

 <p>शिवाजी विद्यापीठ कोल्हापूर ज्ञानमेवामृतम्</p> <p>Estd. 1962 "A<sup>++</sup>" Accredited by NAAC (2021) With CGPA 3.52</p>	<p><b>SHIVAJI UNIVERSITY, KOLHAPUR</b> 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> Email: <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a> शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७ वेबसाईट : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> ईमेल : <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a></p>		
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Ref. No./SU/BOS/Humanities/ 121

Date :22/04/2026

To,  
The Principal,  
All Concerenced Affiliated Colleges/Institutions,  
Shivaji University, Kolhapur

Subject: Regarding syllabi of B. A. Part III (Sem. V & VI) & B. Sc English (AEC) Part III (Sem.V & VI) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP 2.0)

Sir/Madam,

With reference to above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part III (Sem. V & VI) & B. Sc English (AEC) Part III (Sem.V & VI) under the Faculty of Humanities, as per National Education Policy 2020.

Marathi	Economics	Sanskrit
Hindi	Political Science	Aardhmagadhi
English	Psychology	Philosophy
History	Urdu	Defence Study (Entire)
Sociology	Kanada	B.Sc English (AEC)

This Syllabus shall be implemented from the academic year 2026-27 onwards. A soft copy containing the syllabus is attached herewith and it is also made available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2026 & March/ April, 2027. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully

  
Dy. Registrar

Encl: As above

Copy to, For Information and necessary action.

The Dean, Faculty of Humanities.	Distance Education Section.
The Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
The Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment A & B Section	P. G. Admission Section.
B. A./B.Com./B.Sc. Exam. Section.	Affiliation Section (T. 1 & T 2)
Internal Quality Assurance Cell (IQAC)	Computer Center/I. T. Cell.

# Shivaji University, Kolhapur



Accredited By NAAC with 'A ++' Grade

**New Syllabus For  
Bachelor of Arts [B.A. in History]  
Under  
Faculty of Humanities  
B.A. Part – III HISTORY**

**STRUCTURE AND SYLLABUS IN ACCORDANCE  
WITH NATIONAL EDUCATION POLICY 2020**

**(Syllabus to be implemented from June 2026)**

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### 1. PREAMBLE:

History aims to stride towards maximum understanding of the present and prepare for the future with the help of knowledge from past personalities, events and processes. It not only enriches our wisdom and widens our vision; but also develop pride for our national heritage and encourage inclusive approach while looking at a variety of sub-cultures of our nation.

### 2. PROGRAM LEARNING OUTCOMES (PO)

- The program begins with the study of our ancient history. These papers, during both the semesters; traces the early history of India where one can witness the progress of India, from the phase of hunting gathering to the nationwide Empires. It would help students to understand the rich cultural and classical heritage that we have.
- The papers on Medieval Indian history introduce such an era where great empires like those of Mughals and Vijayanagar came up. At the same time, the students would also be introduced to the major personalities and their contribution to this period.
- The papers on Maratha history could be linked to the papers studied in the first year of the program. The students would understand the actualization of Maratha Empire that Chhatrapati Shivaji Maharaj had dreamt of.
- The papers on world history introduce to the students to the major revolutions that took place in the world. They would understand the modern basic principles of democratic states.
- The program also introduces to the students India during its post-independence era and contemporary period. It would help him to link today's world to the freedom struggle of British India. It also would help him to understand the major issues and concerns that India is dealing with today.
- The paper on research methodology and local history would help students to get acquainted with the theory and methodology of history; at the same time, they would understand a new branch of history, i.e. local history with its theory, method, and application.
- A novel OE on the Legacy of Kolhapur would help the non-history students to understand an importance of one city and the huge legacy it carries with it.
- In this year, the students would get first-hand training in the field. Both the papers, like Field-Project and OJT would help them to test the training they acquired through three years.

### 3. DURATION:

The Bachelor of Arts in **History** program shall be A Full Time Course of 3/4 Years- 6/8 Semesters Duration with 22 Credits Per Semester (Total Credits=132/176)

### 4. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

**5. ELIGIBILITY FOR ADMISSION:** As per circular of Shivaji University 24/12/2024 Rules and Regulation for Bachelor of Arts, Faculty of Humanity (R. B.A. 13.)

### B. A. Program Structure Semester V and VI

B. A. Program Structure for Level 7 of B. A.											
Semester V											
Teaching Scheme					Examination Scheme						
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	Major-VII	4	3.2+0.8*	4	If applicable	3	80	28	20	20	07
2.	Major-VIII	4	3.2+0.8*	4		3	80	28	20	20	07
3.	Major-IX	2	2	2		2	40	14	10	10	04
4.	Major EL-1	4	3.2+0.8*	4		3	80	28	20	20	07
5.	Minor	4	3.2+0.8*	4		3	80	28	20	20	07
6.	OE-V	2	2	2		2	40	14	10	10	04
7.	Field Project	-	-	2		2	40	14	10	10	04
<b>Total</b>		<b>20</b>		<b>22</b>		---	<b>440</b>	---	<b>110</b>	<b>110</b>	---
										<b>110</b>	---
										<b>SEE + IA = 440+110= 550</b>	

