

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: Major Core Paper (Theory)
Ancient India: Cholas to Vijaynagara
Semester 3

Course Code :24ArHisU3101

Teaching Scheme: TH : 4 Hours/Week

Marks : CIA : 40

Credits : 4

ESE : 60

Course Objectives :

1. Students will acquire knowledge regarding the primitive life and cultural status of the South India.
2. Students can gather knowledge about the society, culture, religion and political history of South India.
3. Students will also acquire the knowledge of changing socio-cultural scenarios of India.
4. The Course include regional history, especially, the Deccan and south for the confluence of cultures and polities.
5. The course is useful to learn about the major political powers of south India and their extensions, the structure of the state, their cultural importance, administrative machinery and functions of the local assemblies.
6. The course Provides knowledge about the Sangam literature and socio-cultural life during the period.

Course Outcomes:

1. Student will be able to understand South Indian ancient history.
2. Students will be able to apply their knowledge for south Indian Heritage Tourism.
3. Students will be able to understand insights of Governance, practices and administration during the period.
4. Students will be able to discover the Sangam Literature and its importance.
5. Students will be able to learn about the contribution of south Indian dynasties.
6. Students will be able to demonstrate the historical information about south Indian architecture.

Course Contents :

Unit 1	Sangam Age	Lectures 15
Sangam Age	1.1 Introduction 1.2 Sangam Literature 1.3 Economical & Socio-Cultural Life	5 5 5
Unit 2	The Cholas	Lectures 15
The Cholas	2.1 Background 2.2 Rise, Expansion & Fall 2.3 Governance Practices & Administration 2.4 Economical & Socio-Cultural Life	3 4 4 4
Unit 3	South Indian Dynasties	Lectures 15
South Indian Dynasties	3.1 Pandyas and Cheras 3.2 Chalukyas 3.3 Pallavas 3.4 Rashtrakutas	4 4 3 4
Unit 4	Vijaynagara Empire	Lectures 15
Vijaynagara Empire	4.1 Background 4.2 Rise, Expansion & Fall 4.3 Governance – Practices & Administration 4.4 Economical & Socio-Cultural Life	3 4 4 4

(4 Credits = 60 lectures) Total no. of Lectures - 60

Reference Books:

English :

1. Altekar A.S., State and Government in Ancient India, Motilal Banarsidass Publishers Pvt.Ltd.
2. Chaurasia R.S. History of Ancient India, Forward Book Depot.
3. Mahajan V.D. Ancient India, S. Chand & Company Ltd.
4. Majumdar, R.C. Ancient India, Motilal Banarsidass Publishers Pvt.
5. Nilkantha Shastri, K.N., The Cholas, University of Madras 1955.
6. Nilkantha Shastri, K.N., A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Oxford, 1995

Marathi :

1. Deglurkar, G.B., Prachin Bharat, Itihas ani Sanskruti, Aparant Publication, Pune, 2015.

2. Dixit N.C. Prachin&Madhyayugin Bharat Prarambhapasunte A.D.1707. Pimpalapur & Co. Publishers Nagpur.
3. Dr. Kulkarni, Rajesh, Prachin Bhartacha Itihas, Snehavardhan Prakashan, Pune, 2013
4. Gaydhani R.N., Prachin Bharatacha Itihas, K. Sagar Publications Pune
5. Kolarkar S.G. Prachin Bharatach aRajkiya, Samajik, SanskrutikItihas.Aarambhapasun 1205 paryanta. Shree Mangesh PrakashanNagapur.
6. Mehta J.L. Mehta Sarita (Anu. Kale M.V.) Prachin Bharatacha Samagra Itihas. K. Sagar Publications Pune.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: Major Core Paper (Theory)
History of Modern World– 1945 to 1990
Semester 3
Course Code: 24ArHisU3102

Teaching Scheme: TH: 2 Hours/Week
Marks : CIA : 20

Credits : 2
ESE : 30

Course Objectives:

- 1.To Know the political and diplomatic changes in the Cold War era.
- 2.Learn about the rise and growth of nationalism as a movement in different parts of the world.
3. Get knowledge about the different organizations of post-World War era.
4. Know about the Third world.
- 5.Learn about economic upheaval.
- 6.Become aware of the principles, forces, processes and problems of the modern world.

Course Outcomes:

- 1.Student will be able to understand the organisation of different associations at the global level.
- 2.Student will be able to learn about Socio-economic & Political developments in Various countries and understand the contemporary world in the light of its background.
- 3.Student will be able to analyse the economic concepts of the Modern World.
- 4.Student will be able to knowthe foreign policies and regional alliances.
- 5.Student will be able to learn the issues and challenges of the Modern World.
- 6.Student will be able to identify the transition in World during the 20th Century.

Course Contents:

Unit 1	Political Developments	Lectures 8
Political Developments	1.1 Background 1.2 Emergence of New Powers (U.S.A. & U.S.S.R) 1.3 Cold War 1.4 Important Events	2 2 2 2
Unit 2	Third World	Lectures 7
Third World	2.1 Meaning and Nature 2.2 Third World Countries 2.3 Non- alignment Movement 2.4 SAARC, OPEC	1 2 2 2
Unit 3	Economic Changes	Lectures 7
Economic Changes	3.1 Polity and Economy 3.2 Inequality 3.3 Liberalization, Privatization 3.4 Globalization	2 1 2 2
Unit 4	Modern World Challenges	Lectures 8
Modern World Challenges	4.1 Poverty and Hunger 4.2 Violence, Weapons and Terrorism 4.3 Disadvantages of Globalization 4.4 Racism, Gender issues and Human Rights	2 2 2 2

(2 Credits = 30 lectures) **Total no. of Lectures - 30**

Reference Books:**English:**

1. Corwall R.D., World History in 20th Century, Longman, London, 1976.
2. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi, 2009.
3. Gooch V.P., History of Modern Europe.
4. Grant and Temperley, Europe in the 19th and 20 centuries.
5. Hazen, Modern Europe
6. Jain H. and K. Mathur, A History of the Modern World 1500 – 2000 A.D., Jain Prakashan Mandir, Jaipur, 2014.
7. Rao B.V. : World History (3rd edition) from early time to AD 2000, New Dawn Press INC, V.S.A. U.K., India, 2006.

