

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

मानवविज्ञान विद्याशाखा (Faculty of Humanities)

**राष्ट्रीय शैक्षणिक धोरणानुसार (NEP)
अभ्यासक्रम (Syllabus)**

**Three Year- Six Semesters Bachelor's Degree Programme
Degree of Bachelor of Arts**

B. A. First Year Semester : I & II (NEP) : Level : 4.5

**Department Specific Core (DSC)/ Subject-Major/Minor- History
(DSC-Code-629)**

Major/Minor-DSC-History

Effective from Academic Year : 2026-27

Board of Studies (History)

Sant Gadge Baba Amravati University, Amravati Chairman/Members of
Board of Studies in the subject History in the faculty of Humanities

S.N	Name of the Member	Designation	Address
01.	Prof. Dr. Namdeo Wamanrao Dhale	Chairman	Professor, Department of History Jijamata Mahavidyalaya, Buldhana Cell-9420232130
02.	Prof. Dr. Santosh Pandurang Bansod	Member	Professor, Head Dept. of History, Narayanrao Rana Mahavidyalaya, Badnera Rly, Dist. Amravati .
03.	Dr. S. S. Bichewar	Member	Associate Professor, Head Dept. of History, P.D. Jain Arts College, Ansing , Dist. Washim.
04.	Prof. Dr. Kailash Julalsingh Gaikwad	Member	Professor, Head Dept. of History, Smt. Shakuntalabai Dhabekar Mahavidyalaya, Karanja Lad.
05.	Prof. Dr. G.S. Mahadik	Member	Professor, Head Dept. of History, G.V.I.S.H.(V.M.V.), Amravati
06.	Prof. Dr. Nitin Ulhasrao Saraf	Member	Professor, Head Dept. of History Smt. Radhabai Sarda Mahavidyalaya, Anjangaon Surji
07.	Prof. Dr. Govind Madhaorao Tirmanwar	Member	Professor, Head Dept. of History, Late Dattatraya Pusadkar Arts College, Nandaon Peth Dist. Amravati.
06.	Prof. Dr. Sandesh Madhavrao Wagh	Member	Professor, Dept. of History , Universaity of Mumbai , Kalina, Santacruz (E), Mumbai
09.	Prof. Dr. Rajendrasing Hirasing Devare	Member	Professor, Head Dept. of History, Shri Vyankatesh Arts, Sci. & Comm. College, Deulgaon Raja, Dist. Buldhana.
10.	Prof. Dr. Anil Nagorao Thakare	Member	Professor, Head Dept. of History Shri Gadge Maharaj Mahavidyalaya, Murtijapur, Dist. Akola.
11	Prof. Dr. Siddharth Bhagwan Jadhav	Member	Professor, Head Dept. of History, Smt. Nankibai Wadhwani Kala Mahavidyalaya, Yevatmal.
12.	Prof. Dr. Pradip Shamraoji Dhole	Member	Professor, Head Dept. of History Late Panchfulabai Pawade Arts, Commerce Mahila Mahavidyalaya, Jarud, Dist. Amravati.

Sant Gadge Baba Amravati University, Amravati

Faculty: Humanities, Discipline/Subject: -History

Teaching & Learning Scheme :For the Degree of Bachelor of Arts (B.A.)With Major/Minor-DSC-History

(Three/Four years Bachelor's Degree Programme)

B.A. First Year -Semester - I (NEP)/ Level – 4.5

Mode of Teaching	Ver. No.	The Vertical	Type of Course	Course Code	Course Name	Credits	Workload (Hrs /Week)	Vertical Workload (Hrs /Week)	Maximum Marks (Examination)		
									External	Internal	Total
Classroom Teaching /Lab Work(Practical) /outdoor/ Field	a & b	Major/Minor DSC-History	Theory -I	629201	History of Ancient India (From Beginning To 600 B.C.)	4	4	4	60	40	100
	a & b	Minor/Major DSC	---	----	----	4	4		60	40	100
	c	GOEC/OE (Other than faculties of Humanities)	Theory -I OE-1	-----	-----	2	2	4	--	30+20	50
			Theory- II OE-2	-----	-----	2	2		--	30+20	50
	d	SEC-History	Theory-I	629276	History of Modern Media	2	2	2	---	30 (College Level Exam) +20 (Internal)	50
	e	AEC – English	Theory	--	--	1	2	8	--	15+10	25
		AEC- MILL	Theory/ Demonstrative - I	-	-	1	2		-	15+10	25
		IKS Generic	Theory	--	Indian Knowledge System	2	2		--	30+20	50
		VEC	Theory	---	Environmental Studies	2	2		-	30+20	50
	f	CC	Outdoor			2	4	4	-	--	--
		TOTAL				22	-	-			500

Sant Gadge Baba Amravati University, Amravati

Faculty: Humanities, Discipline/Subject: -History

Teaching & Learning Scheme : For the Degree of Bachelor's of Arts (B.A.)With Major/Minor-DSC-History

(Three/Four years Bachelor's Degree Programme)

B.A. First Year -Semester - II (NEP)/ Level – 4.5

Mode of Teaching	Ver. No.	The Vertical	Type of Course	Course Code	Course Name	Credits	Workload (Hrs / Week)	Vertical Workload (Hrs /Week)	Maximum Marks (Examination)		
									External	Internal	Total
Classroom Teaching /Lab Work(P ractical) /outdoor / Field	a & b	Major /Minor-DSC-History	Theory -II	629202	History of India (601 B.C. -711 AD)	4	4	4	60	40	100
	a & b	Minor/Major DSC	-----	-----	-----	4	4		60	40	100
	c	GOEC/OE (Other than faculties of Humanities)	Theory-III OE-3	-----	-----	2	2	4	--	30+20	50
			Theory-IV OE-4	-----	-----	2	2		--	30+20	50
	d	VSC-History	Theory-I	629271	History of Archeology	2	2	4	--	30+20	50
		SEC-History	Theory-II	629277	Heritage Conservation and Museology	2	2		---	30 (College Level Exam) + 20 (Internal)	50
	e	AEC – English	Theory	--	--	1	1	6	--	15 + 10	25
		AEC- MIL	Theory/ Demonstrative - II	-		1	1		-	15+ 10	25
		VEC	Theory	-	--	2	2		-	30+20-	50
	f	CC	Outdoor			2	4	4	-	--	--
		TOTAL				22	-	-			500

