



JAI HIND COLLEGE

Basantsing Institute of Science & J. T. Lalvani College of Commerce
and Sheila Gopal Raheja College of Management.

Empowered Autonomous

"A" Road, Churchgate, Mumbai - 400 020, India

**Affiliated to
University of Mumbai**

Bachelor of Arts

Program: B.A. in History

**Choice Based Credit System (CBCS) under NEP-2020
With effect from the academic year 2023-2024**

Syllabus as approved by Statutory Committees

LOCF Document

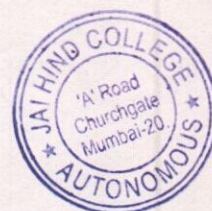
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**PRINCIPAL
JAI HIND COLLEGE
CHURCHGATE, MUMBAI-400 020.**



CONTENTS

1. Preamble	4
2. Credit Framework	5
a. Types of Courses	
b. Number of Courses and Credits	
c. Semester-wise Courses	
3. Learning Outcome-based Approach	6
4. Graduate Attributes	7
5. Programme Objectives	9
6. Teaching Learning Process	9
7. Assessment Methods / Evaluation Scheme	10
8. Discipline Specific Core Courses - Major Core Courses11	
a. Perspectives on India (Prehistory to 1500 CE)	
b. Milestones in World History (1900-1945)	
9. Discipline Specific Elective Courses	
10. Minor Courses	
a. Perspectives on India (Prehistory to 1500 CE)	
b. Milestones in World History (1900-1945)	
11. Open Elective Courses	20
a. Know Your Rights-I	
b. Indian Cultural Heritage-II	
12. Skill Enhancement Elective Courses	
12. Vocational Skill Elective Courses	26
a. Museum Studies	
b. Indian Art and Aesthetics Appreciation	



Preamble

A high priority task in the context of future education development agenda in India is fostering quality in higher education. The Learning Outcome based Curriculum Framework (LOCF) for under graduate education works on the premise that an outcome-based approach to curriculum builds the right competencies aspired to be seen in the graduates. It envisions that education qualifications such as Bachelor's Degree Programme be awarded on the basis of demonstrated achievement of outcomes achievable as knowledge, understanding, skills, attitudes and values. The overall objectives of the learning outcomes-based curriculum framework are to deliver a curriculum appropriate to the graduate attributes chosen, by clear selection and implementation of the programme learning outcomes and course learning outcomes, based on the levels of learning in the Blooms Taxonomy. High academic standards combined with the student centric approach would foster the graduate attributes.

Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing the employability of graduates. To bring this a curriculum reform and a learning outcomes-based curriculum framework, up gradation of academic resources and learning environment, raising the quality of teaching and research across all higher education institutions. The nature of the global market in which our graduates have to compete, is changing rapidly, keeping this in mind the syllabus for the autonomy is designed striking a balance between the knowledge and the right career-oriented skills. Our focus is primarily on students with a view to raising their aspirations and their capacity by exposing them to excellence of thought, intellect and creativity. We aim to engage locally and globally, to render knowledge into practical use, focus on issues of community importance, emphasize involvement in new endeavours and add significant value to our nation.

History is the medium through which we interpret the human past enabling us to study the continuities and the changes amidst us and in order to deal with the current challenges. Historians have a responsibility to examine the sources to criticism and ascertain the authentic sources objectively, in order to provide an interpretation and analysis of the past. Many of our problems today at local, regional and national and international level have antecedents in the past and the past shows various ways in which the solutions were attempted. It therefore, becomes contingent to bring in the knowledge of history for all engaging with the present. The challenges of globalization further obligate historians and



researchers to go beyond the local, national, and even continental frontiers of their knowledge. It is important to reconcile the knowledge gained from global, national and local histories to build appropriate understanding suited to the needs of the time.

In our pursuit of excellence in education, research and innovation, we wish to contribute to the national progress by fostering a learning culture in history discipline that fosters critical thinking, creative and professional skills in the students who would be future workforce of the nation. We wish to unleash our student's potential, strengthen the already existing qualities, and provide equal opportunities to exhibit their talent and involve them in crucial decision making. A stimulating environment can not only encourage creativity and a spirit of enterprise through the learning process but can also explore the entrepreneur in them.

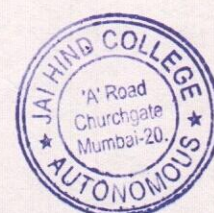
Credit Framework

Types of Courses

Sr No	Type of Course	Learner Category
1	Major	History Major
2	Minor	History Minor
3	OE	Commerce / Science Stream
4	VSC	Arts Stream

Number of Courses and Credits

Type of Course	Number offered of each	Credits of each (Theory)
Major/Minor	02	4
OE	02	2
VSC	02	2

