum movement in India. (b) Types of Museums (c) Role of Curator	15 lectures
<b>Module 2</b>	<b>Module II: Museums</b> (a) Methods of Collection and Conservation of Objects in Museums (b) Preservation Techniques and Types of Exhibitions (c) Changing Role of Museums: In-house and Out-reach activities of Museum	15 lectures

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1. Allachin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I: 1985.
2. Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957. Altekar A.S.,
3. Banerjee, N. R., Museum and Cultural Heritage of India, Agam Kala Prakashan, New Delhi, 1990.
4. Basu Purnendu, Archives and Records, What are They? The National Archives of India, New Delhi, 1969
5. Catalogue of Coins of the Gupta Empire, Varanasi, Numismatic Society of India, 1937
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1. Deo S B, Maharashtra Itihas, Pragaetitihask Maharashtra, Khanda-I, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 2002.
2. Deo S B, Puratatva Vidya, Continental Prakashan, Mumbai, 2008 (second edition)
3. Dhavalikar M K, Aryanchya Shodhat, Rajahansa Prakashan, Pune, 2008.
4. Dhavalikar M K, Bharatachi Kulakatha, Rajahansa Prakashan, Pune, 2017



## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### A) Internal Assessment - 40% : 40 marks.

Sr No	Evaluation type	Marks
1	One Assignment/Project : Written / PPT	20
2	One Class Test (multiple choice questions/ Short Notes)	20

#### B) External examination - 60 %

##### Semester End Theory Assessment - 60 marks

- i. Duration - These examinations shall be of **2 hours** duration.
- ii. Paper Pattern:
  1. There shall be **1** question on each unit. Total 4 questions of **15** marks each.
  2. All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1) Full Lenth	A OR B	15	Unit I
Q.2) Full Lenth	A OR B	15	Unit II
Q.3) Short Notes	Any six out of ten	30	Unit I and II

#### Overall Examination and Marks Distribution Pattern

	Semester I			Semester II			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Candidate is declared to passed a theory course if he / she gets **at least 40% marks in total** (40 out of 100) for the said course of which he / she must get **at least 30% marks** in Internal Examination (12 out of 40) and Semester End examination (18 out of 60)

## **Course Title: VSC - Heritage Tourism**

<b>SR.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Teaching Hours (Total)</b>	<b>Total Marks</b>	<b>Credits</b>
1	HI23101VS	<b>Heritage Tourism I</b>	<b>VSC</b>	3	100	02
2	HI23201VS	<b>Heritage Tourism II</b>	<b>VSC</b>	3	100	02

### **Objectives :**

- 1) To develop an understanding of Heritage Tourism amongst students.
- 2) To introduce the students to new trends in Heritage Tourism.
- 3) To prepare the students for careers in Tourism industry.
- 4) To introduce students to the Cultural Heritage of Maharashtra.
- 5) To understand various resources of Heritage Tourism in Maharashtra.
- 6) To acquaint the students with the relevance and scope of Heritage Tourism.

Course	Proposed syllabus
<b>SEM I</b> <b>Introduction to Heritage Tourism</b>	<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  <b>Module II – Types 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
<b>SEM II</b> <b>Trends in Heritage Tourism</b>	<b>Module I - New Trends in Heritage Tourism</b> (a) Entertainment: Performing Arts and Cinema (b) Adventure, Medical and Agro Tourism (c) Public Private Partnership in Heritage Tourism  <b>Module II - Heritage Management</b> (a) Heritage Legislation (b) Role of Tourism Industry (c) Role of Museums and Heritage Conservation Societies

