

University of Mumbai

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विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग (ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई - ४०० ०३२
टेलिफोन नं - ०२२ - ६८३२००३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क्र.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २८ मार्च २०२५ व २० मे, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारंडे)
कुलसचिव

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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

Name of the Programme – Second Year B.A. (History)		
Faulty of Humanities		
Board of Studies in History		
U.G. Second Year Programme	Exit Degree	U.G. Diploma in History
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	B.A. (History)
2	Exit Degree	U.G. Diploma in History
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure Sem. III – R. HSU-515C (III) Sem. IV – R. HSU-515D (III)	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

Sd/-

Sd/-

Sd/-

Sd/-

Sign of the BOS Chairman Dr Narayan Bhosale Board of Studies in History	Sign of the Offg. Prof. Manisha Karne Associate Dean Faculty of Humanities	Sign of the Offg. Dr. Suchitra Naik Associate Dean Faculty of Humanities	Sign of the Offg. Dr Anil Singh Dean Faculty of Humanities
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Under Graduate Diploma in History

Credit Structure (Sem. III & IV)

	Sem. III – R. HSU-515C (III)									
Level	Semester	Major			OE	VSC, SEC (VSEC)	AE C, VE C, IK S	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Major 1	Major 2	Major 3						
5.0	III	(Total Credit-06) History of Medieval India (1000 to 1526 CE) 4C Status of Women in Medieval India (1000 to 1707 CE) 2C	Glimpses of World History (1400 to 1945) 4C	--	4C	SEC-2C Tourist Manage ments	AEC: 2C	CC:2C CPC/FP: 2C	22C	UG Diploma 88
	Sem. IV – R. HSU-515D (III)									
	IV	(Total Credit-06) History of Medieval India 1526 to 1707 CE 4C History of Medieval Deccan (1200-1680 CE) 2C	Age of Revolutio n 4C	--	4C	VSC:2C Applied History	AEC:2	CEP: 2 CC:2	22	
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	

Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continuewith Major and Minor

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

Sem. - III

Vertical – 1
Major

Syllabus
S.Y.B.A. (History)
Major 1 (Sem.- III) 4C

Title of Paper: History of Medieval India 1000 to 1526 CE

Sr. No.	Heading	Particulars
1	Description the course :	The course " History of Medieval India (1000–1526 CE) " explores the political, social, economic, and cultural developments during the Delhi Sultanate period. It covers the rise and expansion of Turkic and Afghan rule, including the Ghaznavids, Ghurids, Mamluks, Khaljis, Tughlaqs, Sayyids, and Lodis. The course examines administrative structures, military innovations, religious policies, and socio-economic transformations. It also delves into art, architecture, literature, and interactions between indigenous and Islamic traditions. Special focus is given to regional powers, resistance movements, and the evolving Indo-Islamic society. The course concludes with the decline of the Delhi Sultanate and the emergence of the Mughal era.
2	Vertical :	Mandatory Course (Major)
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1.To acquaint the students with the Islamic invasion of India during the medieval period and the political instability in India due to it. 2.To acquaint the students with the History of Medieval India that laid the foundation of the Sultanate rule in India 3.To study the contribution of Vijaynagar and Bahamani kingdoms to Medieval Indian History. 4.To examine the administrative, Socio-economic and cultural aspects of Medieval India.	
8	Course Outcomes: 1.Students will be able to understand the political history of Sultanate period in India. 2.Students will be able to comprehend beginning and development of taxation system and various organs of state institution during Sultanate period in Indian History. 3.Students will be able to become aware about the chronological political evolution in Ancient Indian History. 4.Students will be able to teach the transitional events of Medieval History of India.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course History of Medieval India 1000 to 1526 CE Module 1: Delhi Sultanate: Foundation, Expansion & Decline a) Introduction to Invasion of Mohammad Gazani & Mohammad Ghori, Socio-Economic & Political Condition on the eve of the Turkish Invasion b) Rise, Expansion & decline of Slave & Khilji Dynasty c) Rise, Expansion & decline of Tughlaq, Sayyad & Lodi Dynasty Module 2: Administrative Structure of Delhi Sultanate a) Central Administration & Iqta system b) Administrative structure and military Reforms of Ala-ud-din khilji c) Reforms of Ferozshah Tughlaq & Mohammed- bin-Tughlaq Module 3: Socio-Economic, Religious & Cultural life of Delhi Sultanate a) Socio-Economic & Religious life b) Education & Literature c) Art & Architecture Module 4: Rise, Growth & Decline of Vijaynagar empire and Bahamani Kingdoms a) Vijaynagar Kingdom b) Bahamani Kingdom c) Socio-Economic & Cultural life of Vijaynagar & Bahamani Kingdoms
10	Text Books: 1.Chitanis K. N., (1990), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers & Distributors, NewDelhi 2.Mahajan V.D., (1992), <i>History of Medieval India</i>, S. Chand & Company, New Delhi, 3.काठरे अनिल, (2013), <i>मध्ययुगीन भारताचा इतिहास</i>(१०००-१७०७), प्रशांत पब्लिकेशन, जळगाव 4.मोरगा युवराज, (२०१८), <i>मध्ययुगीन भारताचा इतिहास</i> (इ.स.१००० ते इ.स.१५२६), निराळी प्रकाशन, पुणे 5. चव्हाण डॉ. बळीराम, (२०२२), <i>बहमनीकालीन महाराष्ट्राचा संस्कृतिक इतिहास</i>, वेदिका प्रकाशन, उदगीर जि. लातूर.
11	Reference Books: 1. Athar Ali, (2014), <i>Reinterpreting History of the Delhi Sultanate</i>, Publications Division, Aligarh Muslim University. 2. Banerjee A. C. (1990), <i>New History of Medieval India</i>, S. Chand & Company, New Delhi, 3. Bhattacharya N. N., (1990), <i>Medieval Bhakti Movement in India</i>, South Asia Books, Columbai, 4.Burton Stein, (1993), <i>New Cambridge History of India: Vijayanagara</i>, Cambridge University Press, New Delhi 5.Burton, Stein: (1980), <i>Peasant State and Society in Medieval South India</i>, Oxford Paperback, New Delhi 6.Iswari Prasad. (1952). <i>History of Medieval India</i>. The Indian Press Ltd. Allahabad. Lane

- Pool, Stanley, (1978), *Life and Culture in Medieval India*, Kamal Prakashan, Indore,
7. Mahalingam T. V., (1975), *Administration and Social Life under Vijaynagar*, University of Madras,
8. Pande A. B., (1965), *Society and Government in Medieval India*, Central Book Depot, Allahabad.
9. Pande, Susmita, (1982), *Birth of Bhakti in Indian Religion and Art*, Books & Books, New Delhi.
10. Qureshi I. H., (1958), *The Administration of Sultanate of Delhi*, (IIInd ed.), The Hague, Karachi
11. Ranade A. K., (2009), *Socio-Economic Life of Maharashtra between 100 and 1600 A.D.*, Serials Publication, New Delhi
12. Rizvi S.A.A., (1978), *A History of Sufism in India*, Vol. L., Munshiram Manoharlal, New Delhi.
13. Siddiqui I.H., *Social Mobility in the Delhi Sultanate*, Medieval India, Vol. I
14. Sinha, S. K., (1964.), *Medieval History of the Deccan*; Vol. I, Bahamins, Hyderabad,
15. Shrivastava A.L., *The Sultanate of Delhi (711 A.D-1526)*, 5th ed, (1966), Shiv Lal Agrawala, Agra.
16. Shrivastava M.P., (1975), *Society and Culture in Medieval India (1206 A.D. 17007 A. D)*, Chugh Publishers, Allahabad,
17. Singh Upinder, (2009), *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, New Delhi.
18. Sreenivasa Murty H.V., Ramkrishna R. (1992), *History of Karnataka*, S. Chand & Company. New Delhi.
19. Varma, O.P., (1970), *The Yadavas and their Times*; Nagpur.
20. W. Haig, (1907), *Historical Landmarks of the Deccan*; Allahabad.
21. Yazdani, G, (1982), *Early History of the Deccan*, OUP,

Marathi Books-

१. गोसावी, आर. आर., (१९७४), *महाराष्ट्रातील पाच भक्ती संप्रदाय*, प्रतिमा प्रकाशन, पुणे.
२. त्रिपाठी रामप्रसाद, *विजयनगर साम्राज्य का इतिहास*, बंगाल हिंदी मंडळ.
३. पानसे, म. ग., (१९६३), *यादवकालीन महाराष्ट्र*, मुंबई मराठी ग्रंथमंदिर.
४. बेंद्रे, वि. स., (१९३४), *गोवळकोंड्याची कुतुबशाही*, बीआयएसएम, पुणे.
५. बेंद्रे, वि. स., (१९६८), *विजापूरची आदिलशाही*, मुंबई.
६. बेंद्रे, वि. स., (१९३४), *अहमदनगरची निजामशाही*, बीआयएसएम, पुणे.
७. महाजन, टी. टी., *खानदेशचा सामाजिक व सांस्कृतिक इतिहास*.
८. सरदार, जी. बी., (१९७०), *संत वाङ्मयाची सामाजिक फलश्रुती*.
९. हबीब इरफान, (२००७), *मध्यकालीन भारत*, एनबीटी, दिल्ली,
१०. डॉ. धनंजय आचार्य, *भारताचा इतिहास, प्रारंभापासून ते १५२६ पर्यंत*, श्री. साईनाथ प्रकाशन, नागपुर.
११. डॉ. धनंजय आचार्य, *भारताचा इतिहास, प्रारंभापासून ते १७६० पर्यंत*, श्री. साईनाथ प्रकाशन, नागपुर.
१२. प्रा. ह. श्री. शेंनोलीकर, डॉ. प्र. न. देशपांडे, (२०१२), *महाराष्ट्राचा सामाजिक-सांस्कृतिक इतिहास*, के. सागर पब्लिकेशन, पुणे.