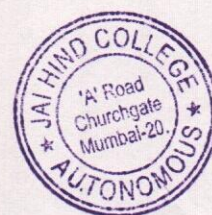


Semester-wise Courses

Semester	Course Code	Course Title	Type of Course	No of Credits
I	JUAHIS-DSC101/ JUAHIS-MIN101	Perspectives on India (Prehistoric to 1500 CE)	Major/Minor	4
II	JUAHIS-DSC201/ JUAHIS-MIN201	Milestones in World History (1900-1945)	Major/Minor	4
I	JUAHIS-OE101	Know your Rights	OE	2
I	JUAHISVSC101	Museum Studies	VSC	2
II	JUAHIS-OE202	Indian Cultural Heritage	OE	2
II	JUAHISVSC201	Indian Art and Aesthetics Appreciation	VSC	2

Learning Outcome-based Approach

The objective of this programme is to prepare the students under the new vision of the Learning Outcome-based Curriculum Framework (LOCF). The LOCF approach streamlines the deliverables by focusing on learning outcomes to be built by the teaching-learning experiences and the knowledge and skills exposed to. The overall objectives of the learning outcomes-based curriculum framework are to deliver a curriculum appropriate to the graduate attributes chosen by clearly defining and implementing the programme learning outcomes and course learning outcomes based on Bloom's Taxonomy. This would enable the prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study. LOCF is important in order to maintain the national standards and international comparability of learning outcomes and academic standards to be able to stand forth in the global competitiveness. This will facilitate the student/graduate mobility and provide the Higher education institutions an important point of reference for designing teaching-learning



global competitiveness. This will facilitate the student/graduate mobility and provide the Higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

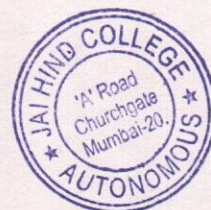
The BA Under-Graduate Programme in History will prepare the students for careers in the civil services, academics, law, for research, think tanks and prepare them to use this knowledge for employment in a variety of other careers. The programme states the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass subject knowledge in depth, critical thinking and problem-solving abilities, organisational and leadership skills, communication proficiency, research skills, digital literacy and sensitiveness to issues concerning heritage and conservation, gender, human rights, pertinent debates on socio and political issues of national and international relevance along with an understanding on sustainability, good citizenry and lifelong learning. This also tries to change the perception towards studying History. The B.A. History Programme offers students critical perspectives on historiography while teaching History to provide understanding on various interpretations and for a contextual knowledge on topics.

It seeks to provide multiple points of intersection with other disciplines in the Social Sciences, idea being to enrich the historical sensibility and analysis. It is designed to bring out the best intellect of the students and allows the students to keep pace with the essential history as well as the contemporary developments. The Program focus is on honing the concepts, knowledge, skills and values which go a long way in any careers chosen through History in various fields.

Graduate Attributes

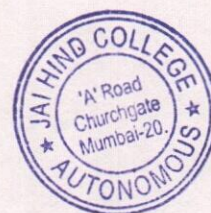
On the Completion of the Course the Student will be able to develop the following attributes through the BA (History) Programme at Jai Hind College:

- **Disciplinary Knowledge:** Students gain in-depth knowledge of History of India and the world. The students learn about the political, social and economic histories on one hand, and on the other the approaches and methods of historical research. Core and applied components train them in fundamental branches of the subject. Certificate courses and co-curricular aspects help them



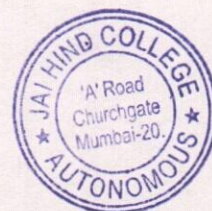
to learn tools and techniques for understanding arguments and historical reading.

- **Communication Skills:** Students develops effective communication skills through oral presentations, seminar paper presentations and through assignments like making blogs and videos on the subject content as well as on contemporary issues. Students learn how to design questionnaires and frame questions. The department encourages group working and communication in departmental events to hone their team communication skills. Annual departmental seminars are an occasion to build confidence in students in research skills.
- **Critical Thinking:** Historical studies require an open mind, an understanding of approaches, and a capacity to absorb greater depth of critical reasoning. The course content is enabled to stimulate the student capacity and students will be able to analyse any issues on what, where, who, when and how. They will develop critical perspectives and will grasp on the roots of various matters and issues, challenges and possible solutions on key areas of concern.
- **Research Skills :** Our graduates will be able to work with think tanks and research firms while in the program they develop the skills to frame a research problem, data collection techniques and methods of analysis, the accuracy, validity and objectivity required to undertake research. Students acquire knowledge on Research Techniques, research paper writing and bibliographic tools.
- **Problem solving skills:** Problem solving involves understanding issues, people, having empathy, innovative mind-set and capacity to engage. Our students will develop these skills as through our curriculum and activities they are encouraged to dwell on the problems, simple or complex, use reasoning, emotional intelligence, creative or lateral thinking and be bold in decision making as problem solving requires capacity to take responsibility and risks involved.
- **Leadership and organisational skills:** Leadership skills develop when there is a shared goal and endeavour. The department provides opportunities to



students to get associated with various leadership tasks such as taking volunteer ship in helping the department in certificate courses, seminars and inter college competitions.