Syllabus-History

B. A. First Year Semester : I & II (NEP)

Level : 4.5

**Department Specific Core (DSC)/ Subject-Major/Minor- History
(DSC-Code-629)**

Major/Minor-DSC-History

Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus : B. A. First Year (History) Semester – I & II

PROGRAMME OUTCOMES (POs)

PO1.Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2.Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes Sample POs of PG Programmes

PSOs: of B.A. History

PSO1: Analyze the Socio-Political and Cultural background of the Indian History.

PSO2: Examine various perspectives of history and historiography.

PSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

PSO4: Compare various concepts in Social Studies through the Indian History.

PSO5: Describe the developments of mankind.

Employability Potential of the Programme

B.A. First Year (History)

The following employment is available from this course

1) Competitive Examination: - Today is the age of competition. In this age of competition, competitive examination is of paramount importance. This course is Central Public Service Commission, Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of ancient India. Most of the tourist destinations in India are based on ancient architecture. Mehroli's Iron Pillar, as well as Universities at Nalanda, Sachi, Vallabhi, Takshashila, Ujjaini, Mathura, as well as Stupas, monasteries, caves, inscriptions, columns, copperplates, palaces, etc. from the Maurya period. More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business: - Ancient Buddhist, Maurya, Gupta, Vakataka. During the Satvahana period, industry and business flourished. These were the international markets of the industry. During the course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment Under Earn and Learn: - In the examination of SantGadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regional Heritage sites : Bhon, Tal. Sangrampur, Dist. Buldana, Lonar, Dist. Buldhana Tarapur, Dist. Buldhana, Narasimha Murti, Mehkar, Dist. Buldhana, Sharangdhar Balaji, Mehkar, Statue in (Hindu & Jain) Rohinkhed Dist. Buldhana, Kanchani Mahal, Mehkar, Dist. Buldhana, Lal Tekadi(Watsagulm), i, Washim, Karanja, Shirpur Jain, Pohradevi Dist. Washim , Nimba, Tal. Darwha , Dist. Yavatmal, Kaundanyapur , Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtek, Kelzar, Dist. Nagpur, Nagardhan, Dist. Nagpur, Pawnsar Dist. Wardha , Ajintha-Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishthan, Dist. Aurangabad, Kandhar, Dist. Nanded etc . By making them aware of these arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of Vipassana Center : - This course covers Buddhist period and Buddhist philosophy. Today, meditation is of paramount importance in terms of health. The importance of this meditation, its form and the creation of the center, etc., can be realized by the students. They can set up such centers.

7) Creation of business through social customs : -There are many customs and traditions that have been going on in India since ancient times. The skill of creating the coordinator of this program is included in this course. So it can create a lot of jobs.

8) Production of Yoga Instructors : -In ancient times, a large number of yoga instruments were widely used. It is also a part of this program.

9) Creation of an interpreter : -The script and language that existed in ancient times are not known to the masses. Since the study is in this course, the students will become aware of the language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions,

copperplates, column inscriptions, bhujpatras, contemporary texts etc. from this interpreter so that a large number of jobs will be available for the students.

10) **Historian** : -Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians' research, analyzes, and interprets historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

11) **Archivist** : Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

12) **Curator** :-Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

13) **Archeologist** : -Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

14) **History Teacher / Professor** :- While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites .History Professors teach specialized and advanced history courses to students in their undergraduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and book

Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Syllabus: B.A. First Year (History) Semester –I : Level :4.5

Major I -DSC-History- Theory-Paper-I : Course Code : 629201 :

History of Ancient India (From Beginning To 600 B.C.)

Each theory paper of Major shall be of 4 Credits comprising of 6 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	External Marks	Internal Marks	Max Marks
4.5	I	629201	Major DSC-History (Th)-History of Ancient India (From Beginning To 600 B.C.)	04	60	3 Hrs.	60	40	100

Course objectives :

1. To outline the foundational concepts, definitions, nature, and the expanding scope of history as an academic discipline.
2. To train students in evaluating and critically analyzing various archaeological and literary sources to reconstruct ancient Indian history.
3. To provide a comprehensive understanding of the origin, town planning, socioeconomic fabric, and ultimate decline of the Harappan Civilization.
4. To enable students to examine the transformation of Indian society, political systems, and key events like the Dasharajna War from the Early Vedic to the Post-Vedic period.
5. To familiarize students with the life, philosophy, core teachings, and structural organization of Jainism and Buddhism.
6. To cultivate an analytical appreciation for the enduring cultural, social, and philosophical contributions of Vedic culture, Jainism, and Buddhism to the heritage of India.

Course Outcomes :

After completing the course, students will be able to:

1. Define history, explain its importance and describe its multi-disciplinary nature and scope.
2. Identify, differentiate and analyze various archaeological and literary sources to reconstruct the past objectively.
3. Explain the socio-economic, religious and civic advancements of the Harappan people and analyze the factors behind the civilization's decline.
4. Track and contrast the evolutionary shift in political, social and economic structures from the Early Vedic to the Later Vedic era.
5. Explain the core tenets of Jainism and Buddhism and assess their role as socio-religious reform movements in ancient India.
6. Appraise and evaluate India's diverse cultural roots and how these ancient systems contributed to building modern Indian culture and values.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Introduction to History 1. Meaning and Definitions of History 2. Importance of History 3. Nature of History 4. Scope of History	10 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks) : 1. Seminar / Assignment on any topic of the above syllabus. (Marks 20) 2. Test with multiple choice questions / short and long answer questions. (Marks 20)
Unit – 2	Sources of Ancient Indian History 1. Archaeological Sources 2. Vedic Literature 3. Jain and Bouddha Sources 4. Accounts of Foreign Travelers	10 Hrs.	10 Marks	
Unit – 3	Harappan Civilization: 1. Origin and Expansion 2. Major Features 3. Social and Religious Life 4. Economic Life and Decline of Culture	10 Hrs.	10 Marks	
Unit – 4	Vedic Culture (Early and Later) : 1. Origin of Aryas and Dasharajna War 2. Political life 3. Social life 4. Religious life	10 Hrs.	10 Marks	
Unit – 5	Jainism: 1. Rise of Jainism 2. Biography of Vardhaman Mahavira &	10 Hrs.	10 Marks	