12

Internal Continuous Assessment: 40%

External, Semester End Examination
60% Individual Passing in Internal and

		External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus

Major 2 (Sem.- III) 4C

Title of Paper: Glimpses of World History (1400-1945)

Sr. No.	Heading	Particulars
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1	Description the course:	The course " Glimpses of World History (1400–1914) " explores major global transformations from the early modern period to the eve of World War I. It examines the Renaissance, Reformation, Age of Exploration, and the rise of colonial empires. Key themes include the Scientific and Industrial Revolutions, Enlightenment, and the emergence of nation-states. The course also covers revolutions in America, France, and Latin America, alongside imperialism and its impact on Africa and Asia. The rise of capitalism, socialism, and nationalism, along with global conflicts leading up to 1914, are analyzed. Emphasis is placed on interconnected histories and cross-cultural exchanges shaping the modern world.
2	Vertical :	Mandatory Course (Major)
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1.To comprehend the forces that helped in the modernization of Europe and explore the forms and impact of Renaissance, Reformation and expansion of European power over Asia and Africa. 2.To discuss and describe the growth of nationalism and study its manifestations. 3.To trace the rise of authoritarian and totalitarian rule in Europe and Asia during the interwar period. 4.To review the events that led to the world wars and understand attempts to establish world peace.	
8	Course Outcomes: 1. Students will be able to describe the Renaissance, explain the various geographical discoveries and argue the split in the Roman Catholic Church. 2. Students will be able to define nationalism, identify the reasons for the manifestations of nationalism in the 19th century and understand its course and impact. 3. Students will be able to evaluate the nature of dictatorships and assess the consequences of such rules in world history. 4. Students will be able to recognize the reasons for political upheavals and alliances during the 20 th century and appreciate the need for world peace.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course	
	Glimpses of World History (1400-1945)	
	Module 1: Dawn of Modernization of Europe	

	a) Renaissance b) Reformation c) Geographical Discoveries, Imperialism: Form, Causes and Effects Module 2: Manifestations of Nationalism a) Unification of Italy b) Unification of Germany c) Zionism and formation of Israel Module 3: Rise of Dictatorship a) Kemal Pasha, Reza Shah b) Fascist Government in Italy c) Nazi Government in Germany Module 4: War and Peace a) World War I; League of Nations b) World War II – Causes and Effects c) UNO
10	Text Books: - Hayes, C, Moon, T.P and Wayland, J.W, (1950), <i>World History</i>, 3rd Revised ed. The Mac Millan Co. - Immanuel C.Y. (1975), <i>The Rise of Modern China</i>, OUP, New York. - Kennedy MA, (1965), <i>A Short History of Japan</i>, North American Library Press. - Kirk S.E. (1959), <i>A Short History of the Middle East</i>, New York.
11	Reference Books: - Benns F.L., (1950), <i>European History since 1870</i>, Appleton Century Gofts, New York. - Carrie Albercht R.A., (1958), <i>Diplomatic History of European since the Congress of Vienna</i>, Harper, New York. - Clyde, P.M., and Beers, B.F., (1966), <i>The Far East: A History of Western Impacts and Eastern Response, 1830-1975</i>, Sixth Edition, Prentice- Hall. - Cornwell, R.D, (1981), <i>World History in the Twentieth Century</i>, Addison-Wesley Longman Ltd. - Ergang, Robert, (1966), <i>From Renaissance to Waterloo</i>, Third Edition, Heath. - Fay S.B., (1999), <i>Origins of the World War 1930</i>, New York- Second Ed. New York Free Press. - Fergusson, W and Brunn, G, (1958), <i>A Survey of European Civilization</i>, 3rd edition, Houghton and Co. - Fisher S. N., (1971), <i>The Middle East: A History</i>, Rontiedgy & Kegan Paw. - Grant and Temperley: <i>Europe in 19 th & 20 th Centuries 1940</i>. 5th Ed. Longman New York - Hobsbawm, Eric, (1995), <i>Age of Extremes: The Short Twentieth Century 1914- 1991</i>, Viking, Penguin Books. - Keylor, William, (2006), <i>The Twentieth Century World and Beyond: International History Since 1900</i>, Oxford University Press. - Lenczowski G., (1971), <i>The Middle East in world Affairs</i>, Cornell University Press. - Lipson E. <i>Europe in the 19 th 20 th Centuries – 1916</i> A.H.Black,London. - Lowe, Norman, (1985), <i>Mastering World History</i>, Macmillan Education Ltd. - Palmer R. and Colton, Joel, <i>A History of the Modern World</i>, 4th edition - Rao, B.V., (2013), <i>History of the Modern World, AD 1500 to 2011</i>, Sterling Publishers Pvt. Ltd. - Rao, B.V., (2002), <i>History of Modern Europe 1789-1992</i>, (revised edition), Sterling Publishers Pvt. Ltd.

18. Spence, Jonathan D., (1999), *The Search for Modern China*, Second Edition, W. W. Norton & Co.,
19. Taylor Alastair M., Wallbank T. Walter, Bailkey, Nels M. and Jewsbury, George F., (1995), *Civilization Past and Present*, 8th Edition, Harpercollins College Div.,
20. Taylor A. J.P., *The struggle for Mastery in Europe (1848-1918)*, Oxford 1954.
21. Thomson David, (1977), *Europe Since Napoleon- 1962*, Longman. (Indian Ed.Jain Pushpak Mandir Jaipur.
22. Vinacke H. M., (1967), *A History of the Far East in Modern Times*, GeorgeAllen; Unwin Ltd.

Marathi Books:

१. गाडगीळ हरी रघुनाथ, (१८५२), *जगाचा संक्षिप्त इतिहास*, अमेरीक्षण शिक्षण, मुंबई
२. मराठे डी.एस., (१९५२), *जगाचा इतिहास*, देशमुख आणि कंपनी, पुणे.
३. नातू नारायण, (१९४१), *जगाचा इतिहास*, पुणे.
४. शिंदे सुभाष गंगाराम, *जगाचा इतिहास – एक दृष्टीक्षेप*, अनघा प्रकाशन, ठाणे.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

**Syllabus
B.A. (History)
Major 1 (Sem.- III) Major 2C**

Title of Paper: Status of Women in Medieval India (1000 CE to 1700CE)

Sr. No.	Heading	Particulars
1	Description the course:	This course explores the social, economic, political, and cultural status of women in Medieval India (1000–1707 CE). It examines the changing roles, rights, and challenges faced by women across different dynasties, including the Delhi Sultanate, Vijayanagara Empire, Rajput, Mughal Empire, Maratha Empire and regional kingdoms . The course covers topics such as education, marriage, property rights, and the influence of religion on gender norms. It also highlights the contributions of prominent women in politics, literature, and society. Through primary sources and historical interpretations, students will gain a deeper understanding of the complexities of women's agency and oppression in medieval Indian history.
2	Vertical :	Major for M3 pattern
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1.To analyze the social, economic, and political status of women in Medieval India and understand the factors that influenced their roles and rights. 2.To examine the impact of religious, cultural, and legal traditions on women's lives during the Delhi Sultanate, Vijayanagara, Rajput, Mughal and Maratha periods. 3.To evaluate the contributions of prominent women in medieval Indian history, including rulers, saints, and social reformers. 4.To critically assess historical sources and interpretations related to gender roles, patriarchy, and women's agency in Medieval India.	
8	Course Outcomes: 1.Students will be able to understand the social, economic, and political status of women in Medieval India and their role in various dynasties. 2.Students will be able to analyze the impact of religious, legal, and cultural traditions on women's rights, education, marriage, and property ownership. 3.Students will be able to evaluate the contributions of influential women, including rulers, saints, and reformers, in shaping medieval Indian society. 4.Students will be able to interpret historical sources and scholarly debates on gender roles, patriarchy, and women's agency in Medieval India.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