## References

1. Arnold David, The Tropics and the Traveling Gaze: India, Landscape, and Science, 1800-1856, University of Washington Press, 2015.
2. Ashworth G. J., The Tourist-Historic City: Retrospect and Prospect of Managing the Heritage City, Pergamon, Oxford, 2000.
3. Basham, A. L., A Cultural History of India, Oxford University Press, Delhi, 2014.
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5. Dwivedi S. and Mehrotra, R., Bombay, The Cities Within, Eminence Designs, Bombay, 1995. Edwardes S.M., By ways of Bombay, Taraporevala and Sons, Bombay, 1912. Foster Douglas, Travel and Tourism Management,
6. McMillan, London, 1983. Gupta, S. P., Lal k. Bhattacharya, Cultural Tourism in India, DK Printworld, Delhi, 2002.
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10. Michell George, Southern India: A Guide to Monuments Sites and Museums, Roli Book, Mumbai, 2013.
11. Mishra Amitabh, Heritage Tourism in Central India- Resource interpretation, Kanishka Publication, New Delhi, 2007

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12. Kathare Anil, Sakhare Vijaya, Patil Gautam, Puratattvavidya, Vastusangrahalay aani Paryatan, Vidya Books Prakashan, Aurangabad, 2015.
13. Patil Sambhaji, Bharatatil Paryatan Sthale, Prashant Publication, Jalgaon, 2016. Patil Sambhaji, Maharashtra Paryatan, Prashant, Publication, Jalgaon, 2016.
14. Patil Sambhaji, Pravas, Vyavasthapanva Paryatan Udyog, Atharva Publication, Dhule, 2015. Sangale Shailaja, Paryatan Bhugol, Diamond Publication, Pune, 2015.

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### A) Internal Assessment - 40% : 40 marks.

Sr No	Evaluation type	Marks
1	One Assignment/Project : Written / PPT	20
2	One Class Test (multiple choice questions/ Short Notes)	20

#### B) External examination - 60 %

#### Semester End Theory Assessment - 60 marks

- iii. Duration - These examinations shall be of **2 hours** duration.
- iv. Paper Pattern:
  - 3. There shall be **1** question on each unit. Total 4 questions of **15** marks each.
  - 4. All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1) Full Lenth	A OR B	15	Unit I
Q.2) Full Lenth	A OR B	15	Unit II
Q.3) Short Notes	Any six out of ten	30	Unit I and II

#### Overall Examination and Marks Distribution Pattern

	Semester I			Semester II			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

Candidate is declared to passed a theory course if he / she gets **at least 40% marks in total** (40 out of 100) for the said course of which he / she must get **at least 30% marks** in Internal Examination (12 out of 40) and Semester End examination (18 out of 60)

**Course Title : Value Education**

<b>SR.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Teaching Hours (Total)</b>	<b>Total Marks</b>	<b>Credits</b>
1	HI23101VE	Value Education I	VEC	3	50	02
2	HI23201VE	Value Education II	VSC	3	50	02

Objectives :

5. To acquaint students with multi-cultural diversity of Indian society.
6. To understand the concept of disparity as arising out of stratification and inequality.
7. To analyze the inequalities and its manifestation in inter-group conflicts.
8. To understand the philosophy and basic features of the Indian Constitution.
9. To develop students' abilities to think role of youth in promoting tolerance, peace and communal harmony.
10. To acquaint the student with the basic understanding of various growing social problems in India.
11. To make students aware of the origin and evolution of the concept of Human Rights
12. To make students understand the importance of the concepts of ecology and environmental and its impact on human life.

