

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. Third Year Semester : V & VI (NEP) : Level-5.5

**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, NarayanraoR ana 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.ShakuntalabaiDhabekar 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 DattatrayaPusadkar 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,HeadDept. 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's of Arts (B.A.)With Major/Minor-DSC-History

(Three/Four years Bachelor Degree Programme)

B.A. Third Year -Semester - V / Level – 5.5

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	Major-DSC-History	Theory-VII	629208	History of Modern India (1757 AD – 1856 AD)	4	4	08	60	40	100
			Theory-VIII	629209	History of Modern World (1780 AD – 1920 AD)	4	4		60	40	100
		Major-DSC-History (Elective) (Students select any one)	Theory-EL-(A)	629210	History of America (1776 AD – 1965 AD)	4	4	4	60	40	100
			Theory-EL-(B)	629211	History of Russia (1900 AD – 2000 AD)						
	b	Minor-DSC-History	Theory-V	629253	History of Indian Freedom Struggle (1885 AD – 1947 AD)	4	4	4	60	40	100
	d	VSC-History	Theory-IV	629274	Administrative and Management Skills of Chhatrapati Shivaji Maharaj	2	4	4	--	30 (College Level Exam) +20 (Internal)	50
		SEC-(Basket)	Theory-III	629278	Tourism and Tourist Guide Skills	2			--	30 (College Level Exam) +20 (Internal)	50
	f	FP/CES	Project-III	629288	Field Project History-Phase III	2	4	4	--	50	50
	*	*Special Theory	*Special Theory	--	Foundation of Artificial Intelligence	2	2	2	--	30+20	50
		TOTAL				22+2					600

**Implementation of the Course of "Foundation of Artificial Intelligence" for the U.G. Programmes Under all the faculties.*

As per Extra-Ordinary Notification No.241/2025 of SGBAU, dated 24/12/2025. Students will earn grade from written examination marks conducted by the concerning college. .241/2025 of SGBAU, dated 24/12/2025. Students will earn grade from written examination marks conducted by the concerning college.

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 Degree Programme)

B.A. Third Year -Semester - VI / Level – 5.5

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	Major-History	Theory-IX	629212	History of Modern India (1857 AD – 1947 AD)	4	4	8	60	40	100
			Theory -X	629213	History of Modern World (1920 AD – 1965AD)	4	4		60	40	100
		Major-DSC-History (Elective) (Students select any one)	Theory-EL-(C)	629214	History of the Making of the Indian Constitution (1935 AD -1950 AD)	4	4	4	60	40	100
			Theory-EL-(D)	629215	History of Vidharbha (1920 AD–2000 AD)						
	b	Minor-History	Theory- VI	629254	Contemporary History of India (1947 AD – 2000 AD)	4	4	4	60	40	100
	d	VSC	Theory-V	629275	Forts of Vidarbha and Heritage Management	2	2	2	-	30+20	50
	f	Internship/ Apprenticeship	Internship /OJT	629291	History-Internship/(OJT)	4	8	8	--	--	--
		TOTAL				22					450

Syllabus-History

B. A. Third Year Semester : V & VI (NEP)
Level : 5.5

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. Third Year (History) Semester : V & VI

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. Third 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 books.

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. Third Year (History) Semester-V : Level : 5. 5

Major VII -DSC -History-Theory Paper : Course Code : 629208 :
History of Modern India (1757 AD -1856 AD)

Each theory paper of **DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	V	629208	Major VII-DSC History –Theory Paper -History of Modern India (1757 AD -1856 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

- 1) To introduce students to the historical process of the rise and expansion of the British East India Company's power in India.
- 2) Analyze the changes in the political, economic and social conditions of India in the 18th and 19th centuries.
- 3) Understand the British administrative policies (revenue, education, judicial) and their impact on Indian society.
- 4) To explain the nature of the early and regional uprisings in India against British imperialism.

Course Outcomes

After successful completion of this course, students:

- 1) The political significance of the battles of Plassey and Buxar and their far-reaching effects on India can be explained.
- 2) Analyze the nature of british expansionist policies (deployment force and khalsa policy) and their impact on the regional states.
- 3) The Company will be able to explain the decline of Indian agriculture and industry due to the various economic and revenue methods of the government.
- 4) The inspiration behind the socio-religious reform movements of the 19th century and their importance in the formation of modern India can be explained.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Establishment of British Rule 1. Battle of Plassey: Causes and Consequences 2. Battle of Wandiwash (1760) 3. Battle of Buxar (1764):Causes and Significance 4. Treaty of Allahabad (1765) and Dual Government in Bengal	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar / Assignment on any topic of the above syllabus. .(Marks 20) 2.Testwithmultiple choice questions / short and long answer questions. .(Marks 20)
Unit –2	Expansion of British Rule 1. Subsidiary Alliance System :Nature, Terms and Implementation 2. Evaluation of the Subsidiary Alliance System 3. Lord Dalhousie’s Doctrine of Lapse 4. Consequences of the Doctrine of Lapse	10 Hr	10 Marks	
Unit –3	British Economic Policies 1.Permanent Settlement (Zamindari System) 2.Ryotwari and Mahalwari Systems 3.Commercialization of Agriculture: Causes and Consequences 4.British Policy towards Indian Industries: Small-scale and Major Industries	10 Hr	10 Marks	
Unit –4	Administrative Reforms of the British 1. Reforms of Lord Hastings 2. Charter Acts of 1813 and 1833 3. Reforms of Lord Dalhousie 4. Impact of British Administrative Reforms in India	10 Hr	10 Marks	
Unit –5	Social, Educational and Cultural Changes 1. Role of Christian Missionaries in Religious and Educational fields 2. Social Reform Movements: Abolition of Sati and the Widow Remarriage Movement 3. Rise and Development of Modern Education 4. Rise of Modern Newspapers and their contribution to Social Awakening	10 Hr	10 Marks	
Unit –6	Uprisings against British Rule before 1857 1. Nature and Causes of Uprisings before 1857 2. Religious, Tribaland Peasant Uprisings in India 3. Princely State and Regional Uprisings in Maharashtra 4. Consequences of the Uprisings before 1857	10 Hr	10 Marks	
Reference Books				

1. डॉ. संतोष बनसोड व डॉ. किशोर वानखडे – *वऱ्हाडचा स्वातंत्र्यलढा (भाग 1 व 2)*, अजिंक्य प्रकाशन, वाशिम, 2023
2. डॉ. राजेंद्रसिंग देवरे व डॉ. संतोष इंगोले – *भारताचा इतिहास (1757 ते 1947)*, साईज्योती प्रकाशन, नागपूर, 2020
3. प्रा. डॉ. सिद्धार्थ जाधव – *अर्वाचीन भारताचा इतिहास (1757 ते 1947)*, वर्ल्ड बुक पब्लिकेशन, कानपूर, 2024
4. डॉ. नामदेव ढाले – *स्वातंत्र्य चळवळीतील बुलढाणा जिल्ह्याचे योगदान*, नभ प्रकाशन, अमरावती, 2013
5. डॉ. नामदेव ढाले, डॉ. मनोज डांगे – *पंढरीनाथ पाटील: राजकीय व सामाजिक कार्य*, प्रशांत पब्लिकेशन, जळगाव, 2017
6. अश्विनकुमार राठोड – *आधुनिक भारत (1757–1885)*, श्री साईनाथ प्रकाशन, नागपूर, 2025
7. डॉ. एस. एस. गाठाळ – *आधुनिक भारताचा इतिहास (1857–1947)*, कैलास पब्लिकेशन्स
8. डॉ. जयसिंगराव पवार – *आधुनिक भारताचा इतिहास*, फडके प्रकाशन, कोल्हापूर
9. डॉ. सुमन वैद्य व डॉ. शांता कोठेकर – *आधुनिक भारताचा इतिहास (खंड 1 व 2)*, साईनाथ प्रकाशन, नागपूर
10. शां. भ. देवपुजारी – *आधुनिक भारताचा इतिहास आणि स्वातंत्र्य चळवळ*
11. डॉ. प्र. शं. चौधरी – *आधुनिक भारताचा इतिहास*, मंगेश प्रकाशन, नागपूर
12. राजा दीक्षित – *एकोणिसाव्या शतकातील महाराष्ट्र मध्यमवर्गाचा उदय*, हिरा प्रकाशन, पुणे, 2009
13. एस. डी. जावडेकर – *आधुनिक भारत*, कॉन्टिनेंटल प्रकाशन, पुणे, 1979 (पुनर्मुद्रण)
14. मनोहर कदम – *भारतीय कामगार चळवळीचे जनक नारायण मेघाजी लोखंडे*, अक्षर प्रकाशन, मुंबई
15. अनिल कठारे – *आधुनिक महाराष्ट्राचा इतिहास (1818–1960)*, विद्या पुस्तके, औरंगाबाद, 2015
16. गो. स. सरदेसाई – *मराठ्यांचा इतिहास*, कॉन्टिनेंटल प्रकाशन, पुणे, 2008
17. वि. गो. पिसाळ – *भारताचा आधुनिक इतिहास*, फडके प्रकाशन, कोल्हापूर, 2012
18. अ. रा. पवार – *आधुनिक भारत व समाजसुधारणा*, डायमंड प्रकाशन, पुणे, 2015
19. ना. गो. देशमुख – *भारतीय स्वातंत्र्य चळवळ*, स्नेहवर्धन प्रकाशन, पुणे, 2009
20. भा. ल. जाधव – *आधुनिक भारतातील घडामोडी*, विद्या प्रकाशन, पुणे, 2011
21. वि. का. कुलकर्णी – *आधुनिक भारताचा इतिहास*, ओरिएंट लॉन्गमन, मुंबई, 2007
22. म. वि. देशपांडे – *भारताचा इतिहास (1757–1857)*, के सागर प्रकाशन, पुणे, 2013
23. बी. एल. गोवर – *आधुनिक भारत का इतिहास*, एस. चांद, नई दिल्ली, 2016
24. एल. पी. शर्मा – *आधुनिक भारत*, लक्ष्मी नारायण अग्रवाल, आगरा, 2014
25. सुमित सरकार – *आधुनिक भारत का इतिहास*, राजकमल प्रकाशन, नई दिल्ली, 2008
26. बिपिन चंद्र – *भारत का स्वतंत्रता संग्राम*, पेंग्विन इंडिया, नई दिल्ली, 2009
27. आर. एस. शर्मा – *प्राचीन एवं मध्यकालीन भारत*, मोतीलाल बनारसीदास, नई दिल्ली, 2012
28. पी. एन. चोपड़ा – *भारत का इतिहास*, के सागर, नई दिल्ली, 2011
29. आर. सी. अग्रवाल – *भारतीय स्वतंत्रता आंदोलन*, एस. चांद, नई दिल्ली, 2010
30. आर. एन. दुबे – *आधुनिक भारत का इतिहास*, राजकमल प्रकाशन, नई दिल्ली, 2013
31. बी. डी. मिश्रा – *भारतीय इतिहास (आधुनिक काल)*, न्यू एज इंटरनॅशनल, 2006
32. Bipan Chandra – *Modern India*, NCERT, New Delhi, 2009
33. Sumit Sarkar – *Modern India (1885–1947)*, Macmillan, 2007
34. Percival Spear – *A History of India*, Oxford University Press, 2002
35. R. C. Majumdar – *History of the Freedom Movement in India*, Firma KLM, 2010
36. S. N. Sen – *History of Modern India*, New Age Publishers, 2011

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.)
------------------------	--

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. Third Year (History) Semester–V : Level : 5.5

Major VIII- DSC History-Theory Paper : Course Code : 629209 :

History of Modern World (1780 AD–1920 AD)

Each theory paper of **DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	V	629209	Major VIII -DSC History-Theory Paper-History of Modern World (1780 AD–1920 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

The primary goals of this course are:

1. To provide a comprehensive understanding of the transition from the early modern world to the contemporary era, specifically focusing on the impact of the French Revolution.
2. To analyze the processes of nation-building in Europe, with a focus on the diplomatic and military strategies used in the unification of Italy and Germany.
3. To examine the causes and consequences of global conflicts, including the Russo-Japanese War and World War I, and their role in reshaping global politics.
4. To introduce students to major political and economic ideologies—Capitalism, Socialism, and Communism—and how they influenced the 20th-century world order.
5. To evaluate the post-war peace settlements and the role of the League of Nations in attempting to maintain international security.