Name of the Course

	Status of Women in Medieval India (1000 to 1707 CE)
	Module 1: Social and Economic Status of Women
	a) Social Practices and Restrictions – Child marriage, purdah system, sati, and widowhood. b) Role in Economy – Women’s contribution to agriculture, crafts, and household industries. c) Education and Property Rights – Limited access to education and inheritance laws under Hindu and Islamic traditions.
	Module 2: Women in Religion and Politics
	a) Influence in Bhakti and Sufi Movements – Contributions of saints like Mirabai (1498–1547), Akkamahadevi (12th century), and Bahinabai (1628–1700). b) Women in Political Power – Razia Sultana (1205–1240), Nur Jahan (1577–1645), Chand Bibi (1550–1599), Tara Bai (1675–1761) and other female rulers. c) Impact of Religious and Social Reforms – Rani Durgavati (1524–1564), Rani Karmavati (16th century) Role of women in social changes during medieval India.
10	Text Books: 1. Altekar, A.S., (1959), <i>The Position of Women in Hindu Civilization</i>, Motilal Banarsidass, Delhi. 2. Desai, Neera, (1980), <i>Women in India: A Historical and Sociological Study</i>, Ajanta Publications, New Delhi. 3. Misra, Rekha, (1967), <i>Women in Mughal India (1526–1748)</i>, Munshiram Manoharlal, New Delhi. 4. Nath, Vijay, (2000), <i>Women in Medieval Indian Society</i>, Orient Longman, Hyderabad.
11	Reference Books: 1. Ayyappapanicker, K., (1999), <i>Medieval Indian Literature: An Anthology</i>, Sahitya Akademi, New Delhi. 2. Bose, Mandakranta, (2018), <i>Women in the Hindu Tradition: Rules, Roles, and Exceptions</i>, Routledge, London. 3. Chakravarti, Uma, (1998), <i>Rewriting History: The Life and Times of Pandita Ramabai</i>, Zubaan, New Delhi. 4. Chitnis, K.N., (2003), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers, New Delhi. 5. Habib, Irfan, (1999), <i>Medieval India: The Study of a Civilization</i>, National Book Trust, New Delhi. 6. Hasan, Farhat, (2004), <i>State and Locality in Mughal India: Power Relations in Western India (1572–1730)</i>, Cambridge University Press, Cambridge. 7. Jain, Meenakshi, (1996), <i>Women in Ancient and Medieval India</i>, Manohar Publishers, New Delhi. 8. Jaiswal, Suvira, (1998), <i>Caste: Origin, Function, and Dimensions of Change</i>, Manohar Publishers, New Delhi. 9. Kumar, Nita, (1992), <i>The Politics of Gender, Community, and Modernity: Essays on Women in Colonial India</i>, Oxford University Press, New Delhi. 10. Lal, Ruby, (2005), <i>Domesticity and Power in the Early Mughal World</i>, Cambridge University Press, Cambridge. 11. Mukherjee, Soma, (2001), <i>Royal Mughal Ladies and Their Contributions</i>, Gyan Publishing

House, New Delhi.

12.Nath, Vijay, (2000), *Women in Medieval Indian Society*, Orient Longman, Hyderabad.

13. Prakash, Om, (2000), *Encyclopaedia of Indian Women Through the Ages: Medieval India*, Gyan Publishing House, New Delhi.

14.Ramusack, Barbara, (2004), *The Indian Princes and Their States*, Cambridge University Press, Cambridge.

15. Sarkar, Sumit, (2008), *Women and Social Reform in Modern India*, Permanent Black, Ranikhet.

16. Sharma, Rekha, (2012), *Role of Women in Medieval India*, Kalpaz Publications, New Delhi.

17. Singh, Kiran, (2003), *Women in Medieval India: Social, Economic and Political Perspectives*, Rawat Publications, Jaipur.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Vertical - 4

SEC 2C

Syllabus

B. A. (History) SEC: 2

(Sem.- III)

Title of Paper: Tourist Managements

Sr. No.	Heading	Particulars
1	Description the course :	The course <i>Tourist Management</i> introduces students to the fundamentals of managing tourism as a dynamic and growing industry. It covers key aspects such as tourism planning, marketing, operations, customer service, and sustainable tourism practices. The course explores the role of tourism in economic development, cultural exchange, and heritage preservation. Students will learn about different types of tourism—domestic, international, eco, and heritage—and gain insights into travel behavior, tourism policy, and destination management. By blending theoretical knowledge with practical skills, the course prepares students for careers in the tourism and hospitality sectors.
2	Vertical :	SEC
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To understand the fundamentals of tourism and its management. 2. To develop skills for managing tourism operations efficiently. 3. To analyze the role of tourism in socio-economic development. 4. To understand the policies and planning required for sustainable tourism.	
8	Course Outcomes: 1. Demonstrate knowledge of key tourism concepts and terminologies. 2. Evaluate tourism operations and strategies. 3. Plan and manage tourism activities with a focus on sustainability. 4. Apply theoretical knowledge in real-world tourism industry settings.	

9	Modules:-
	Module 1: Introduction to Tourism Management
	a)Definition, nature and scope of tourism b)Types and forms of tourism (domestic, international, eco-tourism, etc.) c)Components of tourism: attractions, accessibility, accommodation, amenities
	Module 2: Tourism Planning and Development
	a)Tourism policies and planning in India b)Role of government and private sector in tourism development c)Sustainable and responsible tourism practices

10	Text Books: 1. Medlik, S. (2003). Tourism Management (3rd ed.). Routledge, London. 2. Sharma, K.K. (2000). Introduction to Tourism and Hospitality Industry (1st ed.). Sarup & Sons, New Delhi. 3. Cooper, C., Fletcher, J., Gilbert, D., & Wanhill, S. (2008). Tourism: Principles and Practice (5th ed.). Pearson Education, London. 4. Moutinho, L. (2011). Strategic Management in Tourism (2nd ed.). CABI Publishing, Wallingford, UK.	
11	Reference Books: 5. Sharma, J.K. (2004). Tourism Planning and Development (1st ed.). Kanishka Publishers, New Delhi. 6. Swarbrooke, J. (1999). Sustainable Tourism Management (1st ed.). CABI Publishing, Wallingford, UK. 7. Holloway, J.C., & Humphreys, C. (2016). The Business of Tourism (10th ed.). Pearson, London. 8. Roday, S., Biwal, A., & Joshi, V. (2009). Tourism Operations and Management (1st ed.). Oxford University Press, New Delhi. 9. Sinha, P.C. (2000). Travel and Tourism Management (1st ed.). Anmol Publications, New Delhi. 10. Williams, S. (2009). Tourism Geography (3rd ed.). Routledge, London. Marathi Books: 1. कदम, डॉ. अनिल. (२०२०). पर्यटन व्यवस्थापन (२री आवृत्ती). प्रफुल्लता प्रकाशन, कोल्हापूर. 2. देशमुख, डॉ. आर.एस. (२०१७). पर्यटन उद्योग आणि विकास (१ली आवृत्ती). पॉप्युलर प्रकाशन, मुंबई. 3. भोसले, के.बी. (२०१९). पर्यटनशास्त्र (२री आवृत्ती). सक्षम पब्लिकेशन, पुणे. 4. नाईक, मंगला. (२०१५). भारतातील पर्यटन (१ली आवृत्ती). विद्या प्रकाशन, सातारा. 5. कुलकर्णी, नीलिमा. (२०२१). पर्यटन आणि संस्कृती (३री आवृत्ती). नवचैतन्य प्रकाशन, कोल्हापूर. 6. पाटील, डॉ. जयश्री. (२०१८). पर्यटन व्यवस्थापनाचे सिद्धांत (२री आवृत्ती). दत्ता प्रकाशन, सांगली. 7. पाटील, महेश. (२०१६). पर्यटन: एक अभ्यास (१ली आवृत्ती). साहित्य संगम, नाशिक. 8. जोशी, सुधीर. (२०१९). पर्यटन आणि पर्यावरण (२री आवृत्ती). राजहंस प्रकाशन, पुणे. 9. देशपांडे, डॉ. अनुराधा. (२०२२). पर्यटनाचे सामाजिक परिणाम (३री आवृत्ती). संवाद प्रकाशन, पुणे. 10. गवते, शीतल. (२०२०). पर्यटन आणि ग्रामीण विकास (१ली आवृत्ती). सृजन प्रकाशन, कोल्हापूर.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

QUESTION PAPER PATTERN (External and Internal

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 40 marks and the second component will be the Semester-wise End Examination component carrying 60 marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown

below:

Question Paper Pattern

For 4 Credit Courses

A) External Assessment 60 Marks

Marks: 60

Duration: 2 Hrs.

Question No	Particular	Marks
Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit I)	15 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II) C. (Based on Unit II)	15 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III) C. (Based on Unit III)	15 Marks
Q-4	Attempt Any 2 out of 3 A. (Based on Unit IV) B. (Based on Unit IV) C. (Based on Unit IV)	15 Marks

B) Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)

Sr. No.	Particular		Marks
01	One periodical class test / online examination is to be conducted in the given semester		20 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities		10 Marks

Syllabus

S.Y.B. A.

(History)

(Sem.- IV)

Major

Syllabus
B. A. (History)
Major 1 (Sem.- IV)

Title of Paper: History of Medieval India 1526 to 1707 CE

Sr. No.	Heading	Particulars

1	Description the course : Including but Not limited to :	The course "History of Medieval India (1526–1707 CE)" explores the political, administrative, social, and cultural developments during the Mughal period. It examines the foundation and expansion of the Mughal Empire under Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb. The course analyzes Mughal administration, revenue policies (Mansabdari and Jagirdari systems), military strategies, and relations with Rajputs, Marathas, and foreign powers. It also covers art, architecture, literature, and religious policies, highlighting the influence of Persian and Indian traditions. The decline of the Mughal Empire and the rise of regional powers are discussed, providing insights into medieval India's transformation.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To provide a comprehensive understanding of the establishment and consolidation of the Mughal Empire. 2. To analyze the socioeconomic and cultural developments during the Mughal period. 3. To study the administrative policies, governance systems, and revenue reforms, such as those introduced by Akbar and other Mughal emperors, and their long-term impact on Indian society. 4. To explore the causes of the decline of the Mughal Empire by evaluating internal conflicts, regional uprisings, and external challenges.	
8	Course Outcomes: (List some of the course outcomes) 1. Students will be able to explain the establishment, expansion, and consolidation of the Mughal Empire. 2. Students will gain insights into the administrative, military, and revenue systems of the Mughal period. 3. Students will critically evaluate the socio-cultural developments of the era, including advancements in art, architecture, literature, and the synthesis of cultural traditions under the Mughals. 4. Students will assess the factors leading to the decline of the Mughal Empire, including internal conflicts, regional uprisings, and external invasions, and understand their significance.	