Marathi :

1. Acharya Dhananjay, Visavya Shatakati Jag, shri Sainath prakashan, Nagpur
2. Kulkarni A. R., P. N. Deshpande, Adhunik jagacha itihās (Bhag 1 v 2), Snehvardhan Prakashan, Pune.
3. Kulkarni, Phadke, Adhunik Europecha itihās
4. Kolarkar S, G, Adunik Europe
5. Gaikwad, Kadam, Thorat, Patil, Adhunik Jagacha Itihās.
6. Joshi, P.G., Visavya shatakati jagacha itihās, Vidya prakashan, Nagpur.
7. Bhamare R. P., Pawar M.D., Jagacha Itihās (1918 te 1992), Brain tonic prakashan, Nashik, 2008.
8. Vaidya Suman, Kothekar Shanta, Adhunik Jag, Sainath Prakashan, Nagpur.
9. Shirgavkar Sharavati, Adhunik Europe.
10. Shaikh Gafur, Adhunik Jagacha Itihās, Pritam publication, Jalgaon, 2003.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: VSC
Lab Course on Ancient India : Cholas to Vijaynagara
Semester 3
Course Code : 24ArHisU3501

Teaching Scheme: TH: 4 Hours/Week
Marks : CIA : 20

Credits : 2
ESE : 30

Course Objectives :

1. Students will acquire knowledge regarding the primitive life and cultural status of the South India.
2. Students can gather knowledge about the society, culture, religion and political history of South India.
3. Students will also acquire the knowledge of changing socio-cultural scenarios of India.
4. The Course include regional history, especially, the Deccan and south for the confluence of cultures and polities.
5. The course is useful to learn about the major political powers of south India and their extensions, the structure of the state, their cultural importance, administrative machinery and functions of the local assemblies.
6. The course Provides knowledge about the Sangam literature and socio-cultural life during the period.

Course Outcomes:

1. Student will be able to understand South Indian ancient history.
2. Students will be able to apply their knowledge for south Indian Heritage Tourism.
3. Students will be able to understand insights of Governance, practices and administration during the period.
4. Students will be able to discover the Sangam Literature and its importance.
5. Students will be able to learn about the contribution of south Indian dynasties.
6. Students will be able to demonstrate the historical information about south Indian architecture.

Course Content :

Unit 1	Sangam Age	Lectures
Sangam Age	1.1 Introduction 1.2 Sangam Literature 1.3 Economical & Socio-Cultural Life	-
Unit 2	The Cholas	
The Cholas	2.1 Background 2.2 Rise, Expansion & Fall 2.3 Governance Practices & Administration 2.4 Economical & Socio-Cultural Life	-
Unit 3	South Indian Dynasties	
South Indian Dynasties	3.1 Pandyas and Cheras 3.2 Chalukyas 3.3 Pallavas 3.4 Rashtrakutas	-
Unit 4	Vijaynagara Empire	
Vijaynagara Empire	4.1 Background 4.2 Rise, Expansion & Fall 4.3 Governance – Practices & Administration 4.4 Economical & Socio-Cultural Life	-

Practical with Assignment list –

प्रकल्प कार्य व प्रश्न :

1. चोल व विजयनगर साम्राज्याच्या स्थापत्यशास्त्राची तुलना करणे.
2. संगमकालीन साहित्याचे विवेचन करणे.
3. कांचीपुरम शहराचे ऐतिहासिक महत्व स्पष्ट करणे.
4. विजयनगर साम्राज्याची राजधानी हंपी चे वर्णन करणे.
5. विजयनगर साम्राज्यातील प्रमुख व्यापारी केंद्रे व उद्योगधंदे यांचे महत्व स्पष्ट करणे.
6. अजिंठा-वेरूळ येथील कैलास मंदिराचे पर्यटकांच्या दृष्टीने सादरीकरण करणे.
7. कोणत्याही एका ऐतिहासिक स्थळाच्या हेरिटेज वॉक साठीच्या आयोजनाचा आराखडा व रोड मॅप बनवा.

8. विजयनगरच्या प्रशासनाची आदर्श वैशिष्ट्ये आजच्या काळाच्या दृष्टीने शोधा व स्पष्ट करणे.
9. चोलकालीन आरमार व सागरी व्यापार यांच्या प्रतिमा/फोटो संकलित करून त्याला योग्य असे शीर्षक देणे.
10. विजयनगरकालीन नाण्यांचे फोटो संक्षिप्त माहितीसह संकलित करणे.
11. प्राचीन दक्षिण भारताच्या धार्मिक उत्सवांच्या माहितीचे संकलन करणे.
12. प्राचीन दक्षिण भारताच्या युद्धकलेच्या माहितीचे सचित्र संकलन करणे.

Progressive Education Society's
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Second Year of B.A.
(2024 Course under NEP)

Course Name: IKS : Indian Knowledge System

Title : Life Concepts in Indian Culture
Semester 3

Course Code: 24ArHisU3901

Teaching Scheme: TH: 2 Hours/Week

Marks : CIA : 20

Credits : 2

ESE : 30

Course Objectives :

1. To learn Life and Concepts of Indian Culture.
2. To Know the concepts of Life and Death of Indian Culture.
3. To Understand the concept of Complete Personality in Indian Culture.
4. To Understand the methods of adversity command in Indian Culture.
5. To Understand the various Quotients development in Indian Culture.
6. To Explore values of Indian culture.

Course Outcomes:

1. Students will Develop Inner Potentials through Traditional Indian Knowledge
2. Students will Get Clear Dimension for Life and Living.
3. Students can develop their Life Quotients.
4. Students will be able to practice adversity command.
5. Students will be able to develop their personality with various dimensions.
6. Students will be to apply the Indian cultural values in their life.