<b>Value</b>	<b>Module I- Overview of Values in Indian Society (10 hours)</b>
<b>Education I</b>	<ul style="list-style-type: none"> <li>a) Multi-cultural nature of Indian society</li> <li>b) The linguistic diversity in India</li> <li>c) Regional variations in the context of rural, urban and tribal demography</li> <li>d) The unity in diversity</li> </ul>
	<b>Module II- Disparity and Altruism (10 hours)</b>
	<ul style="list-style-type: none"> <li>a) Problems of equality to Disable and Welfare Schemes for Disables</li> <li>b) The inequalities manifested due to the caste system.</li> <li>c) Inter-group conflicts arising out of communalism</li> <li>d) Role of Youth for peace and harmony in strengthening the social fabric of Indian society.</li> </ul>
	<b>Module III - Values in Indian Constitution (10 hours)</b>
	<ul style="list-style-type: none"> <li>a) Evolution of the Indian Constitution</li> <li>b) Philosophy of the Constitution as set out in the Preamble</li> <li>c) Salient features of the Indian Constitution</li> <li>d) Fundamental Duties of the Indian Citizens</li> </ul>
	<b>Module I – Human Rights (10 hours)</b>
	<ul style="list-style-type: none"> <li>a) Concept of Human Rights – Its origin and evolution</li> <li>b) The Universal Declaration of Human Rights</li> <li>c) Fundamental Rights and Human Rights in Indian Constitution</li> <li>d) Directive Principles of the State Policy enshrined in Indian Constitution</li> </ul>
	<b>Module II – Environmental values (10 hours)</b>
	<ul style="list-style-type: none"> <li>a) Concept of Ecology and Environment</li> <li>b) Environmental degradation – Its causes and impact on human life</li> <li>c) Sustainable development – concept and components</li> <li>d) Role of an Indian individuals and organizations in environment protection movements</li> </ul>
<b>Value</b>	<b>Module III – Understanding stress, conflicts and its management (10 hours)</b>
<b>Education II</b>	<ul style="list-style-type: none"> <li>a) Agents of socialization and their role in development of the individual</li> <li>b) Stress: Causes, impact and coping Mechanism</li> <li>c) Conflict: Meaning, Types and Ways of Resolutions</li> </ul>

	d) Abraham Maslow's Theory of Self-Actualization
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### References

1. Asthana, D. K., and Asthana, Meera, *Environmental Problems and Solutions*, S. Chand, New Delhi, 2012.
2. Bakshi, P.M., *Indian Constitution*,
3. Baron, R. A., & Kalsher, M. J. (2008). *Psychology: From Science to Practice*.(2nd ed) Pearson Education inc., Allyn and Bacon Basu, D.D., *An Introduction to the Indian Constitution*,
4. Lahey, B. B. (2007). *Psychology: An Introduction*. (9th ed.). McGraw- Hill Publications, New York
5. Mohapatra, Gaur Krishna Das, *Environmental Ecology*, Vikas, Noida, 2008.
6. Motilal, Shashi, and Nanda, Bijoy Lakshmi, *Human Rights: Gender and Environment*, Allied Publishers, New Delhi, 2007.
7. Sharma, P.D., *Ecology and Environment*, Rastogi Publications, 2015.



## Evolution Pattern

### Internal Assessment – 20 marks (Semester I & II)

Sr. No.	Particulars	Marks	Time
1	One Class Test (multiple choice questions/ Short Notes)	10	20 Minutes
2	One assignment based on curriculum	10	-

### Projects / Assignments (for Internal Assessment)

- Projects/Assignments topics can be taken from any of the four modules.
- Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- The Project/Assignment can be done in form of Street-Plays/Power-Point Presentations/Poster Exhibitions and any other similar mode appropriate to the topic.
- Students can work in groups (not more than 6 students in a group).
- Students must submit a hard/soft copy of the Project/Assignment before appearing for the semester end examination.

### External Assessment- 30 Marks Question Paper Pattern for Semester I & II

Questions	Options	Marks	Questions on
Q.1) Full Length	A OR B	10	Unit I
Q.2) Full Length	A OR B	10	Unit II
Q.3) Full Length	A OR B	10	Unit III

Candidate is declared to passed a theory course if he / she gets **at least 40% marks in total** (20 out of 50) for the said course of which he / she must get **at least 30% marks** in Internal Examination (06 out of 20) and Semester End examination (09 out of 30)

