



"Dissemination of Education for Knowledge, Science and Culture."  
- Shikshanmaharshi Dr. Bapuji Salunkhe



SHRI SWAMI VIVEKANAND SHIKSHAN SANSTHA'S

# VIVEKANAND COLLEGE, KOLHAPUR (EMPOWERED AUTONOMOUS)

2130, 'E' Ward, Tarabai Park,  
Tal. Karveer, Dist. Kolhapur - 416 003.  
Affiliated to Shivaji University, Kolhapur (M.S.)

NAAC Reaccredited : "A" (CGPA - 3.24 in 3rd Cycle)  
College with Potential Excellence by U.G.C., New Delhi  
"Star College" by D.B.T. Govt. of India  
ISO 9001 : 2015

Ph. : 0231-2658612 | Fax : 0231-2658840 | Resi. : 0231-2653962 | Website : www.vivekanandcollege.ac.in | E-mail : info@vivekanandcollege.org

**Founder**  
Dr. Bapuji Salunkhe  
D.Lit.

**President**  
Hon. Chandrakant Dada Patil  
Higher and Technical Education Minister, Maharashtra

**Chairman**  
Prin. Abhaykumar Salunkhe  
M.A.

**Secretary**  
Prin. Mrs. Shubhangi Gawade  
M.Sc., B.Ed.

**Principal**  
Dr. R. R. Kumbhar  
M.Sc., M.Phil., Ph.D.

## As per NEP-2020 Guidelines Syllabus for DSC History as a Major/ Minor

B.A. (Part-I) NEP & CBCS Syllabus with effect from July, 2023

Sr. No.	Course Abrevation	Course Code	Course Name	Teaching Scheme Hours/Week		Exam Scheme & Marks				Course Credits
				Th	PR	ESE	CIE	PR	Marks	
SEMESTER-I										
1	DSC-I	DSC01HIS11	History of Ancient India-I	4	-	40	10	-	50	4
2	MIN-I	MIN01HIS11	Concise History of Ancient India-I	4	-	40	10	-	50	4
3	VSC-I	VSC01HIS11	Studies of Museums- I	2	-	15	10	-	25	2
4	SEC-I	SEC01HIS11	Modi Script Studies -I	2	-	15	10	-	25	2
5	IKS	IKS01HIS11	Science & Education in Ancient India	2	-	15	10	-	25	2
SEMESTER-II										
1	DSC-II	DSC01HIS21	History of Ancient India-II	4	-	40	10	-	50	4
2	MIN-II	MIN01HIS21	Concise History of Ancient India-II	4	-	40	10	-	50	4
3	VSC-II	VSC01HIS21	Studies of Museums- II	2	-	15	10	-	25	2
4	SEC-II	SEC01HIS21	Modi Script Studies -II	2	-	15	10	-	25	2
5	CEP	CEP01HIS21	Community Engagement in History	2	-	15	10	-	25	2
TOTAL				28	-	250	100		350	28



*(Signature)*

**Head**

DEPARTMENT OF HISTORY  
VIVEKANAND COLLEGE  
KOLHAPUR (EMPOWERED AUTONOMOUS)



## **History of Ancient India- I (Major-I)**

**Course Level: 100**

### **Course Outcomes:**

After learning this course students will be able

CO I - To get acquainted with silent features of sources of Ancient Indian History.

CO II- To get acquainted with Stone Age Cultures.

CO III- To Understand the Cultures in Ancient Maharashtra & Indus valley Civilization.

CO IV- Glimpses on Vedic & Post Vedic Era.

CO V- To get acquainted with skills in iconography, art -craft, epigraphy & numismatics sciences practically and applicably.