Course Contents :

Unit 1	Life and Concepts	Lectures 8
Life and Concepts	1.1 Who Am I? 1.2 <i>Chaturashram</i> 1.3 <i>Amrut Sandesh (Yamas and Niyamas, Arya Ashtanga Marg, Panchamrut, Other)</i> 1.4 Healthy Daily Life (<i>Dincharya</i>) 1.5 Way of Life (Road Map and Origins) 1.6 Death (<i>Mrutyu</i>)	1 1 2 1 1 1 1
Unit 2	Complete Personality	Lectures 8
Complete Personality	2.1 Discover The Way of Life (Role) 2.2 <i>Purushartha (Arth, Dharma, Kama, Moksha)</i> 2.3 <i>Rina (Pitru-Rina, Matru-Rina, Guru-Rina, Dev-Rina)</i> 2.4 Wealth Planning and Values (Arthaniyojan) 2.5 Habits, Behavior and Relationships 2.6 Role , Duties and Contributions – Best Practices (Kartavya and Dharma)	1 2 1 1 1 2
Unit 3	Adversity Command	Lectures 7
Adversity Command	3.1 Understanding Adversity and Command 3.2 Dormant Potentials Development 3.3 Detachment (<i>Samyak /Vairagya</i>) 3.4 Inspiring Historical Examples	2 1 1 2
Unit 4	Quotients Development	Lectures 7
Quotients Development	4.1 Health Quotient Development 4.2 Happiness Quotient Development 4.3 Intellect Quotient Development 4.4 Values Quotient Development	1 2 2 2

(2 Credits 30 lectures)

Total no. of Lectures - 30

Books for Study/ Reference Material:

- 1] Majumdar, R.C. Ancient India, Motilal Banarsidass Publishers Pvt.
- 2] Kane, P.V, History of Dharmashastra,
- 3] Nehru, Jawaharlal, Discovery of India,
- 4] Basham A.L. The wonder that was India.
- 5] Govind Chandra Pandey : Bhartiya Sanskruti, Tahandi Granth Academi, Bhopal, 2008
- 6] Govind Chandra Pandey: Vaidk Sanskruti, Lok Bharati Prakshan, Delhi.

- 7] Kapil Dev Dwivedi: Vedo me Tatvadnyan, Tatvabharati Anusandhan Parishad, 2014
- 8] Narendra Mohan: Bhartiya Sanskruti, Prabhat Prakashan, Delhi, 2011
- 9] Shri Arvind: Bhartiya Sanskruti Ke Adhar, Arvind Ashram, Pondicherry
- 10] Tarktirth Laxman Shastri Joshi. Vaidik Sanskruticha Vikas, Pradnya Pathshala Wai; (Reprint) (Marathi) 1984.
- 11] Kulkarni , R. Y., Prachin Bharatacha Itihas, Snehavardhan Prakashan, Pune, 2013
- 12] Bhartiya Sanskruti Kosh, Maharashtra Rajya Sahitya aani Sansakruti Mandal.
- 13] Bapat P.V. 2500 Years of Buddhism, Govt. of India, Publications, Delhi 1956.
- 14] Bhandarkar R.J. Vaishnavism, Saivism and Minor Relligious Systems (Reprint), Ideological Book House Varanasi,1965.
- 15] Bhumaj R. Jain Dharmache Bhartiya Sanskrutla Yogdan, Jivraj Granthmala, Solapur
- 16] Dasgupta S., History of Indian Philosophy (6 Vols) (Repring) Motilal Banarasidas,1975
- 17] Dixit S.H., Bhartiya Tatvadnyan, Phadake Prakashan Kolhapur (Marathi).
- 18] Dr. Kulkarni, R.Y., Concepts in Ancient Indian Life, Shabdmalhar Prakashan, Mumbai, 2021
- 19] Hazra Kanai Lal, Pali Language and Literature, D.K. Printword (p) Ltd) Bail Nagar, New Delhi-15, 1954.
- 20] Hitiyanna M. Outlines of Indian Philosophy, George Allen and Alwin Ltd. London, 1932.
- 21] Kane P.V., History of Dharmashastra. Bhandarkar Oriental Research Institute, 1962
- 22] Keith A.B. Religion and Philosophy of the Vedas and the Upanishads, 2 Vols, Cambridge University, Cambridge, 1925.
- 23]Ketkar B.C. Bhartiya Tatvadnyanchi Rupresha, Pune University of Poona (Marathi).
- Kosambi D.D. Gautam Buddha Ani Tyanche Jivan, Lokmanya Prakashan, Pune. 1960 (Marathi)
- 24] Mujumdar R.C. History and Culture of Indian People, Vol .to V. Delhi,1976.
- 25] SanskrutiKosh, Maharshtra Rajya Sahitya Sanskruti Mandal.
- 26] SindhauDange. Jain DharmTatvadnyan, Continental,Pune (Marathi).
- 27] Shindhu Dange. Baudhha Dharm Tatvadnyan, Continental, Pune (Marathi).
- 28] Stevanson S. art of Jainism, Humphrey Milford, London 1925.
- 29] Tarktirth Laxman Shastri Joshi: Hindu Dhamarchi Samiksha, Pradnya Pathshala, Wai, (Reprint) (Marathi) 1984.

Progressive Education Society's

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Second Year of B.A.

(2024 Course under NEP)

Course Name : Field Project

Semester 3

Course Code : 24ArHisU3002

Teaching Scheme: TH: 4 Hours/Week

Examination Scheme: CIA: 20 Marks

Credits : 2

End-Sem: 30 Marks

Field Project to be Conducted by College.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
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Second Year of B.A.

