

John Wilson Education Society's Wilson College (Autonomous)

Chowpatty, Mumbai-400007
RE-ACCREDITED 'A' grade by NAAC

Affiliated to the
UNIVERSITY OF MUMBAI



Syllabus for T.Y

Program: BA

Program Code: WUAHIS

**Choice Based Credit System (CBCS) with effect from
Academic year 2024–2025**

PROGRAM OUTLINE 2024-2025

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TY	V	WUAHIS501	History of Medieval India (1000 CE – 1526 CE)	4
		WUAHIS502	History of Modern India (1857 CE-1947 CE)	4
		WUAHIS503	Introduction to Archaeology	3
		WUAHIS504	History of the Marathas (1630 CE -1707 CE)	4
		WUAHIS505	History of Contemporary World (1945 CE -2000 CE)	4
		WUAHIS506	Introduction to Heritage Tourism	3
VI		WUAHIS601	History of Mughals (1526 CE – 1707 CE)	4
		WUAHIS602	History of Independent India (1947 CE- 1984 CE)	4
		WUAHIS603	Introduction to Museology and Archival Science	3
		WUAHIS604	History of the Marathas (1707 CE - 1818 CE)	4
		WUAHIS605	History of Asia (1945 CE -2000 CE)	4
		WUAHIS606	Heritage Tourism in Maharashtra	3

PROGRAMME SPECIFIC OUTCOME (PSOs)

The Learner –

PSO 1. Approaches historical facts as a whole , not considering it as a single episode.

PSO 2. Correlates and links past and present events of History to understand the contemporary world.

PSO 3. Analyses historical events, compares contribution of various personalities and interprets history with one's own perspective

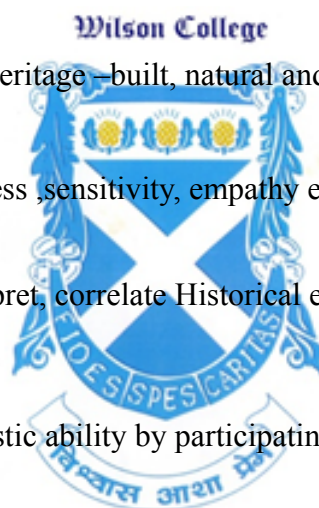
PSO 4. Develops research, communication and presentation skills by undertaking projects and assignments.

PSO 5. Values and appreciates rich heritage –built, natural and cultural at local as well as global level.

PSO 6. Cultivates social consciousness ,sensitivity, empathy etc through discussions , watching documentaries etc

PSO 7. Demonstrates ability to interpret, correlate Historical events/facts through field visits.

PSO 8. Enhances ones creativity,artistic ability by participating in presentations ,competitions etc.



PREAMBLE:

The batch with Autonomous status is now in the third year and so we are to restructure the syllabus. There are not many changes introduced in the TYBA syllabus . The only change is that a paper has been replaced. In Semester V, course V of the University syllabus was History of Modern Maharashtra, which this batch has studied in Semester II. Therefore the course Modern India (1857 CE-1947 CE) is incorporated here.

The syllabus of Semester V course VI -Introduction to Archaeology is simplified keeping in mind the 3 credits as well as the difficulty in syllabus completion. There are no other changes adopted.

PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: History Of Medieval India		Course Code: WUAHIS501			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60

Learning Objectives:

1) To acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India.

2) To study the contribution of Vijayanagara and Bahamani kingdoms to Medieval Indian History.

3) To examine the administrative, socio-economic and cultural aspects of Medieval India.

Course Outcomes:

- The Learner-
- **CO1.** Traces the major social, political, economic, and cultural structures, events and themes shaping the Middle Ages of India.
- **CO2.** Evaluates the different medieval sources and modern historiography.
- **CO3.** Reviews the politics and major events in the history of the different regimes (Slave, Khilji and Tughluq etc.)
- **CO4.** Demonstrates knowledge of the chronology, narrative, major events and personalities of Medieval India.
- **CO5.** Analyses historical processes that shaped individuals and communities, art and architecture during the Sultanate period.
- **CO6.** Examines the significant historic events during the Medieval Age.