	Philosophy of Jainism 3. Expansion and Sects of Jainism 4. Contribution of Jainism to Indian Culture			
Unit – 6	Buddhism: 1. Rise of Buddhism 2. Biography of Gautama Buddha and his Philosophy 3. Expansion of Buddhism, Councils and Major Sects of Buddhism 4. Contribution of Buddhism to Indian Culture	10 Hrs.	10 Marks	
Reference Books				
1) Chakravarti, Uma - Social Dimensions of Early Buddhism. 2) Kosambi, D.D. - An Introduction to the study of India History 3) Mujumdar.R.C. - History and culture of the Indian People 4) Nandi, R.N. - Social Roots of Religion in ancient India 5) Thapar, Romila - Ashok and Decline of the Mauryas 6) Thapar, Romila - Ancient Indian social History 7) Mujumdar, R.C.- History and Culture of Indian People vols. 1 to5 (Vakataka Gupta Age) 8) महाजन व्ही.डी . : प्राचीन भारत 9) सत्यकेतू विद्यालंकार : प्राचीन भारत का धार्मिक, सामाजिक एवं आर्थिक जीवन 10) थापर रोमिला : भारत का इतिहास, राजकमल प्रकाशन, दिल्ली 11) शर्मा रामशरण : प्राचीन भारत का इतिहास, राजकमल प्रकाशन, दिल्ली 12) कोसारे एच. एल. : प्राचीन भारतातील नाग , नेहा प्रकाशन, नागपूर, 2008 13) कोसंबी धर्मानंद : प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड पब्लिशिंग, पुणे 14) डॉ. पठारे उत्तम : प्रारंभिक भारत : प्रागैतिहासिक काळ ते मौर्यकाळ 15) डॉ. मुखर्जी राधाकुमूद : प्राचीन भारत 16) डॉ. मोरवंचीकर आर. एस.: प्राचीन भारत, कैलास प्रकाशन, औरंगाबाद 17) देव, प्रभाकर : प्राचीन भारत, विद्या प्रकाशन, औरंगाबाद 18) सालुंखे,डॉ. आ. ह.-सर्वोत्तम भूमिपुत्र गौतमबुद्ध 19) शर्मारामशरण-प्राचीनभारतकाइतिहास, राजकमलप्रकाशन, दिल्ली 20) कोसारेएच. एल.-प्राचीनभारतातीलनाग, नेहाप्रकाशन, नागपूर, 2008 21) कोसंबीधर्मानंद-प्राचीनभारतीयसंस्कृतीवसभ्यता, डायमंडपब्लिशिंग, पुणे 22) तातेड, डॉ. कविताराजेंद्र-जैनसंस्कृतीमेनारीप्रतिमा, वान्यापब्लिकेशन्स,कानपूर,2020 23) राठोड, डॉ.विपिन,मेहरबान,- प्राचीनभारतीयसंस्कृतीएवमइतिहास, सूर्या,प्रकाशन, कानपूर,2015 24) इंगळे, (चावरेकर) रवींद्र-सिंधूतेबुद्धअज्ञातइतिहासाचाशोध, हस्ताक्षरप्रकाशनगृह, नांदेड, 2022 25) बनसोड,डॉ. संतोष, जाधव,डॉ.सिध्दार्थ-भारताचाइतिहास (प्रारंभ ते 1205) श्रीसाईनाथप्रकाशननागपूर, 2017 26) डॉ. कविता तातेड,डॉ. सिध्दार्थ जाधव, प्राचीन भारतातील जैन व बौद्ध धर्माचा इतिहास, पिंपळापूरे प्रकाशन, नागपूर, २०२४				

27) कोलाकर,श. गो.- प्राचीनभारताचाराजकीय, सामाजिक, सांस्कृतिक इतिहास 28) आचार्य,डॉ.धनंजय,तिरमनवारडॉ.गोविंद- भारताचाइतिहास (प्रारंभपासूनतेइ.स. 700 पर्यंत) श्रीसाईनाथ प्रकाशन, नागपूर, 2022 29) झनके, डॉ., रत्रिद्र-प्राचीन भारताचा इतिहास, (प्रारंभते1206) प्रशांतप्रकाशन,जळगाव, 2023 30) बनसोड,डॉ. संतोष, राऊत, डॉ. प्रवीण - प्राचीन भारत, ज्ञानपथ पब्लिकेशन, अमरावती, 2022 31) पंडित, डॉ. सुरेश- भारताचा इतिहास (इ.स.701ते1525) अजिंक्यप्रकाशनवाशिम, प्रथमआवृत्ती2023 32) डॉ. वैद्य रवींद्र, डॉ. शहा जी. बी., डॉ. ढाले नामदेव, डॉ. येवले प्रदीप, भारताचा इतिहास (प्रारंभपासून ते इ.स. 1200) प्रशांत पब्लिकेशन जळगाव, 2017 33) राठोड डॉ. अश्विन कुमार, प्राचीन भारतीय ज्ञान परंपरा, साईनाथ प्रकाशन, नागपूर २०२३. 34) काळे, या. मा. वर्हाडचा इतिहाससंपादन – सुनिता तिजारे,संशोधित आवृत्ती, यमक प्रकाशन, नाशिक, २०२२ 35) भोरजार, डॉ. अशोक, डॉ. गद्रे, बौद्ध धर्माचा इतिहास पिंपळपुरे प्रकाशन, नागपूर, २००५ 36) डॉ. मनोरमा दांडगे (२००५), भारताचा इतिहास (प्रारंभपासून ते १५२६), नभ प्रकाशन, अमरावती 37) डॉ. गोविंद तिरमनवर, प्राचीन भारतीय जैन व बौद्ध धर्माचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर 38) डॉ. गोविंद तिरमनवर, प्राचीन भारताचा इतिहास (प्रारंभ ते ६४७), श्री साईनाथ प्रकाशन, नागपूर 39) डॉ. गोविंद तिरमनवर, प्राचीन भारतीय जैन व बौद्ध धर्माचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर 40) डॉ. आश्विनीकुमार राठोड, प्राचीन भारताचा इतिहास आणि संस्कृती (प्रारंभ ते १२०६), श्री साईनाथ प्रकाशन, नागपूर	
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Model Questions	1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks) 4) Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27
(Three Years- Six Semesters Bachelor's Degree Programme)
Board of Study : History
Faculty : Humanities
Programme : B. A.
Course Name : History
Course Code : 629