- **Digital skills related to the field:** The department encourages blogging skills, use of Microsoft office, video making skills, assignments on Google class and excel based analysis. Our graduates would know how to use Microsoft office, making a blog, flyers, and social media posts and using social media marketing tools.
- **Moral and ethical awareness:** In the light of rising complexities in the society, need to maintain harmony, promote sustainability and preserve the heritage of the country. Our students will inculcate and exhibit responsible behaviour with a deep send for heritage and conservation as well as sustainability. Through our gender sensitising approach and discussions on grassroots perspective on various topics, our students will develop commitment towards values like societal harmony, integrity, sustainability and cosmopolitanism. The students develop inclusive values on historical and socio-cultural issues. The students taught respect for National ethos, human values, cultural heritage and ideals of constitutional values.
- **Collaborative Skills-**Collaboration requires a realisation that synergy can deliver the best. This creates respect for individuals in a team in any organisation or sphere. On various activities that the department brings, the effort is to encourage and advise collaboration of the students on projects or events. To bring collaboration, one needs to envision, be open minded and plan and distribute the work. Our students have exhibited these skills and we see this as another graduate attribute.
- **Lifelong Learning-** History at our department encourages continuous learning during and posts the classes. Provoking students' thought process to encourage further reading and exploration by oneself is one of our objectives. Our students pick up this approach habitually and tend to become lifelong learners. They keep sharing their achievements in academics and any of their research even after graduation and that shows their keenness to learn.



- **Strengthen the diversity of our country**-Knowledge on Archival science, Museology, Travel and Tourism, Art and Heritage, Sustainability and develop respect for our Heritage and culture, and understand the strength of diversity of our country.

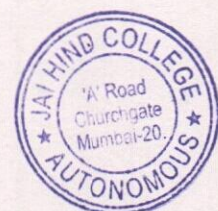
Programme Objectives

The BA program in History aims to provide the students learning and perspective on Global and Indian History, equips students with an understanding on critical history writing methods, niche histories and builds capacity to research and articulate at seminars or and contribute to the sustenance of heritage and culture.

- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional Values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

Teaching Learning Process

- Understanding and assessment of factual representation in films based on History
- Preparing students to present research paper at Student Seminar and International Youth History Congress
- Discussions on Role of Government in writing of History texts, indoctrination of myths in History etc
- Power points-based lecture method
- Documentary/films-based discussions
- EPW, Asian Age and Indian Express articles-based discussions



- Flip classrooms
- Field visits
- Role plays
- Debates on current issues/events
- Document based Questions (DBQs)

Assessment Methods / Evaluation Scheme

For Arts Each Major/Minor of 4 credits will be assessed for theory component of 100 marks which is as following:

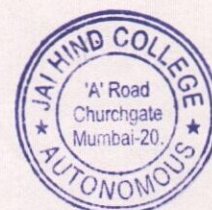
The theory component will comprise of 50 marks as **Semester End Examination(SEE)**-2 hours; and 50 marks Continuous Assessment (CA)

Assessment for Open Electives (OE) across all streams will be assessed on Theory component which will be as follows:

The theory component will comprise of 25marks as Semester End Examination(SEE) of 1 hour; and 25 marks Continuous Assessment (CA).

Assessment for Vocational Skill Course (VSC) across all streams will be assessed as a Practical component of 50 marks which will be as follows:

The practical component will comprise of 25marks Semester End Examination (SEE) of 1.5 hour; and 25 marks Continuous Assessment (CA); the evaluation pattern to be experiment/task based/case study or any other similar.

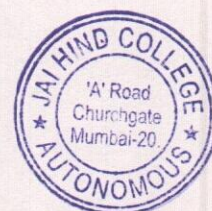


Discipline Specific Core Courses - Major /Minor Courses

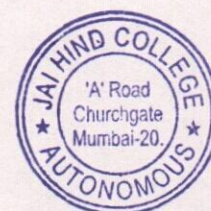
Course Code JUAHIS- DSC101/JUAH IS-MIN101	Course Title: Perspectives on India (Prehistoric to 1500 CE)	Credits: 04 Lectures/Week: 4 per week
Course description	The Course exposes students to the Early Indian History and History of Early Medieval India in the stated period by means of deeper understanding of available sources for study, by analysing history writing approaches and critically interpreting various aspects of the past. The paper traces the political developments, social formations, and cultural patterns in Early India and politico-social developments till the Medieval period in India.	
Learning objectives	<ul style="list-style-type: none"> ● To give an overview on the sources available and their relevance in understanding Early Indian History or the Medieval Indian History ● To provide a critical understanding on Prehistory and Proto history phase in Early India. ● To provide perspectives on the process of state formation and the politico-social-economic landscape of Early India ● To train the students in critical historical reading, interpreting narratives and enable to undertake contextual analysis of historical events ● To acquaint students with the factors and forces that led to the establishment of Turkish rule in India from 11th century to 16th century. ● To analyze the political developments and structure and innovations in the administration of the Delhi Sultanate ● To evaluate the legacies of the Medieval Period in India 	
Course Outcomes	After undertaking the course, students will be able to demonstrate <ul style="list-style-type: none"> ● Ability to critically analyze the sources for the study of Early India ● Trace the developments from Prehistory to the process of state formation. ● Ability to articulate critically on the political developments and socio-economic landscape of Early India in the given period. ● Will develop skills for critical historical reading, interpreting narratives and contextual analysis of historical events ● Skills to formulate a historical argument based on historical sources and analysis by various historians. ● Analyses the Sultanate polity, economy and society in the correct perspective. ● Analyses the significance of Delhi Sultanate to the growth and development of art and architecture in Medieval Indian History. 	