Course Outcomes

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

1. Explain the socio-political crisis of the Ancient Régime and how intellectual currents triggered the French Revolution and the subsequent rise of Napoleon.
2. Critically evaluate the role of leadership and diplomacy (e.g., Bismarck's "Blood and Iron") in the formation of modern European nation-states.
3. Identify the complex causes of World War I and discuss the significance of the Russian Revolution of 1917 in global history.
4. Analyze the Treaty of Versailles and explain why the League of Nations failed to prevent subsequent international aggression.
5. Demonstrate an understanding of how 19th-century imperialism and shifting alliances led to the geopolitical structure of the early 20th century.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	French Revolution and Napoleon Era: 1. Causes of the French Revolution 2. Key Events and Consequences of French Revolution 3. Rise and Achievements of Napoleon Bonaparte 4. Downfall of Napoleon Bonaparte	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar / Assignment on any topic of the above syllabus. .(Marks 20) 2.Testwithmultiple choicequestions / short and long answer questions. .(Marks 20)
Unit –2	Vienna Congress and Unification of Italy and Germany: 1.Vienna Congress -1815 2.Unification of Italy -1870 3.Unification of Germany-1871 4. Consequences of the Unification of Italy and Germany	10 Hr	10 Marks	
Unit –3	Germany under Bismarck and Kaiser Wilhelm II: 1. Bismarck's Ideology and Internal Policy 2. Foreign Policy of Germany under Bismarck. 3. Accession of Kaiser Wilhelm- II and his Internal Policy 4. Foreign Policy of Germany under Kaiser Wilhelm II	10 Hr	10 Marks	
Unit –4	First World War and the USA: 1. Causes of the First World War 2. First World War: Key Events and Consequences	10 Hr	10 Marks	

	3. Entry of the USA into the First World War: Causes and Consequences 4. Woodrow Wilson's Fourteen Points			
Unit –5	Russian Revolution and Paris Peace Conference 1. Causes of the Russian Revolution -1917 2. Bolshevik Revolution (November-1917) And Consequences of Russian Revolution 3. Paris Peace Conference -1919 4. Peace Treaties: Versailles, Saint-Germain, Neuilly, Trianon, and Sèvres	10 Hr	10 Marks	
Unit –6	League of Nations: 1. Establishment, Aims and Objectives 2. Organization and Functions 3. Achievements of the League of Nations 4. Causes of Failure and Its Role in the Outbreak of World War II	10 Hr	10 Marks	
Reference Books				
1)	Bury. J.P.T.(Ed.), The New Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70, 1964			
2)	Cameron, Rondo, France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a Wide –ranging Economic and Business History.			
3)	Crawley, C.W, Ed. The New Cambridge Modern History, Vol. 14: Atlas, 1972			
4)	Evans, Richard j The Pursuit of Power Europe 1815-1914, 2015			
5)	Gildea, Robert Barricades and Borders, Europe 1800-1914 (3rd Ed. 2003) Gooch, G.P History of Modern Europe 1878-1919, 1923			
6)	Grab, Alexander, Napoleon and the Transformation of Europe, 2003			
7)	Hayes C.J.H., A Political and Cultural History of Europe, 1830-1839.			
8)	Herring, George C, Years of Peril and Ambition U.S foreign Relations. 1776-1921, 2017			
9)	Hinsley F.H. (Ed), The New Cambridge Modern History Vol. 11 Material Progress and World Wide Problems 1870-1898, 1979			
10)	Kennedy, Paul, The Rise and Fall of the Great Powers Economic Change and Military Conflict from 1500-2000 (1987), Stress on Economic and Military Factors.			
11)	Langer, William, European Alliances and Alignments 1870-1890 (1950) Advanced History.			
12)	आचार्य धनंजय, विसाव्या शतकातील जग, साईनाथ प्रकाशन, नागपूर, 2011			
13)	आठवले सदाशिव, आधुनिक जगाचा इतिहास, ओरिएंट लाँगमन, मुंबई, 1974			
14)	कुलकर्णी, देशपांडे प्र. न., देशपांडे अ. म., आधुनिक जगाचा इतिहास, स्नेहवर्धन प्रकाशन, पुणे			
15)	कोलारकर श. गो., आधुनिक युरोप, मंगेश प्रकाशन, नागपूर			
16)	कोलारकर श. गो., आधुनिक जग, मंगेश प्रकाशन, नागपूर, 1988			
17)	कदम य. ना., द्वितीय महायुद्धानंतरचे जग, मंगेश प्रकाशन, नागपूर, 1997			
18)	कोंडेकर कांबळे, जागतिक घडामोडीचा इतिहास, अरूणा प्रकाशन, लातूर.			
19)	जोशी पी. जी., महासत्ता अमेरिकेचा इतिहास, विद्या बुक्स, औरंगाबाद, 2011			
20)	वैद्य सुमन, आधुनिक जग भाग-1, साईनाथ प्रकाशन, नागपूर, 2002			
21)	मोरवंचीकर रा, श्री., आधुनिक अमेरिका, पिंपळापूरे पब्लिशर्स, नागपूर, 1992			
22)	राजदरेकर, गर्गे, आधुनिक जगाचा इतिहास, विद्या प्रकाशन, नागपूर, 1996			

23)	पाटील मधुकर, पाटील संजय, आधुनिक जगाचा इतिहास, अथर्व पब्लिकेशन, धुळे, 2015
24)	गायकवाड, कदम, थोरात, आधुनिक जगाचा इतिहास, मंगेश प्रकाशन, नागपूर, 1998
25)	गायकवाड, कदम, थोरात, आधुनिक जगाचा इतिहास, मंगेश प्रकाशन, नागपूर, 2008
26)	गाठाळ एस.एस., आधुनिक जागतिक इतिहासातील स्थित्यंतरे, कैलास पब्लिकेशन, औरंगाबाद, 2011
27)	खुराणा के. एल., आधुनिक एशिया का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा, 2011
28)	खुराणा एवं शर्मा, विश्व का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा
29)	मेहता ब्र. न., आधुनिक युरोप, लक्ष्मीनारायण अग्रवाल, आगरा
30)	बनसोड डॉ.संतोष, जाधव डॉ. सिद्धार्थ, आधुनिक जगाचा इतिहास(1780-1920) श्री साईनाथ प्रकाशन नागपूर, 2019
31)	सातभाई डॉ. श्रीनिवास, आधुनिक जगाचा इतिहास, (इ.स.1776 ते 2000), विद्या बुक्स पब्लिशर्स औरंगपुरा, औरंगाबाद, 2021
32)	कोठे डॉ. प्रशांत, आधुनिक जगाचा इतिहास (1780 ते 1919), प्रशांत पब्लिकेशन, जळगाव
33)	देवतळे माधुरी नितीन, आधुनिक जगाचा इतिहास(1780 ते 1920), साई ज्योती पब्लिकेशन्स, नागपूर, 2019

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.)
------------------------	---

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. Third Year (History) Semester-V : Level : 5.5

Elective -EL-(A) (Major History)–DSC History-Theory-Paper : Course Code : 629210 :
History of America (1776 AD–1965 AD)

Each theory paper of **Elective –DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	V	629210	Major History Elective-EL –(A) – DSC Theory Paper History of America (1776 AD–1965 AD)	04	60	3 Hrs.	60	40	100

Course Outcomes:

1. To understand the major political, social, economic, and cultural developments in American history from the Revolution to the Civil Rights Movement.
2. To analyze key events, movements, and figures shaping modern America.
3. To develop critical thinking and historical analysis skills.

Course Objectives:

1. Understand the major political, social, economic, and constitutional developments in American history from the Revolution to the Civil Rights era.
2. Analyze the causes and consequences of significant events such as the American Revolution, Civil War, World Wars, Great Depression, and Cold War.
3. Examine the growth of democracy, industrialization, expansionism, and reform movements in the United States.
4. Evaluate the contributions of key leaders and policies in shaping modern America.
5. Assess the impact of civil rights movements and social changes on American society and governance.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	The American Revolution and the Early Republic (1776–1800) 1. Causes and consequences of the American Revolution 2. Declaration of Independence and the formation of the U.S. Constitution 3. Federalists vs. Anti-Federalists and the Bill of Rights 4. George Washington's presidency and early challenges	10 Hr	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	Expansion, Reform, and Conflict (1800– 1865) 1. The Louisiana Purchase and Manifest Destiny 2. The Industrial Revolution and social reforms (abolition, women's rights, temperance) 3. The causes and course of the American Civil War 4. Emancipation Proclamation and the end of slavery	10 Hr	10 Marks	
Unit –3	Reconstruction and the Gilded Age (1865– 1900) 1. Reconstruction policies and their impact on the South 2. Rise of industrialization and big business 3. Labor movements and immigration 4. Jim Crow laws and racial segregation	10 Hr	10 Marks	
Unit –4	Progressivism, Imperialism, and World War I (1900–1920) 1. The Progressive Era reforms (political, economic, social) 2. U.S. expansionism and the Spanish-American War 3. The U.S. in World War I and its aftermath 4. The League of Nations debate and isolationism	10 Hr	10 Marks	
Unit –5	The Great Depression, World War II, and the Cold War (1920–1950) 1. The Roaring Twenties and the Great Depression (1929) 2. Franklin D. Roosevelt's New Deal 3. U.S. involvement in World War II (causes, course, consequences) 4. The Cold War begins: Truman Doctrine	10 Hr	10 Marks	

	and containment policy			
Unit –6	Civil Rights and Social Change(1950–1965) 1. The Civil Rights Movement (Brown v. Board, Montgomery Bus Boycott) 2. Cold War tensions and U.S. foreign policy (Cuban Missile Crisis) 3. The rise of youth culture and counterculture movements 4. Lyndon B. Johnson’s Great Society and Civil Rights Act of 1964	10 Hr	10 Marks	

Reference Books

- कोठेकर, शांता – अमेरिकेचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर.
- गोवर, बी. एल. व गोवर, एस. – आधुनिक जगाचा इतिहास, एस. चांद, नवी दिल्ली, 2016
- फडके, य. दि. – जागतिक इतिहास, कॉन्टिनेंटल प्रकाशन, पुणे, 2012
- सरदेसाई, गो. स. – आधुनिक जगाचा इतिहास, कॉन्टिनेंटल प्रकाशन, पुणे, 2008
- पिसाळ, वि. गो. – अमेरिकेचा इतिहास, फडके प्रकाशन, कोल्हापूर, 2014
- पवार, अ. रा. – जागतिक इतिहास (अमेरिका व युरोप), डायमंड प्रकाशन, पुणे, 2015
- देशमुख, ना. गो. – आधुनिक जगाचा इतिहास, स्नेहवर्धन प्रकाशन, पुणे, 2009
- जाधव, भा. ल. – अमेरिकन क्रांती व अमेरिकेचा विकास, विद्या प्रकाशन, पुणे, 2011
- कुलकर्णी, वि. का. – आधुनिक जगाचा इतिहास, ओरिएंट लॉन्गमन, मुंबई, 2007
- देशपांडे, म. वि. – जागतिक इतिहास (1776–1965), के सागर प्रकाशन, पुणे, 2013
- काळे, एस. पी. – अमेरिकेचा आधुनिक इतिहास, के सागर प्रकाशन, पुणे, 2016
- गोवर, बी. एल. – आधुनिक विश्व इतिहास, एस. चांद, नई दिल्ली, 2016
- शर्मा, एल. पी. – विश्व इतिहास (आधुनिक काल), लक्ष्मी नारायण अग्रवाल, आगरा, 2014
- बिपिन चंद्र – आधुनिक विश्व का इतिहास, पेंग्विन इंडिया, 2009
- दुबे, आर. एन. – अमेरिका का इतिहास, राजकमल प्रकाशन, नई दिल्ली, 2013
- मिश्रा, बी. डी. – विश्व इतिहास (20वीं सदी), न्यू एज इंटरनॅशनल, 2006
- त्रिपाठी, आर. के. – अमेरिकी इतिहास, मोतीलाल बनारसीदास, 2015
- अग्रवाल, आर. सी. – आधुनिक विश्व इतिहास, एस. चांद, नई दिल्ली, 2010
- Eric Foner – Give Me Liberty!: An American History, Norton, 2014
- James McPherson – Battle Cry of Freedom, Oxford University Press, 1988
- Howard Zinn – A People’s History of the United States, HarperCollins, 2005
- Arthur M. Schlesinger Jr. – The Age of Jackson, Houghton Mifflin, 2004
- Paul S. Boyer – The Enduring Vision: A History of the American People, Cengage, 2013