Semester VI											
Teaching Scheme					Examination Scheme						
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	Major-X	4	3.2+0.8*	4	If applicable	3	80	28	20	20	07
2.	Major-XI	4	3.2+0.8*	4		3	80	28	20	20	07
3.	Major-XII	2	2	2		2	40	14	10	10	04
4.	Major EL-II	4	3.2+0.8*	4		3	80	28	20	20	07
5.	Minor	4	3.2+0.8*	4		3	80	28	20	20	07
6.	OJT	-	-	4		3	80	28	20	20	07
<b>Total</b>		<b>18</b>		<b>22</b>		---	<b>440</b>	---		<b>110</b>	----
										<b>SEE + IA = 440+110= 550</b>	
<b>Grand Total</b>		<b>38</b>		<b>44</b>		---	--	----		<b>SEE + IA = 550+550= 1100</b>	
<b>Total Credit Required for Completing Level 7: 52 Credits</b>											
<b>Total Credit for Completing Level 5, 6, &amp; 7 of Bachelor of Arts Program: 52+56+52=160</b>											

(\* Independent Students Workload)

**Syllabus in accordance with NEP**  
**B.A. Part - III**  
**HISTORY (With effect from June 2026)**

Semester	Paper No.	Title	Credits
V	Major-VII	History of Ancient India (from beginning to 4 <sup>th</sup> c. BC)	04
	Major-VIII	Medieval Indian History (1206-1526 AD)	04
	Major-IX	History: Theory and Recent Trends	02
	Major EL- I	Rise and Consolidation of Maratha Empire	04
	Major EL- II	History of post-Independence India (1947-1990)	
	Major EL- III	Concept and Method of Local History (To be selected any one)	
	Minor	History of Modern World (18 <sup>th</sup> to 19 <sup>th</sup> Century)	04
	OE-V	Legacy of Kolhapur (Open to other than Faculty of Humanity)	02
	Field Project		02
	Total		
VI	Major-X	History of Ancient India (From 4 <sup>th</sup> c. BC to 7 <sup>th</sup> c. AD)	04
	Major-XI	Medieval Indian History (1526-1707 AD)	04
	Major-XII	Techniques of History Writing	02
	Major EL- IV	Expansion and decline of Maratha Empire	04
	Major EL- V	Contemporary India (1991-2020)	
	Major EL- VI	Application of Local History (To be selected any one)	
	Minor	History of Modern World (20 <sup>th</sup> Century)	04
	OJT		04
Total			22

## Equivalent Papers

Sem	Paper No.	New Paper	Old Papers
V	Major-VII	<b>History of Ancient India (from beginning to 4<sup>th</sup> c. BC)</b>	History of Ancient India (from beginning to 4 <sup>th</sup> c. BC)
	Major-VIII	<b>Medieval Indian History (1206-1526 AD)</b>	Medieval Indian History (1206-1526 AD)
	Major-IX	<b>History: Theory and Recent Trends</b>	History: Theory and Recent Trends
	Major EL-1 (A)	<b>Rise and Consolidation of Maratha Empire</b>	Rise and Consolidation of Maratha Empire
	Major EL-1 (B)	<b>History of post-Independence India (1947-1990)</b>	-
	Major EL-1 (C)	<b>Concept and Method of Local History</b>	-
	Minor	<b>History of Modern World (18<sup>th</sup> to 19<sup>th</sup> Century)</b>	History of Modern World (18 <sup>th</sup> to 19 <sup>th</sup> Century)
	OE-V	<b>Legacy of Kolhapur</b>	-
	Field Project	<b>Field Project</b>	-
VI	Major-X	<b>History of Ancient India (From 4<sup>th</sup> c. BC to 7<sup>th</sup> c. AD)</b>	History of Ancient India (From 4 <sup>th</sup> c. BC to 7 <sup>th</sup> c. AD)
	Major-XI	<b>Medieval Indian History (1526-1707 AD)</b>	Medieval Indian History (1526-1707 AD)
	Major-XII	<b>Techniques of History Writing</b>	Techniques of History Writing
	Major EL-II (A)	<b>Expansion and decline of Maratha Empire</b>	Expansion and decline of Maratha Power
	Major EL-II (B)	<b>Contemporary India (1991-2020)</b>	-
	Major EL-II (C)	<b>Application of Local History</b>	-
	Minor	<b>History of Modern World (20<sup>th</sup> Century)</b>	History of Modern World (20 <sup>th</sup> Century)
	OJT	<b>OJT</b>	

# **SEMESTER - V**

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Major –VII
<b>Course Name</b>	<b>History of Ancient India (from beginning to 4th c. BC)</b>
<b>Course Code</b>	BAU0325MM513E01
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80 + Internal Assessment: 20=Total Marks: 100

This course traces the history of the Indian subcontinent from the stage of hunting-gathering to the stage of Empire building. This is the period in which India went through two phases of Urbanization. The period also witnesses the birth of heterodox religions in Northern India which, within a short period of time, encompassed whole of India and left a lasting impact on Vedic religion.

### Course Outcomes:

After studying the course, the student will be able to ...

CO 1. Understand the development of people from hunters to the builders of civilization.

CO 2. Explain the transition from Early to Later Vedic period.