(2024 Course under NEP)

Course Name: Minor paper - Contemporary World History (1990-2015)

Semester 3

Course Code: 24ArHisU3301

Teaching Scheme: TH: 4 Hours/Week

Credits: 4

Examination Scheme: CIA: 40 Marks

End-Sem: 60 Marks

Course Objectives:

1. To understand the important affairs of contemporary world.
2. To learn about Political and Economic journey of contemporary world.
3. To study the era of science, technology and innovation of contemporary world.
4. To identify issues and challenges of contemporary world.
5. To know historical journey of contemporary world.
6. To discover the multidimensional history of contemporary world.

Course Outcomes:

- 1.Student will able to understand the important concepts of contemporary world.
- 2.Student will able to know the important institutions of contemporary world.
- 3.Student will able to differentiate the changes in lifestyle of contemporary world.
- 4.Student will able to integrate the political and economic journey of contemporary world with history.
- 5.Student will able to learn and apply the development of science and technology of contemporary world in their life.
- 6.Student will able to innovate new remedial ideas and methods to resolve the issues and challenges of contemporary world.

Course Contents:

Unit 1	Important Affairs	12 lectures
Important Affairs	1.1 Background 1.2 Concepts in the Contemporary World 1.3 Important Events 1.4 Important Institutions	3 4 5 4
Unit 2	Political & Economical Journey	15 lectures
Political & Economical Journey	2.1 Important Political Incidents 2.2 Journey of Economy 2.3 Changes in Lifestyle and Patterns 2.4 Important Personalities	4 4 4 3
Unit 3	Era of Science, Technology and Innovation	15 lectures
Era of Science, Technology and Innovation	3.1 Developments in Science 3.2 Developments in Technology 3.3 Innovations 3.4 Impact on Living Pattern	4 4 3 4
Unit 4	Issues and Challenges in the Contemporary World	18 lectures
Issues and Challenges in the Contemporary World	4.1 Environmental Issues and Natural Disasters 4.2 Weapons. Violence and Peace 4.3 Population and Poverty 4.4 Health Issues 4.5 Human Values, Human Rights and Justice	4 4 3 3 4

(4 Credits = 60 lectures)Total no. of Lectures - 60

Reference Books :**English :**

1. Lowe Norman, Mastering Modern World History, McMillan publication, India, 2014.
2. Reddy Krishna, Kumat Ajay, World History – A Comprehensive Study of Modern World, McGraw Hill, Delhi, 2021.
3. Diamond Jered, Guns, Germs and Steel, Vintage publisher, 1998.
4. Rao B.V., World History From Early Times to AD 2011, Sterling Publications Private Limited, Delhi, 2018.
5. Harari Yuval, Sapiens : A Brief History of Mankind, Vintage publisher, UK, 2015.
6. Khirwadkar Suren, History In the Making, Vol. 1 to 5, APK publishers, pune, 2024.

7. Waslekar Sandeep, A World without War, HarperCollins India, 2022.

Marathi :

1. Waslekar Sandeep ,Navya Yugacha Aarambh, saket prakashan, Aurangabad, 2019.
2. Kalam APJ, Prajwalit Mane (Ignited Minds), Generic Publisher, 2015

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: History of Indian Spiritualism (Open Elective)
Semester 3
Course Code: 24ArHisU3401

Teaching Scheme: TH : 4 Hours/Week
Examination Scheme: CIA: 20 Marks

Credits : 2
End-Sem: 30 Marks

Course Objectives:

1. To Learn the basic characteristics of Indian Spirituality
2. To Create an awareness of the distinctive doctrines and historical interrelations.
3. Understand the nature of philosophical significance from various spiritual traditions.
4. To Learn and Practice the teachings of Indian Philosophers
5. To Learn the key terms and figures of Indian Spirituality.
6. To Apply Knowledge and Wisdom for Self-Development.

Course Outcomes:

1. Students will Learn Indian Historical Spirituality
2. Students will be able to Practice Indian Spirituality in day-to-day life for life development.
3. Students will be able to Compare Modern Indian Spirituality with Ancient Spirituality,
4. Students will be able to categorize Spirituality with time and ideas.
5. Students will be able to express methods of Spirituality
6. Students will be able to experiment different spiritual practices

Course Contents :

Unit 1	Ancient Times	Lectures 12
Ancient Times	1.1 Pre-Vedic Times 1.2 Vedic Times 1.3 Buddha's Teachings 1.4 Jain Philosophy 1.5 Ancient Indian Philosophers 1.6 Other Important Spiritual Traditions & Practices	2 2 2 2 2 2
Unit 2	Medieval Times	Lectures 10
Medieval Times	2.1 Bhakti 2.2 Sufi 2.3 Spiritual Literature 2.4 Medieval Indian Philosophers 2.5 Unwritten Spiritual Traditions	2 2 2 2 2
Unit 3	Modern Indian Spiritual Journey	Lectures 04
Modern Indian Spiritual Journey	3.1 Spiritual Entities of Modern India 3.2 Spiritual Literature 3.3 Spiritual Institutions 3.4 Unwritten Practices & Schools	1 1 1 1
Unit 4	Contemporary Spirituality in India	Lectures 04
Contemporary Spirituality in India	4.1 Spiritual Guides of Contemporary India 4.2 Contribution of Contemporary Spiritual Institutions 4.3 Spiritual Literature 4.4 Media & Events	1 1 1 1

(2 Credits = 30 lectures) Total no. of Lectures - 30

Books for Study/ Reference Material:

1. A.C Bhaktivedanta Swami Prabhupada - Srimad Bhagvad Gita
2. Acharya suryakant bhagat एवं Dr.Rajendra bhasme Tripitaka - Sar Sangraha Sutta Pitaka, Abhidhamma Pitaka And Vinaya Pitaka
3. Critical Survey of Indian Philosophy (English) – By , Motilal Banarasidas, New
4. Delhi, 1979.
5. M. Hiriyanna - Outlines of Indian Philosophy
6. Prof. Pandey Harishankar , Jain Dharma evam Agam
7. R.D. Ranade - A Constructive Survey of Upanishadic Philosophy
8. S. Radhakrishnan - Indian Philosophy Vol 1 and 2
9. Sharma Chandradhar - A Critical Survey of Indian Philosophy
10. Sharma Chandradhar 'Guleri' & Sharma Jagmohan - Vivekanand Granthavali
11. Shri Satwalekar Damodar, Atharvavedacha- Intelligence, Organization and Victory in Marathi
12. Shri Satwalekar Damodar, Veda Parichaya (Set of 3 Volumes)
13. Shri Satwalekar Damodar, Shukla Yajurveda Samhita (Satwalekar Edition)