Syllabus: B.A. First Year (History) Semester –I : Level :4.5

Skill Enhancement Course (SEC)

SEC-I- History Theory-Paper- Course Code :629276 : History of Modern Media

Each theory paper of SEC Theory paper shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks		Total Marks
							External	Internal	
4.5	I	629276	SEC-I - History Theory-Paper- History of Modern Media	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Course Objectives:

1. To introduce students to the concept, forms, and evolution of modern media.
2. To examine the role of various media in the communication and dissemination of historical knowledge.
3. To develop skills in history-related writing, including news reports and analytical articles.
4. To familiarize learners with methods of information gathering, source verification, and content development.
5. To provide practical exposure to the use of digital and audio-visual media for presenting historical themes.

Course Outcomes:

At the end of this course, students will be able to:

1. Students will gain an understanding of different forms of media and their relevance in contemporary society.
2. The ability to evaluate the contribution of newspapers, films, documentaries, and social media in shaping historical awareness will be developed.
3. Learners will acquire competence in writing news reports and history-based articles using appropriate formats and sources.
4. Skills related to collecting, verifying, and organizing historical information for media purposes will be enhanced.
5. Students will be able to create and present history-related media content such as blogs, podcasts, documentaries, and project reports.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Introduction to Media 1. Concept and nature of media 2. Print Media 3. Electronic Media 4. Digital Media	07 Hrs.	07Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar /Assignment on any topic of the above syllabus. (Marks 10) 2.Test with multiple choice questions / short and long answer questions. . (Marks 10)
Unit –2	History and Media 1. Role of media in the dissemination of history 2. Newspapers and history writing 3. Contribution of films and documentaries to history 4. Social media and the dissemination of history	08Hrs.	08Marks	
Unit –3	History Writing and Media Skills 1. News writing skills 2. History-related article writing 3. Information collection and verification techniques 4. Creation of history-related content	07 Hrs.	07Marks	
Unit –4	Presentation of History and Practical Work 1. Production of historical documentaries 2. Creation of history blogs and podcasts 3. Organization of historical exhibitions	08Hrs.	08Marks	

	4. Media project report writing			
Reference Books				
1. देशमुख ग.ह ., <i>माध्यमशास्त्र परिचय</i>, विद्या प्रकाशन, पुणे, 2005. 2. जोशीर.वि ., <i>भारतीय पत्रकारितेचा इतिहास</i>, मॅजेस्टिक प्रकाशन, मुंबई, 2008. 3. पाटीलएस.के ., <i>मीडिया अभ्यास व तंत्रे</i>, फडके प्रकाशन, कोल्हापूर, 2010. 4. कुलकर्णीव्ही.व्ही ., <i>डिजिटल माध्यमे आणि समाज</i>, डायमंड पब्लिकेशन, पुणे, 2011. 5. पवारनंदा, <i>इतिहास लेखन व माध्यमे</i>, स्नेह प्रकाशन, पुणे, 2012. 6. गायकवाडम.वि ., <i>भारतीय वृत्तपत्रांचा विकास</i>, विद्या बुक्स, औरंगाबाद, 2013. 7. काळेसंजय, <i>द्रुकश्राव्य माध्यमे आणि इतिहास-</i>, ओरिएंट ब्लॅकस्वान, मुंबई, 2014. 8. शिंदेआर.एस ., <i>सामाजिक माध्यमे आणि इतिहास प्रसार</i>, साईनाथ प्रकाशन, नागपूर, 2015. 9. देशपांडेअ.र ., <i>मीडिया आणि सांस्कृतिक अध्ययन</i>, कॉन्टिनेंटल प्रकाशन, पुणे, 2016. 10. पाटीलएम.बी ., <i>डॉक्युमेंटरी निर्मिती व इतिहास सादरीकरण</i>, फडके प्रकाशन, कोल्हापूर, 2017. 11. शर्माआर.के ., <i>मीडिया और समाज</i>, राजकमल प्रकाशन, नई दिल्ली, 2008. 12. वर्माए.एन ., <i>पत्रकारिता और इतिहास लेखन</i>, न्यू एज इंटरनेशनल, दिल्ली, 2009. 13. सिंहउ.प ., <i>भारतीय मीडिया का इतिहास</i>, पियर्सन एजुकेशन, दिल्ली, 2012. 14. यादवएस.पी ., <i>संचार माध्यम और इतिहास प्रसार</i>, किताबघर प्रकाशन, वाराणसी, 2014. 15. अग्रवालओ.पी ., <i>फिल्म और डॉक्युमेंट्री अध्ययन</i>, नॅशनल बुक ट्रस्ट, दिल्ली, 2015. 16. जोशीहेमंत, <i>सोशल मीडिया और इतिहास</i>, प्रभात प्रकाशन, दिल्ली, 2016. 17. BriggsAsa& Burke, Peter, <i>A Social History of the Media</i>, Polity Press, UK, 2009. 18. McQuail Denis, <i>McQuail's Media and Mass Communication Theory</i>, Sage Publications, UK, 2010. 20. Nichols Bill, <i>Introduction to Documentary</i>, Indiana University Press, USA, 2017. 21. Jenkins Henry, <i>Convergence Culture: Where Old and New Media Collide</i>, NYU Press, USA, 2006.				

Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) 2) Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3) Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4) Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

मानवविज्ञान विद्याशाखा (Faculty of Humanities)

राष्ट्रीय शैक्षणिक धोरणानुसार (NEP)
अभ्यासक्रम (Syllabus)

Three Year- Six Semesters Bachelor's Degree Programme
Degree of Bachelor of Arts

B. A. First Year Semester : II (NEP) : Level : 4.5

Department Specific Core (DSC)/ Subject-Major/Minor- History
(DSC-Code-629)

Major/Minor-DSC-History

Effective from Academic Year : 2026-27

Sant Gadge Baba Amravati University, Amravati

As Per NEP 2020 Syllabus Session for 2026-27

(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Syllabus : B.A. First Year (History) Semester –II : Level : 4.5

Major II -DSC-History-Theory-Paper: Course Code :629202 :

History of India (601 BC to 711 AD)

Each theory paper of **Major** shall be of 4 Credits comprising of 6 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	External	Internal	Max Marks
4.5	II	629202	Major II – DSC-History (Th)- History of India (601 BC to 711 AD)	04	60	3 Hrs.	60	40	100

Course Objectives:

1. To analyze the geopolitical landscape of the Sixteen Mahajanapadas and the process of centralization under the Mauryan Empire.
2. To evaluate structural shifts in political power through the study of post-Mauryan dynasties (Shungas and Kushans) and their stylistic evolution in art.
3. To examine the rise of regional powers in the Deccan, specifically the Satavahana Dynasty, and their impact on trade, society, and literature.
4. To assess the administrative, socio-economic, and cultural advancements during the Gupta Empire, justifying its designation as the 'Golden Age'.
5. To investigate the political alliances (Vakataka-Gupta relations) and architectural heritage of the Vakataka and Chalukya dynasties.

- To synthesize historical narratives by integrating primary foreign accounts (Hiuen Tsang) with the institutional history of ancient centers like Nalanda University.

Course Outcomes:

After completing the course, students will be able to:

- Differentiate between tribal oligarchies and centralized empires, such as the Mauryas and the Guptas.
- Classify and interpret ancient art styles, including Gandhara, Mathura and regional architectural forms.
- Critically examine socio-religious transformations and trade networks across different historical epochs.
- Evaluate the policies and achievements of key rulers, such as Chandragupta Maurya, Ashoka, Kanishka, Gautamiputra Satakarni, Samudragupta, Pulakeshin II, and Harshavardhana.
- Corroborate secondary historical narratives with primary foreign accounts and institutional evidence.
- Synthesize the continuity of India's political and administrative evolution from the rise of Magadha to the early medieval transition.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Sixteen Mahajanapadas and the Mauryan Empire 1.Sixteen Mahajanapadas 2.Rise of Magadh Empire and Chandragupta Maurya 3.Kalinga War and Samrat Ashoka's Dhamma 4.Mauryan Administrative System.	10 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar / Assignment on any topic of the above syllabus. (Marks 20) 2.Test with multiple choice questions / short and long answer questions.
Unit – 2	Shunga and Kushan Dynasties 1.Rise of Shunga Dynasty and of Pushyamitra Shunga 2.Cultural Contributions of Shunga Period 3.Rise of Kushan Dynasty and Samrat Kanishka 4.Cultural Contributions of Kushana Period	10 Hrs.	10 Marks	

Unit – 3	Satavahana Dynasty 1.Riseand Gautamiputra Satakarni. 2.Social Life 3. Religious and Economic Life 4.Art, Architecture and Literature	10 Hrs.	10 Marks	(Marks 20)
Unit – 4	Gupta Empire 1.Rise, Samudragupta and Chandragupta II. 2.Economic Condition 3.Social and Religious Life 4.Art, Architecture, Science and Technology	10 Hrs.	10 Marks	
Unit – 5	Vakataka Dynasty: 1.Rise and Expansion 2.Vakataka-Gupta Relation 3.Socio-Religious Life 4. Cultural Contributions	10 Hrs.	10 Marks	
Unit – 6	Vardhana Empire 1.Rise, Prabhakarvardhana and Rajyavardhana 2.Samrat Harshavardhana 3.Administration System 4.Hiuen Tsang (Xuanzang) and Nalanda University	10 Hrs.	10 Marks	