	THEORY	(04 lectures per week)
Unit – I	Pre history to territorial kingdoms in Northern India	15 lectures
1.	Prehistory to historic period –Sources and Perspectives	5 lectures
2.	Prehistoric cultures – Stone and Metal age	4 lectures
3.	Early state to territorial empires - Mahajanapadas, Mauryas, Guptas	6 lectures
Unit – II	State formation in the Deccan and South India and socio religious aspects of Early India	15 lectures
1.	State formation in the Deccan –Satavahana	5 lectures
2.	Regional kingdoms -Chola, Chera, Pandya, Pallava	7 lectures
3.	Religion and society - Brahmanism, Buddhism, Jainism	3 lectures
Unit – III	Foundation, Expansion and Administrative Structure of the Delhi Sultanate	15 lectures
1.	Sources and Perspectives on Delhi Sultanate	3 lectures
2.	Foundation and Political Overview of Delhi Sultanate	7 lectures
3.	Administrative Structure and reforms under Delhi Sultanate	5 lectures
Unit – IV	Society, Religion and Culture of Delhi Sultanate	15 lectures
1.	Religion and Society in Medieval India	6 lectures
2.	Developments in culture –Literature and education	3 lectures
3.	Art and Architecture under Delhi Sultanate	6 lectures

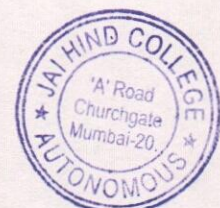


	<p>Evaluation Scheme CA – 50 marks CA 1-two tests CA2-Two assignments SEE-50 marks</p>	
<p>References:</p>	<ol style="list-style-type: none"> 1. Allchin, F.R. (ed). (1995). <i>The Archaeology of Early Historic South Asia: The Emergence of Cities and State</i>. Cambridge University Press. 2. Agrawal, D. P. & D.K. Chakrabarti. (1979). <i>Essays in Indian Proto history</i>, Delhi: D.K. Publishers' Distributors 3. Bhattacharya, D.K. (1989). <i>An Outline of Indian Prehistory</i>. Delhi: Palaka Prakashan. 4. Bandopadhyaya, N.C. (1980). <i>Development of Hindu Polity and Political Theories</i>, New Delhi: Munshiram Manoharlal. 5. Agrawal, D.P. (1982). <i>The Archaeology of India</i>, Copenhagen: Scandinavian Institute of Asian Studies Monograph Series No.46. London: Curzon Press. 6. Possehl, G.L (ed). (1982). <i>Harappan Civilization: Contemporary Perspective</i>. New Delhi: Oxford & IBH Publishers 7. Lahiri, Nayanjot. (2000). <i>The Decline and Fall of the Indus Civilization</i>. New Delhi: Permanent Black. 8. Ratnagar, Shireen. (2001). <i>Understanding Harappa</i>, Delhi: Tulika books. 9. Basham, A.L. (1954). <i>The Wonder That Was India</i>. London: Picador. 10. Bhattacharji, Sukumari. (1994). <i>Women and Society in Ancient India</i>. Calcutta: Firma KLM Private Limited 11. Bhattacharyya, N.N. (2000). <i>Buddhism in the History of Indian Ideas</i>. New Delhi. 12. Chakrabarti, Haripada. (1981). <i>Vedic India: Political and Legal Institutions in Vedic Literature</i>. Calcutta: Sanskrit Pustak Bhandar. 13. Chakraborty, Haripada. (1973). <i>Asceticism in Ancient India, Brahmanical, Buddhist, Jaina and Ajivika Societies</i>. Calcutta: Sanskrit PustakBhandar. 14. Chakravarti, Ranabir. Chattopadhyaya, Brajadulal and Mani, V.R. (eds). (2000). <i>A Source Book of Indian Civilization</i>. Kolkata. 15. Chakrabarti, Uma (1987). <i>The Social Dimensions of Early Buddhism</i>. Delhi: Munshiram Manoharlal Publishers: 16. Gonda, J. (1966). <i>Ancient Indian Kingship from Religious point of View</i>. Leiden. 17. Habib, Irfan. (Ed). (2001) <i>A People's History of India (Relevant volumes)</i>. New Delhi, Vol. 1 Prehistory, Vol. 2 <i>The Indus Civilisation</i>, Vol. 3 <i>The Vedic Age</i>, Tulika Books. 18. Jha, D. N. (1998). <i>Ancient India: An Introduction</i>. New Delhi: Manohar Publishers and Distributors. 19. Majumdar, R.C (Ed). (1951,1968,1970). <i>The History & Culture of the Indian People. volumes I-III</i>, Bombay. 20. Roy, Kumkum (eds). (1995). <i>The Emergence of Monarchy in North India: eighth to fourth centuries BC</i>. Oxford University Press 21. Sahu, Bhairabi Prasad (ed.). <i>Iron and Social Change in Early India</i>. New 	