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Foundation, Expansion and Decline of Delhi Sultanate	12

	1.1	Socio-economic and political conditions on the eve of the Turkish Invasion	4
	1.2	Rise and Decline of Slave dynasty, Khilji Dynasty	5
	1.3	Tughlaq, Sayyid and Lodi Dynasty	3
II		Administrative Structure of the Sultanate	12
	2.1	Central Administration and Iqta system	4
	2.2	Administrative and Military Reforms of Ala-ud-din Khilji	4
	2.3	Reforms of Firozshah Tughlaq and Mohammed bin Tughlaq	4
III		Emergence of Vijaynagar and Bahamani Kingdoms	12
	3.1	Rise, Growth and Decline of Vijaynagar and Bahamani Kingdoms	4
	3.2	Socio-Economic and Cultural conditions of Vijayanagar Empire	4
	3.3	Socio-economic and Cultural conditions of Bahamani Kingdom	4
IV		Society, Economy, Religion and Culture of Delhi Sultanate	12
	4.1	Socio-economic and religious life	4
	4.2	Education and Literature	4
	4.3	Art and Architecture	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References:

- Banerjee A. C. *New History of Medieval India*, S. Chand & Company, New Delhi, 1990
- Bhattacharya N. N., *Medieval Bhakti Movement in India*, South Asia Books, Columbai, 1990
- Burton Stein, *New Cambridge History of India: Vijayanagara*, Cambridge University Press, New Delhi, 1993
- Burton, Stein: *Peasant State and Society in Medieval South India*; Oxford Paperback, New Delhi 1980
- Chitanis K. N., *Socio-Economic History of Medieval India*, Atlantic Publishers & Distributors, New Delhi 1990
- Iswari Prasad, *History of Medieval India*, The Indian Press Ltd, Allahabad, 1952
- Lane Pool, Stanley, *Life and Culture in Medieval India*, Kamal Prakashan, Indore, 1978
- Mahajan V.D., *History of Medieval India*, S. Chand & Company, New Delhi, 1992
- Mahalingam T. V., *Administration and Social Life under Vijaynagar*; University of Madras, 1975
- Pande A. B., *Society and Government in Medieval India*, Central Book Depot, Allahabad, 1965
- Pande, Susmita, *Birth of Bhakti in Indian Religion and Art*, Books & Books, New Delhi, 1982
- Qureshi I. H., *the Administration of Sultanate of Delhi*, (IInd ed.), The Hague, Karachi, 1958
- Ranade A. K., *Socio-Economic Life of Maharashtra between 100 and 1600 A.D.*, Serials Publication, New Delhi, 2009
- Rizvi S.A.A., *A History of Sufism in India*, Vol. I., Munshiram Manoharlal, New Delhi, 1978
- Shrivastava A.L., *The Sultanate of Delhi (711 A.D – 1526)*, 5th ed, Shiv Lal Agrawala, Agra, 1966
- Shrivastava M.P., *Society and Culture in Medieval India (1206 A.D. 17007 A. D.)*, Chugh Publishers, Allahabad, 1975
- Singh Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century*, Pearson Longman, New Delhi, 2009
- Sreenivasa Murty H.V., Ramkrishna R. *History of Karnataka*, S. Chand & Company, New Delhi, 199

PROGRAM(s): T.Y.B.A	SEMESTER: V
Course: History Of Modern India 1857 CE-1947 CE	Course Code: WUAHIS502

Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60

Learning Objectives:

1. To get an overview of the Indian national movement
2. To get a deeper understanding of the contribution of various leaders and methods to spread nationalism.
3. To Gain an insight into the progress of Indian national movement and the process of becoming independent.

Course Outcomes:

The Learner

1. Explains the background and the factors that led to the emergence of Indian National Movement.
2. Appreciates the role played by the government, missionaries and Indians in social reform movements and development of education, press and transport.
3. Critically analyses the contribution of different groups of leaders- Moderates Extremist and Revolutionaries by comparing their respective methods.
4. Evaluates the role of Gandhian philosophy and methods in achieving Indian independence.
5. Expresses empathy by discussing the tragedy of partition.