This course is offered by History Department to FYBA Economics  
major students

**Course Title (Minor): Modern India**

<b>SR.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>Teaching Hours (Total)</b>	<b>Total Marks</b>	<b>Credits</b>
1	HI23101MN	<b>History of Modern India (1857C.E. – 1947 C.E.)</b>	Minor	3	50	02
2	HI23201MN	<b>History of Modern India: Society, Religious and Economy</b>	Minor	3	50	02

**Objectives :**

1. To highlight the emergence and growth of Indian national movement.
2. To acquaint the student with the basic understanding of how the freedom movement of India has grown and how India has achieved its independence.
3. To equip the students with an ability to understand and assess the contribution of national leaders during the period under study.
4. To acquaint students with growth of various political associations and social movements that shaped the modern India.
5. To develop students' abilities to think conceptually in the context of colonial imperialism and Indian modernity.

SEMESTER I		
	History of Modern India (1857 C.E. – 1947 C.E.)	02
Module I	<b>Growth of Political Awakening</b>  a) Revolt of 1857 – Causes and Consequences b) Provincial Associations c) Foundation of Indian National Congress: Reaction of the British government	10 lectures
Module 2	<b>Trends in Indian Nationalism</b>  d) Moderates e) Extremists f) Revolutionary Nationalists	10 lectures
Module 3	<b>Gandhian Movements and Independence</b>  d) Rise of Mahatma Gandhi: Satyagraha and Non-Violence e) Non-cooperation and Civil Disobedience Movement f) Quit India Movement and Independence	10 lectures

SEMESTER II		
	History of Modern India (1857 C.E. – 1947 C.E.)	02
Module 1	<b>Socio-Religious Reform Movements</b>  d) Trends in Socio-Religious Reform Movements e) Contribution of Social Reformers f) Impact of Reform Movements	10 lectures
Module 2	<b>Education, Press and Transport</b>  b) Education d) Development of Press e) Transport and Communications	10 lectures
Module 3	<b>Impact of the British Rule on Indian Economy</b>  d) Revenue Settlements and Commercialization of	10 lectures

	Agriculture e) Drain Theory and Economic Nationalism f) Modern Industries and Beginning of Indian Entrepreneurs	
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## References:

Bandyopadhyay, Sekhar, *From Plassey to Partition and After: A History of Modern India*, Orient Longman, New Delhi, 2004.

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Chandra, Bipan, A. Tripathi, Barun De, *Swatantra Ladha*, National Book Trust, India, 1972.

Suman Vaidya & Shanta Kothekar – *Swatantra Bharatachaltihas*, Shree Sainath Prakashan

Grover and Belhekar - *Aadhunik Bharatachaltihas*, S. Chand Prakashan

Sumit Sarkar, *Aadhunik Bharat*, K. Sagar Prakashan

## **MODALITY OF ASSESSMENT**

### **Internal Assessment – 40 marks (Semester I & II)**

Sr. No.	Particulars	Marks	Time
1	One Class Test (multiple choice questions/ Short Notes)	20	30 Minutes

2	One assignment based on curriculum	20	-
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### Projects / Assignments (for Internal Assessment)

- Projects/Assignments topics can be taken from any of the four modules.
- Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- The Project/Assignment can be done in form of Street-Plays/Power-Point Presentations/Poster Exhibitions and any other similar mode appropriate to the topic.
- Students can work in groups (not more than 6 students in a group).
- Students must submit a hard/soft copy of the Project/Assignment before appearing for the semester end examination.

### External Assessment- Question Paper Pattern for Semester I & II

Time -2 hours

Total

Marks - 60

Questions	Options	Marks	Questions on
Q.1) Full Length	A OR B	15	Unit I
Q.2) Full Length	A OR B	15	Unit II
Q.3) Full Length	A OR B	15	Unit III
Q.4) Short Notes	Any three out of five	15	Unit I, II, III

Candidate is declared to passed a theory course if he / she gets **at least 40% marks in total** (40 out of 100) for the said course of which he / she must get **at least 30% marks** in Internal Examination (12 out of 40) and Semester End examination (18 out of 60)