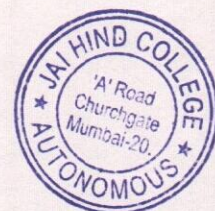
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Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	04	03	06	13
II	03	04	05	12
III	4	3	06	13
IV	03	04	05	12
TOTAL MARKS PER OBJECTIVE	14	14	22	50
% WEIGHTAGE	28	28	44	100

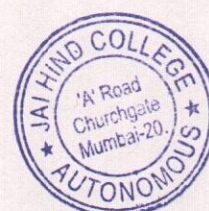


Major/Minor-Semester II

Course Code JUAHIS- DSC201/JUAH IS-MIN201	Course Title: Milestones in World History (1900-1945)	Credits: 04 Lectures: 4 per week
Course description	The Course undertakes a study of the events of the 20 th century that had its bearing on the intellectual and political conditions of the world. The course helps to evaluate the political transformation in Europe that impacted the political, sociological and economic developments of the world. To provide an insight of the most significant events and personalities of the period under study and encourage understanding of the making of the modern world. To study and understand the augment of the nationalist movement in Asia.	
Learning objectives	<ul style="list-style-type: none"> ● To understand the impact of World War I & II on the victorious and vanquished nations. ● To provide an insight of the most significant events and personalities of the period under study and encourage understanding of the making of the modern world. ● To value the political transformation in Europe that impacted the course of History. ● To study the developments of the 20th Century and its repercussions on the world. 	
Course Outcomes	At the end of the course the student will be able to demonstrate: <ul style="list-style-type: none"> ● Ability to trace the significant political dealings in the world during the interwar period that shaped the destiny of world history. ● Skill to investigate the rise, growth and role of the dictatorial regime and its subsequent impact. ● Ability to draw a plan for future discourse between nations on the basis of the aims and objectives of the United Nations in ensuring peace and harmony. ● Skill to measure the impact of World War I & II on the social, economic and cultural life of the world in general and of Europe in particular. 	



	THEORY	(04 lectures per week
Unit – I	Countering and combating Imperialism	15 lectures
1.	Imperialist expansion in Asia and Africa	7 lectures
2.	World War I	5 lectures
3.	Russian revolution	5 lectures
Unit – II	Ideological conflict	15 lectures
1.	Communism	3 lectures
2.	Fascism and Nazism	7 lectures
3.	Militarism in Japan	5 lectures
Unit – III	Towards World peace	15 lectures
1.	League of Nations	3 lectures
2.	World War II	7 lectures
3.	United Nations	5 lectures
Unit – IV	Nationalist movements	15 lectures
1.	Dr. Sun-Yat-Sen and China	5 lectures
2.	Mahatma Gandhi and India	3 lectures



3.	Aung San Suu Kyi, Dr. Sukarno and Ho Chi Minh	7 lectures
	<p>Evaluation Scheme CA- 50 marks CA1 CA2 assignment SEE-50 marks</p>	
References:	<ol style="list-style-type: none"> 1. Carrie, Albercht R.A. (1958). <i>Diplomatic History of European since the Congress of Vienna</i>. New York', Harper. 2. Cornell, R.D. (1999). <i>World History in the Twentieth Century</i>. Essex, Longman. 3. Clyde, and Beers. (1976). <i>Far East</i>. N.D. Prentice Hall of India Pvt. Ltd. 4. David, M.D. (1999). <i>Rise and Growth of Modern Japan</i>. Mumbai, Himalaya Publication House. 5. Grant, and Temperley.(2005).<i>Europe in 19th& 20th Centuries(1940)</i>. 5th Ed. New York, Longman. 6. Hayes, C.J.H. <i>Contemporary Europe since 1870-1995</i>.New York, Macmillan 7. Hsu, Immanuel C.Y.(1975). <i>The Rise of Modern China</i>. New York, OUP. 8. Kennedy, MA. (1965). <i>A Short History of Japan</i>. North American Library Press. 9. Lipson,E. (1916).<i>Europe in the 19th & 20th Centuries</i>. London, A. H. Black. 10. Lowe, Norman.(2005). <i>Mastering Modern World History -4th Ed</i>. Macmillan, Palgran 11. Mahmood, Shamma Ed.(2012).<i>An Introduction to the History of the World</i>. Delhi, Pearson. 12. Story, Richard, (1979). <i>Japan &The Decline of the West in Asia 1894-1943</i>. St. Martin Press. New York City. 13. Thomson, David: (1977). <i>Europe Since Napoleon- 1962</i>. Longman. (Indian Ed). Jain Pushpak Mandir, Jaipur 	