DETAILED SYLLABUS

	Unit	History of Modern India	Credits/ Lectures
I		The Revolt of 1857	12
	1.1	Background and causes	5
	1.2	Nature	3
	1.3	Consequences	4

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II		Emergence of Nationalism	12
	2.1	Socio-religious reform movements	4
	2.2	Economic Nationalism	4
	2.3	Early Political Associations and Formation of Indian National Congress	4
III		The National Movement	12
	3.1	The Early Nationalists and the Assertives	5
	3.2	Revolutionary Nationalists	3
	3.3	Gandhian Era	4
IV		Towards Independence	12
	4.1	The Government of India Act of 1935	3
	4.2	Negotiations and Independence	5
	4.3	The Partition	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References:

Aloysius G., Nationalism Without Nation in India, OUP, New Delhi, 1998.

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

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

Chakravarti Aroop, The History of India (1857 – 2000), Pearson, New Delhi 2012. Chandra Bipan et al., India's Struggle for Independence, Penguin, New Delhi, Chandra Bipan, A. Tripathi, Barun De, Freedom struggle, National Book Trust, India, 1972.

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Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.

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Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.

Grover B.L, Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi 2001.

Keswani K.B., History of Modern India (1800 – 1964), Himalaya Publishing House, Bombay 1996.

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

Mehrotra S.R., Emergence of Indian National Congress, Vikas Publication, Delhi, 1971.

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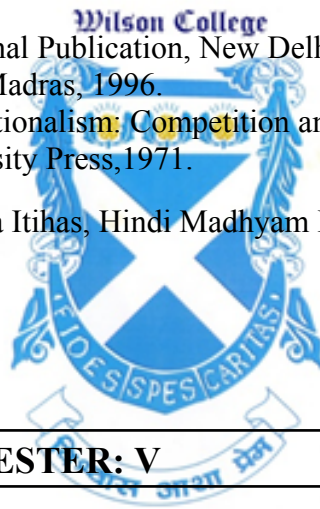
Pawar Jaisingh Rao, Aadhunik Hindustanacha Itihas, Vidya Publications, Nagpur.

Ray Rajat, Industrialization of India: Growth and Conflict in the Private Corporate Sector, 1914-47, OUP, Delhi, 1982.

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Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.

Shukla Ramlakhan, Aadhunik Bharat ka Itihas, Hindi Madhyam Karyalay Nideshalay, Delhi.



PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Introduction to Archaeology		Course Code: WUAHIS503			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
2.5 hours	NA	NA	3	40	60

WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR HISTORY

Learning Objectives:

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.

Course Outcomes:

- The Learner
- **-CO1.**Describes the diversity of archaeological techniques and their role in uncovering information about the past.
- **CO2.**Explains the key field techniques and continues building solid interpretive frameworks.
- **CO3.**Examines the legacy of archaeology on modern cultures.
- **CO4.**Comprehends historical development of human culture and applies this information with sensitivity and an appreciation for diversity in pre-historic ,historic and modern cultures.
- **CO5.**Acquires the critical skills necessary for the interpretation of the numismatic iconography as an important source for historical and artistic studies through project and assignment.
- **CO6.**Reviews the role and values of epigraphic evidence in the study of Ancient India

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Introduction To Archaeology	9
	1.1	Definition, Aims and development of Archaeology in India	3
	1.2	Archaeology and History	2
	1.3	Archaeology and Other Sciences	4
II		Field Archaeology	9
	2.1	Methods of Exploration	3
	2.2	Excavation	3
	2.3	Dating Antiquities	3
III		Epigraphy	9
	3.1	Definition and History of Indian Epigraphy	3

WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR HISTORY

	3.2	Types of Inscriptions and their significance	3
	3.3	Evolution of Brahmi and Kharosthi Scripts; Edicts of Ashoka	3
IV		Numismatics	9
	4.1	Definition and History of Indian Numismatics	3
	4.2	Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins	3
	4.3	Contribution of Numismatics to Indian History	3