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.)
------------------------	---

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. Third Year (History) Semester–V : Level : 5.5

**Elective –EL-(B) (Major History)—DSC History-Theory-Paper : Course Code : 629211 :
History of Russia (1900 AD–2000 AD)**

Each theory paper of **Elective-DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	V	629211	Major History Elective-EL-(B) –DSC History-Theory-Paper History of Russia (1900 AD–2000 AD)	04	60	3 Hrs.	60	40	100

Course Outcomes:

1. Students will understand how the Russian monarchy and empire collapsed.
2. Students will learn about the rise and fall of Russia, the world's first major socialist nation.
3. Students will analyze how Russia emerged as a world superpower.
4. Students will get knowledge about the political and economic situation in Russia after 1991.
5. Students will understand the secrets of Russia's economic and scientific progress.
6. Students will get knowledge regarding the foundation of Putin's power in Russia was laid.

Course Objectives :

1. Understand the political, social, and economic developments in Russia from the fall of Tsarism to post-Soviet Russia.
2. Analyze the causes and consequences of the Russian Revolutions, Civil War, and the formation of the USSR.
3. Examine the policies and contributions of major leaders such as Vladimir Lenin, Joseph Stalin, Nikita Khrushchev, Mikhail Gorbachev, and Boris Yeltsin.
4. Evaluate the impact of the Cold War, Soviet reforms, and the collapse of the USSR on global and Russian history.
5. Assess the political, economic, and social transformation of Russia during the twentieth century.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	The Fall of Tsarism and the 1917 Revolutions 1. Russia under Nicholas II: Society, Economy, and Politics 2. The 1905 Revolution and the October Manifesto 3. Russia and World War I: Internal Strains and Military Collapse 4. Revolutions of 1917	10 Hr	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	Civil War and the Rise of the Soviet State 1. The Russian Civil War (1918–1921): Reds vs. Whites 2. War Communism and the New Economic Policy (NEP) 3. Formation of the USSR (1922): Lenin’s Legacy 4. The Role of the Bolsheviks and the Establishment of a One-Party State	10 Hr	10 Marks	
Unit –3	Stalin’s USSR (1924–1953) 1. Power Struggles After Lenin: Stalin’s Rise 2. Collectivization and Industrialization: Five-Year Plans 3. The Great Purges and the Cult of Personality 4. The USSR in World War II: The Great Patriotic War and Its Aftermath	10 Hr	10 Marks	
Unit –4	Cold War and Khrushchev’s Reforms 1. The Cold War Begins: Ideological and Geopolitical Rivalries 2. Khrushchev’s De-Stalinization and the Secret Speech 3. Economic and Agricultural Reforms in the 1950s–60s 4. Foreign Policy: Cuban Missile Crisis and Relations with the West	10 Hr	10 Marks	
Unit –5	The Era of Stagnation and Reform (1964–1985) 1. Brezhnev Era: Stability and Stagnation 2. Soviet Society: Education, Culture, and Dissent 3. The Arms Race and Détente 4. Prelude to Reform: The Early 1980s and the Need for Change	10 Hr	10 Marks	
Unit –6	Gorbachev, the Fall of the USSR, and Post-Soviet Russia 1. Gorbachev’s Reforms: Perestroika and Glasnost 2. The Collapse of the Soviet Union (1991) 3. Russia under Boris Yeltsin: Democracy and Economic Shock Therapy 4. Russia at the End of the 20th Century: Society, Politics, and Identity	10 Hr	10 Marks	

Reference Books

1. ग्रोव्हर, बी. एल. व ग्रोव्हर, एस. – आधुनिक युरोपचा इतिहास, एस. चांद, नवी दिल्ली, 2016
2. फडके, य. दि. – आधुनिक जागतिक इतिहास, कॉन्टिनेंटल प्रकाशन, पुणे, 2012
3. सरदेसाई, गो. स. – आधुनिक जगाचा इतिहास, कॉन्टिनेंटल प्रकाशन, पुणे, 2008
4. पिसाळ, वि. गो. – आधुनिक युरोप व रशिया इतिहास, फडके प्रकाशन, कोल्हापूर, 2014
5. पवार, अ. रा. – जागतिक इतिहास, डायमंड प्रकाशन, पुणे, 2015
6. देशमुख, ना. गो. – आधुनिक जगाचा इतिहास, स्नेहवर्धन प्रकाशन, पुणे, 2009
7. जाधव, भा. ल. – रशियन क्रांती व सोव्हिएत युनियनचा इतिहास, विद्या प्रकाशन, पुणे, 2011
8. कुलकर्णी, वि. का. – युरोपचा आधुनिक इतिहास, ओरिएंट लॉन्गमन, मुंबई, 2007
9. देशपांडे, म. वि. – जागतिक इतिहास (1914–1991), के सागर प्रकाशन, पुणे, 2013
10. काळे, एस. पी. – रशियाचा आधुनिक इतिहास, के सागर प्रकाशन, पुणे, 2016
11. ग्रोवर, बी. एल. – आधुनिक विश्व इतिहास, एस. चांद, नई दिल्ली, 2016
12. शर्मा, एल. पी. – विश्व इतिहास (आधुनिक काल), लक्ष्मी नारायण अग्रवाल, आगरा, 2014
13. बिपिन चंद्र – आधुनिक विश्व का इतिहास, पेंग्विन इंडिया, 2009
14. दुबे, आर. एन. – यूरोप और रूस का इतिहास, राजकमल प्रकाशन, नई दिल्ली, 2013
15. मिश्रा, बी. डी. – विश्व इतिहास (20वीं सदी), न्यू एज इंटरनॅशनल, 2006
16. E.H. Carr – A History of Soviet Russia, Macmillan, 1950
17. Orlando Figes – A People's Tragedy: The Russian Revolution, Penguin, 1996
18. Sheila Fitzpatrick – The Russian Revolution, Oxford University Press, 2008
19. Eric Hobsbawm – The Age of Extremes: The Short Twentieth Century, Vintage, 1994
20. Robert Service – A History of Modern Russia, Harvard University Press, 2009

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.)
------------------------	--

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.Third Year (History) Semester–V : Level : 5.5

Minor V : DSC History Theory Paper :Course Code : 629253 :

History of Indian Freedom Struggle (1885 AD – 1947 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	Max Marks		Total Marks
							External	Internal	
5.5	V	629253	Minor V- DSC History Theory-- History of Indian Freedom Struggle (1885 AD – 1947 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

1. To conduct an in-depth study of the major events, ideologies, and political shifts in India's freedom struggle during the period from 1885 to 1947.
2. To analyze the methodologies of various ideologies, such as Moderates (Mawals), Extremists (Jahals), revolutionaries, and Gandhian principles and their role in India's freedom struggle.
3. To conduct a comparative study of the causes, nature, and impact of major movements in the freedom struggle (e.g., Non-Cooperation, Civil Disobedience, Quit India).
4. To enable students to study the thoughts and contributions of key leaders and revolutionaries of the Indian freedom struggle within their socio-political context.
5. Students will understand the constitutional processes that led India toward independence (e.g., Simon Commission, Mountbatten Plan and Indian Independence Act).

Course Outcomes

After completing this course, students will be able to:

1. Critically analyze important historical events in the Indian freedom struggle (e.g., Partition, Round Table Conferences).
2. Explain the differences between Moderate and Extremist ideologies and their limitations/contributions.
3. Explain the significance of important concepts such as the 'Drain Theory,' 'Swaraj,' 'Satyagraha,' and 'Purna Swaraj.'
4. Explain the impact of global events, such as the Second World War on India's freedom struggle.
5. Develop an awareness of the formation of modern Indian politics through various phases of the freedom struggle and understand the importance of democratic values.
6. Present historical topics effectively based on primary and secondary sources.
7. Develop a more profound sense of nationalism toward the country.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Indian National Congress and the Moderate Phase (1885-1905) 1. Establishment of the Congress (1885): Background and Objectives 2. Moderate Phase: Ideology and Methods of Work 3. Dadabhai Naoroji's Drain of Wealth Theory 4. British Policy: Initial stance towards Congress and the 'Divide and Rule' Policy	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	Extremist Phase and Revolutionary Movement (1905-1920) 1. Extremism (Jahalwad): Rise and contribution of 'Lal-Bal-Pal' 2. Partition of Bengal (1905) and Surat Split (1907) 3. Home Rule Movement (1916) 4. Revolutionary Movement(Phase1): Abhinav Bharat and Anushilan Samiti	10 Hrs	10 Marks	
Unit –3	Beginning of the Gandhian Era and Non-Cooperation Movement (1920-1930) 1. Gandhiji's Arrival in India: Gandhian Ideology and Early Work 2. Jallianwala Bagh Massacre (1919) 3. Non-Cooperation Movement (1920-22): Causes and Significance 4. Work of the Swaraj Party and the Simon Commission	10 Hrs	10 Marks	
Unit –4	Civil Disobedience Movement and Political Developments (1930-1939) 1. Lahore Session (1929): Historical significance of the 'Purna Swaraj' resolution 2. Civil Disobedience Movement (1930): Dandi March and Salt Satyagraha 3. Round Table Conferences and the Gandhi-Irwin Pact 4. Poona Pact (1932): Background and Historical Significance	10 Hrs	10 Marks	

Unit –5	'Quit India' Movement and Azad Hind Fauj (1939-1945) 1. Second World War: Political impact of the war on India's freedom struggle 2. Quit India Movement (1942): Causes and the resolution of 8th August 3. Azad Hind Fauj: Military and political contribution of Netaji Subhash Chandra Bose 4. Revolutionary Movement (Phase 2): Work of Bhagatsingh, Rajguru and Sukhdev	10 Hrs	10 Marks
Unit –6	Partition of India and Independence (1945-1947) 1. Wavell Plan and Simla Conference (1945) 2. Cabinet Mission(1946):Plan and formation of the Interim Government 3. Mountbatten Plan and the Partition of the country 4. Indian Independence Act (1947)	10 Hrs	10 Marks