CO 3. Give an account of the teachings of Gautama Buddha and Vardhamana Mahavira

CO 4. Describe the rise and growth of the Mauryan Empire

### Module 1. Pre and Protohistoric India (Teaching hours: 15, Credit: 1)

- a. The Hunter-Gatherers: Paleolithic and Mesolithic
- b. The Early Farmers: Neolithic and Chalcolithic
- c. The First Urbanization: Harappan Civilization

### Module II: The Vedic Age and Epics (Teaching hours: 15, Credit: 1)

- a. Transition from Early to Later Vedic period: Polity and Economy
- b. Transition from Early to Later Vedic period: Society and Religion
- c. The Epics: Ramayana and Mahabharata

### Module III: The Second Urbanization (Teaching hours: 15, Credit: 1)

- a. Emergence of Regional States (16 Maha-Janapada)
- b. Gautama Buddha- His teachings
- c. Vardhamana Mahavira- His teachings

### Module IV: The Mauryan Empire (Teaching hours: 15, Credit: 1)

- a. Chandragupta Maurya and Kautilya
- b. Ashoka's Dhamma
- c. Mauryan administration

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- थापर, रोमिला, अर्ली इंडिया- प्रारंभापासून इ.स. १३०० पर्यंत, के सागर प्रकाशन, पुणे, २०१७
- <https://www.youtube.com/watch?v=anvuDoLr314>
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- <https://www.youtube.com/watch?v=WypY-jQfWiQ>

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Major –VIII
<b>Course Name</b>	<b>Medieval Indian History (1206-1526 AD)</b>
<b>Course Code</b>	BAU0325MM513E02
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80 + Internal Assessment: 20=Total Marks: 100

This course covers the important period of Indian History. It was during this period that the Sultans established their rule in India. They introduced fundamental changes in, society, economy, religion and architecture of India. Apart from brief political history of the rulers; the course introduces various reforms and experiments undertaken by these rulers in Medieval India.

### Course Outcomes:

After studying the course, the student will be able to...

- CO 1. Understand the contributions of rulers and administrator to the shaping of India in Medieval period.
- CO 2. Know the administrative structure of this period.
- CO 3. Understand experiments and reforms by Sultans in the area of economy.
- CO 4. Know the religious atmosphere of the country, as also, development of architecture during this period.

### Module 1. Major Rulers in North India (Teaching hours: 15, Credit: 1)

- a. Allauddin Khilji: Southern Campaign and Internal policy
- b. Muhammad - bin- Tughlaq: Experiments

### Module 2. Major Rulers in South India (Teaching hours: 15, Credit: 1)

- a. Krishnadevaraya: Military success and contribution to culture
- b. Mahmud Gawan: Contribution to Bahmani Kingdom

### Module 3. Administration and Economy (Delhi Sultanate and Vijayanagar) (Teaching hours: 15, Credit: 1)

- a. Administration: Central and Provincial
- b. Agriculture and Land Revenue
- c. Industry and Trade

### Module 4. Religion and Architecture (Teaching hours: 15, Credit: 1)

- a. Sufi Order
- b. Bhakti Movement: Kabir and Surdas
- c. Architecture: Qutb Minar, (Delhi Sultanate), Hampi (Vijayanagar)

### References:

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- Chitnis K. N. Glimpses of Medieval Indian Ideas and Institution, 1974
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- [https://www.youtube.com/watch?v=wwiYGquvy\\_I](https://www.youtube.com/watch?v=wwiYGquvy_I)

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Major –IX
<b>Course Name</b>	<b>History: Theory and Recent Trends</b>
<b>Course Code</b>	BAU0325MM513E03
<b>Course Credits</b>	02
<b>Marks</b>	50
	Semester End: 40 + Internal Assessment: 10=Total Marks: 50

This course is designed to make students aware of the theoretical part of history. It also introduces recent trends in history.

### Course outcomes

After studying the course, the student will be able to....

CO 1 Understand various meanings, scope and types of history.

CO 2 Understand recent trends in history.

### Module 1. History: Meaning, Nature, and Scope (Teaching hours: 15, Credit: 1)

- Definitions
- Nature and scope
- Types of history

### Module 2. Major Trends in History (Teaching hours: 15, Credit: 1)

- Imperialist
- Nationalist
- Marxist

### References

- B. Shaikh Ali. History: Its theory and Method. Madras, 1978
- Carr E. H. What is History? Palgrave Publishers Ltd., Macmillan, 1986
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- [https://www.youtube.com/watch?v=8pEgF0M3hyI&list=PLXmzk9RZ4BLfy7DH3\\_ijyLLUjMkDU0sog](https://www.youtube.com/watch?v=8pEgF0M3hyI&list=PLXmzk9RZ4BLfy7DH3_ijyLLUjMkDU0sog)

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Major Elective- I
<b>Course Name</b>	<b>Rise and Consolidation of Maratha Empire</b>
<b>Course Code</b>	BAU0325ME513E01
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

This course aims to provide a comprehensive understanding of the Maratha Empire's historical dynamics, spanning from Chhatrapati Shahu's release and the Civil War to the aftermath of the Third Battle of Panipat. Students will explore the political, military, and social aspects that shaped the empire during these periods. The course seeks to analyze key figures, diplomatic relations, territorial expansions, and the consequences of significant battles, fostering a nuanced appreciation of the Maratha Empire's role and influence in Indian history.

**Course Outcomes:**

After studying the course, the student will be able to...

- CO 1 Demonstrate understanding of the historical events and figures shaping the Maratha Empire.
- CO 2 Analyze the political, military, and social dynamics during crucial periods, such as the Civil War and Third Battle of Panipat.
- CO 3 Evaluate the contributions of key figures to Maratha power.