14. T.M.P. Mahadevan - An Outline of Hinduism
15. Ten Principal Upanisads (With ShankaraBhashya) – Motilal Banarasidass, 1978
16. Vivekanand Swami - Bhaktiyoga, Rajayoga, Gyanyoga, Karmayoga.
17. Vaidic Sahitya Aur Samskriti (Hindi) - By Baladev Upadhyaya, Sharada Niketana, Varanasi, 2001.
18. Yogananda Paramahansa - Autobiography of a Yogi
19. Yogi Aurbindo - Integral Yoga

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: Major Core Paper (Theory)
Indian National Movement (1857-1947)
Course Code: 24ArHisU4101
Semester 4

Teaching Scheme: TH : 4 Hours/Week
Examination Scheme: CIA: 40 Marks

Credits : 4
End-Sem: 60 Marks

Course Objectives:

1. Understand exploitative policies of East India Company and Revolt of 1857.
2. Learn about Indian Revolutionary.
3. Discover the insights of Indian Nationalism.
4. Get knowledge about the contribution of Indian National Congress and Mahatma Gandhi.
5. Know about Unrest in society during British Rule.
6. Learn about India's Partition and Independence.

Course Outcomes:

1. Students will be able to know the Leadership of Modern India.
2. Students will understand India's struggle for Independence.
3. Students will be able to identify the inspiration of Indian National Movements.
4. Students will be able to invent new resources for the study of Indian National Movement.
5. Students will be able to categorise the methods and ways of Indian National Movement.
6. Students can understand the importance of Indian Independence.

Course Contents :

Unit 1	Revolt of 1857	Lectures 15
Revolt of 1857	1.1 Causes 1.2 Events 1.3 Reasons of Failure 1.4 Impact	4 4 4 3
Unit 2	Unrest and Nationalism	Lectures 15
Unrest and Nationalism	2.1 Unrest and Movements (Dalit, Peasant, Women, Tribal, Labour) 2.2 Rise and Spread of Nationalism in Various Sector 2.3 Pre-Congress Era 2.4 Foundation of Indian National Congress (Moderates & Extremists)	4 4 3 4
Unit 3	Revolutionary Movement	Lectures 15
Revolutionary Movement	3.1 Abhinav Bharat 3.2 Anushilan Samiti 3.3 Gadar Party 3.4 Hindustan Socialist Republican Association 3.5 Azad Hind Sena	2 2 3 3 3
Unit 4	Towards Freedom	Lectures 15
Towards Freedom	4.1 Gandhian Movement 4.2 Important Affairs 4.3 Hindu Mahasabha, Muslim League, Partition of India 4.4 India's Independence	4 3 4 4

(4 Credits = 60 lectures) Total no. of Lectures - 60

Books for Study/ Reference Material:
English

1. A.R.Desai. Social Background of Indian Nationalism (Bombay, Popular Prakshan, 2005 Reprint) S.R. Mehrotra, The Emergence of the Indian National Congress (Delhi, Vikas, 1979)
2. Anil Seal. The Emergence of Indian Nationalism, Competition and Collaboration in Later Nineteenth Century. (Cambridge, Cambridge University Press, 1968)
3. Bipan Chandra et.al, India's Struggle For Independence (Delhi,Viking, 1987)
4. P. Hardy, The Muslims of British India (London, Cambridge University Press, 1972)
5. Sumit Sarkar, Modern India 1885-1947 (Delhi, Macmillan, 1982)

Marathi

1. Bipin Chandra, Bharatiya Swatyantra Ladha, K. Sagar (Anuvadit)
2. Dr. Anil Kathare ,Bharatiya Swatantrya Chalvalicha Itihas.
3. Dr.Jaysinghrao Pawar, Adhunik Bharatacha Itihas
4. Dr. Kulkarni, Rajesh, Adhunik v Samkalin Bharat, Snehvardhan Prakashan, 2014
5. Dr. N.S. Tamboli & V.P. Pawar, Adhunik Bharat (1750-2009), Nirali Prakshan, Pune
6. Dr. Suman Vaidya, Dr. Shanta Kothekar ,Adhunik Bharatacha Itihas
7. Dr.G.B. Shah, B.N. Patil., Adhunik Bharatacha Itihas ,Prashant Publication, Jalgaon.
8. Mamasahab Devgirikar ,Bharatiya Swatyantra Ladha
9. S.D. Javdekar, Adhunik Bharat

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)

Course Name: Major Core Paper (Theory)

History of India: 1707-1857

Semester 4

Course Code :24ArHisU4102

Teaching Scheme: TH : 2 Hours/Week

Examination Scheme: CIA: 20 Marks

Credits : 2

End-Sem: 30 Marks

Course Objectives :

1. The Course Provides detailed knowledge of the situation in India during 1707-1857.
2. Understand the roots of the fall of Mughal empire and thereafter.
3. Students will learn how the regional powers in India emerged and their struggle during this period.
4. Understand about the colonial nature of state during the rule of the British power.
5. Learn about the features of 18th century in India.
6. Get knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.

Course Outcomes:

1. Students will be able to know the policies of colonial power in India.
2. Students will be able to understand the structural, political, economical as well as socio-cultural changes initiated by colonial rule in India.
3. Students will be able to compare World and India during this period.
4. Students will be able to identify the different concepts of colonial period.
5. Students will be able to understand changes in economy during this period.
6. Students will be able to analyse socio-cultural scenario during colonial period.