Reference Books

1. बनसोडडॉ. संतोष, वानखेडेडॉ. किशोर, वऱ्हाडचा स्वातंत्र्यलढा भाग – 1 & 2, अजिंक्य प्रकाशन वाशिम 2023
2. डॉ. राजेंद्रसिंग देवरे व डॉ. संतोष इंगोले, भारताचा इतिहास (१७५७ ते १९४७), साईज्योती, प्रकाशन, नागपूर- २०२०
3. जाधव प्रा. डॉ. सिद्धार्थ, अर्वाचीन भारताचा इतिहास (1757 ते 1947), वर्ल्ड बुक पब्लिकेशन, कानपूर, 2024
4. ढाले, डॉ. नामदेव, इंजि. अनिकेत गावंडे- भारतीय स्वातंत्र्य संग्रामाचा इतिहास प्रशांत पब्लिकेशन, जळगाव, २०२६
5. दीक्षित, राजा- एकोनिसाव्या शतकातील महाराष्ट्र मध्यम वर्गाचा उदय, हिरा प्रकाशन, पुणे, 2009.
6. जावडेकर, एस. डी. - आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७९ (पुनर्मुद्रण)
7. कदम, मनोहर- भारतीय कामगार चळवळीचे जनक नारायण मेघाजी लोखंडे, अक्षर प्रकाशन, मुंबई.
8. कठारे, अनिल- आधुनिक महाराष्ट्राचा इतिहास (1818-1960), विद्या बुक्स, औरंगाबाद, 2015.
9. ढाले, डॉ. नामदेव- स्वातंत्र्य चळवळीतील बुलढाणा जिल्ह्याचे योगदान, नभ प्रकाशन, अमरावती, 2013
10. ढाले, डॉ. नामदेव, डांगे डॉ. मनोज - पंढरीनाथ पाटील राजकीय व सामाजिक कार्य प्रशांत पब्लिकेशन, जळगाव, 2017
11. डॉ. ग्रेव्हर व डॉ. एल. बी. एस. ग्रेव्हर. - आधुनिक भारताचा इतिहास (मराठी अनुवाद)
12. डॉ. एस. एस. गाठाळ - आधुनिक भारताचा इतिहास (१८५७-१९४७), कैलास पब्लिकेशन्स, औरंगाबाद
13. डॉ. जयसिंगराव पवार - आधुनिक भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर.
14. डॉ. सुमन वैद्य व डॉ. शांता कोठेकर - आधुनिक भारताचा इतिहास (खंड १ आणि २), साईनाथ प्रकाशन, नागपूर.
15. शां. भ. देवपुजारी - आधुनिक भारताचा इतिहास आणि स्वातंत्र्य चळवळ.
16. डॉ. प्र. शं. चौधरी - आधुनिक भारताचा इतिहास, मंगेश प्रकाशन, नागपूर.
17. शेखर बंडोपाध्याय (अनुवादक: प्रमोद मुनघाटे) - प्लासी ते फाळणी आणि त्यानंतर: आधुनिक भारताचा इतिहास, ओरिएंट ब्लॅक स्वान.

18. डॉ. सुमन वैद्य व डॉ. शांता कोठेकर – भारतीय स्वातंत्र्य चळवळीचा इतिहास
19. डॉ. शांता कोठेकर – आधुनिक भारताचा सामाजिक, आर्थिक व राजकीय इतिहास
20. डॉ. प्रभाकर देव – भारतीय राष्ट्रीय चळवळ
21. बी. एल. ग्रोवर एवं एस. ग्रोवर – आधुनिक भारत का इतिहास
22. बिपिन चन्द्र – भारत का स्वतंत्रता संघर्ष
23. सुमित सरकार – आधुनिक भारत
24. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee et al. – India's Struggle for Independence
25. Bipan Chandra – A History of Modern India
26. Sumit Sarkar – Modern India
27. Sekhar Bandyopadhyay – Modern India 1885–1947
28. Bipan Chandra – India's Struggle for Independence, Penguin Books.
29. Bipan Chandra – History of Modern India, Orient BlackSwan.
30. Sumit Sarkar – Modern India: 1885–1947, Macmillan.
31. Sekhar Bandyopadhyay – From Plassey to Partition: A History of Modern India, Orient BlackSwan.
32. B. L. Grover & S. Grover – A New Look at Modern Indian History, S. Chand & Company.
33. Percival Spear – The Oxford History of Modern India, Oxford University Press.

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.)
------------------------	---

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

Syalabus : B.A. Third Year (History) Semester –V : Level : 5.5
Vocational and Skill Enhancement Course(VSEC)

DSC -Major VSEC-IV –History Theory Paper- Course Code: 629274 :

Administrative and Management Skills of Chhatrapati Shivaji Maharaj

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	Seme ster	Course Code	Course Name	Credi ts	Teaching Hours	Exam Duration	Max Marks		Total Marks
							External	Internal	
5.0	V	629274	DSC -Major VSEC-IV –History Theory Paper –Administrative and Management Skills of Chhatrapati Shivaji Maharaj	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Course Objectives:

1. To understand the managerial and administrative brilliance of Chhatrapati Shivaji Maharaj.
2. To analyze the historical relevance of Shiv-era policies in the modern context.
3. To develop leadership, resource management, and strategic thinking skills in students.
4. To cultivate an entrepreneurial mindset by analyzing historical resource optimization and market development strategies.
5. To bridge the gap between historical administration and contemporary management challenges, fostering ethical decision-making.

Course Outcomes :

After completing the course, students will be able to:

1. Analyze the historical administrative structure of Chhatrapati Shivaji Maharaj to evaluate the core governance values that will be applicable to modern administration.
2. Implement the principles of 'Adnyapatra' and 'Ashtapradhan' to enhance efficiency and ethics in their future contemporary team management roles.

3. Propose innovative, eco-friendly solutions for sustainable resource management by integrating traditional water and environmental conservation techniques for future projects.
4. Formulate strategic logistics and maritime trade models by bridging the gap between historical 'Peth' management and modern global trade networks for future business expansion.
5. Exhibit strategic leadership and crisis management competencies by adapting historical decision-making frameworks to future volatile business environments.
6. Design sustainable and ethical entrepreneurial strategies by applying the principles of historical resource optimization and financial prudence to their future professional ventures.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Leadership and Civil Administration 1. Leadership Traits 2. crisis management 3. Concept of administrative decentralization 4. Basic state taxation and market regulation	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	Fort and Resource Management 1. Fort Planning: Military and strategic importance 2. Fort Administration: Basics of logistics and supply chain management 3. Water Management: Traditional storage techniques and eco-friendly practices 4. Intelligence Systems: Overview of information gathering and security planning	08Hrs.	08Marks	
Unit –3	Agrarian, Revenue and Environmental Management 1. Land Revenue assessment 2. Land Revenue collection systems 3. Agricultural Support: Disaster Relief and Targaia Loan Systems) 4. forest conservation and resource management	07Hrs.	07Marks	
Unit –4	Commerce, Industry, and Naval Management 1. Planning and establishment of 'Peths' (commercial centers) 2. Promoting rural artisans, salt production and shipbuilding 3. Maritime security: Construction and Management of Sea Forts 4. Protection of sea trade routes	08Hrs.	08 Marks	
Reference Books				

1. अ. रा. कुलकर्णी, (२००४), शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे. 2. बाळकृष्ण, (१९७१), शिवछत्रपतींचे व्यवस्थापन, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई. 3. रामचंद्रपंत अमात्य (संपादक: डॉ. सदाशिव शेवाळकर), (२०१०), आज्ञापत्र, कॅटिनेन्टल प्रकाशन, पुणे. 4. म. के. ढवळीकर, (२००४), शिवकालीन जलव्यवस्थापन, डायमंड पब्लिकेशन, पुणे. 5. सदाशिव गोरक्षकर, (२०१३), शिवकालीन आरमार आणि नाणेशास्त्र, राजहंस प्रकाशन, पुणे. 6. डॉ. मिलिंद पराडकर, (२०१५), शिवकालीन दुर्ग आणि सुरक्षा व्यवस्था, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे. 7. प्रा. ना. स. इनामदार, (२००७), शिवछत्रपतींचे लष्करी व मुलकी प्रशासन, कॉन्टिनेन्टल प्रकाशन, पुणे. 8. डॉ. जयसिंगराव पवार, (२०१२), छत्रपती शिवाजी महाराज: एक अष्टपैलू व्यक्तिमत्त्व, फडके प्रकाशन, कोल्हापूर. 9. यदुनाथ सरकार, (१९७४), शिवाजी और उनका युग, राजकमल प्रकाशन, दिल्ली. 10. डॉ. रघुनाथ हेरवाडकर (संपा.), (२००३), छत्रपती श्रीशिवाजी महाराज यांची बखर (सभासद बखर), व्हीनस प्रकाशन, पुणे. 9. डॉ. सतीश चंद्र, (२०१५), उत्तर मध्यकालीन भारत का इतिहास, जवाहर पब्लिशर्स, नई दिल्ली. 10. जी. एस. सरदेसाई, (२००६), मराठों का नवीन इतिहास (भाग १), शिवलाल अग्रवाल अँड कंपनी, आग्रा. 12. SurendraNathSen, (१९२३), Administrative System of the Marathas, University of Calcutta, Calcutta. 13. SurendraNathSen, (१९२८), Military System of the Marathas, Orient Longman, New Delhi. 14. A. R. Kulkarni, (१९६९), Maharashtra in the Age of Shivaji, Deshmukh& Co., Pune. 15. JadunathSarkar, (१९२०), Shivaji and His Times, M. C. Sarkar& Sons, Calcutta. 16. B. K. Apte, (१९७३), A History of the Maratha Navy and Merchantry, State Board for Literature and Culture, Bombay.	
---	--

Model Questions:	1) Long answers on any Two Units out of the four Units. (Each 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.)
-------------------------	---

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. Third Year (History) Semester : V : Level : 5.5

Skill Enhancement Course (SEC)

SEC-III- History Theory-Paper- Course Code :629278 : Tourism and Tourist Guide Skills

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	
5.5	V	629278	SEC-III - History Theory-Paper- Tourism and Tourist Guide Skills	02	30	2 Hrs.	--	30 (College Level Exam) + 20 (Internal)	50

Course Objectives

1. To provide students with a comprehensive understanding of the concept, nature, and significance of tourism.
2. To acquaint learners with the role, responsibilities, and professional ethics of a tourist guide.
3. To introduce various forms of tourism, with special emphasis on historical, religious, and cultural tourism.
4. To develop knowledge of major tourist destinations, historical sites, and cultural heritage in India and Maharashtra.
5. To enhance communication, presentation, and group management skills required in tourism services.
6. To equip students with practical experience in tourist guidance, field observation, and report writing.

Course Outcomes

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

1. A comprehensive understanding of the concept, nature, and types of tourism will be acquired.
2. A clear understanding of the roles and responsibilities of a tourist guide will be developed.
3. The historical and cultural significance of tourist destinations will be analyzed.
4. The ability to communicate effectively and interact with tourists in a professional and courteous manner will be developed.
5. Skills in tourism planning and the preparation of guide notes will be acquired.
6. Practical experience in field visits, observation, and report writing will be gained.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Introduction to Tourism and Tourist Guide 1. Concept and nature of tourism 2. Role and responsibilities of a tourist guide 3. Types of tourism – historical, religious, cultural 4. Major tourist destinations in India and Maharashtra	07 Hrs.	07Marks	Suggested Continuous Internal Evaluation Methods (20 Marks):
Unit –2	Information of Tourist Sites and Heritage 1. Importance of historical sites 2. Forts, temples and monuments – introduction 3. Local history and cultural heritage 4. Heritage conservation and tourism	08 Hrs.	08 Marks	1.Seminar /Assignment on any topic of the above syllabus. (Marks 10)
Unit –3	Tourist Guide Skills 1. Communication skills and presentation skills 2. Behavior and etiquette with tourists 3. Tourism planning and group management 4. Basic safety and first aid in tourism	07 Hrs.	07 Marks	2.Test with multiple choice questions / short and long answer questions. . (Marks 10)
Unit –4	Practical Tourism Guidance and Field Work 1. Preparation of guide notes for tourist sites 2. Practical guidance at historical sites 3. Visit and observation of tourist places 4. Field visit report writing	08 Hrs.	08 Marks	
Reference Books				
1. पाटीलएस. के., पर्यटनशास्त्र परिचय, फडके प्रकाशन, कोल्हापूर, 2005. 2. जोशीर. वि., भारतातील पर्यटन विकास, मॅजेस्टिक प्रकाशन, मुंबई, 2008. 3. देशमुखग. ह., भारतीय वारसा व पर्यटन, विद्या प्रकाशन, पुणे, 2010. 4. कुलकर्णीव्ही. व्ही., ऐतिहासिक स्थळे आणि पर्यटन, डायमंड पब्लिकेशन, पुणे, 2011.				