**Module 1. Chhatrapati Shahu (Teaching hours: 15, Credit: 1)**

- a. Release of Shahu and Civil war in Maharashtra
- b. Contribution of Balaji Vishwanath to Maratha Power

**Module 2. Bajirao I (Teaching hours: 15, Credit: 1)**

- a. Relation with Nizam
- b. Growth of Maratha Power in the North

**Module 3. Balaji Bajirao and the third Battle of Panipat (1761)**

**(Teaching hours: 15, Credit: 1)**

- a. Peshwa Balaji Bajirao: expeditions in north
- b. Third Battle of Panipat: Causes and Consequences

**Module 4. Post- Panipat Revival**

**(Teaching hours: 15, Credit: 1)**

- a. Peshwa Madhavrao I
- b. Barbhai Conspiracy

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- <https://www.youtube.com/watch?v=Aesag8J7EeM>
- <https://www.youtube.com/watch?v=WznDX81Rqml>
- <https://www.youtube.com/watch?v=4YayjcHjxLQ>

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Major Elective – II
<b>Course Name</b>	<b>History of post-Independence India (1947-1990)</b>
<b>Course Code</b>	BAU0325ME513E02
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

### Course Objectives

This course is aimed to understand the major political, social, and economic developments after Independence. At the outset, the Nehruvian policies and India's foreign relations were analyzed. Then, the burning issues during 1964 to 1990 and subsequent political transformation would be understood.

### Course Outcomes

After completion, students will be able to:

- CO1. Explain political transitions in post-Independence India.
- CO 2. Evaluate major policies such as Planning, NAM, *Panchsheel*, Green Revolution, and Reservation.
- CO3. Analyze India's role in international affairs.
- CO 4. Understand technological changes in the 1980s.

### Module 1: Early Developments after Indian Independence (1947–1950)

(Teaching hours: 15, Credit: 1)

- a. Integration of Princely States - Hyderabad, Junagadh, Kashmir
- b. Making of Constitution - Establishment, Functioning, and Principles of Constituent Assembly
- c. Challenges in Post-Independence India - Partition and Problem of refugee

### Module 2: Nehru Era (1947–1964)

(Teaching hours: 15, Credit: 1)

- a. Five Year Plans - Five Year Plans 1 to 3: Objectives and Outcomes
- b. Non-Aligned Movement (NAM) - Cold War and India's Role
- c. Indo-China War (1962) - *Panchsheel* Pact and Border Disputes

**Module 3: Political and Social Formation (1964–1977) (Teaching hours: 15, Credit: 1)**

- a. Lal Bahadur Shastri Period - Indo-Pak War of 1965, Tashkent Pact
- b. Indira Gandhi Era (1966–1977) - Nationalization of Banks, Green Revolution, Bangladesh War of 1971 and Shimla Agreement
- c. Emergency (1975–1977) - Causes and effects of Emergency

**Module 4: Social Issues and Technological Revolution (1977–1990)**

**(Teaching hours: 15, Credit: 1)**

- a. Technological and Telecommunication Revolution
- b. Mandal Commission
- c. Issue of Kashmiri Pandits

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Major Elective- III
<b>Course Name</b>	<b>Concept &amp; Method of Local History</b>
<b>Course Code</b>	BAU0325ME513E03
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

### **Concept & Method of Local History**

This foundational course is designed to introduce students to the essential concept and robust methodology to centralize the concept of locality with historical perspective. Across four modules, students will first establish the discipline's nature and significance. The curriculum then transitions into the practical work of identifying and analysing diverse primary sources, including private collections, oral testimonies, and artifacts, which are crucial for grassroots research. A significant focus is placed on developing hands-on data collection skills, covering techniques like structured questionnaires and effective interviewing. Finally, the course broadens the student's scope by exploring modern sub-fields, such as family and urban history, equipping them with the comprehensive skills needed to write insightful local history. This approach transforms students into skilled researchers capable of documenting local narratives.

#### **Course Outcomes (COs):**

Upon successful completion of this course, students will be able to:

CO1: Students will be able to explain the concept, nature, and national significance of local history.

CO2: Students will be able to identify various sources crucial for local history, such as private collections, oral testimonies, and historical artifacts.

CO3: Students will be able to effectively apply data collection methodologies such as designing questionnaires, conducting surveys, and taking interviews.

CO4: Students will be able to analyse new approaches and sub-fields in local history studies, such as Family History and Urban History.

CO5: Students will develop the necessary research skills to write the history of a specific local entity (e.g., a village or family) based on collected data.)

#### **Module 1: Understanding Local History**

**(Teaching hours: 15, Credit: 1)**

- a. Concept
- b. Nature
- c. Importance

#### **Module 2: Sources of Local History**

**(Teaching hours: 15, Credit: 1)**

- a. Private Collections
- b. Oral Testimony
- c. Artifacts and Monuments

#### **Module 3: Methodology of Data Collection**

**(Teaching hours: 15, Credit: 1)**

- a. Survey
- b. Questionnaire
- c. Interview

**Module 4: New Approaches of Local History****(Teaching hours: 15, Credit: 1)**

- a. Family History
- b. Village History
- c. Urban History

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Minor
<b>Course Name</b>	<b>History of Modern World (18<sup>th</sup> to 19<sup>th</sup> century)</b>
<b>Course Code</b>	BAU0325MN513E03
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

### **History of Modern World (18<sup>th</sup> to 19<sup>th</sup> Century)**

This course introduces the students to the main events of World history. The students will study the causes and consequences of the revolutions which changed the history of mankind. These events had a lasting impact on human thought, socio-political and cultural conditions. This course is designed to make the students aware of the changes and consequences of these revolutionary events.

#### **Course Outcomes:**

After studying the course, the student will be able to.....