Course Contents :

Unit 1	Concepts	Lectures 7
Concepts	1.1 Modernity 1.2 Colonialism 1.3 Renaissance 1.4 Mercantilism 1.5 Nationalism	1 2 1 1 2
Unit 2	Important Political Affairs	Lectures 8
Important Political Affairs	2.1 Important Events 2.2 Decline of Mughal Empire 2.3 Advent of European Powers 2.4 Regional Powers 2.5 World and India	2 2 1 2 1
Unit 3	Changes in Economy	Lectures 7
Changes in Economy	3.1 Agriculture Sector 3.2 Trade and Commerce 3.3 Commercialisation of Agriculture 3.4 Industrial Revolution and Handicrafts	2 2 2 1
Unit 4	Socio- Cultural Awakening	Lectures 8
Socio- Cultural Awakening	4.1 Background 4.2 Reformers 4.3 Changes in Society 4.4 Cultural Awakening	2 2 2 2

(2 Credits = 30 lectures) Total no. of Lectures - 30

Reference Books:**English :**

1. Irfan Habib, The Agrarian System of the Mughal Empire. OUP, Delhi, 2013.
2. K.N.Chaudhuri, The Trading World of Asia and the English East India Company, Cambridge, CUP, 1978.

3. Kenneth W. Jones, Social and Religious Reform Movements, CUP and Foundation Books Delhi.1989.
4. M. Fisher (ed.) The Politics of British Annexation in India, OUP, Delhi,1996.
5. Muzaffar Alam, The Crisis of Empire in Mughal North India. OUP, Delhi, 2001
6. P.J. Marshall, Bengal, the British Bridgehead., CUP and Foundation Books Delhi, 2006.
7. R.B.Barnett, North India between Empires: Awadh, the Mughals and the British, California,1980.
8. R.C.Dutt, Economic History of India, 2 vols., Low Priced Books , Delhi,1990.
9. S.B. Chaudhuri, Civil Disturbances during British Rule in India, Calcutta,1955 .
10. Satish Chandra, Parties and Politics at the Mughal Court. OUP, Delhi,2002.
11. Seema Alavi (ed.) The Eighteenth Century in India. OUP,Delhi, 2007.
12. Sekhar Bandopadhyay, From Plassey to Partition. Delhi. Orient Blackswan, 2006.

Marathi :

- 1.Adhunik Bharatacha Itihas- Dr. Suman Vaidya, Dr. Shanta Kothekar
- 2.Adhunik Bharatacha Itihas- Dr.Jaysinghrao Pawar.
- 3.Adhunik v Samkalin Bharat – Dr. Rajesh Kulkarni.
- 4.Adhunik Bharatacha Itihas-Dr.G.B. Shah, B.N. Patil.
- 5.Adhunik Bhartacha Itihas – V. D. Mahajan
- 6.Bharatiya Swatantrya Chalvalicha Itihas- Dr. Anil Kathare.
- 7 India’s Struggle for Independence (Anuvadit) – Bipin Chandra.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5

Second Year of B.A.

(2024 Course under NEP)

Course Name: VSC Practical – Lab Course on Indian National Movement

Course Code : 24ArHisU4501

Semester 4

Teaching Scheme: TH : 4 Hours/Week

Examination Scheme: CIA: 20 Marks

Credits : 2

End-Sem: 30 Marks

Course Objectives:

1. Understand exploitative policies of East India Company and Revolt of 1857.
2. Learn about Indian Revolutionary.
3. Discover the insights of Indian Nationalism.
4. Get knowledge about the contribution of Indian National Congress and Mahatma Gandhi.
5. Know about Unrest in society during British Rule.
6. Learn about India's Partition and Independence.

Course Outcomes:

1. Students will be able to know the Leadership of Modern India.
2. Students will understand India's struggle for Independence.
3. Students will be able to identify the inspiration of Indian National Movements.
4. Students will be able to invent new resources for the study of Indian National Movement.
5. Students will be able to categorise the methods and ways of Indian National Movement.
6. Students can understand the importance of Indian Independence.

Course Contents :

Unit 1	Revolt of 1857	Lectures
Revolt of 1857	1.1 Causes 1.2 Events 1.3 Reasons of Failure 1.4 Impact	-
Unit 2	Unrest and Nationalism	
Unrest and Nationalism	2.1 Unrest and Movements (Dalit, Peasant, Women, Tribal, Labour) 2.2 Rise and Spread of Nationalism in Various Sector 2.3 Pre-Congress Era 2.4 Foundation of Indian National Congress (Moderates & Extremists)	-
Unit 3	Revolutionary Movement	
Revolutionary Movement	3.1 Abhinav Bharat 3.2 Anushilan Samiti 3.3 Gadar Party 3.4 Hindustan Socialist Republican Association 3.5 Azad Hind Sena	-
Unit 4	Towards Freedom	
Towards Freedom	4.1 Gandhian Movement 4.2 Important Affairs 4.3 Hindu Mahasabha, Muslim League, Partition of India 4.4 India's Independence	-

Practical with Assignment list –

प्रकल्प कार्य व प्रश्न :

- १८५७ च्या उठावातील प्रमुख नेते व केंद्रे याबाबत वृत्तांत तयार करणे.
- काँग्रेस अधिवेशन वर्ष, स्थळे व अध्यक्ष यांची सूची बनवणे.