9	Modules: -
	Module 1: Sources of Medieval History & Establishment of Mughal Power
	a) The Mughal Empire - Literary Sources b) India on the eve of Babur's invasion - Babur - conquests c) Humayun, Administration & reforms of Shershaha Sur.
	Module 2: Consolidation of Mughal Power
	a) Akbar b) Jahangir, Extension of Power- Nurjahan , c) Shahjahan

	Module 3: The decline of Mughal power a) Aurangzeb b) Deccan policy of Aurangzeb c) Downfall of Mughals. Module 4: Mughal Administration and its culture a) Mughal Administration - Central and Provincial b) Social, economic and cultural conditions under the Mughal rule. c) Mughal art and architecture.
10	Text Books: 1.Chitanis K. N., (1990), <i>Socio-Economic History of Medieval India</i>, Atlantic Publishers & Distributors, NewDelhi 2.Mahajan V.D., (1992), <i>History of Medieval India</i>, S. Chand & Company, New Delhi, 3.काठरे अनिल, (2013), <i>मध्ययुगीन भारताचा इतिहास (१०००-१७०७)</i>, प्रशांत पब्लिकेशन, जळगाव 4.मोरगा युवराज, (२०१८), <i>मध्ययुगीन भारताचा इतिहास (इ.स. १००० ते इ.स. १५२६)</i>, निराळी प्रकाशन, पुणे 5. डॉ. बळीराम चव्हाण, (२०२२), <i>बहमनीकालीन महाराष्ट्राचा संस्कृतिक इतिहास</i>, वेदिका प्रकाशन, उदगीर जि. लातूर.
11	Reference Books: 1. Athar Ali, (2014), <i>Reinterpreting History of the Delhi Sultanate</i>, Publications Division, Aligarh Muslim University. 2. Banerjee A. C. (1990), <i>New History of Medieval India</i>, S. Chand & Company, New Delhi, 3. Bhattacharya N. N., (1990), <i>Medieval Bhakti Movement in India</i>, South Asia Books, Columbai, 4.Burton Stein, (1993), <i>New Cambridge History of India: Vijayanagara</i>, Cambridge University Press, New Delhi 5.Burton, Stein: (1980), <i>Peasant State and Society in Medieval South India</i>, Oxford Paperback, New Delhi 6.Iswari Prasad, (1952), <i>History of Medieval India</i>, The Indian Press Ltd, Allahabad, Lane Pool, Stanley, (1978), <i>Life and Culture in Medieval India</i>, Kamal Prakashan, Indore, 7.Mahalingam T. V., (1975), <i>Administration and Social Life under Vijaynagar</i>, University of Madras, 8.Pande A. B., (1965), <i>Society and Government in Medieval India</i>, Central Book Depot, Allahabad. 9.Pande, Susmita, (1982), <i>Birth of Bhakti in Indian Religion and Art</i>, Books & Books, New Delhi. 10.Qureshi I. H., (1958), <i>The Administration of Sultanate of Delhi</i>, (IInd ed.), The Hague, Karachi 11.Ranade A. K., (2009), <i>Socio-Economic Life of Maharashtra between 100 and 1600 A.D.</i>, Serials Publication, NewDelhi 12.Rizvi S.A.A., (1978), <i>A History of Sufism in India</i>, Vol. L., Munshiram Manoharlal, New Delhi. 13.Siddiqui I.H., <i>Social Mobility in the Delhi Sultanate</i>, Medieval India, Vol. I 14.Sinha, S. K., (1964.), <i>Medieval History of the Deccan</i>; Vol. I, Bahamins, Hyderabad, 15.Shrivastava A.L., <i>The Sultanate of Delhi (711 A.D-1526)</i>, 5th ed, (1966), Shiv Lal Agrawala, Agra.

16. Shrivastava M.P., (1975), *Society and Culture in Medieval India (1206 A.D. 17007 A. D)*, Chugh Publishers, Allahabad,
17. Singh Upinder, (2009), *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, New Delhi.
18. Sreenivasa Murty H.V., Ramkrishna R. (1992), *History of Karnataka*, S. Chand & Company. New Delhi.
19. Varma, O.P., (1970), *The Yadavas and their Times*; Nagpur.
20. W. Haig, (1907), *Historical Landmarks of the Deccan*; Allahabad.
21. Yazdani, G, (1982), *Early History of the Deccan*, OUP,

Marathi Books-

१. गोसावी, आर. आर., (१९७४), *महाराष्ट्रातील पाच भक्ती संप्रदाय*, प्रतिमा प्रकाशन, पुणे.
२. त्रिपाठी रामप्रसाद, *विजयनगर साम्राज्य का इतिहास*, बंगाल हिंदी मंडळ.
३. पानसे, म. ग., (१९६३), *यादवकालीन महाराष्ट्र*, मुंबई मराठी ग्रंथमंदिर.
४. बेंद्रे, वि. स., (१९३४), *गोवळकोंड्याची कुतुबशाही*, बीआयएसएम, पुणे.
५. बेंद्रे, वि. स., (१९६८), *विजापूरची आदिलशाही*, मुंबई.
६. बेंद्रे, वि. स., (१९३४), *अहमदनगरची निजामशाही*, बीआयएसएम, पुणे.
७. महाजन, टी. टी., *खानदेशचा सामाजिक व सांस्कृतिक इतिहास*.
८. सरदार, जी. बी., (१९७०), *संत वाङ्मयाची सामाजिक फलश्रुती*.
९. हबीब इरफान, (२००७), *मध्यकालीन भारत*, एनबीटी, दिल्ली,
१०. डॉ. धनंजय आचार्य, *भारताचा इतिहास, प्रारंभापासून ते १५२६ पर्यंत*, श्री. साईनाथ प्रकाशन, नागपुर.
११. डॉ. धनंजय आचार्य, *भारताचा इतिहास, प्रारंभापासून ते १७६० पर्यंत*, श्री. साईनाथ प्रकाशन, नागपुर.
१२. प्रा. ह. श्री. शेंनोलीकर, डॉ. प्र. न. देशपांडे, (२०१२), *महाराष्ट्राचा सामाजिक-सांस्कृतिक इतिहास*, के. सागर पब्लिकेशन, पुणे.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

SYBA History (Sem.- IV) Major 2 4C

Title of Paper: Age of Revolutions (1765 CE to 1950 CE)

Sr. No.	Heading	Particulars
1	Description the course:	The course "Age of Revolutions (1765–1950)" explores transformative political, social, and economic revolutions that shaped the modern world. It examines the American Revolution (1765–1783), French Revolution (1789), Latin American independence movements, Industrial Revolution, and Revolutions of 1848. The course further analyzes the Russian Revolution (1917), Chinese Revolution (1911 & 1949), anti-colonial struggles in Asia and Africa, and movements for decolonization. Key themes include nationalism, democracy, socialism, and the impact of industrial and ideological shifts. By studying these revolutions, students will understand their causes, consequences, and long-term influence on global political and social structures.

2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To examine the causes, major events and outcomes of significant revolutions like the American War of Independence, French Revolution and the 19th-century European Revolutions. 2. To explore the rise of nationalism, communism and anti – imperialism sentiments in China and Indonesia. 3. To trace the process of industrialization of England and Europe and understand its consequences. 4. To evaluate the manifestations of communist ideologies in Russia and its spread under Stalin.	
8	Course Outcomes: 1. Students will be understanding the influence of constitutional and democratic ideas that emerged from various revolutions. 2. Students will be describing the role of influential leaders in shaping modern China and Indonesia. 3. Students will be assessing the role of scientific and technological developments in shaping industrial development and its social, political and economic impact from a global perspective. 4. Students will be critique ideological foundation of Marxism, Leninism and Stalinism their role in shaping of Communist Russia.	