Total 9 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References-

- Allchin, F.R. and K.R. Norman, Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I: 1985.
- Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957 Altekar A.S., Catalogue of Coins of the Gupta Empire, Varanasi, Numismatic Society of India, 1937
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Lahiri Nayanjyot, Ashoka in Ancient India, Harvard University Press, 2015
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 Lüders, Heinrich, A List of Brahmi Inscriptions from the Earliest Times to About A.D. 400, with the exception of those of Asoka, Appendix to Epigraphia Indica , Vol. X.
 Majumdar Basu Sushmita, Barabar-Nagarjuni Hills, Kashi Prasad Jayaswal Research Institute, Patna, 2017
 Majumdar Basu Sushmita, the Mauryas in Karnataka, Mahabodhi Book Agency, Kolkata, 2016
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 Thosar HS, Historical Geography of Maharashtra and Goa, Epigraphical Society of India, Mysore, 2004
 Woolley Leonard, Digging up the Past, Penguin Books, Middlesex, 1952

PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: History Of Marathas (1630CE-1707 CE)		Course Code: WUAHIS504			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60
Learning Objectives:					
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.					

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Course Outcomes:

- The Learner-
- **CO1.**Describes the different sources that shaped the formation of Maratha identity from the 17th century.
- **CO2.**Examines the regional history within a broad national framework.
- **CO3.**Comprehends socio-economic,cultural and political background of 17th Century Maharashtra.
- **CO4.**Reviews the different policies of Chhatrapati Shivaji Maharaj and his attempts to establish Maratha Swaraj.
- **CO5.**Develops better understanding about the nature of Maratha polity.
- **CO6.**Explains the difference between the facts and fictions of Maratha history

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Introduction to Maratha History	12
	1.1	Marathi, Persian and European Sources	4
	1.2	Deccan in the 17 th century – Geo-Political and Economic conditions	4
	1.3	Socio-Cultural conditions, Maharashtra Dharma	4
II		Establishment of Swarajya	12
	2.1	Shivaji's relations with Bijapur	4
	2.2	Shivaji's relations with the Mughals	4
	2.3	Shivaji's relations with the Europeans	4
III		Period of Consolidation and Crisis	12
	3.1	Coronation and its significance; Shivaji's Karnatak	4

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		Campaign	
	3.2	Sambhaji, Rajaram and Tarabai	4
	3.3	Civil War : Tarabai and Shahu	4
IV		Administration during the Royal Period	12
	4.1	Civil Administration	5
	4.2	Revenue and Judicial Administration.	3
	4.3	Military Administration	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References

- 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.
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- Deshmukh, R.G., *History of Marathas*, Nimesh Agencies, Bombay, 1993
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- Fukazawa, Hiroshi, *The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries*, Oxford University Press, New Delhi, 1991.
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- Kulkarni, A. R., *Maharashtra in the Age of Shivaji*, Deshmukh & Co., Poona, 1969.
- Kulkarni, A. R., *Maharashtra: Society and Culture*, Books and Books, New Delhi, 2000.
- Kumar, Raj (ed.), *Maratha Military Systems*, Commonwealth Publishers, New Delhi, 2004.
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Commonwealth

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Pagadi, Setu Madhavrao, *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974. Ranade, M.G., *Rise of the Maratha Power*, University of Bombay, 1961.

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Sarkar, Jadunath, *House of Shivaji*, Orient Longman, Bombay, 1978.

Sarkar, Jadunath, *Shivaji and His Times*, 6th edition, Sarkar & sons, 1973.

Sen, Surendranath, *Administrative System of the Marathas*, K.P. Bagchi & Company, Calcutta, 1923.

Sen, Surendranath, *The Military System of the Marathas*, Orient Longmans, Calcutta, 1958.

PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Contemporary World 1945 CE-2000 CE		Course Code: WUAHIS505			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60
Learning Objectives:					
<ol style="list-style-type: none"> 1.To trace some of the major events of post-World War II period. 2. To understand the significance of these events. 3. To comprehend the ways in which events of the latter half of the twentieth century have influenced the present . 					
Course Outcomes:					
<ul style="list-style-type: none"> • The Learner- <ol style="list-style-type: none"> 1. Traces the course of events in post world War II , that led to emergence of Cold war. 2. Develops a better understanding of the cold war conflicts and its impact 3. Reviews the process of disintegration of the USSR and emergence of the USA as a unipolar power . 4. Demonstrates the need to eliminate issues like racism by taking inspiration from anti Apartheid and Civil 					

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Right movements.