Reference Books

1. Chakravarti, Uma - Social Dimensions of Early Buddhism.
- 2.Kosambi, D.D. - An Introduction to the study of India History
- 3.Mujumdar.R.C. - History and culture of the Indian People
- 4.Nandi, R.N. - Social Roots of Religion in ancient India
- 5.Mujumdar, R.C.- History and Culture of Indian People vols. 1 to5 (Vakataka Gupta Age)
- 6.K. A. NilakantaShastri, (1955), A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Oxford University Press, New Delhi.
- 7.R. C. Majumdar, (2014), The Classical Age (The History and Culture of the Indian People - Vol. III), Bharatiya Vidya Bhavan, Mumbai.
9. Romila Thapar, (2003), Early India: From the Origins to AD 1300, Penguin Books, New Delhi.
- 10.Upinder Singh, (2008), A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education, New Delhi.
12. अ. रा. कुलकर्णी आणि श. ग. देशपांडे, (२०१०), प्राचीन भारताचा इतिहास: सामाजिक, धार्मिक आणि आर्थिक जीवन, डायमंड पब्लिकेशन्स, पुणे.
- 13.अजय मित्र शास्त्री, (२००२), वाकाटक नृपती आणि त्यांचा काळ, सन्सन्मार्ग प्रकाशन, नागपूर.
- 14.आ. ह. साळुंखे, (२०१५), सम्राट अशोक: एक चिंतन, लोकायत प्रकाशन, सातारा.
- 15.आर. डी. गायकवाड व इतर, (२०१६), प्राचीन भारत: राजकीय, सामाजिक आणि आर्थिक इतिहास, फडके प्रकाशन, कोल्हापूर.
- 16.आर. एस. शर्मा (अनु. भिडे, ग. र.), (२०१३), प्राचीन भारताचा इतिहास, प्राज्ञ प्रकाशन, नागपूर.
- 17.एस. जी. कोलारकर, (२०१५), प्राचीन भारताचा इतिहास आणि संस्कृती, श्री मंगेश प्रकाशन, नागपूर.
- 18.डी. डी. कोसंबी (अनु. पाध्ये, प्रभाकर), (२००८), प्राचीन भारतीय संस्कृती आणि सभ्यता, संस्कृती प्रकाशन, पुणे.
- 19.रा. श्री. मोरवंचीकर, (२०००), सातवाहन कालीन महाराष्ट्र, युनिक पब्लिशिंग हाऊस, पुणे.

- 20.सी. डी. भोईर व इतर, (२०१८), प्राचीन भारताचा इतिहास (प्रारंभ ते इ.स. १२०६), प्रशांत पब्लिकेशन्स, जळगाव.
- 21.डी. एन. झा एवं के. एम. श्रीमाली, (२०२०), प्राचीन भारत का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी.
- 22.शुद्धानन्द पाठक, (२०१८), उत्तर भारत का राजनीतिक इतिहास (600 ई.पू. से 320 ई. तक), उत्तर प्रदेश हिन्दी संस्थान, लखनऊ.
- 23.हेमचंद्र रायचौधरी, (२०१६), प्राचीन भारत का राजनीतिक इतिहास, किताब महल, इलाहाबाद.
- 24.महाजन व्ही.डी. : प्राचीन भारत
- 25.सत्यकेतू विद्यालंकार : प्राचीन भारत का धार्मिक, सामाजिक एवं आर्थिक जीवन
- 26.थापर रोमिला : भारत का इतिहास, राजकमल प्रकाशन, दिल्ली
- 27.शर्मा रामशरण : प्राचीन भारत का इतिहास, राजकमल प्रकाशन, दिल्ली
- 28.कोसारे एच. एल. : प्राचीन भारतातील नाग , नेहा प्रकाशन, नागपूर, 2008
- 29.कोसंबी धर्मानंद : प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड पब्लिशिंग, पुणे
- 30.डॉ. पठारे उत्तम : प्रारंभिक भारत : प्रागैतिहासिक काळ ते मौर्यकाळ
- 32.डॉ. मुखर्जी राधाकुमूद : प्राचीन भारत
- 33.डॉ. मोरवंचीकर आर. एस. : प्राचीन भारत, कैलास प्रकाशन, औरंगाबाद
- 34.देव, प्रभाकर : प्राचीन भारत, विद्या प्रकाशन, औरंगाबाद
- 35.डॉ. कोलते, वि. भि., प्राचीन विदर्भ व आजचे नागपूर, अमरावती विद्यापीठ प्रकाशन, 1996
- 36.शर्मारामशरण-प्राचीनभारतकाइतिहास, राजकमलप्रकाशन, दिल्ली
- 37.कोसारेएच. एल.-प्राचीनभारतातीलनाग, नेहाप्रकाशन, नागपूर, 2008
- 38.कोसंबीधर्मानंद-प्राचीनभारतीयसंस्कृतीवसभ्यता, डायमंडपब्लिशिंग, पुणे
- 39.तातेड, डॉ. कविताराजेंद्र-जैनसंस्कृतीमेनारीप्रतिमा, वान्यापब्लिकेशन्स, कानपूर, 2020
- 40.राठोड, डॉ. विपिन, मेहरबान, - प्राचीनभारतीयसंस्कृतीएवमइतिहास, सूर्या, प्रकाशन, कानपूर, 2015
- 41.इंगळे, (चावरेकर) रवींद्र-सिंधूतेबुद्धअज्ञातइतिहासाचाशोध, हस्ताक्षरप्रकाशनगृह, नांदेड, 2022
- 42.बनसोड, डॉ. संतोष, जाधव, डॉ. सिध्दार्थ-भारताचाइतिहास (प्रारंभते 1205) श्रीसाईनाथप्रकाशननागपूर, 2017
- 43.डोंगरे, डॉ. वसंत-मौर्यसाम्राज्यएवंप्राचीनभारतमेंमुद्राकलाकाविकास, शारदाप्रकाशनठाणे, 2012
- 44.कोलारकर, श. गो. - प्राचीनभारताचाराजकीय, सामाजिक, सांस्कृतिकइतिहास
- 45.आचार्य, डॉ. धनंजय, तिरमनवारडॉ. गोविंद- भारताचाइतिहास (प्रारंभपासूनतेइ.स. 700 पर्यंत) श्रीसाईनाथप्रकाशन, नागपूर, 2022
- 46.इनके, डॉ., रत्रिंद्र-प्राचीनभारताचाइतिहास, (प्रारंभते1206) प्रशांतप्रकाशन, जळगाव, 2023
- 47.बनसोड, डॉ. संतोष, राऊत, डॉ. प्रवीण - प्राचीन भारत, ज्ञानपथ पब्लिकेशन, अमरावती, 2022
- 48.खेरडे, डॉ. मिनल, प्राचीन विदर्भाच्या इतिहासातील सुवर्णकाळ वाकाटक कालीन विदर्भ, डायमंड पब्लिकेशन पुणे, 2022
- 49.पंडित, डॉ. सुरेश- भारताचाइतिहास(इ.स.701ते1525) अजिंक्यप्रकाशनवाशिम, प्रथम आवृत्ती 2023
- 50.डॉ. वैद्य रवींद्र, डॉ. शहा जी. बी., डॉ. ढाले नामदेव, डॉ. येवले प्रदीप, भारताचा इतिहास (प्रारंभपासून ते इ.स. 1200) प्रशांत पब्लिकेशन जळगाव, 2017
- 51.राठोड डॉ. अश्विन कुमार, प्राचीन भारतीय ज्ञान परंपरा, साईनाथ प्रकाशन, नागपूर २०२३.
- 52.काळे, या. मा. वर्हाडचा इतिहाससंपादन - सुनिता तिजारे, संशोधित आवृत्ती, यमक प्रकाशन, नाशिक, २०२२
- 53.भोरजार, डॉ. अशोक, डॉ. गद्रे, बौद्ध धर्माचा इतिहास पिंपळपुरे प्रकाशन, नागपूर, २००५