9	Modules: -
	Module 1: Revolutions Against Monarchies
	a) American Revolution b) French Revolution c) 19th century European Revolutions
	Module 2: Revolutions in Asia
	a) Chinese Nationalist Revolution (1905 - 1911) b) Chinese Communist Revolution (1912-1949) c) Indonesian Independence movement
	Module 3: Industrial Revolution
	a) Causes b) Scientific developments c) Effects
	Module 4: Russian Revolution
	a) 1905 b) 1917 c) Reign of Stalin

10	Text Books: 1. Cornwell, R.D, (1981), <i>World History in the Twentieth Century</i>, Addison-Wesley Longman Ltd., 2. Rao, B.V., (2002), <i>History of Modern Europe 1789-1992</i>, (revised edition), Sterling Publishers Pvt. Ltd. 3. Palmer R. and Colton, Joel, (1984), <i>A History of the Modern World</i>, 4th edition	
11	Reference Books: 1. Bennis F.L. (1950), <i>European History since 1870</i>, Appleton Century Gofts, New York, 2. Carrie Albercht R.A., (1958), <i>Diplomatic History of European since the Congress of Vienna</i>, Harper, New York. 3. Clyde, P.M., and Beers, B.F., (1966), <i>The Far East: A History of Western Impacts and Eastern Response, 1830-1975</i>, Sixth Edition, Prentice- Hall. 4. Ergang, Robert, (1966), <i>From Renaissance to Waterloo</i>, Third Edition, Heath. 5. Fay S.B. (1999), <i>Origins of the World War 1930</i>, New York- Second Ed. New York Free Press 6. Fergusson, W and Brunn, G, (1958), <i>A Survey of European Civilization</i>, 3rd edition, Houghton and Co. 7. Fisher S. N., (1971), <i>The Middle East: A History</i>, Rontiedgy & Kegan Paw. 8. Grant and Temperley: <i>Europe in 19th & 20th Centuries 1940</i>. 5th Ed.Longman New York. 9. Hayes, C, Moon, T.P and Wayland, J.W, (1950), <i>World History</i>, 3nd Revised ed. The Mac Millan Co. 10. Hobsbawm, Eric, (1995), <i>Age of Extremes: The Short Twentieth Century 1914- 1991</i>, Viking, Penguin Books. 11. Immanuel C.Y. (1975), <i>The Rise of Modern China</i>, OUP, New York. 12. Keylor, William, (2006), <i>The Twentieth Century World and Beyond: International History Since 1900</i>, Oxford University Press. 13. Kennedy MA, (1965), <i>A Short History of Japan</i> North American Library Press. 14. Kirk S.E. (1959), <i>A Short History of the Middle East</i>. New York. 15. Lenczowski G., (1971), <i>The Middle East in world Affairs</i>, Cornell University Press. 16. Lipson E. <i>Europe in the 19th 20th Centuries – 1916</i> A.H.Black,London. 18. Lowe, Norman, (1985), <i>Mastering World History</i>, Macmillan Education Ltd. 19. Rao, B.V., (2013), <i>History of the Modern World, AD 1500 to 2011</i>, Sterling Publishers Pvt. Ltd. 20. Spence, Jonathan D., (1999), <i>The Search for Modern China</i>, Second Edition, W. W. Norton & Co. 21. Taylor Alastair M., Wallbank T. Walter, Bailkey, Nels M. and Jewsbury, George F., (1995), <i>Civilization Past and Present</i> 8th Edition, Harpercollins College Div., 22. Taylor A. J.P.<i>The struggle for Mastery in Europe (1848-1918)</i> , Oxford 1954. 23. Thomson David, (1977), <i>Europe Since Napoleon- 1962</i>, Longman. (Indian Ed.Jain Pushpak Mandir Jaipur. 24. Vinacke H. M., (1967), <i>A History of the Far East in Modern Times</i>, George Allen; Unwin Ltd.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus
B.A. (History)
(Sem.- IV) Major 1 2C

Title of Paper: History of Medieval Deccan (1200-1680 CE)

Sr. No.	Heading	Particulars
1	Description the course:	This course explores the history of the Deccan region in India from the 13th to the 17th century, covering the major dynasties and kingdoms that ruled the area during this period. Learners will learn about the political, social, economic, and cultural developments that shaped the region's history.
2	Vertical :	Major for M3 pattern

3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1)To understand the historical context of the Deccan region from 1200-1680 2)To analyze the rise and fall of major dynasties and kingdoms in the region 3)To examine the cultural, economic, and social developments in the Deccan during the study period 4)To appreciate the significance of the Deccan region in Indian history	
8	Course Outcomes: 1) Students will analyze historical events, developments, and cultural practices in the Deccan region. 2) Students will understand the historical context of the Deccan region and its significance in Indian history. 3) Students will appreciate the cultural, economic, and social developments in the Deccan region during the medieval period. 4) Students will appreciate the significance of the Deccan region in Indian history	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course	
	History of Medieval Deccan (1200-1680 CE)	
	Module 1: The Yadavas and Kakatiya Dynasties (1200-1335)	
	a) Rise of the Yadava and Kakatiya Dynasties b) Political and Economic Developments c) Socio-Economic and Cultural Development	
	Module 2: Vijayanagar-Bahamani and Maratha Kingdoms (1336-1680)	
	a) Foundation and Expansion of Vijayanagar and Bahamani Kingdoms b) Socio-Economic and Cultural Development c) Rise of Maratha Kingdom under Chhatrapati Shivaji Maharaj	
10	Text Books: 1) Sherwani H.K. and P.M. Joshi, <i>History of Medieval Deccan (1295–1724)</i> , Government of Andhra Pradesh, Hyderabad, 1974. 2) Eaton Richard M., <i>Social History of the Deccan: 1300–1761</i> , Cambridge University Press, Cambridge, 2005.	
11	Reference Books: 1) Ballhatchet, Kenneth, <i>Social Policy and Social Change in Western India, 1817 – 1830</i> , Oxford University Press, 1957. 2) Burton Stein, <i>New Cambridge History of India: Vijayanagara</i> , Cambridge University Press, New, Delhi, 1993. 3) Chitnis, K. N., <i>Glimpses of Maratha Socio- Economic History</i> , Atlantic Publishers & Distributors,	

New Delhi, 1994.

4) Gordon, Stewart, *The New Cambridge History of India, The Marathas*, Cambridge University Press, New Delhi, 1998.

5) Hardy, A. (2007), *Indian Temple Architecture: Form, Function, and Meaning*, Indira Gandhi National Centre for the Arts.

6) Harle J.C., *The Art and Architecture of the Indian Subcontinent*, Penguin Books, Harmondsworth, 1986.

7) Kanisetti, A. (n.d.), *Lords of the Deccan: Southern India from the Chalukyas to the Cholas*, HarperCollins.

8) Mahalingam T. V., *Administration and Social Life under Vijaynagar*; University of Madras, 1975.

9) Michell, G. (2005), *Indian Temple Architecture: Form and Transformation*, Indira Gandhi National Centre for the Arts.

10) Nilakanta Sastri K.A., *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Madras, 1955.

11) Pande, Susmita, *Birth of Bhakti in Indian Religion and Art*, Books & Books, New Delhi, 1982.

12) Pillai, M. S. (2018), *Rebel Sultans: The Deccan from the Khilji to Shivaji*, Juggernaut Books.

13) Ranade A. K., *Socio-Economic Life of Maharashtra between 1100-1600 A.D*, Serials Publication, New Delhi, 2009.

14) Rizvi S.A., *A History of Sufism in India, Vol. I.*, Munshiram Manoharlal, New Delhi, 1978.

15) Sen, S. (2018), *Chhatrapati Shivaji Maharaj*, National Book Trust.

16) Sherwani H.K., *Cultural Trends in Medieval India: Architecture, Painting, Literature & Language*, Asia Publication House, Bombay, 1968.

17) Sherwani H.K., *History of Medieval Deccan (1295–1724)*, Government of Andhra Pradesh, Hyderabad, 1973.

18) Sohoni Pushkar, *The Architecture of a Deccan Sultanate: Courtly Practice and Royal Authority in Late Medieval India*, I.B. Tauris, London, 2018.

19) Sreenivasa Murty H.V., Ramkrishna R., *History of Karnataka*, S. Chand & Company, New Delhi, 1992.

Marathi Books:

1) Auturkar Rajaram Vinayak, *Marathyache Samrajya*, Varada Prakashan, Pune, 2020.

2) Hawaldar Asmita, *Vijaynagarche Shilpkavya*, Sahyadri Books, Kolhapur, 2021. Focuses on the sculptural art of the Vijayanagar Empire.

3) Lele Madhav Venkatesh, *Vijaynagarchya Samrajyacha Itihas*, Sahyadri Books, Kolhapur, 2021 (Original publication: 1919).

4) Deshmukh, S, *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.