5. Opines on various global movements like Women's rights and Environment .

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Cold War (1945-1985)	12
	1.1	Meaning, Causes of Cold War and Security Pacts	3
	1.2	Conflicts in Cold War: Germany, Korea and Cuba and Vietnam	6
	1.3	Soviet Union's Relations with Eastern Europe	3
II		Europe, U.S.S.R and U.S.A.(1985-2000)	12
	2.1	Disintegration of U.S.S.R	4
	2.2	Re-drawing of political borders of Germany, Yugoslavia and Czechoslovakia; Emergence of the European Union (EU) in Western Europe	5
	2.3	U.S.A as the dominant world power	4
III		Movements for Equal Rights and Challenging the Bipolar World (1945-2000)	12
	3.1	Anti-Apartheid Movement	4
	3.2	Civil Rights Movement in U.S.A	4
	3.3	Non-Aligned Movement	4
IV		Major Trends	12
	4.1	Globalisation	4
	4.2	Sustainable Development	4
	4.3	Women's Liberation Movement	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References:

Bell, P.M.H, *The World since 1945*, Arnold Publications, London, 2001.

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Brower, Daniel R., *The World Since 1945; A Brief History*, Pearson Education, India, 2005
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PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Introduction to Heritage Tourism		Course Code: WUAHIS 506			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
2.5 hours	NA	NA	3	40	60
Learning 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.					
Course Outcomes:					

WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR HISTORY

● The Learner-

1. Explains the concept of Heritage Tourism
2. Classifies heritage into Tangible and Non Tangible or as Built , Natural and Cultural.
3. Identifies challenges in conservation of heritage in India by comparing facilities in India and the rest of the world.
4. Suggests ways to spread awareness regarding preservation and conservation of heritage.
5. Develops research , communication , presentation and creative skills.

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Understanding Heritage Tourism	9
	1.1	Meaning and Historical Perspective of Tourism	3
	1.2	Concept, Scope and Significance of Heritage Tourism	3
	1.3	National Policies to promote Heritage Tourism and World Heritage Sites in India	3
II		Forms of Heritage Tourism in India	9
	2.1	Natural: Beaches and Sanctuaries	3
	2.2	Built Heritage: Forts and Monuments	3
	2.3	Cultural: Pilgrimage Sites, Fairs and Festivals	3
III		New trends in Heritage Tourism	9
	3.1	Entertainment: Performing Arts and Cinema	3
	3.2	Eco-tourism and Adventure Tourism	4
	3.3	Public Private Partnership in Heritage Tourism	2
IV		Heritage Management	9
	4.1	Heritage Legislation	3
	4.2	Role of Tourism Industry	3

	4.3	Role of Museums and Heritage Conservation Societies	3
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Total 9 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

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PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course-History of Mughals 1526 CE-1707CE		Course Code: WUAHIS601			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)

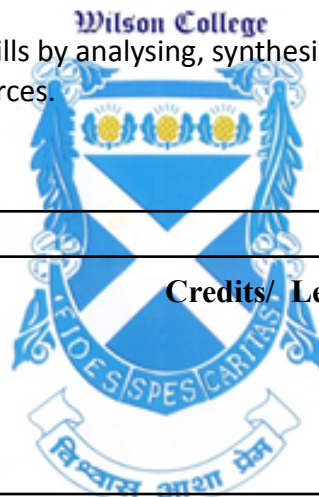
3.2 hours	NA	NA	4	40	60
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Learning Objectives:

- 1) To acquaint the students with the history of India since the emergence of the Mughal rule.
- 2) To understand administration of the Mughal Empire.