5. पवारनंदा, पर्यटन व्यवस्थापन तत्वे, स्नेह प्रकाशन, पुणे, 2012. 6. काळेसंजय, सांस्कृतिक पर्यटन अभ्यास, ओरिएंट ब्लैकस्वान, मुंबई, 2015. 7. शिंदेआर. एस., पर्यटक मार्गदर्शक कौशल्ये, साईनाथ प्रकाशन, नागपूर, 2016. 8. देशपांडेअ. र., पर्यटन व्यवस्थापन आणि विकास, कॉन्टिनेंटल प्रकाशन, पुणे, 2017. 9. पाटीलएम. बी., महाराष्ट्रातील ऐतिहासिक स्थळांचे मार्गदर्शन, फडके प्रकाशन, कोल्हापूर, 2018. 10. शर्माआर. के., पर्यटन और संस्कृति, राजकमल प्रकाशन, नई दिल्ली, 2008. 11. वर्माए. एन., पर्यटन प्रबंधन परिचय, न्यू एज इंटरनेशनल, दिल्ली, 2009. 13. सिंह, उ. प., भारत में पर्यटन विकास, पियर्सन एजुकेशन, दिल्ली, 2012. 14. मिश्राडी. के., पर्यटक मार्गदर्शक कौशल, विकास प्रकाशन, लखनऊ, 2013. 15. यादवएस. पी., सांस्कृतिक पर्यटन अध्ययन, किताबघर प्रकाशन, वाराणसी, 2014. 16. अग्रवालओ. पी., हेरिटेज टूरिज्म एंड मैनेजमेंट, नेशनल बुक ट्रस्ट, दिल्ली, 2015. 17. जोशीहेमंत, भारत के प्रमुख पर्यटन स्थल, प्रभात प्रकाशन, दिल्ली, 2016. 18. Cooper Chris et al., <i>Tourism Principles and Practice</i> , Pearson Education, UK, 2008. 19. Holloway J. C., <i>The Business of Tourism</i> , Pearson Education, UK, 2011. 20. Richards Greg, <i>Cultural Tourism</i> , CABI Publishing, UK, 2013. 21. SinghUpinder, <i>A History of Ancient and Early Medieval India</i> , Pearson Education, India, 2008. 22. MathurSaloni, <i>India by Design: Colonial History and Cultural Display</i> , University of California Press, USA, 2007.	
---	--

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.)
--------------------------	---

B. A. Third Year Semester –V (NEP) : Subject : History (Vertical-f)
Field Project (FP/Community Engagement Service) (CES)-Phase-III
Course Code: 629288 : Major –DSC-History (Related to Major paper)

Level	Semester	Vertical Type	Type of Course	Course Code	Course Name	Credits	Learning Hours	Maximum Marks
5.5	B.A. Sem- V	Major-History Field Project -III	Project Phase-III (Related to Major)	629288	Field Project (FP) Phase-III	02	Total: 60 Per Week : 04	1.Project Proposal/Synopsis : 20 2.Project Report Writing : 20 3.Presentation & Viva Voce :10 Total=50

Course Objectives: The main objectives of this course are:

- 1 To develop foundational understanding of regional monuments, oral traditions, folklore, culinary heritage, genealogy and local institutional history.
2. To enable students to apply historical theories and fieldwork methodologies for conducting interviews, drafting genealogies and documenting local heritage.
3. To train students to analyze chronological changes in regional economies, environmental transformations, traditional attire and local transport systems.
4. To cultivate critical thinking for evaluating primary sources, including oral narratives, subaltern records, revenue documents and local toponymy.
5. To empower students to categorize collected data, interpret findings objectively and construct a scientific Historical Project Report per university standards.

Course Outcomes:

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

- 1.Classify, map and document local monuments, forts, stepwells, archaeological heritage and potential regional tourism sites using systematic field notes.
2. Reconstruct the socio-cultural fabric and daily life history of the region by conducting structured interviews with local personalities, elder citizens and folk artists.
3. Analyze the shifting dynamics of traditional handicrafts, rural industries, weekly bazaars and agrarian tools in relation to the broader socio-economic history of the province.
4. Utilize old land records, Modi script documents, official gazetteers and institutional files as primary source materials for drafting local history narratives.
5. Demonstrate independent analytical thinking, historical objectivity and the academic writing skills necessary to compile a comprehensive field study report compliant with NAAC and university criteria.hereby enhancing employability in heritage management, tourism, and archival sectors."

Course Content:

Important Instructions for course work (Field project) : When students are assigned topics at the national or international level for their field project, it is mandatory to include a 'local context' or a direct 'interview/visit' related to that topic in the final project report.

- **Students can be assigned Field Project topics under the following main categories:**

1. Local History & Heritage: e.g., History of the village/town, monuments, ancient architecture, oral history, folk arts, traditional games, and food culture.

2. Economic & Environmental History: e.g., Water heritage, geographical background, traditional industries, agricultural practices, and the study of economic changes.

3. Indian Freedom Struggle & Nation Building: e.g. Regional and national freedom movements, unsung local freedom fighters., tribal and peasant uprisings, the partition of India, making of the Indian Constitution, and post-independence social-religious reform movements.

4. World History & Global Politics:e.g., World revolutions, both World Wars, the Great Depression, the Cold War, decolonization, and international organizations like the UNO and the League of Nations

5. Institutional & Modern Development:e.g. Institutional history, modern reforms, education, and the study of India's planned economic progress after independence, including the Five-Year Plans.

Evaluation Scheme

Sr. No.	Evaluation Component	Expected Work	Marks
1	Project Proposal/Synopsis	Title, Introduction, Objectives, Methodology, Significance, Scope, Chapterisation and Bibliography.	20
2	Project Report Writing:	Handwritten or typed report. (Annexure like photos, maps, or documents are optional if applicable).	20
3	Presentation & Viva Voce	Presentation in front of the examiners	10
Total Marks			50

Important Instructions for Project Report

1. Word Limit for Report: Minimum - 800 to 1000 words.

2. Supporting Documents (Annexure): Supporting documents (such as photographs, maps, interview questionnaires, etc.) are **optional**. They should be attached as an annexure only if they are relevant to your specific project topic.

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. Third Year Semester : VI (NEP) : Level-5.5

**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

Course Code : 629

Syllabus: B.A. Third Year (History) Semester–VI : Level : 5.5

Major IX- DSC History-Theory-Paper : Course Code : 629212

History of Modern India(1857 AD–1947 AD)

Each theory paper of DSC 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	Max Marks		Total Marks
							External	Internal	
5.5	VI	629212	Major IX-DSC-History -Theory-Paper- History of Modern India (1857 AD–1947 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

1. To introduce students thoroughly to the nature, causes, and consequences of the historic Revolt of 1857.
2. To analyze the rise of nationalism in India and the political journey during the Moderate and Extremist phases.
3. To understand the mass movements and the immense contribution of revolutionary movements under the leadership of the Father of the Nation, Mahatma Gandhi.
4. To provide a historical overview of the final phase of attaining independence, the partition of India, and constitutional developments.

Course Outcomes

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

1. Analyze the inspirational role of the Revolt of 1857 in the Indian independence movement and the subsequent changes in British administration.
2. Evaluate the background of the establishment of the Indian National Congress and the ideology of the early nationalists.
3. Explain the significance of public participation in the Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement.
4. Articulate the causes behind the tragedy of partition during independence and the process of the end of colonial rule.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	The Revolt of 1857 and Nationalism 1.Causes of the Revolt 2.Spread of Revolt 3.Consequences and Causes of Failure of the Revolt 4.Causes of the Rise of Indian Nationalism	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar/ Assignment on any topic of the above syllabus. .(Marks 20) 2.Testwithmultiple choice questions / short and long answer questions. .(Marks 20)
Unit –2	Indian Renaissance and Modern Education 1. Causes of the Rise of Socio-Religious Reform Movements 2. Major Reform Movements: Satyashodhak Samaj, AryaSamaj and Ramakrishna Mission 3. Development of Modern Education 4.Consequences of Modern Education	10 Hr	10 Marks	
Unit –3	Indian National Congress (1885–1920): 1. Establishment, Aims and Objectives 2. The Moderate Phase (1885–1905): Methods and Contribution 3. The Extremist Phase (1905–1920): Philosophy and Achievements 4. Partition of Bengal (1905) and Swedish Boycott Movement	10 Hr	10 Marks	
Unit –4	The Gandhian Era and Beginnings of Mass Movements 1. Mahatma Gandhi: Early Work of and his Ideology (Satyagruh and Ahinsa) 2. Rowlatt Act and Jallianwala Bagh Massacre (1919)	10 Hr	10 Marks	

	3. Non-Cooperation Movement: Causes and Significance 4. Simon Commission and the Nehru Report (1928)			
Unit –5	Civil Disobedience Movement and Political Developments 1.Civil Disobedience Movement (1930): Dandi Satyagraha 2.First Round Table Conference and Gandhi-Irwin Pact(1931) 3.Second,Third Round Table Conference and Poona Pact (1932) 4. Act of 1935 : Provision and Evaluation	10 Hr	10 Marks	
Unit –6	Revolutionary Nationalism and Attainment of Independence 1.Rise of Revolutionary Movement and Contribution of Bhagat Singh, Sukhdev, Rajguru, and Chandrashekhar Azad 2.Quit India Movement (1942): Causes and Significance 3. Azad Hind Sena and Netaji Subhashchandra Bose: Contribution to Indian Freedom Struggle 4.Attainment of Independence (1947): Mountbatten Plan and the Indian Independence Act of 1947and Dr. B.R. Ambedkar's Vision on Independence	10 Hr	10 Marks	

Reference Books

1. Bipan Chandra – *India's Struggle for Independence*, Penguin Books.
2. Bipan Chandra – *History of Modern India*, Orient BlackSwan.
3. Sumit Sarkar – *Modern India: 1885–1947*, Macmillan.
4. Sekhar Bandyopadhyay – *From Plassey to Partition: A History of Modern India*, Orient BlackSwan.
5. B. L. Grover & S. Grover – *A New Look at Modern Indian History*, S. Chand & Company.
6. Percival Spear – *The Oxford History of Modern India*, Oxford University Press.
7. डॉ. एस. एस. गाठळ – आधुनिकभारताचाइतिहास (१८५७-१९४७), कैलासपब्लिकेशन्स.
8. डॉ. जयसिंगरावपवार – आधुनिकभारताचाइतिहास, फडकेप्रकाशन, कोल्हापूर.
9. डॉ. सुमनवैद्यवडॉ. शांताकोठेकर – आधुनिकभारताचाइतिहास (खंड१आणि२), साईनाथप्रकाशन, नागपूर.
10. शां. भ. देवपुजारी – आधुनिकभारताचाइतिहासआणिस्वातंत्र्यचळवळ.
11. डॉ. प्र. शं. चौधरी – आधुनिकभारताचाइतिहास, मंगेशप्रकाशन, नागपूर.
12. शेखरबंडोपाध्याय (अनुवादक: प्रमोदमुनघाटे) – प्लासीतेफाळणीआणित्यानंतर: आधुनिकभारताचाइतिहास,

ओरिएंटलब्लैकस्वान.

13. बनसोडडॉसंतोष, वानखडेडॉकिशोर, व-हाडचास्वातंत्र्यलढाभाग – 1 & 2, अजिंक्यप्रकाशनवाशिम 2023
14. डॉ. राजेंद्रसिंगदेवरेवडॉ. संतोष इंगोले, भारताचाइतिहास (१७५७ ते १९४७), साईज्योती, प्रकाशन, नागपूर- २०२०
15. ढाले, डॉ. नामदेव-स्वातंत्र्यचळवळीतीलबुलढाणाजिल्ह्याचेयोगदान, नभप्रकाशन, अमरावती, 2013
16. ढाले, डॉ. नामदेव, डांगेडॉ. मनोज- पंढरीनाथपाटीलराजकीयवसामाजिककार्यप्रशांतपब्लिकेशन, जळगाव, 2017
17. दीक्षित, राजा-एकोनिसाव्याशतकातिलमहाराष्ट्रमध्यमवर्गाचाउदय, हिराप्रकाशन, पुणे, 2009.
18. जावडेकर, एसडी..-आधुनिकभारत, कॉन्टिनेन्टलप्रकाशन, पुणे, १९७९(पुनर्मुद्रण)
19. कदम, मनोहर-भारतीयकामगारचलवळीचेजनकनारायणमेघाजीलोखंडे, अक्षरप्रकाशन, मुंबई.
20. कठारे, अनिल-आधुनिकमहाराष्ट्राचाइतिहास (1818-1960), विद्यापुस्तके, औरंगाबाद, 2015.
21. जाधव प्रा.डॉ. सिद्धार्थ, अर्वाचीनभारताचाइतिहास (1757 ते 1947), वर्ल्डबुकपब्लिकेशन, कानपूर, 2024
22. राठोड अश्विनकुमार; आधुनिक भारत ,श्री साईनाथ प्रकाशन ,नागपूर २०२५

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.)