12

Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal and
External Examination**

13

Continuous Evaluation through:

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)

Vertical – 4

VSC 2C

Syllabus B.A. (History) (Sem.- IV) SEC: 2C

Title of Paper: Applied History

Sr. No.	Heading	Particulars
1	Description the course:	The course <i>Applied History</i> focuses on the practical application of historical knowledge in contemporary fields such as policy-making, heritage management, media, museums, archives, and education. It emphasizes how history is used beyond academia to address real-world challenges and inform public understanding. Students will explore case studies where historical analysis has influenced legal decisions, urban planning, cultural preservation, and social justice. The course

		also introduces tools and methods used in public history, including digital history, oral history, and documentary filmmaking. By the end, students gain skills to apply historical thinking in diverse professional and societal contexts.
2	Vertical :	Open Electives
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1.To understand the Scope and Practice of Applied History 2.To develop and Execute Applied History Projects 3.To integrate Interdisciplinary Approaches 4.To critically Evaluate Public History Initiatives	
8	Course Outcomes: 1.Students will apply Historical Knowledge to Contemporary Issues 2.Students will develop and Execute Applied History Projects 3.Students will integrate Interdisciplinary Approaches 4.Students will critically Evaluate Public History Initiatives	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course Applied History
	Module 1: Foundations of Applied History
	a) Understanding Applied History b) Methodologies in Applied History c) Ethical Considerations
	Module 2: Applied History in Public Domains
	a) Public History and Community Engagement b) History in Policy and Decision-Making c) Media and Digital History
10	Text Books: 1.Baxi, Upendra (Ed.), (1986), <i>The Right to Know: The Indian Context</i> , Lancer Press, Delhi, 2.Bhattacharya, Sabyasachi (Ed.), (2011), <i>Approaches to History: Essays in Indian Historiography</i> , Primus Books, Delhi,
11	Reference Books: 1.Thapar, Romila, (2005), <i>Public Institutions in India: Essays in the History of Ideas</i> , Oxford University Press, Delhi, 2.Guha, Ramachandra, (2011), <i>The Past as Present: Forging Contemporary Identities Through History</i> , Permanent Black, Delhi, 3.Chadha, Ashish, (2019), <i>Heritage Conservation in Postcolonial India: Appropriating and</i>

Contesting the Past, Routledge India,
 4.Menon, Nivedita, (2004), *Recovering Subversion: Feminist Politics Beyond the Law*, Permanent Black,
 5.Bhattacharya, Neeladri, (2018), *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Permanent Black,
 6.Mukarji, T. B., *A Guide to the Exhibition Galleries of the Indian Museum*, Indian Museum, Kolkata (various editions)
 7.Sengupta, Indra (Ed.), (2021), *Archives and Access in India: Situating Public History*, Routledge India,
 8.Chakrabarty, Dipesh, (2000), *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press,

Marathi Books:

शेडे डॉ. निशांत, *उपयोजित इतिहास*, अथर्व पब्लिकेशन, जळगाव

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

QUESTION PAPER PATTERN (External and Internal) (External and Internal)

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 40 marks and the second component will be the Semester-wise End Examination component carrying 60 marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:

Question Paper Pattern For 4 Credit Courses

A) External Assessment 60 Marks

Marks: 60

Duration: 2 Hrs.

Question No	Particular	Marks
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Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit I)	15 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II) C. (Based on Unit II)	15 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III) C. (Based on Unit III)	15 Marks
Q-4	Attempt Any 2 out of 3 A. (Based on Unit IV) B. (Based on Unit IV) C. (Based on Unit IV)	15 Marks

B) Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)

Sr.No.	Particular		Marks
01	One periodical class test / online examination is to be conducted in the given semester		20 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities		10 Marks

For 2 Credit Courses

A. External Assessment 30 Marks

Marks: 30

Duration: 1 Hrs.

Question No	Particular	Marks
Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I)	10 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II)	10 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III)	10 Marks

B. Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)

Sr. No.	Particular		Marks
01	One periodical class test / online examination is to be conducted in the given semester		10 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sd/-

Sd/-

Sd/-

Sd/-

Sign of the BOS Chairman Dr Narayan Bhosale Board of Studies in History	Sign of the Offg. Prof. Manisha Karne Associate Dean Faculty of Humanities	Sign of the Offg. Dr. Suchitra Naik Associate Dean Faculty of Humanities	Sign of the Offg. Dr Anil Singh Dean Faculty of Humanities
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As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE Vertical 3

Faculty of Commerce & Management

Board of Studies in Financial Markets

Second Year Programme

Semester	IV
Title of Paper	Credits
I) Financial Literacy	2
From the Academic Year	2025-26

Title of Paper: FINANCIAL LITERACY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course aims to enhance financial awareness and equip students with practical financial skills for personal money management. It covers essential topics such as banking, budgeting, credit management, investments, tax planning, and retirement savings. The course is designed to help students make informed financial decisions, irrespective of their academic background.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. Understand the fundamentals of financial literacy, including budget, savings and expense management. 2. Gain knowledge of banking systems, digital payments, and cybersecurity in financial transactions. 3. Analyze credit management, loan types, debt repayment strategies, and credit scores. 4. Evaluate investment options such as fixed deposits, mutual funds, stocks, and tax-saving instruments. 5. Develop financial planning skills for tax management, wealth creation, and retirement planning.	

8	Course Outcomes: By the end of this course, students will be able to: 1. Understand the fundamentals of personal finance, budgeting, and savings. 2. Demonstrate knowledge of banking systems, digital payments, and cybersecurity. 3. Analyze credit and debt management principles, including loans and credit scores. 4. Identify and evaluate different investment options like stocks, mutual funds, and fixed deposits. 5. Apply financial planning strategies for tax-saving and retirement planning.
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9	Modules:-
	Module 1: Essentials of Financial Literacy & Banking (15 Hours)
	• Introduction to financial literacy-Concept and Importance of Financial Literacy- Components of Financial Literacy: Income, Expenses, Savings, Investments, and Credit - Understanding Financial Decision-Making- Real-life Examples of Financial Success & Failures. • Banking System & Digital Transactions- Functions of Banks & Types of Bank Accounts (Savings, Current, FD, RD) -Understanding Banking Services: Cheques, ATM, Debit & Credit Cards - Online & Mobile Banking, UPI, NEFT, RTGS, IMPS Transactions - Cybersecurity in Digital Banking & Fraud Prevention • Budgeting & Money Management-Preparing a Personal Budget: Fixed vs. Variable Expenses - The 50-30-20 Rule of Money Management - Smart Spending Habits & Strategies for Saving Money. • Cybersecurity & Financial Frauds- Types of Financial Frauds: Phishing, Online Scams, ATM Fraud - Precautions while Using Digital Payment Platforms -How to Secure Online Transactions & Password Management.
	Module 2: Credit, Investments & Financial Planning (15 Hours)
	• Credit, Loans & Debt Management-Concept of Credit Score & Factors Affecting It - Types of Loans: Education, Home, Personal, and Business Loans- EMI Calculation & Loan Repayment Strategies- Debt Management & Avoiding Debt Traps • Investment Basics & Wealth Creation- Introduction to Investment: Risk vs. Return - Understanding Fixed Deposits, Mutual Funds, Stocks, and Bonds - Systematic Investment Plans (SIP) & Compounding Benefits - Insurance & Retirement Planning (EPF, NPS, PPF) • Tax Planning & Personal Finance- Basics of Income Tax in India: Slabs & Deductions - Tax-Saving Investments under Section 80C (PPF, ELSS, NPS) - GST & Its Impact on Daily Transactions. • Financial Goal Setting & Planning-Setting Short-Term & Long-Term Financial Goals - Understanding Inflation & Its Impact on Savings- Role of Financial

	Advisors & Online Financial Planning Tools	
10	Text Books: Devinder K Anand : Finance for Everyone Matthew Collins : Personal Finance for Beginners	
11	Reference Books: Saha, P. – <i>Basics of Financial Literacy</i> . Prasad, V. – <i>Personal Finance for Beginners</i> . Taxmann's Personal Finance – Simplified for All Taxmann's Financial literacy RBI and SEBI Websites	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Class Test, Assignment, Presentation, Group Discussion , Quiz , Case Study, Projects, Creative writing, Role play	Semester end examination (with practical questions)

QUESTION PAPER PATTERN
(External and Internal)

Total 50 Marks: 30 Marks External and 20 Marks Internal

30 Marks External

Duration : 1 Hour

Marks : 30 Marks

Note: Any 2 out of 3

Q.1 Answer the following (15 Marks)

- a)
- b)

Q.2 Answer the following (15 Marks)

- a)
- b)

Q.3 Answer the following (15 Marks)

- a)
- b)

20 Marks Internal

- | | |
|---------------------|-----------|
| 1. Class Test | (5 Marks) |
| 2. Assignment | (5 Marks) |
| 3. Presentation | (5 Marks) |
| 4. Group Discussion | (5 Marks) |
| 5. Quiz | (5 Marks) |
| 6. Case Study | (5 Marks) |
| 7. Projects | (5 Marks) |
| 8. Creative writing | (5 Marks) |
| 9. Role play | (5 Marks) |

Note: 1. Any Four out of the above can be taken for internal Assessment.

2. The internal Assessment shall be conducted throughout the semester

Sd/-
Sign of the BOS
Chairman
Dr.V.N.Yadav
Board of Studies in
Financial Markets

Sd/-
Sign of the
Offg. Associate Dean
Prin. Kishori Bhagat
Faculty of Commerce
& Management

Sd/-
Sign of the
Offg. Associate Dean
Prof. Kavita Laghate
Faculty of Commerce
& Management

Sd/-
Sign of the
Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management

AC – 20/05/2025
Item No. – 6.5 (N) (1a) Sem. III

As Per NEP 2020

University of Mumbai



Syllabus for Basket of OE Vertical 3

Faculty of Science

Board of Studies in Zoology

Second Year Programme

Semester

III

Title of Paper

Credits

I) Wildlife Conservation

2

From the Academic Year

2025-26

Syllabus B.Sc. (Zoology) (Semester – III)

Title of Paper: Wildlife Conservation

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	The syllabus for "Wildlife Conservation" aims to sensitize learners to the crucial role that wildlife plays in ecological and biological processes, which are essential to life. It emphasizes the importance of sustainable management of natural resources. Through this course, learners will gain an understanding of various techniques used to evaluate trends in wildlife populations and the consequences of their decline. Upon completing the course, learners may choose to pursue further studies in the legal aspects of wildlife conservation or delve deeper into the study of biodiversity.
2	Vertical:	Open Elective
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: - To make learners recognize the significance of wildlife conservation, the causes of wildlife depletion, and the role of national and international conservation initiatives in protecting biodiversity. - To enable learners to evaluate various wildlife protection strategies, technological advancements in monitoring, and approaches to mitigating human-wildlife conflicts for sustainable conservation.	
8	Course Outcomes: Upon completing the syllabus, learners should be able to: - Classify wildlife species based on IUCN categories and illustrate the importance of national parks, sanctuaries, and biosphere reserves in conservation. - Assess the effectiveness of legal frameworks, conservation projects, and emerging technologies in wildlife protection and propose solutions to human-wildlife conflicts.	