Model

1. Long answers on any Two Units out of the six Units. (Each question having 10 Marks)

Prof. Dr. N. W. Dhale
Chairman, BOS (History)
SGB Amravati University, Amravati
Jijamata Mahavidyalaya,
Buldhana-443001 (M.S.)

Questions	2.Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3.Short answers on any Four Units out of the six Units. (Each question having 05 Marks) 4.Short answers Types questions should internal choice based. (i.e. Solve any Two questions from Following questions.)
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Sant Gadge Baba Amravati University, Amravati

As Per NEP 2020 Syllabus Session for 2026-27

(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syllabus:B.A. First Year (History) Semester –II : Level : 4.5

Vocational and Skill Enhancement Course(VSEC)

DSC -Major VSEC-I- History Theory-Paper- Course Code :629271:

History of Archaeology

Each theory paper of DSC- Major- VSEC Theory paper shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks		Total Marks
							External	Internal	
4.5	II	629271	DSC –History Theory-Major VSEC-I -History of Archaeology	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Course Objectives:

1. To introduce students to the basic concepts, definitions, nature and scope of archaeology, and its deep relationship with history.
2. To familiarize students with various scientific methods of archaeological excavation, including vertical and horizontal digging techniques.

3. To provide knowledge about scientific dating methods (both absolute and relative) used to determine the age of historical layers and artifacts.
4. To highlight the monumental contributions of pioneering archaeologists such as Alexander Cunningham, John Marshall and H.D. Sankalia in rediscovering India's past.
5. To foster a sense of responsibility and develop skills among students regarding the protection, preservation and study of historical monuments and cultural heritage.

Course Outcomes:

After completing the course, students will be able to:

1. **Conceptual Clarity:** Clearly define archaeology and explain its role as a primary tool in reconstructing history.
2. **Understanding Excavation Methods:** Identify different excavation techniques and determine the appropriate method to be applied to specific historical sites.
3. **Knowledge of Scientific Chronology:** Explain how scientific methods, such as Carbon-14 (C-14) dating and Dendrochronology, help in establishing the timeline of ancient sources.
4. **Appreciation of Archaeological Pioneers:** Evaluate and appreciate the roles of key scholars in shaping the Archaeological Survey of India (ASI) and discovering major civilizations.
5. **Heritage Consciousness and Career Orientation:** Develop an analytical mindset toward heritage conservation, creating foundational pathways for careers in museums, tourism and archaeology.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Introduction to Archaeology: 1. Definition, Aims and Importance of Archeology 2. Nature of Archaeology 3. Scope of Archaeology 4. History and Archaeology (Interrelationship)	07 Hrs.	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks):
Unit –2	Types of Excavation: 1. Trial Trench Method 2. Vertical Excavation 3. Horizontal Excavation 4. Stripping and Quadrant Method	08 Hrs.	08 Marks	1.Seminar /Assignment on any topic of the above syllabus. (Marks 10)

Unit –3	Chronological Methods: 1. Carbon-14 Dating 2. Potassium-Argon Dating and Thermo luminescence (TL) 3. Archaeomagnetic and Fission Track Dating 4. Dendrochronology and Fluorine Test	07 Hrs.	07 Marks	2.Test with multiple choice questions / short and long answer questions. . (Marks 10)
Unit –4	Important Personalities in Archaeology: 1. Alexander Cunningham 2. Sir John Marshall 3. Sir Mortimer Wheeler 4. Prof. H.D. Sankalia	08 Hrs.	08 Marks	
Reference Books				
1. Sir Mortimer Wheeler, (1954), Archaeology from the Earth, Oxford University Press, London. 2. H. D. Sankalia, (1965), An Introduction to Archaeology, Deccan College, Pune. 3. K. V. Raman, (1986), Principles and Methods of Archaeology, Parthajan Publications, Madras. 4. एम. के. ढवळीकर, पुरातत्वविद्या, महाराष्ट्र ग्रंथनिर्मिती मंडळ, नागपूर / पुणे. (१९७०), 5. एच. डी. सांकलिया, पुरातत्वविद्या, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई 6. शा. भा. देव,पुरातत्वविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे. (१९७४), , (१९७६), 7. डॉ. संजय पडवळ, पुरातत्वशास्त्र: स्वरूप आणि व्याप्ती, चिन्मय प्रकाशन, औरंगाबाद. (२०१५), 8. डॉ. प्रमोद जोशी आणि डॉ. सतीश कुलकर्णीभारतीय पुरातत्वशास्त्र आणि संस्कृती, विद्या प्रकाशन, नागपूर. , (२०१८), 9. डॉ. सुधीर मोरे आणि डॉ. बी. व्ही. पाटील, (२०२१), पुरातत्वशास्त्र आणि प्राचीन भारतीय नाणेशास्त्र, प्रशांत पब्लिकेशन, जळगाव. 10. जयनारायण पाण्डेय, (२०१८), पुरातत्व विमर्श, प्राचीन विज्ञान प्रकाशन, इलाहाबाद. 11. मदन मोहन मिश्र, (२०१०), पुरातत्व विज्ञान, शारदा पुस्तक भवन, इलाहाबाद. 12. मदन मोहन सिंह, (२००४), पुरातत्व विज्ञान की रूपरेखा, जानकी प्रकाशन, पटना. 13. पी. के. भट्टाचार्य, (२०१२), भारतीय पुरातत्व और इतिहास, राजकमल प्रकाशन, दिल्ली.				