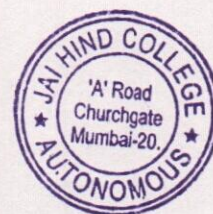
Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	04	03	06	13
II	03	04	05	12
III	4	3	06	13
IV	03	04	05	12
TOTAL MARKS PER OBJECTIVE	14	14	22	50
% WEIGHTAGE	28	28	44	100

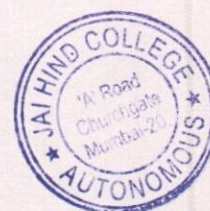


Open Elective Courses

Course Code: JUAHISOE 101	Course Title: Know your Rights	Credits: 2 Lectures 2 per Week
Course description	The Course acquaints the students about Human rights which are standards that recognize and protect the dignity of all human beings. It enlightens them about the Citizens' rights and provides a framework for political democracy and individual autonomy as well as an intellectual and political tradition that connects the modern era with antiquity.	
Learning objectives	<ul style="list-style-type: none"> • The Paper aims to make the students aware of the rights of consumers, significance of RTI and PIL as a powerful tool for effective governance. • It develops a basic understanding about the efforts of the Government to provide rights to its citizens. 	
Course Outcomes	After undertaking the course, students will be able to : <ul style="list-style-type: none"> • Utilise the RTI for redressal of grievances or solve issues. • Utilise the Rights of Consumers for redressal of grievances or solve issues. • Discuss the various problems faced by the government in the effective implementation of Citizen Charter. • Utilise PIL, NC & FIR for the betterment of the society. 	
	THEORY	(Total 2 lectures per week)
Sub Unit	Unit – I: Citizenship and Constitutional safeguards	15 lectures
1.	Meaning of Citizenship and its types	4
2.	Citizens and Indian Constitution	5
3.	Human Rights Act of 1993- features and scope	6



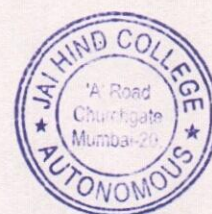
	Unit – II: Rights of Citizens	15 lectures
1.	Right to Information- important provisions of the Right to Information Act 2005 and Operational mechanisms	3
2.	Rights of Consumers-Violations of Consumer rights and important provisions of the Consumer Protection Act, 2016; Consumer courts and its functioning	4
3.	(a) Public Interest Litigation, NC and FIR, Rights of Arrestee (b) Citizens Charter, PCA (Prevention of Corruption Act) & Right to complain bribery	8
Evaluation Scheme		
<p>Assessment for Open Electives(OE) across all streams will be assessed on Theory component which will be as follows:</p> <p>The theory component will comprise of 25marks as Semester End Examination (SEE) of 1 hour; and 25 marks Continuous Assessment (CA).</p>		
References:	<ol style="list-style-type: none"> 1. Das, P.K. (2016).<i>Handbook on the Right to Information Act</i>. Universal Law Publishing 2. Mohapatra, Ray, Arun.(2003).<i>Public Interest Litigation and Human rights in India</i>. Radha Publications. 3. Myeni, S.R. (2010).<i>Consumer Protection law</i>. Asia Law House. 4. Andrews, Claire. (2015).<i>Enforcement of Consumer Rights and Protections</i>. Butterworths laws. 5. Mohammad, Kamalun, Nabi. (2015).<i>Consumer Rights and Protection in India</i>. NewCentury Publications. 6. Naib, Sudhir. (2011).<i>The Right to Information Act 2005 A Handbook</i>. Oxford University Press. 7. Rao, Mamta. (2004).<i>Public Interest Litigation in India: A Renaissance in SocialJustice</i>. Eastern Book Co. 	



	<p>8.Roy, Aruna. (2018).<i>The RTI Story: Power to the People</i>. Roli Books.</p> <p>9. Sridhar Madabhushi. (2015).<i>FIR, Arrest and Bail</i>. Asia Law House.</p>
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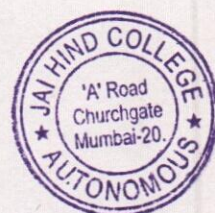
Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	4	3	5	12
II	3	4	6	13
TOTAL MARKS PER OBJECTIVE	7	7	11	25
% WEIGHTAGE	28	28	44	100



Vocational Skill Course- SEM I

Course Code JUAHISVSC101	Course Title: MUSEUM STUDIES	Credits: 2 Lectures 2 per Week
Course description	This Course aims to understand the evolution of the museum movement in India. It acquaints the Students about the role of the Museums in disseminating Knowledge to the masses and to acquaint the Students about the role of museums in preservation of our culture and heritage and bring out its need and relevance in the Contemporary times.	
Learning objectives	<ul style="list-style-type: none"> ● Trace the different stages in the proliferation of museum movement in India ● Examine the involvement of museums in disseminating information of the past and the present. ● Suggest measures to be adopted by a curator to motivate and infuse an interest among the students to consider this as a Career opportunity ● Make a comparative study of the different types of Museums in India. 	
Course Outcomes	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> ● Enumerates the different methods adopted by museums for acquisition of artefacts. ● Reviews the factors that lead to decay of museum objects and the measures taken to preserve it ● Suggests steps to enhance the In -house and Out-reach activities of the museums to enlighten the visitors. ● Critically evaluates the Role of Exhibitions as an important medium of mass education to the general public. 	
	THEORY MUSEUM STUDIES	(Total no.2 per week)
Sub Unit	Unit – I: Development of Museums	15 lectures
1.	Evolution and growth of Museology in India	5
2.	Role and Responsibilities of the Curator	5
3.	Types of Museums	5