9

Module 1: Wildlife Conservation I

1.1 Scope and Importance of Wildlife 1.1.1 Definition of Wildlife, Causes contributing to the depletion of Wildlife 1.1.2 Economic Importance of Wildlife 1.1.3 Necessity for Wildlife Conservation 1.1.4 IUCN Categorization of Wildlife – Critically Endangered, Endangered and Vulnerable Animals of Indian origin	03hrs
1.2 Wildlife Protected Areas as designated by IUCN 1.2.1 National Parks – Sanjay Gandhi NP, Tadoba NP 1.2.2 Wildlife Sanctuaries – Karnala Bird Sanctuary, Malvan Marine WLS 1.2.3 Biosphere Reserves 1.2.4 Conservation Reserves and Community Reserves	05hrs
1.3 Laws and Acts for Protection of Wildlife 1.3.1 History of Wildlife Protection in India 1.3.2 Wild Life (Protection) Act, 1972 and amendments	02hrs
1.4 Important Wildlife Conservation Projects in India 1.4.1 Project Tiger 1.4.2 Project Lion 1.4.3 Project Elephant 1.4.4 Project Great Indian Bustard	05hrs

Module 2: Wildlife Conservation II

2.1 Strategies of Protecting Wildlife 2.1.1 Habitat conservation 2.1.2 Zoos and Zoological Parks 2.1.3 Public education and awareness	05hrs
2.2 Wildlife Tracking and Monitoring 2.2.1 Anti-poaching Transmitter Technology 2.2.2 Remote Camera Trapping 2.2.3 GPS Tracking 2.2.4 Satellite Tracking 2.2.5 Wildlife Drones	05hrs
2.3 Human-Wildlife Interactions 2.3.1 Man-Animal conflict in India 2.3.2 Human-Wildlife Coexistence in India 2.3.3 Ecotourism 2.3.4 Wildlife Crimes and illegal Wildlife trade	05hrs

10	References: • Alerstam Thomas, 1993. Bird migration. Cambridge University Press; Reprint edition ISBN 978-0521448222. • Batschelet E. 1979. Introduction to Mathematics for Life Scientists Springer-Verlag Berlin and Heidelberg GmbH & Co. K; 3rd edition ISBN 978-3540096481. • Duellman, William E. and Linda Trueb, 1994. Biology of Amphibians, 1st edition (reprint, illustrated), JHU Press. ISBN 9780801847806. • Gans Carl, 1985. Biology of the Reptilia (vol. 15). Wiley Publishers. ISBN 978-0471812043. • Juneja, Kavita and H.S. Bhamrah, 2002. An Introduction to Reptiles, Anmol Publications Pvt. Ltd. ISBN 8126107103. • Majupuria T. C., 1986. Wildlife Wealth of India: Resources & Management, 2nd edition. Tecpress Service, ISBN 9789748733562 • Prater S. H., 1990. The book of Indian Animals, 3rd edition, Oxford University Press ISBN 9780195621693	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: Quizzes, Class Tests, Presentation, Project, Role play, Creative writing, Assignment etc. (at least 3)	

13

**Format of Question Paper:
S. Y. B. Sc. Zoology evaluation pattern and question paper pattern for semester
end theory examination of Open Elective course**

Internal Continuous Assessment: 40% (20 Marks)	Semester End Examination: 60% (30 Marks)	Duration for End Semester Examination
Assignment / Objective question test / Project / Role play / Creative writing (10 Marks), Viva (5 marks) Overall performance (5 Marks) Total (20 Marks)	As per paper pattern	01.00 hour

Format of Theory Question Paper: Semester End Examination

Time 1.0 Hr

Max. Marks 30

Attempt any two out of four:

Q. 1. Answer the following:	
a. Module I	05
b. Module I	05
c. Module II	05
Q. 2. Answer the following:	
a. Module II	05
b. Module II	05
c. Module I	05
Q. 3. Answer the following:	
a. Module I	08
b. Module II	07
Q. 4. Answer the following:	
a. Module II	08
b. Module I	07

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sd/-
Sign of the BOS
Coordinator
Dr. Vaishali U. Somani
BOS in Zoology

Sd/-
Sign of the
Offg. Associate Dean
Dr. Madhav R. Rajwade
Faculty of Science &
Technology

Sd/-
Sign of the Offg. Dean
Prof. Shivram S. Garje
Faculty of Science &
Technology

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC Vertical 5

Faculty of- HUMANITIES

Board of Studies in HINDI

Second Year Programme

Semester

III

Title of Paper

Credits

I) हिंदी भाषा : व्यावहारिक प्रयोग

2

From the Academic Year

2025-26

Title of Paper- हिंदी भाषा:व्यावहारिक प्रयोग

Sr. No.	Heading	Particulars
1	Description of the course:	भाषा का जीवन में सदैव महत्व रहा है। जीवन और भाषा का चोली-दामन का संबंध है। जब हमारी भाषा मधुर और सार्थक होती है तो श्रोता पर विशिष्ट प्रभाव पड़ता है। भाषा का यदि सही और सार्थक रूप से प्रयोग किया जाए तो मनुष्य जीवन में कहीं भी असफल नहीं हो सकता है। इसी भाषा के माध्यम से हम सभी को अपनी ओर आकर्षित भी करते हैं। वर्तमान युग में रोजगार में बहुत से क्षेत्र भाषा से जुड़े हुए हैं, जिसके माध्यम से विद्यार्थी इनका लाभ ग्रहण कर सकते हैं। भाषाई क्षमता हमारे विचारों की संवाहक होती है। आज डिजिटल युग में अभिव्यक्ति के कई माध्यमों का प्रसार हुआ है, इन माध्यमों में भाषा ही सशक्त तत्व है जो आपकी अभिव्यक्ति को पूरे जगत को अवगत कराती है। भाषा का महत्व हर समय, हर माध्यम में रहा है, परंतु भाषा का सार्थक रूप का प्रयोग आज बहुत आवश्यक है। आज हिंदी अंतरराष्ट्रीय स्तर पर प्रयोग में लाई जा रही है, तकनीक, सूचना प्रौद्योगिकी सोशल मीडिया, राजनीति की भाषा हिंदी बन चुकी है। जीवन में कई क्षेत्रों में व्यावहारिक स्तर पर हमें अपनी भाषा के लिखित स्वरूप के कार्यों को करना होता है और ऐसे में कार्य-दक्षता महत्व रखती है। हिंदी भाषा में व्यावहारिक प्रयोग को केंद्र में रखकर और इन्हीं पहलुओं को ध्यान में रखते हुए इस पाठ्यक्रम का गठन किया गया है। हम हिंदी भाषा को सही और शुद्ध रूप में प्रयोग कर अभिव्यक्ति को सफल बनाएं और बिना व्याकरण के यह संभव नहीं है। इस दृष्टि से पाठ्यक्रम सर्वाधिक लाभकारी सिद्ध होगा।
2	Vertical:	AEC
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1. विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना।

	2. विद्यार्थियों को राजभाषा हिंदी के व्याकरण से परिचय करवाना। 3. विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्रदान करना।	
8	Course Outcomes: 1. विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी। 2. विद्यार्थियों को राजभाषा हिंदी के व्याकरणिक प्रयोग की जानकारी प्राप्त होगी। 3. विद्यार्थियों को हिंदी-संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्राप्त होगा।	
9	Modules (Per credit one module can be created)	
	इकाई-1	व्याख्यान-15
	क्रेडिट-01	
	1. हिंदी भाषा : सामान्य परिचय	
	2. राजभाषा हिंदी : संवैधानिक महत्त्व	
	3. वर्णमाला : स्वर एवं व्यंजन	
	4. शब्द भेद : सामान्य परिचय (संज्ञा आदि)	
	इकाई-2	व्याख्यान-15
	क्रेडिट-01	
	1. वाक्य : सामान्य परिचय	
	2. वर्तनी : शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिह्न	
	4. पत्र लेखन : (बधाई, निमंत्रण, सुझाव, शिकायत, आभार, आवेदन, RTI लेखन)	
10	संदर्भ ग्रंथ- 1. बाबूराम सक्सेना- सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग 2. कामताप्रसाद गुरु- हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद 3. आचार्य देवेन्द्र नाथ शर्मा- भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली 4. भाषा विज्ञान एवं भाषाशास्त्र- कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी 5. भोलानाथ तिवारी- भाषा विज्ञान, किताब महल, इलाहाबाद	
11	Internal Continuous Assessment : 40%	External : Semester End Examination : 60%
12	Continuous Evaluation through: - रचनात्मक कार्य/प्रकल्प इत्यादि- 10 अंक - प्रस्तुति/परिसंवाद सहभागिता इत्यादि- 05 अंक - अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुल 20 अंक	लिखित परीक्षा अंक : 30 समयावधि : 01 घंटा