Course Outcomes:

- The Learner
- **-CO1.** Describes the Mughal polity, economy, society and culture.
- **CO2.** Explains the administrative reforms and cultural and religious development during Mughal period.
- **CO3.** Establishes the chronology, the location and features of the Mughal rule.
- **CO4.** Distinguishes the developing social changes regarding caste, creed and religion in Medieval times.
- **CO5.** Comprehends the Indo-Islamic culture in context to the tradition, language, literature, art and architecture.
- **CO6.** Demonstrates thinking skills by analysing, synthesizing and evaluating historical information from multiple sources.



Course Code/ Unit	Unit	Credits/ Lectures	
I		Foundation of the Mughal Rule	12
	1.1	India on the eve of Mughal Rule	4
	1.2	Invasion of Babur	4
	1.3	Humayun , Shershah	4
II		Expansion of the Mughals	12
	2.1	Akbar	3
	2.2	Jahangir, Shahjahan	4
	2.3	Aurangzeb	5

III		Administrative Structure	12
	3.1	Central and Provincial Administration	4
	3.2	Mansabdari System	4
	3.3	Revenue and Judicial Administration	4
IV		Society and Economy, Religion and Culture of the Mughal Rule	12
	4.1	Society and Economy	4
	4.2	Religion, Education and Literature	4
	4.3	Art and Architecture	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

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PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course-History of India 1947 CE-2000 CE		Course Code: WUAHIS606			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60
Learning Objectives:					
1) To understand the process of making the Constitution and the Integration and Reorganization of Indian States. 2) To acquaint the students with the political developments in India after Independence. 3) To comprehend the socio-economic changes and progress in science and technology in India.					
Course Outcomes:					
<ul style="list-style-type: none"> ● The Learner- <ol style="list-style-type: none"> 1. Discusses the process of making the Constitution and Integration and Reorganization of Indian States . 2. Reviews the Socio-economic and foreign policy of Nehru Era 3. Makes an assessment of various policies of Prime Minister Indira Gandhi like Green revolution ,nationalization of banks etc. 4. Critically evaluates the controversial Emergency era and its impact. 5. Elaborates political developments in India from the years 1980 to 2000. 6. Analyzes through discussions and writing essays , the challenges ,developments and emerging trends in contemporary India 					

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		The Nehru Era (1947 CE – 1964 CE)	12
	1.1	Features of Indian Constitution	3
	1.2	Integration and Reorganization of Indian States	5
	1.3	Socio- Economic Reforms and Foreign Policy	4
II		Political, Social and Economic Developments (1964 CE – 1984 CE) <i>Wilson College</i>	12
	2.1	Political Developments after Nehru Era; Green Revolution	3
	2.2	Abolition of Privy Purses and Titles; Nationalization of Banks; The Emergency	5
	2.3	Janata Government; Return of Congress to power ; Foreign Policy	4
III		Political, Social and Economic Developments (1984 CE – 2000 CE)	12
	3.1	Political Developments	4
	3.2	Relations with Neighboring Countries	4
	3.3	Liberalization, Privatization and Globalization	4
IV		Emerging Trends	12
	4.1	Communalism and Separatist Movements	5

	4.2	Women Empowerment and Policy of Reservation	3
	4.3	Science, Technology and Education	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

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PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course- Museology and Archival Science		Course Code: WAHIS603			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
2.5	NA	NA	3	40	60

Learning Objectives:

- 1.To inform the students about the role of Museums in the preservation of Heritage
- 2.To understand the importance of Archival Science in the study of History
- 3.To encourage students to pursue careers in various Museums and Archives in India and abroad

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Course Outcomes:

- The Learner-
- CO1.Explains the professional procedure in Museum display, collection, care and preservation.
- CO2.Discusses the concept of the museum and be exposed to the basic principles of museum management and administration.
- CO3.Applies their knowledge of museology in a practical situation and undertakes projects and case studies related to the functioning of the museum.
- CO4.Reviews the management of archives and techniques to preserve records via assignment.
- CO5.Examines the legal and ethical issues with regard to archives and record administration.