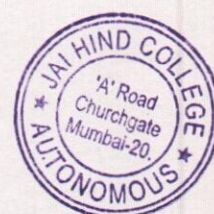


	Unit – II: Museums	15 lectures
1.	Methods of Collection and Display	6
2.	Conservation and Preservation	5
3.	Changing Role of Museums	4
	<p>Evaluation Scheme</p> <p>Assessment for Vocational Skill Course (VSC) across all streams will be assessed as a Practical component of 50 marks which will be as follows: The practical component will comprise of 25marks Semester End Examination (SEE) of 1.5 hour; and 25 marks Continuous Assessment (CA); the evaluation pattern to be experiment/task based/case study or any other similar.</p>	
References:	<p>1. Anderson, Gail. (eds). (2012). <i>Reinventing the Museum: The Evolving Conservation on the Paradigm Shift</i>. 2nd Edition. AltaMira Press.</p> <p>2. Balloffet, Nelly, Hille, Jenny and Judith, Reed. (2015). <i>Conservation and Preservation of Records Archives</i>. Chicago, American Library Association.</p> <p>3. Banerjee, N. R. (1990). <i>Museum and Cultural Heritage of India</i>. New Delhi, Agam Kala Prakashan.</p> <p>4. Sarkar, H. (1981). <i>Museums and Protection of Monuments and Antiquities in India</i>. New Delhi, Sundeep Prakashan.</p> <p>5. Schellenberg, T.R. (1956). <i>The Appraisal of Modern Public Records</i>. The National Archives.</p> <p>6. Thakurta Guha Tapti. (2007). <i>Monuments, Objects, Histories Institutions of rt in Colonial and Post-Colonial India</i>. Orient Black Swan.</p>	



Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	7	7	11	25
II	6	08	11	25
TOTAL MARKS PER OBJECTIVE	13	15	22	50
% WEIGHTAGE	26	30	44	100

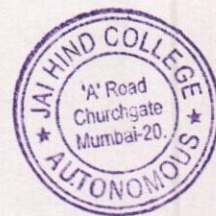


Open Electives-SEM II

Course Code: JUAHISOE 202	Course Title: Indian Cultural Heritage	Credits: 2 Lectures 2 per Week
Course description	<p>Globalisation entails an intercultural and cross cultural sensibilities to endure and understand human development. Study of Civilization and Culture play an important role in opening a window to review and understand the significance of the manifold activities of mankind that have come down as legacy and heritage. A conflict free society demands building of harmonious relationships in a continual mode that necessitates participation, willingness to accept and appreciate and to undertake research to study the unearthed facets of our culture and heritage.</p>	
Learning objectives	<ul style="list-style-type: none"> ● To appreciate the many aspects of Indian culture, its legacies and relevance. ● To enable an understanding of India's Heritage and the various aspects related to it. ● To create awareness about different institutions working to preserve and maintain Indian Cultural Heritage ● As the Indian culture incorporates the intellectual, artistic and spiritual impulses, the course will cover all these aspects on Indian culture. 	
Course Outcomes	<p>At the end of the course the student will be able to</p> <ul style="list-style-type: none"> ● Appreciate the uniqueness of Indian traditions. ● Acquaint with the adaptability and assimilative aspects of Indian culture. ● Develop a critical understanding on the evolution of Indianness over the years by various parameters. ● Participate in managing and preserving India's Cultural Heritage 	



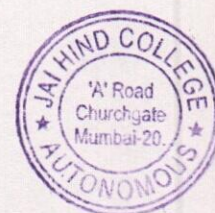
	THEORY	(Total 2eper lectures per week)
Sub Unit I	Indian Culture	15 lectures
1.	Culture –Concept, types and Scope,	4
2.	Changing patterns of Culture and its impact on India	5
3.	Significance of Geography on Indian Culture	6
Sub Unit II	Indian Heritage	15 lectures
1.	Heritage-Concept, types and scope	3
2.	Cultural Heritage & Management; and Brand India, UNESCO (World Heritage Convention)	4
3.	Community Heritage	8
	<p style="text-align: center;">Evaluation Scheme</p> <p>Assessment for Open Electives(OE) across all streams will be assessed on Theory component which will be as follows:</p> <p>The theory component will comprise of 25marks as Semester End Examination (SEE) of 1 hour; and 25 marks Continuous Assessment (CA).</p>	
References:	<ol style="list-style-type: none"> 1. Singhanian Nitin, Indian Art and Culture, Mc Graw Hill Education,2021 . 2. Devdutt Pattanaik, Indian Culture Art and Heritage, Pearson India; First Edition,2021) . 3. Yujie Zhu, Heritage Tourism: From Problems to Possibilities (Elements in Critical Heritage Studies,2021. 4. UNESCO,World Heritage Sites: A Complete Guide to 1,031 UNESCO World 	