CO 1. Give an account of the American Revolution and its consequences

CO 2. Explain the causes, effects and major events of French Revolution

CO 3. Explain the main events in unification of Italy

CO 4. Describe the main events in unification of Germany

#### **Module 1. American Revolution (1776) (Teaching hours: 15, Credit: 1)**

- a) Causes
- b) Important events
- c) Effects

#### **Module II: French Revolution (1789) (Teaching hours: 15, Credit: 1)**

- a) Causes
- b) Important events and major leaders
- c) Effects

#### **Module III: Unification of Italy (1871) (Teaching hours: 15, Credit: 1)**

- a) Background
- b) Role of Mazzini, Garibaldi and Cavour
- c) Victor Emmanuel II and Unification of Italy

#### **Module IV: Unification of Germany (1871) (Teaching hours: 15, Credit: 1)**

- a) Background
- b) Role of William I
- c) Bismarck and Unification of Germany

## References:

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	OE-V
<b>Course Name</b>	<b>Legacy of Kolhapur</b>
<b>Course Code</b>	BAU0325OE513E05
<b>Course Credits</b>	02
<b>Marks</b>	50
	Semester End: 40+ Internal Assessment: 10=Total Marks: 50

The Legacy of Kolhapur course gives students a deep insight into Kolhapur's religious, cultural, sports, and historical heritage. It nurtures pride and awareness for heritage preservation. It also reinforces Kolhapur's identity through heritage tourism, supporting local development.

#### **Course Outcomes (Cos)**

By the end of this course, students will:

- CO. 1 To study Kolhapur's religious, cultural, sports, historical, and handicraft traditions and to transmit this local heritage to future generations.
- CO. 2 To create a sense of pride among students about Kolhapur's rich Legacy.
- CO. 3 To strengthen Kolhapur's identity from a tourism perspective and develop heritage tourism that contributes to the local economy.

#### **MODULE 1 Kolhapur's Historical, Religious and Cultural Legacy (Teaching hours: 15, Credit: 1)**

- a. Historical Heritage – Fort Panhala, Town Hall Museum, New Palace Museum
- b. Religious Heritage – Pohale Caves, Rock Cut Temples of Palasambe, Mahalaxmi Temple, Jotiba Temple
- c. Cultural Traditions – Film and Theatre, Music and Fine Arts, *Royal Dasara Festival*

#### **MODULE 2 Kolhapur's Culinary (Food), Handicraft, and Sports Legacy (Teaching hours: 15, Credit: 1)**

- a. Culinary) Food( Tradition – *Tambada-Pandhara Rassa, Kolhapuri Gul (Jaggery), Misal*
- b. Handicraft Industry – *Kolhapuri Saaj* (traditional neckless), *Kolhapuri Chappal* (leather footwear)
- c. Sports Traditions – *Sathamari, Kusti* (Wrestling)

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	V
<b>Course Category</b>	Field Project
<b>Course Name</b>	<b>Field Project</b>
<b>Course Code</b>	BAU0325FP513E01
<b>Course Credits</b>	02
<b>Marks</b>	50
	Semester End: Project (40) + Viva Voce (10) = 50

**Course outcomes:** After successful completion of this Field Project, the students will be able to:

- To identify the research problems and formulate objectives.
- To choose appropriate methodology with proper tools and techniques.
- To analyze and interpret the data collected from different sources.
- To make decision or find out conclusions on the basis of data analysis.

#### **Instructions for teachers and students while doing Field Project:**

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. SEPARATE Field project should be FORMALLY ASSIGNED (in written form) by concerned teacher to every student. It should not be done in common.
3. Students are required to prepare the project report based on field work and studying the current trends in history under the guidance of the project guide.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in SPIRAL FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

#### **Important Notes for Teachers:**

1. Prepare an Appropriate Format of PERMISSION LETTER to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

#### **The format may be as follows:**

- |             |   |   |
|-------------|---|---|
| Chapter I   | : | Introduction and Research Methodology   |
| Chapter II  | : | Review of Literature / Theoretical Background / Conceptual Framework              |
| Chapter III | : | Profile of the Organization / Area  |
| Chapter IV  | : | Analysis and Interpretation of the Data   |
| Chapter V   | : | Conclusion - It will include observations, findings, suggestions and conclusions. |

# **SEMESTER - VI**

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Major-X
<b>Course Name</b>	<b>History of Ancient India (From 4th c. BC to 7th c. AD)</b>
<b>Course Code</b>	BAU0325MM513F04
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

The course begins with urbanization in Deccan and prosperous international trade in Early Historic India. It explores various facets of the Golden Age of Ancient India during Gupta-Vakataka periods. It acknowledges the contribution of Chalukya of Badami and Pallava of South India to the shaping of the country, not only politically but culturally also. It also helps to understand the social condition in Ancient India and glorious development in the sphere of art and architecture.

#### **Course Outcomes:**

After studying the course, the student will be able to...

- CO 1. Know the political, economic and religious developments which took place in early historic India
- CO 2. Explain the role played by Major Satvahana, Kushana, Gupta and Vakataka Kings
- CO 3. Give an account of the developments in the post-Gupta period
- CO 4. Have an informed opinion about the society and culture of Ancient India

#### **Module 1. Early Historic India**

**(Teaching hours: 15, Credit: 1)**

- a. Major Kings: Satvahana and Kushans
- b. Industry and Trade
- c. Hinayana Buddhism

#### **Module 2. The Classical Age**

**(Teaching hours: 15, Credit: 1)**

- a. Major Kings: Guptas and Vakataka
- b. Literature and Science
- c. Mahayana Buddhism and Puranic Hinduism

#### **Module 3. The Post-Gupta Period**

**(Teaching hours: 15, Credit: 1)**

- a. North India: Harshavardhana
- b. Deccan: Early Chalukya of Badami
- c. South India: Pallava

#### **Module 4. Society and Culture**

**(Teaching hours: 15, Credit: 1)**

- a. Position of Women and Education in Ancient India
- b. Ajanta Paintings
- c. Chalukya and Pallava Temples

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Major-XI
<b>Course Name</b>	<b>Medieval Indian History (1526-1707 AD)</b>
<b>Course Code</b>	BAU0325MM513F05
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

This course explores the history of Medieval period, having Mughals in North and Deccan sultanates in the South. These rulers introduced fundamental changes in the polity, economy, religion, art and architecture during this period. In the course the students will be introduced to the important events, personalities and developments in India. They will understand how a syncretic culture developed in India during the period.