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. Third Year (History) Semester–VI : Level : 5.5

Major X- DSC-History-Theory-Paper : Course Code : 629213 :

History of Modern World (1921 AD–1965AD)

Each theory paper of **DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	VI	629213	Major X-DSC History -Theory-Paper History of Modern World (1921 AD–1965 AD)	04	60	3 Hrs.	60	40	100

Course Objectives (COs)

The primary goals of this course are:

1. To provide a comprehensive understanding of the transition from the early modern world to the contemporary era, specifically focusing on the impact of the French Revolution.
2. To analyze the processes of nation-building in Europe, with a focus on the diplomatic and military strategies used in the unification of Italy and Germany.
3. To examine the causes and consequences of global conflicts, including the Russo-Japanese War and World War I, and their role in reshaping global politics.
4. To introduce students to major political and economic ideologies—Capitalism, Socialism, and Communism—and how they influenced the 20th-century world order.
5. To evaluate the post-war peace settlements and the role of the League of Nations in attempting to maintain international security.

Course Outcomes

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

1. Explain the socio-political crisis of the Ancient Régime and how intellectual currents triggered the French Revolution and the subsequent rise of Napoleon.
2. Critically evaluate the role of leadership and diplomacy (e.g., Bismarck's "Blood and Iron") in the formation of modern European nation-states.
3. Identify the complex causes of World War I and discuss the significance of the Russian Revolution of 1917 in global history.
4. Analyze the Treaty of Versailles and explain why the League of Nations failed to prevent subsequent international aggression.
5. Demonstrate an understanding of how 19th-century imperialism and shifting alliances led to the geopolitical structure of the early 20th century.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	The Rise of Totalitarianism 1. Fascism in Italy: Rise and internal policy of Benito Mussolini 2. Italy: Foreign policy under Benito Mussolini 3. Nazism in Germany: Rise and internal policy of Adolf Hitler 4. Germany: Foreign policy under Adolf Hitler	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar / Assignment on any topic of the above syllabus. .(Marks 20) 2.Testwithmultiple choice questions / short and long answer questions. .(Marks 20)
Unit –2	Background and the Second World War: 1. Economic Depression (1929): Causes and Global Impact 2. Causes of the Second World War 3. Major Events and Consequences of the Second World War 4. The Entry of the U.S.A. into the Second World War: Cause and Effect	10 Hr	10 Marks	
Unit –3	The New World Order 1. United Nations Organization (UNO): Aims, Objectives and Organizational Structure 2. United Nations Organization (UNO): Achievements and Evaluations 3. The U.S.A. as a Superpower: Causes and effects of its emergence. 4. The U.S.S.R. as a Superpower: Causes of rise and global influence.	10 Hr	10 Marks	
Unit –4	The Cold War Period 1. Rise of the Cold War: Meaning, CausesandEffects 2. Truman Doctrine,Marshall Plan 3. Western Alliances: NATO treaty 4. The SEATO treaty and the Warsaw Pact	10 Hr	10 Marks	
Unit –5	Regional Conflicts and European Integration 1. Causes of the Arab–Israeli Conflict (1948) 2. The Suez Crisis (1956) and The Berlin Crisis (1958) 3. European Unity and Disunity 1. The European Common Market	10 Hr	10 Marks	
Unit –6	World Order in The Cold War Era 1. The Commonwealth of Nations(1949) and its Role in the Post-Colonial World 2. The Cuban Missile Crisis (1962) 3. Non-Alignment Movement: Principles and Causes of its Emergence 4. Non-Alignment Movement: Global Impact and Significance	10 Hr	10 Marks	

Reference Books

1. Bury, J.P.T, (Ed.) The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70, 1964
2. Cameron, Rondo, France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a Wide –ranging Economic and Business History.
3. Evans, Richard, The Pursuit of Power Europe 1815-1914, 2015
4. Gildea, Robert Barricades and Borders, Europe 1800-1914 (3rd Ed. 2003) Gooch, G.P History of Modern Europe 1878-1919, 1923
5. Hayes C.J.H., A Political and Cultural History of Europe, 1830-1839.
6. Herring, George C, Years of Peril and Ambition U.S Foreign Relations. 1776-1921, 2017
7. Hinsley F.H, Ed the New Cambridge Modern History Vol. 11 Material Progress and World Wide Problems 1870-1898, 1979
8. Kennedy, Paul, The Rise and fallof the Great Powers Economic Change and Military Conflict from 1500-2000 (1987), Stress on Economic and Military Factors.
9. हेंडवेडॉ. जगदीशद., आधुनिकजगाचाइतिहास, (इ. स.1921 तेइ. स. 1965) साईज्योतीपब्लिकेशन्स, नागपूर, 2022
10. सातभाईडॉ. श्रीनिवास, आधुनिकजगाचाइतिहास, (इ.स.1776 ते 2000), विद्याबुक्सपब्लिशर्स औरंगापुरा, औरंगाबाद, 2021
11. देवतळेमाधुरीनितीन, आधुनिकजगाचाइतिहास, (इ.स.1921पासूनते 1965पर्यंत), साईज्योतीपब्लिकेशन्स, नागपूर, 2020
12. आचार्यधनंजय, विसाव्याशतकातीलजग, साईनाथप्रकाशन, नागपूर, 2011
13. आठवले सदाशिव, आधुनिकजगाचाइतिहास, ओरिएंटलॉगमन, मुंबई, 1974
14. कुलकर्णी, देशपांडेप्र. न., देशपांडेअ. म., आधुनिकजगाचाइतिहास,स्नेहवर्धनप्रकाशन, पुणे.
15. कोलारकरश. गो., आधुनिकयुरोप, मंगेशप्रकाशन, नागपूर
16. कोलारकरश. गो., आधुनिकजग, मंगेशप्रकाशन, नागपूर, 1988
17. कदमय. ना., द्वितीयमहायुद्धदानंतरचेजग, मंगेशप्रकाशन, नागपूर, 1997
18. कोंडेकरकांबळे, जागतिकघडामोडीचाइतिहास, अरूणाप्रकाशन, लातूर.
19. जोशीपी. जी., महासत्ताअमेरिकेचाइतिहास, विद्याबुक्स, औरंगाबाद, 2011
20. वैद्यसुमन, आधुनिकजगभाग-1, साईनाथप्रकाशन, नागपूर, 2002
21. मोरवंचीकररा, श्री., आधुनिकअमेरिका,पिंपळापूरेपब्लिशर्स, नागपूर, 1992
22. राजदरेकर, गर्गे, आधुनिकजगाचाइतिहास, विद्याप्रकाशन, नागपूर, 1996
23. पाटीलमधुकर, पाटीलसंजय, आधुनिकजगाचाइतिहास, अथर्वपब्लिकेशन, धुळे, 2015
24. गायकवाड, कदम, थोरात, आधुनिकजगाचाइतिहास, मंगेशप्रकाशन, नागपूर, 1998
25. गायकवाड, कदम, थोरात, आधुनिकजगाचाइतिहास, मंगेशप्रकाशन, नागपूर, 2008
26. गाठाळएस.एस., आधुनिकजागतिकइतिहासातीलस्थित्यंतरे, कैलासपब्लिकेशन, औरंगाबाद, 2011
27. खुराणा के. एल., आधुनिक एशिया का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा, 2011
28. खुराणा एवं शर्मा, विश्व का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा
29. मेहता ब्र. न., आधुनिक युरोप, लक्ष्मीनारायण अग्रवाल, आगरा
30. बनसोड डॉ.संतोष, जाधव डॉ. सिद्धार्थ, आधुनिक जगाचा इतिहास(1921-1965) श्री साईनाथ प्रकाशन नागपूर, 2020
31. माळी,एम.एन .आधुनिक जपानचा इतिहास, प्रशांत प्रकाशन, जळगाव, 2009

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.)
------------------------	---

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. Third Year (History) Semester–VI : Level : 5.5

Elective -EL –(C) –DSC History-Theory-Paper : Course Code : 629214 :

History of the Making of the Indian Constitution (1935 AD -1950 AD)

Each theory paper of **Elective –DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	VI	629214	Elective- EL–(C) – DSC History-Theory Paper-History of the Making of the Indian Constitution (1935 AD -1950 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

- 1) To give students an in-depth acquaintance with the historical, political and legal background of the framing of the Indian Constitution.
- 2) Analysing the constitutional journey from the 1935 Act to the promulgation of the Constitution in 1950.
- 3) To study the formation, functioning and role of the various committees of the Constituent Assembly.
- 4) To highlight the unparalleled contribution of Dr. Babasaheb Ambedkar as Chairman of the Drafting Committee and the importance of historical participation of women members in the Constitution.

Course Outcomes

- 1) After successful completion of this course, students:
- 2) Can explain the historical conflict and philosophical basis behind the making of the Indian Constitution.
- 3) Understand the debates and democratic processes in the Constituent Assembly.
- 4) You can analyse the socio-political and constitutional vision of Dr. Babasaheb Ambedkar.
- 5) As a national citizen, they will be able to assert the fundamental rights of the Constitution, the Directive Principles and the importance of democratic values.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Constitutional Background (1935–1945) 1. Government of India Act, 1935: Features and concept of federalism 2. Provincial Autonomy (1937): Impact and significance 3. Cripps Mission (1942): Proposal and failure 4. Wavell Plan (1945) and the Shimla Conference	10 Hr	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks): 1.Seminar /Assignment on any topic of the above syllabus.(Marks 20) 2.Testwithmultiple choice questions / short and long answer questions. (Marks 20)
Unit –2	Constituent Assembly and Formation Process (1946-47) 1. Cabinet Mission Plan (1946): Provisions for the Constituent Assembly 2. Structure and election process of the Constituent Assembly 3. Interim Government (1946) 4. Indian Independence Act, 1947: Partition and reorganization of the Constituent Assembly	10 Hr	10 Marks	
Unit –3	Early Working of the Constituent Assembly 1. First sitting (9 December 1946): Election of temporary and permanent Presidents 2. Objectives Resolution 3. Major committees and division of work 4. Contribution of women members	10 Hr	10 Marks	
Unit –4	Work and Functioning of the Drafting Committee 1. Establishment of the Drafting Committee (1947) 2. Role of Dr. B. R. Ambedkar 3. First draft of the Constitution 4. Revisions and amendments in the drafting process	10 Hr	10 Marks	
Unit –5	Major Debates in the Constituent Assembly 1. Fundamental Rights and civil liberties 2. Centre–State relations and federal structure 3. Language issue and national integration 4. Social justice and reservation debates	10 Hr	10 Marks	
Unit –6	Adoption and Implementation of the Constitution (1950) 1. Final adoption of the Constitution (26 November 1949) 2. Adoption of national symbols: State Emblem, National Flag, and National Anthem 3. 26 January 1950 – Republic Day 4. Transformation of India into a sovereign republic	10 Hr	10 Marks	
Reference Books				