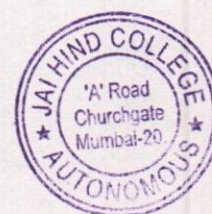
	Heritage Sites,2016 5. Romila Thapar, Indian Culture as Heritage: Contemporary Pasts, Aleph Book Company ,2018 6. Bhowmik S.K, Heritage Management, Publication Scheme,2004 .
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Bloom's Taxonomy in Evaluation Scheme

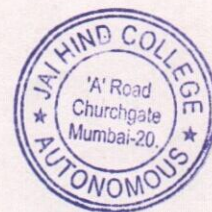
UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	4	3	5	12
II	3	4	6	13
TOTAL MARKS PER OBJECTIVE	7	7	11	25
% WEIGHTAGE	28	28	44	100



Course Code JUAHIS-VSC 201	Course Title: Indian Art and Aesthetics Appreciation	Credits: 02 Lectures/Week: 2 per week
Course description	<p>The course sensitizes and provides an understanding to students on Indian Art tradition and heritage, variety of visual art forms in India and teaches themes in Indian Aesthetics. It aims to build a deeper understanding in the students on the linkages between art, cultural heritage and creative economy. It builds skills and competencies in students to work in the Art sector as a researcher, in roles at the Art galleries and explore cultural entrepreneurship.</p>	
Learning objectives	<p>Program Learning Objectives</p> <ul style="list-style-type: none"> • To interpret visual art forms in Indian Traditions -applying a five-step critical process: description, analysis, context, meaning and critical evaluation. • To identify, classify and describe the elements and principles in Art and Indian art and Aesthetics. • To provide critical insights on linkages between art, cultural heritage, and creative economy • To equip students with skill sets and understanding to articulate on Indian art heritage for professional roles and encourage for cultural entrepreneurship. • To provide perspective and competency to analyse linkages and intersections of societies, history, and other world cultures. • To identify the processes and materials involved in art production. 	
Course Outcomes	<p>After undertaking the course, students will be able to demonstrate.</p> <ul style="list-style-type: none"> • Competency to interpret visual art forms in Indian Traditions -applying a five-step critical process: description, analysis, context, meaning and critical evaluation. • To articulate and analyse the elements and principles in Art and Indian art and Aesthetics. • skillsets and understanding to articulate on Indian art heritage in any professional roles and will be motivated for steps towards cultural entrepreneurship • Competency to analyse linkages and intersections of societies, history, and other world cultures 	



	Theory	(02 lectures per week)
Unit – I	Indian Art and Aesthetics - Heritage and Creative Economy	15 lectures
1.	Indian Art, and Aesthetics -Concepts	5 lectures
2.	Performing Arts-Indian Classical Music, Hindustani and Carnatic, Dance forms, Theatre -Regional and Modern and Indian Cinema	6 lectures
3.	Linkages and intersections in Art, Cultural heritage, and Creative Economy	4 lectures
Unit – II	Indian Architecture, Painting and Sustainable Art	15 lectures
1.	Indian Temple Architecture and Iconography -North and South, Buddhist and Jaina Iconography, Schools- Gandhara, Mathura, and Amravati school	5 lectures
2.	Indian Painting Styles - North and South painting Styles	4 lectures
3.	Challenges in Art heritage, Conservation and Sustainable Development, Corporate and Art Management	6 lectures
<p>Evaluation Scheme</p> <p>Assessment for Vocational Skill Course (VSC) across all streams will be assessed as a Practical component of 50 marks which will be as follows: The practical component will comprise of 25marks Semester End Examination (SEE) of 1.5 hour; and 25 marks Continuous Assessment (CA); the evaluation pattern to be experiment/task based/case study or any othersimilar.</p>		
References:	<p>1.Banerji, P. (1982). Aesthetics of Indian Folk Dance. New Delhi.</p> <p>2.Coomaraswamy, A. K. (1985). Fundamentals of Indian Art. Jaipur.</p> <p>3. Coomaraswamy, A. K. (1995). The Transformation of Nature of Art (Revised ed.). New Delhi.</p> <p>4.Ghosh, M. (1951). The Nāṭyaśāstra Ascribed to Bharata Muni (S. N. Ghosh, Trans.). Calcutta.</p> <p>5.Ghoshal Sastri, S. N. (1978). Elements of Indian Aesthetics (Vol. I). Varanasi.</p> <p>6.Ghoshal Sastri, S. N. (1983). Elements of Indian Aesthetics (Vol. II, Part I). Varanasi.</p>	




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Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	02	04	04	10
II	03	04	08	15
TOTAL MARKS PER OBJECTIVE	05	8	12	25
% WEIGHTAGE	05	08	12	25


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