### Course Outcomes

After studying the course, the student will be able to...

- CO 1. Understand the policies of select rulers in Medieval India.
- CO 2. Know developments and changes in the area of administration and economy during this period.
- CO 3. Understand religious atmosphere in Medieval India.
- CO 4. Know the cultural legacy, left by these rulers and people during Medieval period.

#### **Module 1. Major Rulers in North India** (Teaching hours: 15, Credit: 1)

- a. Legacy of Sher Shaha Sur
- b. Akbar: Religious Policy

#### **Module 2. Major Rulers in South India** (Teaching hours: 15, Credit: 1)

- a. Chand Bibi
- b. Ibrahim Adil shah II

#### **Module 3. Administration and Economy** (Teaching hours: 15, Credit: 1)

- a. Administration: Central and Provincial
- b. Land Revenue: Akbar and Malik Ambar
- c. Industry and Trade

#### **Module 4. Religion, Art and Architecture** (Teaching hours: 15, Credit: 1)

- a. Sikh Religion
- b. Miniature painting: Mughal and Deccan
- c. Architecture: Taj Mahal (Agra), Gol Gumbaj (Bijapur), Golkonda Fort (Hyderabad)

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Major-XII
<b>Course Name</b>	<b>Techniques of History Writing</b>
<b>Course Number</b>	
<b>Course Code</b>	BAU0325MM513F06
<b>Course Credits</b>	02
<b>Marks</b>	50
	Semester End: 40+ Internal Assessment: 10=Total Marks: 50

This course introduces the methodology of writing history. Here, students would be guided through every step of research. He would also be introduced to various types of archival sources and also to various types of field methods.

#### **Course outcomes:**

After studying the course, the student will be able to...

- CO 1. Understand the process of writing a research proposal.
- CO 2. Know the importance and types of archival sources.
- CO 3. Learn various types of field strategies.
- CO 4. Know various tools of research.
- CO 5. Understand the importance of IPR in research.

#### **Module 1. Sources**

**(Teaching hours: 15, Credit: 1)**

- a. Classification of sources
- b. Criticism of sources
- c. Data Collection-Survey, Questionnaire, Interview

#### **Module 2. Process of History Writing**

**(Teaching hours: 15, Credit: 1)**

- a. Preparation of research proposal
- b. Tools of research-Note-taking, Footnotes and Endnotes, Glossary, Appendix, Index, Bibliography (Style of references-MLA/APA)
- c. Report writing and presentation
- d. Plagiarism and Intellectual Property Rights (IPR)

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- सातभाई, श्रीनिवास. इतिहास लेखनशास्त्र. विद्या बुक्स पब्लिकेशन्स, नागपूर, २०१५
- <https://www.youtube.com/watch?v=M9WjiwWWbX4>
- <https://www.youtube.com/watch?v=kOXfArLq6uY>
- <https://www.youtube.com/watch?v=PNOV6zUi0DI>
- <https://www.youtube.com/watch?v=ycDxHWcnIkY>

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Major Elective- IV
<b>Course Name</b>	<b>Expansion and decline of Maratha Empire</b>
<b>Course Number</b>	
<b>Course Code</b>	BAU0325ME513F04
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20= Total Marks: 100

This course endeavors to provide a comprehensive overview of pivotal historical epochs within the Maratha Empire through four modules. It explores the roles and dynamics of key figures, offering insights into the sociopolitical forces that influenced the empire's trajectory. By examining distinct periods, the course aims to impart a nuanced understanding of the factors contributing to both the zenith and decline of Maratha power, fostering a holistic perspective on this significant historical era.

**Course Outcomes:**

After studying the course, the student will be able to...

- CO 1. Develop a nuanced understanding of critical historical periods within the Maratha Empire, discerning the sociopolitical intricacies that shaped its evolution.
- CO 2. Evaluate the roles and contributions of key historical figures, fostering a comprehensive appreciation of their impact on Maratha history.
- CO 3. Analyze the dynamics of Maratha Confederacies, enhancing the ability to discern the interconnected forces influencing the empire's governance.
- CO 4. Demonstrate a critical awareness of the factors contributing to the decline of Maratha power, linking historical events to broader socio-political contexts.