Model Questions:	1. Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) 2. Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.) 3. Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4. Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2026-27

(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

ySlsugal : B.A. First Year (History) Semester –II: Level : 4.5

Skill Enhancement Course (SEC)

SEC-II- History Theory-Paper- Course Code :629277:: Heritage Conservation and Museology

Each theory paper of **SEC Theory** paper shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks		Total Marks
							External	Internal	
4.5	II	629277	SEC-II - History Theory-Paper-: Heritage Conservation and Museology	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Course Objectives:

1. To introduce students to the theoretical and cultural foundation of heritage.
2. To help learners understand the distinction between tangible and intangible heritage with suitable examples.
3. To develop historical awareness through the study of major heritage sites in India.
4. To explain various methods and institutional frameworks involved in heritage conservation.
5. To familiarize students with the role, functioning, and social significance of museology.
6. To create awareness among students about heritage protection and museum management practices.

Course Outcomes:

At the end of this course, students will be able to:

1. Students will be able to explain different dimensions of cultural heritage.
2. They will develop the ability to analyze the importance of preserving historical monuments.
3. Basic understanding of the functioning of ASI and UNESCO will be acquired.
4. Students will understand the processes of classification and collection of museum objects.
5. They will be able to explain the educational and cultural role of museums.
6. Students will develop skills to prepare structured reports based on museum visits.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Concept of Heritage 1. Concept and nature of cultural heritage 2. Tangible and intangible heritage: meaning and examples 3. Heritage sites in India: Ajanta and Ellora Caves 4. Importance of heritage conservation	07 Hrs.	07Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar /Assignment on any topic of the above syllabus. (Marks 10) 2.Test with multiple choice questions / short and long answer questions. . (Marks 10)
Unit –2	Heritage Conservation 1. Protection of historical monuments: meaning and necessity 2. Preservation of antiquities: basic concepts 3. Major governmental institutions in heritage conservation - o Archaeological Survey of India (ASI) - o Introduction to UNESCO 4. Public participation in heritage conservation	08 Hrs.	08 Marks	
Unit –3	Introduction to Museology 1. Concept and types of museums 2. Major functions of museums 3. Collection and classification of objects 4. Importance of museums	07 Hrs.	07 Marks	
Unit –4	Museum Management 1. Preservation of museum objects 2. Museums and education 3. Importance of local museums 4. Museum visit and report writing	08 Hrs.	08 Marks	
Reference Books				

1. देशमुख ग.ह ., भारतीय संस्कृती व वारसा, विद्या प्रकाशन, पुणे, 2005. 2. पाटीलएस.के ., संग्रहालयशास्त्र परिचय, फडके प्रकाशन, कोल्हापूर, 2010. 3. कुलकर्णीव्ही.व्ही ., भारतीय पुरातत्वशास्त्र, डायमंड पब्लिकेशन, पुणे, 2011. 4. जोशीर.वि ., वारसा संवर्धन आणि व्यवस्थापन, मॅजेस्टिक प्रकाशन, मुंबई, 2013. 5. पवारनंदा, सांस्कृतिक वारसा अभ्यास, स्नेह प्रकाशन, पुणे, 2014. 6. देशपांडेअ.र ., भारतातील संग्रहालये, कॉन्टिनेंटल प्रकाशन, पुणे, 2015. 7. गायकवाडम.वि ., ऐतिहासिक स्मारकांचे संरक्षण, विद्या बुक्स, औरंगाबाद, 2016. 8. काळेसंजय, भारतीय कला व वारसा, ओरिएंट ब्लॅकस्वान, मुंबई, 2017. 9. शिंदेआर.एस ., वारसा व्यवस्थापन तत्त्वे, साईनाथ प्रकाशन, नागपूर, 2018. 10. शर्माआर.के ., भारतीय संस्कृति और विरासत, राजकमल प्रकाशन, नई दिल्ली, 2008. 11. वर्माए.एन ., संग्रहालय विज्ञान परिचय, न्यू एज इंटरनेशनल, दिल्ली, 2009. 12. सिंहउ.प ., भारतीय पुरातत्व का इतिहास, पियर्सन एजुकेशन, दिल्ली, 2012. 13. मिश्राडी.के ., धरोहर संरक्षण एवं प्रबंधन, विकाश प्रकाशन, लखनऊ, 2013. 14. यादवएस.पी ., सांस्कृतिक धरोहर अध्ययन, किताबघर प्रकाशन, वाराणसी, 2014. 15. अग्रवालओ.पी ., म्यूजियम कंजर्वेशन टेक्निक्स, नॅशनल बुक ट्रस्ट, दिल्ली, 2015. 16. जोशीहेमंत, भारतीय ऐतिहासिक स्मारक, प्रभात प्रकाशन, दिल्ली, 2016. 17. Agrawal O. P., Care and Preservation of Museum Objects, National Book Trust, New Delhi, 2006. 18. UNESCO World Heritage Convention Guidelines, UNESCO Publishing, Paris, 2011. 19. Singh Upinder, A History of Ancient and Early Medieval India, Pearson Education, New Delhi, 2008. 20. Childe V. Gordon, What Happened in History, Penguin Books, London, 1942. 21. MathurSaloni, India by Design: Colonial History and Cultural Display, University of California Press, USA, 2007	
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Model Questions:	1. Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) 2. Long answers Types questions should internal choice based. (i.e. Solve any one question from following questions.) 3. Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) 4. Short answers Types questions should internal choice based. (i.e. Solve any Two questions from following questions.)
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