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Museology	9
	1.1	Definition of Museology, Museum Movement in India	3
	1.2	Role of the Curator	3
	1.3	Types of Museums	3
II		Museums	9

	2.1	Methods of Collection and Conservation of Objects in Museums	3
	2.2	Preservation Techniques and Types of Exhibitions	2
	2.3	Changing Role of Museums: In-house and Out-reach activities of Museums	4
III		Archival Science	9
	3.1	Meaning, Scope, Objectives and Classes of Archives	3
	3.2	Importance of Archives: Value of Records as Sources of History	3
	3.3	Classification of Records	3
IV		Management of Archives	9
	4.1	Appraisal and Retention of Records	3
	4.2	Conservation and Preservation of Records	3
	4.3	Digital Archives	3

Total 9 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

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PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course-History of Marathas 1707 CE-1818 CE		Course Code: WUAHIS604			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60
Learning Objectives:					
1.To enable the students to understand the processes that led to the expansion of the Maratha Power. 2.To appreciate the contribution of the Marathas in the national politics of the 18 th century. 3.To develop an understanding of the society and culture in Maharashtra in the 18 th century.					
Course Outcomes:					
<ul style="list-style-type: none"> ● The Learner- ● CO1.Examines the rise and expansion of Peshwas in Maratha Empire. ● CO2.Describes the contribution of the Marathas in the national politics of the 18th Century. 					

CO3.Analyses socio-political and economic changes during the Peshwa period.

- **CO4.**Critically analyses the causes for the decline of Maratha power.
- **CO5.**Develops a better understanding about the society,culture and administration during the Peshwa period.

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Expansion of the Maratha Power	12
	1.1	Rise of the Peshwas: Balaji Vishwanath	4
	1.2	Peshwa Bajirao I	4
	1.3	Maratha Confederacy	4
II		Consolidation of the Maratha Power	12
	2.1	Peshwa Balaji Bajirao (Nanasaheb)	4
	2.2	Third Battle of Panipat: causes and consequences	4
	2.3	Defeat of the Marathas and significance of the Third Battle of Panipat	4
III		Post Panipat Revival and Downfall	12
	3.1	Peshwa Madhavrao I	5
	3.2	Barbhai Council	4
	3.3	Downfall of the Maratha Power	3

IV		Administrative and Socio-Cultural Developments	12
	4.1	Peshwa Administration: Civil, Revenue and Military	4
	4.2	Society under the Peshwas – Religion, Caste and Position of Women	4
	4.3	Cultural Developments: Literature, Art and Architecture	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

Reference:

- Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas – 5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
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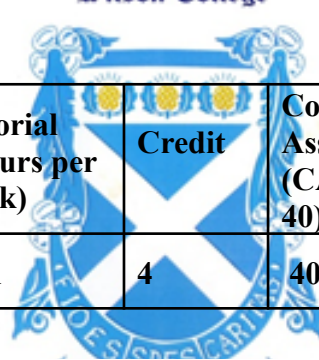
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PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course-History of Asia 1945 CE-2000 CE		Course Code: WUAHIS605			
Wilson College					Evaluation Scheme
					
Teaching Scheme					
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
3.2 hours	NA	NA	4	40	60
Learning Objectives:					
1.To acquaint the students with some of the major changes that occurred in Asia after World War II. 2.To understand the ways in which Asian nations resisted and defied the control of the West. 3.To comprehend some of the trends that emerged in Asia.					
Course Outcomes:					
<ul style="list-style-type: none"> ● The Learner- <ol style="list-style-type: none"> 1. Discusses major changes that occurred in Asia after World War II. 2. Develops a better perspective of the political ,economic and foreign policy of China. 3. Explains the American occupation of Japan and growth of Japan thereafter. 4. Reviews the development of South-east Asia after decolonisation. 5. Examines the conflicts of West Asia. 					

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Transformation of China	12

	1.1	Domestic Policy in People's Republic of China under Mao Zedong	5
	1.2	Economic Progress in China under Deng Xiaoping	4
	1.3	Foreign Policy of China with USSR	3
II		Reconstruction of Japan	12
	2.1	American Occupation of Japan	4
	2.2	Economic Miracle in Japan	4
	2.3	Foreign Policy of Japan with USA	4
III		South East Asia	12
	3.1	Independence movements	5
	3.2	Guided Democracy in Indonesia	4
	3.3	Association of SouthEast Asian Nations (ASEAN)	3
IV		Conflicts in West Asia	12
	4.1	Arab- Israel Conflict (1948-2000)	4
	4.2	Iranian Revolution of 1979	4
	4.3	Oil Politics and OPEC	4

Total 12 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References:

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Rao, B.V., *History of Modern Europe 1789-1992*, (revised edition), Sterling Publishers Pvt. Ltd., New Delhi, 2002.