3. लोकमान्य टिळकांच्या काळातील गणेशोत्सव व वर्तमान काळातील गणेशोत्सव यातील फरक मुद्द्यांसहित स्पष्ट करणे.
4. असहकार चळवळ, मिठाचा सत्याग्रह व भारत छोडो चळवळ, इत्यादी महत्त्वपूर्ण आंदोलनांच्या दृष्टीने महात्मा गांधींच्या नेतृत्व शैलीचा अभ्यास करणे.
5. भारतीय स्वातंत्र्य लढ्यातील क्रांतिकारकांच्या योगदानाची माहिती संकलित करणे.
6. स्वातंत्र्य चळवळीमध्ये योगदान देणाऱ्या महिलांच्या प्रतिमा/फोटो संकलित करून त्याला योग्य असे शीर्षक देणे. उदाहरणार्थ, कमलादेवी चट्टोपाध्याय, सारोजिनी नायडू, अरुणा आसिफ अली, इ.
7. संस्थाने भारतीय अधिराज्यात कशी विलीन झाली याबाबत वृत्तांत तयार करणे.
8. भारतीय स्वातंत्र्य लढ्यातील वृत्तपत्रांच्या फोटोंचे संकलन करणे.
9. 'आझादी का अमृत महोत्सव' या शासनाने राबवलेल्या कार्यक्रमाचा वृत्तांत सादर करणे.
10. 'वंदे मातरम' या स्वातंत्र्य चळवळीतील प्रेरणादायक काव्यावर चर्चा करून वृत्तांत तयार करणे.
11. भारतीय स्वातंत्र्य लढ्यातील एखाद्या स्थळाला भेट देणे व माहिती संकलित करणे.
12. भारताच्या स्वातंत्र्य प्राप्तीनंतर पंतप्रधान पंडित नेहरू यांनी दिलेल्या भाषणाचे श्रवण करून आजच्या काळाच्या दृष्टीने त्याचे महत्व स्पष्ट करणे.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name : Community Engagement Project
Semester 4
Course Code : 24ArCopU4003

Lectures : 4
Examination Scheme: CIA: 20 Marks

Credits : 2
End-Sem: 30 Marks

Community Engagement Project to be Conducted by college.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: Minor Paper - India After Independence: 1947-2000
Semester 4
Course Code: 24ArHisU4301

Teaching Scheme: TH: 4 Hours/Week
Examination Scheme: CIA: 40 Marks

Credits : 4
End-Sem: 60 Marks

Course Objectives :

1. To Know about the Important Political Issues in India After Independence.
2. To Learn the important political and economic developments in India since 1947.
3. To Understand the economic and administrative problems of the post independent India.
4. To Analyse the progressive steps taken by Government of India.
5. The course highlights the post independent socio-political developments.
6. Understand India's development in Science-Technology and defence after Independence.

Course Outcomes :

1. Students will be able to understand importance of this period from Economic perspective.
2. Students will be able to learn about the socio-political scenario of India after Independence.
3. Students will be able to analyse effects of liberalization and Globalization on India.
4. Students will be able to understand the new life after Independence.
5. Students will be able to know the relations between India and World.
6. Students will be able to discover the changes in education, health, environment sector in India after Independence.

Course Contents :

Unit 1	Political Affairs after Independence	Lectures 15
Political Affairs after Independence	1.1 Making of Constitution 1.2 Merger of Princely States 1.3 Contribution of Prime Ministers 1.4 India and World after Independence	3 4 4 4
Unit 2	Economic Developments	Lectures 15
Economic Developments	2.1 Economic Policy, Five Year Plan, Wealth of India 2.2 Agricultural journey 2.3 Industrial development 2.4 Banking and Finance 2.5 Transport, communication and Infrastructure	3 3 3 3 3
Unit 3	Indian Life after Independence	Lectures 15
Indian Life after Independence	3.1 Changes in society, culture, religion 3.2 Education 3.3 Health 3.4 Urbanization and Environment	4 4 3 4
Unit 4	Science, Technology and Globalization	Lectures 15
Science, Technology and Globalization	4.1 Development of research, innovations, science and technology in India 4.2 Indian defence and security after Independence 4.3 India and Globalization 4.4 Contemporary India and World	4 4 4 3

(4 Credits = 60 lectures) Total no. of Lectures - 60

Reference Books :

English :

1. Chandra Bipan: Mukherjee Mridula: Mukherjee Aditya; India After Independence; Penguin: India 1999
10. Kulke, Hermann; A History of India; Routledge; 2004
11. Menon Shivshankar Menon; Choices: Inside the Making of India's Foreign Policy; Penguin; India; 2016
11. Ashton, S.R.; British Policy towards the Indian States, 1905–1938, London Studies on South Asia no. 2, London; Curzon Press; 2003.
12. Khanna, Justice H.R.; Making of India's Constitution; Eastern Book Company; 2008.

13. Nehru, S., ed.; Economic Reforms in India: Achievements and Challenges; MJP Publisher; Chennai; 2019
14. Shiva, Vandana; The Violence of the green revolution : Third World agriculture, ecology, and politics; 1991.
2. Lapierre Dominique and Collins Larry; Freedom at Mid night; William Collins and Simon & Schuster; UK & USA;1975
3. Guha Ramchandra; India After Gandhi: The History of the World's Largest Democracy; Harper Collins; India; 2007
4. Metcalf Barbara D., Metcalf Thomas R; A Concise History of Modern India; Cambridge University Press; 2012
5. Talbot Ian, Singh Gurharpal; The Partition of India, Cambridge University Press; 2009
6. Wolpert Stanley; A New History of India, Oxford University Press; 1977
7. Sarvepalli Gopal, Jawaharlal Nehru: A Biography. 1947-1956. Volume Two (1979)
9. Chacko Priya; Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004; Routledge; 2013.

Marathi :

1. Chandra Bipin, Swatantryottar Bharat, K Sagar Publication, Pune.
2. Diwan Chandrashekhar, Bhartachi Videshniti, Vidya Prakashan, Nagpur, 1992.
3. Dr. Kulkarni, Rajesh, Adhunik v Samkalin Bharat, Snehvardhan prakashan, 2014
4. Kothekar Shanta, Vaidya Suman, Swatantra BhartachaItihas (1947-1986), Shrisainath Prakashan, Nagpur, 2008.
5. Kothekar Shanta, Vaidya Suman, Adhunik Bhartacha Itihas(1947-2000), Shrisainath Prakashan, Nagpur, 2008.
6. Mahajan Samadhan, Adhunik Bhartacha Itihas, Unique academy, Pune, 2018.
7. Talwalkar Govind, Naoroji te Nehru, Majestic Prakashan, Mumbai, 1989.

Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune – 5
Second Year of B.A.
(2024 Course under NEP)
Course Name: Open Elective - Understanding Popular Culture
Semester 4
Course Code: 24ArHisU4401

Teaching Scheme: TH : 2 Hours/Week
Examination Scheme: CIA: 20 Marks

Credits : 2
End-Sem: 30 Marks

Course Objectives:

1. Define and understand 'popular' culture; distinguish from regular culture.
2. Distinguish popular, mass, folk, public and high cultures.
3. Interpret aspects of popular cultures using theoretical perspectives.
4. Connect popular culture to their cultural contexts of religion, arts, food and every day life.
5. Evaluate Media, Cinema and Recent Popular Trends.
6. Critical evaluation based on an understanding of theories, texts and contexts.

Course Outcomes:

This course aims to provide students with a critical understanding of popular culture.

1. Students will be able to define popular culture through a theoretical discussion on the subject.
2. Learners will be able to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary.
3. Students will be able to experience the message promoted through popular culture.
4. Students will be able to analyze different aspects of popular culture.
5. Students will be able to distinguish between popular culture and traditional culture
6. Students will be able to create any form of popular culture.

Course Contents :

Unit 1	DEFINING POPULAR CULTURE	Lectures 08
DEFINING POPULAR CULTURE	1.1 Concepts – Popular Culture, Folk Culture, Mass Culture, High Culture, People’s Culture. 1.2. Popular Culture in History 1.3. Popular Culture in Contemporary period	4 2 2
Unit 2	ASPECTS OF POPULAR CULTURE	Lectures 08
ASPECTS OF POPULAR CULTURE	2.1 Food Culture 2.2 Fairs, Festivals and Rituals 2.3 Historical, Cultural and Religious sites – Pilgrimage 2.4 Lifestyle	2 2 2 2
Unit 3	PERFORMATIVE CULTURE	Lectures 05
PERFORMATIVE CULTURE	3.1 Memory and Popular Culture – Oral Culture 3.2 Theatre 3.3 Dance 3.4 Music 3.5 Arts	1 1 1 1 1
Unit 4	NEW PUBLIC CULTURE	Lectures 09
NEW PUBLIC CULTURE	4.1 Film and Cinema 4.2 Print Media 4.3 Popular Art 4.4 Influence of Globalization 4.5 Digital World and AI (Artificial Intelligence)	3 2 2 2

(2 Credits = 30 lectures) **Total no. of Lectures - 30**

Books for Study/ Reference Material:

1. Aguiar, Marian. (2013). "Arranged Marriage: Cultural Regeneration in Transnational South Asian Popular Culture". *Cultural Critique* vol. 84, pp. 181-213.
2. Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in
3. Bhadra, Gautam. (2005). *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. Kolkota: CSSSC.
4. Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*. Delhi: Penguin.
5. Burke, Peter. (2009). *Popular Culture in Early Modern Europe*. Surrey: Ashgate, pp. 23-132.
6. Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press.
7. Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.
8. Groot, Jerome de. (2009). *Consuming History: Historians and heritage in contemporary popular culture*. London: Routledge
9. Hancock, Mary Elizabeth. (2018). *Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India*. New York: Routledge.
10. Henn, Alexander. (2014). *Hindu-Catholic Engagements in Goa: Religion, Colonialism and Modernity*. Delhi: Orient BlackSwan, pp. 126-168.

11. Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
12. Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
13. Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Chicago: University of Chicago Press.
14. Manuel, Peter. (1993). *The Cassette Culture: Popular Music and technology in North India*. Chicago: University of Chicago Press.
15. Mohammad, Afsar. (2013). *The Festival of Pirs: Popular Islam and Shared Devotion in South India*. Delhi: Oxford University Press.
16. Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian
17. Oberoi, Patricia. (2006). *Freedom and Destiny: Gender Family and Popular Culture*
18. Oberoi, Patricia. (2006). *Freedom and Destiny: Gender, Daily and Popular Culture in India*. Delhi: Oxford University Press.
19. Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
20. Rao, Velcheru Narayana. (2016). *Text and Tradition in South India*. Delhi: Permanent Black. (The section on "A Ramayana of their Own", pp. 240-69).
21. Ray, Krishnendu and Tulasi Srinivas (2012). *Curried Cultures: Globalization, Food and South Asia*. Los Angeles: University of California Press.
22. Rege, Sharmila. (2002). "Conceptualising Popular Culture: Lavani and Powada in
23. Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
24. Taneja, Anand Vivek. (2018). *Jinnealogy: Time, Islam and Ecological Thought in the Medieval Ruins of Delhi*. Stanford: Stanford University Press.
25. Venkatachalapathy, A. R. (2006). *In Those Days There Was No Coffee: Writings in Cultural History*. Delhi: Yoda Press.
26. Waghorne, Joanne Punzo. (2004). *Diaspora of Gods: Modern Hindu Temples in an Urban Middle Class World*, Delhi: Oxford University Press.
27. Dr. Joshi Priyanka, *Cultural Echoes : Understanding Popular Culture*, Nyra Publishers

Online Resources:

1. Students should use the online resources from the project entitled "Visual Pilgrim Project: Mapping Popular Visuality and Devotional Media at Sufi Shrines and Other Islamic Institutions in South Asia":
2. Abeer Gupta, The Visual and Material Culture of Islam in Ladakh
3. Amit Madheshiya and Shirley Abraham, Syncretic posters at the Sailani baba shrine in Maharashtra: Exploring portability of religious iconography through networks of circulation
4. Snehi, Yogesh. (2013). "Replicating Memory, Creating Images: Pirs and Darghas in Popular Art and Media of Contemporary Punjab". *South Asia's Islamic Shrines and Transcultural Visuality* (online journal).
5. Torsten Tschacher, 'You have to Grant Your Vision': Ideas and Practices of Visuality in Popular Muslim Art in Tamil Nadu