**Module 1. Karveer State** (Teaching hours: 15, Credit: 1)

- a. Sambhaji II
- b. Jijabai
- c. Shivaji II

**Module 2. Maratha Confederacy I** (Teaching hours: 15, Credit: 1)

- a. Mahadaji Shinde
- b. Malharrao Holakar
- c. Damaji Gaikawad

**Module 3. Maratha Confederacy II** (Teaching hours: 15, Credit: 1)

- a. Raghuji Bhosale
- b. Parsurambhau Patwardhan
- c. Kanhoji Angre

**Module 4. Decline of the Maratha Power** (Teaching hours: 15, Credit: 1)

- a. Peshwa Bajirao II
- b. Second and Third Anglo- Maratha War
- c. Causes for the decline of Maratha Empire

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- नातू, विष्णु रघुनाथ. अलिजबहादर, महाराज माधवराव उर्फ महादजी शिंदे यांचे चरित्र व कारकीर्द. पार्श्व प्रकाशन, कोल्हापूर, २०२०
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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Major Elective- V
<b>Course Name</b>	<b>Contemporary India (1991-2020)</b>
<b>Course Code</b>	BAU0325ME513F05
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

The course is designed to understand the major political, economic and social transformation that took place in India after 1991. This is the period where impact of LPG was felt. At the same time, India faced various security challenges and foreign policy shifts. The transfer of power between UPA and NDA played a pivotal role in such shifts. The rule of NDA also known as the period of drastic changes in laws and legislatures in India.

#### **Course Outcomes:**

After successful completion of the course, students will be able to:

- CO. 1. Explain the 1991 economic crisis and LPG reforms.
- CO. 2. Analyse major political shifts including NDA and UPA governance.
- CO. 3 Understand national security issues and India's foreign policy changes.
- CO. 4 Evaluate India's engagement with neighbours and global powers.
- CO. 5 Interpret major social legislations and people-centric reforms.

#### **Module 1: Economic Liberalization and Changing India(Teaching hours: 15, Credit: 1)**

- a. Economic Crisis of 1991: Causes and Consequences
- b. New Economic Policy: Liberalization, Privatization, Globalization (LPG Model)
- c. Impact of economic reforms: Rise of Service Sector (IT, BPO) and Urbanization

#### **Module 2: Political Transition and New Power Alignment**

**(Teaching hours: 15, Credit: 1)**

- a. National Democratic Alliance (NDA): Pokhran Nuclear Test, Kargil War
- b. UPA Government: Policies, Laws, and Social Schemes
- c. Right to Information Act (RTI Act) - 2005, National Rural Employment Guarantee Act (NREGA)

### Module 3: Foreign Policy, National Security, and Global Relations

(Teaching hours: 15, Credit: 1)

- a. National Security Challenges: Parliament attack (2001), Mumbai terror attack (26/11, 2008): Response & impact
- b. Strategic Relations: India–US Civil Nuclear Deal (2008),
- c. India’s Extended Neighbourhood Vision: “Look East” and “Act East” Policy (relations with countries in East and Southeast Asia)

### Module 4: Reforms and Policy Changes in Modern India (2014-2020)

(Teaching hours: 15, Credit: 1)

- a. Emergence of New Political Leadership
- b. National Security - Decisive Actions: Uri Surgical Strike ((2016, Balakot Air Strike (2019)
- c. Constitutional Reforms and Social Mobility: Abrogation of Articles 370 and 35A, Anti-Triple Talaq Act, Citizenship Amendment Act (CAA – 2019),

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- <https://www.youtube.com/watch?v=NKqm9Lf5Qc>

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Major Elective- VI
<b>Course Name</b>	<b>Application of Local History</b>
<b>Course Code</b>	BAU0325ME513F06
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

The course offers a dynamic exploration of how historical research and heritage studies directly impact community development and cultural preservation. It moves beyond theoretical history by focusing on practical skills essential for heritage management.

### Course Outcomes (COs):

Upon successful completion of this course, students will be able to:

CO 1: Critically analyse the diverse themes of local history, including the interplay between Art, Architecture, Socio-Economic, and Religious Life, to understand the complexity of a settlement's evolution.

CO 2: Apply core historical methodologies, including source documentation, heritage preservation, and conservation techniques, to manage and safeguard local historical assets effectively.

CO 3: Interpret historical evidence and develop cohesive narratives and interpretive content for historical sites, ensuring accuracy and public accessibility.

CO 4: Design and execute structured Heritage Walks, utilizing their knowledge to engage the community and promote awareness about local historical sites and cultural significance.

CO 5: Evaluate the potential of local historical and cultural sites (as demonstrated in the case studies) to propose strategies for sustainable tourism that benefit the community while ensuring heritage protection.

### Module 1: Themes in Local History (Teaching hours: 15, Credit: 1)

- a. Geography and Political Aspects
- b. Social & Economic Life
- c. Cultural and Religious Life

### Module 2: Local History in Practice (Teaching hours: 15, Credit: 1)

- a. Documentation
- b. Preservation, Conservation and Dissemination of information
- c. Case Study: Hero-stones at Kasaba Beed (Dist. Kolhapur)

**Module 3: Heritage Walk****(Teaching hours: 15, Credit: 1)**

- a. Concept, Nature and Importance of Heritage Walk
- b. Preparation, Execution and Publicity of Heritage Walk
- c. Case Study: Kolhapur City

**Module 4: Local History and Sustainable Tourism****(Teaching hours: 15, Credit: 1)**

- a. Historical Tourism: Concept and Nature
- b. Local Culture and its Publicity
- c. Case Study: *SiddhagiriGramjivan Sangrahalaya, Kaneri*

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- <https://www.youtube.com/watch?v=Hs-WS0a-kfY>

<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	Minor
<b>Course Name</b>	<b>History of Modern World (20<sup>th</sup> Century)</b>
<b>Course Code</b>	BAU0325MN513F06
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: 80+ Internal Assessment: 20=Total Marks: 100

This course deals with significant events of 20<sup>th</sup> Century world history. The primary objective of the course is to introduce the students to the important events which have happened in the world in modern times. These events which were revolutionary in character had a profound impact on the making of the modern world. The growth of dictators and the consequent World Wars make us aware of the context in which they took place at the same time the urgency of peace keeping efforts which we need most.