13	Format of Question Paper: for the semester end examination अंक : 30 निर्देश- 1. दोनों इकाइयों से प्रश्न पूछे जाएं। 2. तीन प्रश्न पूछे जाएं, किन्हीं दो प्रश्नों के उत्तर अपेक्षित हैं।	लिखित परीक्षा समयावधि : 01 घंटा 15x2 = 30 अंक कुलयोग- 30 अंक
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Sd/- Sign of the BOS Chairman Prof. Dr. Santosh Motwani Board of Studies in Hindi	Sd/- Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities	Sd/- Sign of the Offg. Associate Dean Prof. Manisha Karne Faculty of Humanities	Sd/- Sign of the Offg. Dean Prof. Anil Singh Faculty of Humanities
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AC – 20/05/2025

Item No. 8.47 (N) Sem III/IV 1(c)

As Per NEP 2020

University of Mumbai



Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme - Co-Curricular Course

Semester	III & IV	
Title of Paper	Sem	Credits
Indian Theatre: Classical Roots and Contemporary Expressions	III	2
Integrated Theatre Production: Stage Craft, Costume, Music and Technology	IV	2
From the Academic Year		2025-26

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- To understand the historical evolution of Indian theatre from Vedic to modern times.
- To analyze the core principles of Bharata's *Natyashastra* and their relevance in contemporary theatre.
- To examine major classical playwrights and evaluate the narrative and thematic aspects of their works.
- To explore and differentiate various streams of modern Indian theatre including commercial, experimental, and children's theatre.
- To develop a critical perspective on the sociopolitical role of street and one-act plays.
- To appreciate the interdisciplinary nature of performing arts by connecting theory with practical examples.

Learning Outcomes

The course will enable the learner to

- Describe the historical and cultural development of Indian theatre across different time periods.
- Interpret and apply the aesthetic principles from *Natyashastra* (such as Rasa and Abhinaya) in the analysis of theatrical performances.
- Critically evaluate classical Indian plays for their structure, themes, character development, and historical significance.
- Compare and contrast different forms of modern Indian theatre and assess their audience impact and staging methods.
- Demonstrate understanding of street theatre and one-act plays by creating outlines or performing excerpts reflecting real-world issues.
- Reflect on the role of performing arts in cultural preservation, education, and community engagement.

Modules at Glance

Semester III

Module No.	Unit	Content	No. of Hours
1	I	Indian Theatre: Historical Roots	07
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles	08
2	III	Classical Playwrights and Dramatic Texts	07
	IV	Streams and Forms of Modern Indian Theatre	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	Indian Theatre: Historical Roots - History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. - Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles - In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy - Key concepts: - Natyagriha (Ancient theatre architecture) - Rasa Theory – the aesthetic experience and emotional flavors - Bhava, Abhinaya, and their relevance in classical performance - Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	Classical Playwrights and Dramatic Texts - Critical study of major classical dramatists and their works: Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. - Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	Streams and Forms of Modern Indian Theatre Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		socio-political engagement
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Scheme of Evaluation

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation (20 marks) and Semester End Examination (30 Marks).

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) OR Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) OR Field Visit OR Attendance	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

- Ankur, D. R. (2021). *Doosare Natyashastra ki Khoj (in Hindi)*. Vani Prakashan. ISBN: 978-9350004302.
- Bhatia, N. (Ed.). (2009). *Modern Indian theatre: A reader*. Oxford University Press.
- Brockett, O. G. (1991). *History of the theatre (7th ed.)*. Allyn and Bacon.
- Brockett, O. G. (1987). *Theatre: An introduction (5th ed.)*. Holt, Rinehart and Winston.
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- Dinkar, R. S. (1966). *Sanskriti ke chaar adhyay (in Hindi)*. Udayachal. ISBN: 9788185341052.
- Dikshit, S. N. (2009). *Bharat aur Bhartiya Natyakala (in Hindi)*. Rashtriya Sanskrit Sansthan.
- Fischer-Lichte, E. (2008). *The transformative power of performance: A new aesthetics*. Routledge.
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- Gargi, B. (1991). *Indian theatre*. National Book Trust.
- Ghosh, M. (Trans.). (1951). *The Natyashastra of Bharatamuni (Vol. I & II)*. Asiatic Society of Bengal.
- Goswamy, B. N. (2004). *The theory of rasa in Sanskrit drama*. [Publisher not listed].
- Karnad, G. (1995). *Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala*. Oxford University Press.
- Mason, D. (Ed.). (2006). *Performance traditions in India*. Oxford University Press.
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- Shukla, B. (2009). *Natyashastra (in Hindi)*. Chaukhamba Sanskrit Sansthan. ISBN: 978-81-208-2248-1.
- Sircar, B. (2009). *Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma*. Oxford University Press.
- Solomon, R. H. (2004). *New directions in Indian theatre*. Seagull Books.
- Tendulkar, V. (2004). *Collected plays in translation (Vol. 1)*. Oxford University Press.
- Tanvir, H. (2007). *Charandas Chor and other plays*. Seagull Books.
- Vatsyayan, K. (1980). *Traditional Indian theatre: Multiple streams*. National Book Trust.
- Vatsyayan, K. (1996). *Indian poetics and Natyashastra*. [Publisher not listed].
- Varadpande, M. L. (1987). *A history of Indian theatre (Vols. 1–3)*. Abhinav Publications.
- Wales, H. W. (2010). *Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi)*. Motilal Banarsidass Publishing House. ISBN: 978-8120824522.
- Wilson, E., & Alvin, G. (2001). *Theatre: The lively art (6th ed.)*. McGraw-Hill.

Semester IV

As per NEP 2020

Integrated Theatre Production: Stage Craft, Costume, Music and Technology

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- Theorize the semiotic and emotional functions of lighting and costume design within various theatrical traditions.
- Critically examine the historical evolution and theoretical paradigms of lighting and costume design in stagecraft.
- Explore the interplay between visual design elements and narrative dramaturgy in theatrical performance.
- Understand technical terminologies and design documentation processes from a theoretical perspective.
- Discuss the role of modern technologies (e.g., DMX, lighting consoles) and their theoretical implications on visual design aesthetics.
- Evaluate costume design strategies in relation to character psychology, period accuracy, and genre conventions.

Learning Outcomes

The course will enable the learner to

- **Define and describe** key theoretical concepts related to lighting and costume design in theatre.
- **Interpret** the narrative and symbolic meanings conveyed through visual design elements in performance.
- **Analyze** lighting and costume designs using appropriate theoretical and historical frameworks.
- **Discuss** the interrelationship between text, character, and design from a theoretical standpoint.
- **Compare and contrast** design practices across different theatrical genres and periods.
- **Evaluate** how technological advancements have influenced theoretical approaches to stage design.

Modules at Glance Semester IV

Module No.	Unit	Content	No. of Hours
1	I	Stage Lighting Design and Documentation	07
	II	Principles and Practice of Costume Design	08
2	III	Background Music and Sound Design	07
	IV	Technological Tools in Theatre Production	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	Stage Lighting Design and Documentation • Introduction to lighting as a narrative and emotional tool in theatre • Preparation and documentation: ○ Lighting layout plan ○ Ground plan ○ Cue sheet making • Study of light placement, intensity, color, and timing • Introduction to modern lighting technology: ○ Use of computerized and automated lighting systems (DMX, consoles, software) • Integration of lighting with sound and stage movement.
	II	Principles and Practice of Costume Design • Elements and principles of costume design: texture, silhouette, line, color, proportion • Costume construction techniques: fabric selection, stitching, pattern-making • Embellishment and ornamentation: embroidery, painting, appliqué • Costumes for theatrical styles: • Realistic/Representational theatre: historically and culturally accurate costume design • Stylized/Presentational theatre: symbolic, abstract, and thematic design approaches
2	III	Background Music and Sound Design • Objectives and importance of background music in theatre production. • Methods of using sound: • Live performance effects vs. recorded effects • Synchronizing sound with cues, lighting, and performance • Introduction to musical instruments used in theatre:

		• String instruments (e.g., sitar, violin) • Wind instruments (e.g., flute, shehnai) • Percussion instruments (e.g., tabla, drums) • Music cue sheets: structure, timing, and application in live performance.
	IV	Technological Tools in Theatre Production • Overview of sound equipment: microphones, mixers, speakers • Integration of computers and software in sound and music production • Use of digital platforms in cueing, editing, and managing technical aspects of performance • Case studies/examples from contemporary and traditional performances integrating modern technology.

Scheme of Evaluation

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation (20 marks) and Semester End Examination (30 Marks).

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) OR Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) OR Field Visit OR Attendance	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

- Angeloglou, M. (1970). *A history of make-up*.
- Malvil, H. (n.d.). *Magic of makeup for stage*.
- Strenkovsky, S. (1937). *The art of make-up*. Frederick Muller.
- Pilbrow, R. (2008). *Stage lighting design: The art, the craft, the life*. Quite Specific Media Group.
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