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PROGRAM(s): T.Y.B.A	SEMESTER: VI
Course-Heritage Tourism in Maharashtra	Course Code: WUAHIS606

Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
2.5 hours	NA	NA	3	40	60

Learning Objectives:

1. To introduce students to the Cultural Heritage of Maharashtra
2. To understand various resources of Heritage Tourism in Maharashtra
3. To acquaint the students with relevance and scope of Heritage Tourism

Course Outcomes:

The Learner-

1. Explains Tangible and In Tangible Heritage of Maharashtra .
2. Evaluates the role of government agencies and policies in promotion of Heritage Tourism in the state.
3. Describes heritage sites and precincts in the state.
4. Describes new trends in Heritage Tourism
5. Highlights the need to conserve and preserve the rich heritage of the state.

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Understanding Heritage Tourism of Maharashtra	9
	1.1	Government Policies and Role of Government Agencies	4
	1.2	Heritage Sites and Precincts	3
	1.3	Careers in Heritage Tourism	2
II		Natural Heritage	9
	2.1	Biodiversity of Sahyadri Range	3
	2.2	National Parks	3
	2.3	Beaches and Hill Stations	3
III		Architectural Heritage	9
	3.1	Caves	3

	3.2	Forts	3
	3.3	Monuments and other Buildings	3
IV		Cultural Heritage	9
	4.1	Pilgrimage Sites	3
	4.2	Fairs and Festivals	3
	4.3	Folk and Tribal Culture	3

Total 9 hours per Semester the students will be assigned some syllabus related work like research, writing, watching a video and discussion on it etc.

References:

- Arunachalan B, *Maharashtra – A Study in Physical and Regional Setting and Resource Development*, A. R. Seth and Co. Mumbai, 1967
- Buck C H, *Faiths, Fairs and Festivals of India*, Winsome Books India, Delhi, 2005
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- Dwivedi S and Mehrotra, R. *Bombay: The Cities Within*, India Book House, Bombay 1995. Feldhaus Ann, *Connected Places: Region, Pilgrimage, and Geographical Imagination in India*, Palgrave Macmillan, New York, 2003
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- Gunaji Milind, *Off beat Tracks in Maharashtra*, Popular Prakashan, Mumbai, 2003
- Jamkhedkar A P, *Ajanta*, Oxford University Press, 2009
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- Michell George, *Elephanta*, Jaico, Delhi, 2014
- Naravane M S, *Forts of Maharashtra*, APH Publishing Corporation, New Delhi, 1995
- Pande Pratibha, *National Parks and Sanctuaries in Maharashtra: A State Profile*, Bombay Natural History Society, 2005
- Pandit Suraj, *Stories in Stone: Historic Caves of Mumbai*, INSTUCEN Trust, Mumbai, 2013
- Rohatgi Pauline and Godrej Pheroja, Mehrotra Rahul, *Bombay to Mumbai*, Marg Publications, Mumbai, 1997.
- Tomar Y P S, *Development of Primitive Tribes in Maharashtra: Status, Continuity, and Change*, Tribal Research and Training Institute, 2004

Modality of Assessment

Theory Examination Pattern:

A. Internal Assessment- 40%- 40 Marks per course

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	Total	40

B. External Examination- 60%- 60 Marks per paper

Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:

Wilson College

Paper Pattern:

Question	Options	Marks	Questions Based on
1.a,b	Any one out of two	12	Unit I
2.a,b	Any one out of two	12	Unit II
3.a,b	Any one out of two	12	Unit III
4 a,b	Any one out of two	12	Unit IV
5 a,b,c,d	2 Out of 4 answer in brief	12	All Units
	TOTAL	60	