#### **Course Outcomes:**

After studying the course, the student will be able to.....

CO 1. Know the causes and effects of the First World War

CO 2. Give an account of Russian Revolution 1917

CO 3. Explain the causes, main events and effects of the Second World War

CO 4. Describe the formation of UNO and its work

#### **Module 1. First World War (1914) (Teaching hours: 15, Credit: 1)**

- a. Causes
- b. Important events
- c. Effects

#### **Module 2. Russian Revolution (1917) (Teaching hours: 15, Credit: 1)**

- a. Causes
- b. Important events
- c. Effects

#### **Module 3. Second World War (1939) (Teaching hours: 15, Credit: 1)**

- a. Causes
- b. Important events
- c. Effects

#### **Module 4. UNO (1945) (Teaching hours: 15, Credit: 1)**

- a. Establishment and objectives
- b. Organization Structure and Branches of UNO
- c. Its role in maintaining World Peace

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<b>Program</b>	BA-History
<b>Course</b>	BA-III
<b>Semester</b>	VI
<b>Course Category</b>	<b>On Job Training (OJT)</b>
<b>Course Name</b>	<b>On Job Training</b>
<b>Course Code</b>	BAU0325OJT513F01
<b>Course Credits</b>	04
<b>Marks</b>	100
	Semester End: Training (80) + Viva Voce (20) = Total Marks: 100

**Course Outcomes:** After successful completion of this On Job Training, the students will be able to:

- Understand the rules, regulations and the work procedures by adopting them in their day-to-day performance.
- Learn the practical methods of work by observing and assisting his / her senior.
- Equip with important skills like adaptability and flexibility and learn to become dexterous in any situation and gain expertise in various domains.
- Develop positive approach towards inevitable changes that occurs in the workplace.

**Instructions for teachers and students while doing On-the-Job Training:**

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc., under whom the Training/Internship/ Apprenticeship is expected, should be FORMALLY ASSIGNED (in written form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of On-the-Job-Training Report in SPIRAL FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

**Important Notes for Teachers:**

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

**For Example:****The On-the-Job Training Report format may be as follows:**

Student's Name: \_\_\_\_\_

Name of the College: \_\_\_\_\_

Class: \_\_\_\_\_ Semester: \_\_\_\_\_

Subject: \_\_\_\_\_

Year \_\_\_\_\_ Duration of Internship: \_\_\_\_\_

Internship Site/ Name of the Institution: \_\_\_\_\_

Institute / Organization Supervisor's Name: \_\_\_\_\_

College Teacher who supervised: \_\_\_\_\_

**Introduction:**

This section should provide the area of interest, its' importance in contemporary world, the reasons for choosing this area as well as the institution/organization/consultant/professional etc.

**Description of the organization:**

This section should provide a brief overview of the organization where the internship will take place, including its mission, goals, and services and experience.

**Duties and responsibilities:**

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

**Reflection on learning outcomes and accomplishments:**

This section should highlight the key learning and accomplishments the student achieved during the internship (skills, knowledge, attitude etc.). The student is expected to provide an in-depth reflection on the overall growth and impact of training.

**Areas for improvement:**

This section should address areas for improvement the student seen by him/her during the internship. He / she should reflect on how to overcome these challenges or plan strategies for improvement.

**Conclusion:**

This section should summarize the key takeaways from the internship experience.

**Appendices:**

This section should include following documents:

- Formal permission letter by Concerned Teacher/ Guide sent to concerned Institution/Organization/Professional/Consultant etc.
- Formal Acceptance Letter by Institution/Organization/Professional/Consultant etc. for Training.
- Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Signature of Institutional Authority, Signature of Concerned Teacher.
- Google Tagged photos of showing Attendance as well as Doing Work.
- Compliance Certificate with remarks duly signed by Institutional Authority.
- Other supporting material.

## Structure of Question Paper Faculty of Humanities

### University Exam-100Marks (4 Credits) and 50 Marks (2 Credits)

**Four Credits:** Written Examination (80)+Internal Assessment (20)=Total 100 Marks

**Two Credits:** Written Examination (40) + Internal Assessment (10)=Total 50 Marks

**Field Project (2 credit):** Project (40) + Viva Voce (10) =Total 50 Marks

**OJT (4 credit):** Training (80) + Viva Voce (20) = Total 100 Marks

**Instruction:** 1) All Questions are compulsory,  
2) Figures to the right indicate full marks

#### NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

I) For all **Undergraduate Programme (B.A.)** and programme under the faculty of Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

(Only for Academic Year 2026-2027)

#### A) FOR FOUR CREDITS: Total Marks: 80 (Written)

<b>Question No. 1:</b> Multiple choice questions (10 MCQs) (02 marks each)	<b>20</b>
<b>Question No. 2:</b> Short Notes (Any Four out of Six)	<b>20</b>
<b>Question No. 3:</b> Short Questions (Any Two out of Four)	<b>20</b>
<b>Question No. 4:</b> Long Question (Any One out of Two)	<b>20</b>

*Note : Question Paper should cover all the units in the syllabus.*

#### B) FOR TWO CREDITS: Total Marks: 40

<b>Question No. 1:</b> Multiple choice questions (05 MCQs) (02 marks each)	<b>10</b>
<b>Question No. 2:</b> Short Notes (Any Two out of Four)	<b>10</b>
<b>Question No. 3:</b> Long Questions (Any Two out of Four)	<b>20</b>

*Note : Question Paper should cover all the units in the syllabus.*