1. ग. ब. स. देशपांडे, आधुनिक भारताचा इतिहास, महाराष्ट्र ग्रंथनिर्मिती मंडळ, पुणे, 1985.
2. य. दि. फडके, आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे, 1990.
3. सुमन वैद्य व शांता कोठेकर, भारतीय स्वातंत्र्य चळवळीचा इतिहास, साईनाथ प्रकाशन, नागपूर.
4. रौराळे, एंड. डॉ. अरुण व संतोष बनसोड, राष्ट्रनिर्माते डॉ. बाबासाहेब आंबेडकर, वऱ्हाड साहित्य प्रकाशन, अमरावती, 2025.
5. भालचंद्र देशमुख, भारतीय संविधानाचा इतिहास, पुणे विद्यापीठ प्रकाशन, पुणे.
6. एस. जी. पवार, भारतीय राज्यघटना निर्मिती प्रक्रिया, विद्या प्रकाशन, मुंबई.
7. द. वा. पोतदार, आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे.
8. न. र. फाटक, भारतीय राजकारणाचा इतिहास, नागपूर विद्यापीठ प्रकाशन, नागपूर.
9. शरद कुलकर्णी, भारतीय संविधान आणि लोकशाही, स्नेहवर्धन प्रकाशन, पुणे.
10. अ. वि. जोशी, स्वातंत्र्य चळवळ आणि संविधान निर्मिती, विदर्भ ग्रंथालय, नागपूर.
11. बी. एल. ग्रोवर एवं एस. ग्रोवर, आधुनिक भारत का इतिहास, एस. चांद एंड कंपनी, नई दिल्ली.
12. विपिन चंद्र, भारत का स्वतंत्रता संग्राम, पेंगुइन बुक्स इंडिया, नई दिल्ली.
13. सुमित सरकार, आधुनिक भारत, राजकमल प्रकाशन, नई दिल्ली.
14. रोमिला थापर, भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली.
15. आर. सी. मजूमदार, भारतीय स्वाधीनता संग्राम, भारत प्रकाशन, इलाहाबाद.
16. शिवकुमार मिश्रा, भारतीय संविधान का निर्माण, विश्वविद्यालय प्रकाशन, वाराणसी.
17. डी. डी. बसु, Introduction to the Constitution of India, प्रीटिस हॉल इंडिया.
18. डॉ. भीमराव आंबेडकर, संविधान सभा में भाषण, गौतम बुक्स, नई दिल्ली.
19. आशीष नंदी, भारत में लोकतंत्र का विकास, राजकमल प्रकाशन, नई दिल्ली.
20. के. के. दत्ता, भारत का संवैधानिक इतिहास, न्यू एज पब्लिशर्स, दिल्ली.
21. Granville Austin, The Indian Constitution: Cornerstone of a Nation, Oxford University Press, 1966.
22. B. Shiva Rao, The Framing of India's Constitution, N.M. Tripathi, Bombay.
23. Granville Austin, Working a Democratic Constitution, Oxford University Press.
24. D.D. Basu, Introduction to the Constitution of India, LexisNexis.
25. H.M. Seervai, Constitutional Law of India, Universal Law Publishing.
26. Rajeev Dhavan, The Constitution of India: A Contextual Analysis, Sweet & Maxwell.
27. Subhash C. Kashyap, Our Constitution, National Book Trust, India.
28. V.N. Shukla, Constitution of India, Eastern Book Company.
29. M. P. Jain, Indian Constitutional Law, LexisNexis.
30. K.C. Wheare, Modern Constitutions, Oxford University Press.

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.)
------------------------	--

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. Third Year (History) Semester–VI : Level : 5.5

**Elective - EL-(D) –DSC History-Theory-Paper : Course Code : 629215 :
History of Vidharbha (1920 AD–2000 AD)**

Each theory paper of **Elective DSC** 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	Max Marks		Total Marks
							External	Internal	
5.5	VI	629215	Elective - EL-(D)- DSC-History-Theory Paper- History of Vidharbha (1920 AD–2000 AD)	04	60	3 Hrs.	60	40	100

Course Objectives:

- 1) To study the contribution of Vidarbha in the national independence movement and important events.
- 2) To review the social reform movement and educational development in Vidarbha.
- 3) To understand the role of Vidarbha and the political transition in the 'Mahavidarbha' to 'Samyukta Maharashtra' movement.
- 4) To analyse the economic, agricultural and developmental issues of Vidarbha in the post-independence period.

Course Outcomes

- 1) After completing this course, students will be able to:
- 2) Describe in detail the glorious history of Vidarbha's struggle for independence.

- 3) Explain the significance of the Nagpur Pact and the role of Vidarbha in the creation of Maharashtra.
- 4) Evaluate the process of social and educational transformation in Vidarbha.
- 5) Present critical thoughts on contemporary issues such as irrigation and developmental backlogs.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Vidarbha and the National Movement (1920–1947) 1.Nagpur Session (1920) and Non-Cooperation Movement. 2.Civil Disobedience Movement1930 & 1932) : Jungle Satyagraha in Vidarbha. 3.Quit India Movement (1942): Chimur–Ashti and Yavli incidents 4. Roll of women in the Freedom Movement in Vidarbha	10 Hr	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	Social and Educational Awakening in Vidarbha 1.Ambadevi Satyagraha and Educational Work of Dr. Panjabrao Deshmukh. 2.Social Reform Movement of Saint Gadge Baba 3.RashtrasantTukadoji Maharaj and Rural Reconstruction. 4.Dalit Movement in Vidarbha: Dr. Babasaheb Ambedkar and Deekshabhoomi (1956)	10 Hr	10 Marks	
Unit –3	Mahavidarbha and Samyukta Maharashtra Movement 1. Demand for Mahavidarbha and Aney Committee Report 2. Nagpur Agreement (1953): Background and Provisions 3. Samyukta Maharashtra Movement and its Impact on Vidarbha 4. Formation of Maharashtra State (1960) and Position of Vidarbha	10 Hr	10 Marks	
Unit –4	Post-Independence Politics and Development in Vidarbha (1960–1980) 1. Political Leadership in Vidarbha: Kannamwar to Vasantnaon Naik 2. Industrial Development and Establishment of MIDC 3. Expansion of Higher Education: Nagpur and Amravati Universities 4. Rise of Naxalism in Vidarbha	10 Hr	10 Marks	

Unit –5	Agriculture, Irrigation and Economic Issues in Vidarbha 1. Problems of Cotton Farmers and Monopoly Procurement Scheme in Vidarbha. 2. Irrigation Backlog and Major Irrigation Projects (e.g., Gosikhurd). 3. Statutory Development Board: Objectives and Role. 4. Regional Imbalance and Dandekar Committee Report.	10 Hr	10 Marks	
Unit –6	Vidarbha in the Twentieth Century 1. Separate Vidarbha Movement 2. Impact of Globalization on Agrarian Economy 3. Farmers' Suicides: Causes and Consequences 4. Cultural and Political Developments	10 Hr	10 Marks	

Reference Books

- 1) Besant, Annie - How India Wrought For Freedom, Madras,
- 2) Desai A.R. - Peasant Struggles in India
- 3) Deshpande, R. H. - India Fight for Freedom, Published by S. D. Deshmukh
- 4) Ghai, S.K. - Indian Movement and Thought, Steering Publication, Bombay
- 5) Huddar, S. N., [Chief Edi.] - Commercial & General Derectory of C. P. & Berar
- 6) Joshi, Dr. P. L., [Edi] - Political Ideas & Leadership in Vidharbha
- 7) Kunte, Dr. B. G. - Source Material For a History of Freedom Movement,
- 8) Mishra, Dwarkaprasad - The History of Freedom Movement in Madhya Pradesh
- 9) Mujumdar, R.C.- History of Freedom Movement in India
- 10) Pattabhi, Sitaramaya - The History of Indian National Congress Vol. - I, [1885 -1935]
- 11) Phathak, Prof. R.N. - Source Material for a History of freedom Movement in India
- 12) Shriranjan,W.K.Subbarao - Struggle for Freedom (Case Study of East Godawari District)
- 13) Wedderburn, Millon - Allan Octanvian Hum Father of the Indian National Congress
- 14) वैद्य, डॉ. सुमनकोठेकर ,, डॉ. शांता - महाराष्ट्रातील काँग्रेसचा स्वातंत्र्य लढा
- 15) वक्कानी डॉ. अ.नी.- आधुनिक विदर्भ का इतिहास
- 16) कोलारकर श .गो .- आधुनिक विदर्भाचा इतिहास
- 17) वाघ संदेश (संपादक), - आंबेडकरी चळवळीचा इतिहास, प्रकाशन संदेश पब्लिकशन्स सोलापूर, आवृत्ती 6 -डिसेंबर 2012
- 18) खापर्डे, बाग. - श्री दादासाहेब खापर्डे यांचे चरित्र
- 19) पाठक डॉदमय .ती - भारताच्या स्वातंत्र्य लढ्यात वैद्यर्भीय महिलांचं योगदान
- 20) हरदासबाळशास्त्री - भारतीय क्रांतिकारकांचा इतिहास
- 21) सोनटक्के डॉ कुसमेंद्र - संघर्ष विदर्भाचा आधार पब्लिकेशन, अमरावती, 2020
- 22) बनसोड, डॉ संतोष;वानखडे, किशोर -वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २, अंजिक्य प्रकाशन, वाशीम२०२३,
- 23) झनके, डॉ., रविद्र - विदर्भाची विशेषता, पैनगंगा प्रकाशन मेहकर,2023
- 24) झनके, डॉ., रविद्र - दिदर्भ प्रांतातील किल्ल्याचा इतिहास, अंजिक्य प्रकाशन, वाशिम
- 25) कोठे, डॉ., प्रशांत - वऱ्हाडातील नागपूर भोसल्याची कामगिरी,आधार प्रकाशन अमरावती, 2011

- 26) कोठे, डॉ., प्रशांत - अचलपूरचा इतिहास(1764-1853),सर साहित्य केंद्र नागपूर, 2013
- 27) ढाले, डॉ. नामदेव-स्वातंत्र्य चळवळीतील बुलढाणा जिल्ह्याचे योगदान, नभ प्रकाशन, अमरावती, 2013
- 28) ढाले, डॉ. नामदेव, डांगे डॉ. मनोज - पंढरीनाथ पाटील राजकीय व सामाजिक कार्य प्रशांत पब्लिकेशन, जळगाव, 2017
- 29) बनसोड डॉ संतोष ,वानखडे डॉ किशोर. पश्चिम विदर्भातील सामाजिक चळवळी ,आधार प्रकाशन अमरावती, 2021 .
- 30) बनसोड डॉ संतोष ,वानखडे डॉ किशोर ,पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार आधार प्रकाशन अमरावती, 2021 .
- 31) बनसोड डॉ संतोष, वानखडे डॉ किशोर, पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार भाग- 2 ,आधार 2021.
- 32) बनसोड डॉ संतोष ,वानखडे डॉ किशोर, पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार भाग 3 ,अजिंक्य प्रकाशन वाशिम, 2021 .
- 33) बनसोड डॉ संतोष, वानखडे डॉ किशोर ,जगदेवराव पाटील ,कार्य आणि कर्तृत्व,अजिंक्य प्रकाशन वाशिम, 2021.
- 34) जाधव भगवान, नितळनिष्ठा, वर्ड बुक पब्लिकेशन कानपूर, २०२६
- 35) ढाले, डॉ. प्रफुल्ल अशोकराव - महाराष्ट्रातील समाजसुधारक ,साई ज्योती प्रकाशन, नागपूर २०१८
- 36) ढाले, डॉ. प्रफुल्ल अशोकराव - राष्ट्रसंत तुकडोजी महाराज यांच्या साहित्यातील मूल्यविचार,साई ज्योती प्रकाशन, नागपूर २०२०
- 37) ढाले, डॉ. प्रफुल्ल अशोकराव - आधुनिक महाराष्ट्रातील सामाजिक सुधारणा चळवळीचा इतिहास,साई ज्योती प्रकाशन, नागपूर २०१८
- 38) बनसोड डॉ संतोष ,वानखडे डॉ किशोर ,वऱ्हाडचा स्वातंत्र्यलढा भाग एक, भाग दोन, अजिंक्य प्रकाशन वाशिम, 2023

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.)
------------------------	---

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. Third Year (History) Semester–VI : Level : 5.5

Minor VI : DSC-Theory Paper : Course Code: 629254 :

Contemporary History of India (1947 AD –2000 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	Max Marks		Total Marks
							External	Internal	
5.5	VI	629254	Minor VI -DSC-Theory-Contemporary History of India(1947AD–2000 AD)	04	60	3 Hrs.	60	40	100

Course Objectives

1. To conduct an in-depth study of the major events, ideologies, and political shifts in India's freedom struggle during the period from 1885 to 1947.
2. To analyze the methodologies of various ideologies, such as Moderates (Mawals), Extremists (Jahals), revolutionaries, and Gandhian principles and their role in India's freedom struggle.
3. To conduct a comparative study of the causes, nature, and impact of major movements in the freedom struggle (e.g., Non-Cooperation, Civil Disobedience, Quit India).
4. To enable students to study the thoughts and contributions of key leaders and revolutionaries of the Indian freedom struggle within their socio-political context.
5. Students will understand the constitutional processes that led India toward independence (e.g., Simon Commission, Mountbatten Plan and Indian Independence Act).

Course Outcomes (COs)

After completing this course, students will be able to:

1. Critically analyze important historical events in the Indian freedom struggle (e.g., Partition, Round Table Conferences).
2. Explain the differences between Moderate and Extremist ideologies and their limitations/contributions.
3. Explain the significance of important concepts such as the 'Drain Theory,' 'Swaraj,' 'Satyagraha,' and 'Purna Swaraj.'
4. Explain the impact of global events, such as the Second World War on India's freedom struggle.
5. Develop an awareness of the formation of modern Indian politics through various phases of the freedom struggle and understand the importance of democratic values.
6. Present historical topics effectively based on primary and secondary sources.
7. Develop a more profound sense of nationalism toward the country.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	Independence and Constitutional Objectives 1. Partition of India and rehabilitation of refugees. 2. The Preamble of the Indian Constitution and its core values. 3. Integration of Princely States: The role of Sardar Patel. 4. Linguistic Reorganization of States Policy: Fazl Ali Commission	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	Policies during the Nehru Era 1. Five-Year Plans and agricultural development. 2. Mixed economy and Bhakra-Nangal project. 3. Nehru’s educational policy and modernization of India. 4. Foreign policy: Non-Aligned Movement (NAM).	10 Hrs	10 Marks	
Unit –3	Food Security and Welfare Policies 1. Green Revolution and self-sufficiency in food grain production. 2. Bank nationalization (1969) and economic reforms of Indira Gandhi. 3. Abolition of Privy Purses. 4. Garibi Hatao and poverty alleviation programmes.	10 Hrs	10 Marks	
Unit –4	Social Movements and Public Awareness 1. Chipko Movement and environmental protection 2. Vinoba Bhave’s Bhoodan Movement. 3. Women’s empowerment and women’s rights movement 4. Adult education and literacy campaigns.	10 Hrs	10 Marks	
Unit –5	Economic and Technological Developments 1. Computer revolution under Rajiv Gandhi. 2. New Economic Policy of 1991: Liberalization, Privatization and Globalization (LPG) Reforms. 3. Rural Employment Programme : Jawahar Rozgar Yojana (1989) 4. Consumer Protection Act (1986) and consumer awareness.	10 Hrs	10 Marks	

Unit –6	India's Journey Towards Modernity 1. National Security and the Pokhran-II Nuclear Tests (1998) 2. Foreign Trade: "Look East" Policy. 3. Information Technology (IT) Policy and its impact 4. National Literacy Mission (1988) and outcomes	10 Hrs	10 Marks
Reference Books			
1. गो. व. स. देशपांडे (1985), आधुनिक भारताचा इतिहास, महाराष्ट्र ग्रंथनिर्मिती मंडळ, पुणे. 2. य. दि. फडके (1990), आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे. 3. सुमन वैद्य व शांता कोठेकर (1995), भारतीय स्वातंत्र्य चळवळीचा इतिहास, नागपूर विद्यापीठ प्रकाशन, नागपूर. 4. अनिल कठारे (2005), स्वातंत्र्योत्तर भारताचा इतिहास, विद्याप्रकाशन, औरंगाबाद. 5. सुरेश पाटील (2010), आधुनिक भारतातील सामाजिक चळवळी, नागपूर. 6. माधुरी देशमुख (2012), भारतीय संविधान व लोकशाही, पुणे. 7. संजय कुलकर्णी (2015), समकालीन भारताचा विकास, मुंबई. 8. ग. त्र्यं. कुलकर्णी (2008), आधुनिक भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर. 9. अरुणा देशपांडे (2011), स्वातंत्र्योत्तर भारतातील घडामोडी, स्नेहवर्धन प्रकाशन, पुणे. 10. प्रा. दिलीप पाटील (2014), समकालीन भारताचा इतिहास, विद्या बुक्स, नागपूर. 11. डॉ. मीनाक्षी जोशी (2016), भारतीय राजकारण व संविधान विकास, पुणे. 12. प्रा. संजय काळे (2018), भारताचे सामाजिक व आर्थिक परिवर्तन, मुंबई विद्यापीठ प्रकाशन, मुंबई 13. Rajni Kothari (1986), Politics in India, Orient Blackswan, New Delhi. 14. Paul R. Brass (1994), The Politics of India Since Independence, Cambridge University Press, Cambridge. 15. Granville Austin (1999), The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi. 16. RamachandraGuha (2013), Gandhi Before India, Penguin Books, New Delhi. 17. Christophe Jaffrelot (2002), India's Silent Revolution, Columbia University Press, New York. 18. Bipin Chandra (2009), Modern India, NCERT, New Delhi. 19. ShekharBandyopadhyay (2004), From Plassey to Partition, Orient Blackswan, New Delhi. 20. Bipan Chandra (1989), भारत का स्वतंत्रता संग्राम, राजकमल प्रकाशन, नई दिल्ली. 21. Bipan Chandra (2000), India After Independence 1947–2000, Penguin Books, New Delhi. 22. RamachandraGuha (2007), India After Gandhi, HarperCollins, New Delhi.			
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.)		

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. Third Year (History) Semester –VI : Level : 5.5

Vocational and Skill Enhancement Course(VSEC)

DSC -Major VSEC-V-History Theory Paper- Course Code: 629275 :

Forts of Vidarbha and Heritage Management

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	
5.5	VI	629275	DSC –History Major VSEC-V- Theory Paper-Forts of Vidarbha and Heritage Management	02	30	2 Hrs.	---	30 (College Level Exam) + 20 (Internal)	50

Course Objectives:

- 1) To introduce students to the geographical layout and historical background of the forts in Vidarbha.
- 2) To explain the different types of forts in Vidarbha, their military significance, and architectural features.
- 3) To study the ancient and medieval technologies of water management, logistics, and defense systems.
- 4) To provide insights into heritage conservation and employment opportunities through Fort Tourism in the modern era.

Course Outcomes

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

- 1) Explain the contribution of forts in shaping the history and culture of Vidarbha.
- 2) Analyze the architectural design and defensive strategies behind hill, land, and forest forts.
- 3) Describe the importance of advanced water management and supply systems used in medieval times.
- 4) Apply professional skills in heritage conservation and sustainable fort tourism.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit –1	History and Geographical Background of Forts 1. Geography of Vidarbha and history of fort construction. 2. Classification of forts: Hill forts, Ground forts (Bhuyikot), and Jungle forts (Vanadurg) 3. Strategic importance of forts 4. Sources for the study of forts: Written and material sources	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	Prominent Forts and Architecture 1. Hill and Jungle forts: Gawilghur, Narnala, Manikgarh 2. Ground forts: Chandrapur Fort, Ballarpur Fort, Sitabuldi Fort (Nagpur) 3. Defensive architecture on fort: Bastions, gates, moats, and secret routes 4. Gadhi and Wadas: Traditional fortified structures of rural Vidarbha	08 Hrs.	08 Marks	
Unit –3	Internal Management Systems of Forts 1. Water management: Tanks (cisterns) and stepwells (Barav) 2. Food storage system: Granaries (Amberkhanas) 3. Armory and ammunition management 4. Surveillance and communication system	07 Hrs.	07 Marks	
Unit –4	Modern Fort Management, Conservation and Tourism 1. Fort conservation laws: ASI and State Government policies 2. Tourism and employment opportunities 3. Role of public participation and NGOs in conservation 4. Eco-friendly tourism and waste management	08 Hrs.	08 Marks	
Reference Books				
1. Dr. Prabhakar Deo – <i>Fort Architecture of Maharashtra</i> 2. Ch. G. Karve – <i>MaharashtrachiDurgprerna (The Fort Inspiration of Maharashtra)</i> 3. Prof. Ram Wagh – <i>History of Vidarbha</i> 4. Official District Gazetteers of the Archaeological Survey of India (ASI) and State Archaeology Department (Amravati, Akola, Chandrapur, Nagpur districts). 5. बनसोड डॉ. संतोष, वानखडे डॉ. किशोर, वऱ्हाडातील किल्ले भाग – 1 , वऱ्हाड साहित्य प्रकाशन अमरावती, प्र.आ. 2025.				

Model Questions:	1) Long answers on any Two Units out of the four Units. (Each 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.)
-------------------------	---

B. A. Third Year Semester –VI (NEP) :
Subject: History
(Vertical-f)
Internship / Apprenticeship
Course Code : 629291 :
Course : On Job training (OJT) Major –DSC-History
(Cred-4, Hours-120)

Course Objectives:

1. Practical Skill Development: To equip students with essential technical skills such as archival documentation, digital archiving, script transcription, and heritage conservation.
2. Experiential Learning: To bridge the gap between classroom theory and real-world historical practices through direct field engagement.
3. Research Competence: To train students in systematic primary data collection methods, including oral history, genealogical research, and archival analysis.
4. Heritage Preservation: To instill a sense of responsibility and professionalism toward the protection and promotion of monuments, artifacts, and intangible cultural heritage.
5. Professional Application: To demonstrate the application of historical knowledge in modern sectors like tourism, hospitality, digital content creation, and local administrative governance.
6. Community Engagement: To foster historical consciousness by documenting local narratives, biographies, and administrative history, thereby contributing to regional historical records.

Outcomes:

After completion of this course, students will be able to:

1. Professional Interaction: Communicate effectively with government officials, heritage experts, and administrative personnel in a professional environment.
2. Institutional Understanding: Observe and critically analyze the functioning of various democratic and historical institutions.
3. Local Governance: Understand the role of local self-government institutions (Gram Panchayat/Municipality) in heritage conservation and social welfare.
4. Socio-Economic Insight: Comprehend diverse socio-economic contexts through direct field engagement and community interaction.
5. Technical Skills: Acquire hands-on experience in historical research, documentation, monument preservation, or linguistic translation (scripts).
6. Research and Analytical Aptitude: Develop the ability to collect, organize, and interpret primary historical data through systematic field-based methodologies.
7. Ethical Responsibility: Cultivate a sense of professional ethics and responsibility toward the protection, promotion, and sustainable management of regional cultural heritage.

3. Course Content: Students are required to undertake a On Job Training in any one of the following areas:

1. Museums and Art Galleries
2. Archives and Libraries
3. Archaeological Fieldwork
4. Historical Research and Documentation

5. Government Agencies & Heritage Management
6. Historical Preservation and Conservation
7. Education Sector (Teaching Work /Assistant)
8. Historical Tourism & Heritage Guiding
9. Heritage Site Management
10. Script Transcription and Translation
11. Hospitality & Heritage Management
12. Oral History Documentation
13. Genealogical Research
14. Cultural Heritage and Folk Arts
15. Local Market and Trade History
16. Heritage Awareness & Outreach
17. Epigraphy and Inscription Survey
18. History of Local Administration
19. Guiding Work at Tourism, Historical and Religious Sites
20. Biographical Studies
21. Digital Heritage Content Creation