	Content	Teaching Hours	Credits
Module-I	<b>Sources</b> A. Archaeological Sources B. Literary Sources C. Foreign Traveler's Accounts: Megasthenes (Indica), Fa-hiyan, Yuan-Chang D. Importance of Maps & Geographical Sites (practical work)	15	01
Module- II.	<b>Prehistory</b> A. Concept B. Paleolithic Culture : Salient Features C. Mesolithic Culture : Salient Features D. Neolithic Culture: Salient Features	15	01
Module- III.	<b>Proto-history</b> A. Concept B. Origin & First Urbanization: Town Planning C. Socio-Economic-Religious Beliefs, Seals, Trade, Scripts and Decline D. Chalcolithic Culture in Maharashtra : Jorve Culture ( For Major Only)	15	01
Module- IV.	<b>Historic Period</b> A. Concept B. Vedic & Post Vedic Era: Society, Economy & Religious beliefs, Sabha & Samiti C. Second Urbanization: Causes D. State Formation: Janpada, Mahajanpada, Ganrajya ( For Major Only)	15	01



## **History of Ancient India- II (Major-II)**

**Course Level: 100**

### **Course Outcomes:**

After learning this course students will be able

CO I: To study religious reformation movement with the help of Jainism & Buddhism.

CO II: To get acquainted with the polity, society, economy, administration and art during the Mauryan era.

CO III: To determine the polity, society, economy, administration and art during the Satavahan era.

CO IV: To explore polity, society, economy, administration and art during the Gupta Period.

		Teaching Hours	Credits
Module-I	<b>Pre-Mauryan Period</b> A. Causes of Religious Transformation B. Jainism & Buddhism: Salient Features C. Contribution of Buddhism & Jainism to Indian Society ( For Major Only)	15	01
Module- II.	<b>Mauryan Dynasty</b> A. Alexander's Invasion & Rise of Mauryan Dynasty B. Emperor Ashoka and His Dhamma C. Society, Administration, Economy & Decline of Mauryan Empire ( For Major Only)	15	01
Module- III.	<b>Satavahana Dynasties</b> A. Satavahana Polity B. Economy: Trade with Rome , Silk route & Guilds C. Developments in Art, Architecture - and Literature (Gathasaptshati) ( For Major Only)	15	01
Module- IV.	<b>Gupta Dynasty</b> A. Polity, Beginning of Feudalism B. Economy: Urban Decay C. Debate of Golden Age : Art, Architecture, Literature, Society, Caste & Women	15	01



### Essential Readings

1. N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed., 1996.
2. Romila Thapar, *Early India : From the Origins to 1300*, 2002.
3. A. L. Basham, *The Wonder that Was India*, 1971.
4. H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. with Commentary by B. N. Mukherjee, 1996.
5. Romila Thapar, *Asoka and Decline of Mauryas*, Oxford Publications, New Delhi, 2012
6. R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
7. Y. N. Kadam, *History of Ancient India*, Phadke Publication, 2005 (Marathi)
8. Gaydhani & Rahurkar, *Cultural History of Ancient India*, Continental Publication, Pune-2002(Marathi).
9. Upinder Singh, *A History of Ancient and Early Medieval India: From the stone Age to 12 century*, Pearson Publication, New Delhi, 2009
10. D. N. Jha , *Ancient India in Historical Outline*, Manohar Publishers & distributors, 2003
11. R. S. Sharma, *Indian Feudalism*, Luxmi Publication, 2008
12. Dr. S. R. Kattimani , *Prachin Bharat Ka Sankshipt Itihas*, ABS Publication, Varanasi, 2018.(Hindi)
13. D. N. Zha *Prachin Bharat Ek Aithihasik PariPreksha*





**Concise History of Ancient India- I (Minor-I)**

**Course Level: 100**

**Course Outcomes:**

After learning this course students will be able

CO I - To get acquainted with silent features of sources of Ancient Indian History.

CO II- To get acquainted with Stone Age Cultures.

CO III- To Understand the Cultures in Ancient Maharashtra & Indus valley Civilization.

CO IV- Glimpses on Vedic & Post Vedic Era.

CO V- To get acquainted with skills in iconography, art -craft, epigraphy & numismatics sciences practically and applicably.

	Content	Teaching Hours	Credits
Module-I	<b>Sources</b> A. Archaeological Sources B. Literary Sources C. Foreign Traveler's Accounts: Megasthenes (Indica), Fa-hiyan, Yuan-Chang	15	01
Module- II.	<b>Prehistory</b> A. Concept B. Paleolithic Culture : Salient Features C. Mesolithic Culture : Salient Features D. Neolithic Culture: Salient Features	15	01
Module- III.	<b>Proto-history</b> A. Concept B. Origin & First Urbanization: Town Planning C. Socio-Economic-Religious Beliefs, Seals, Trade, Scripts and Decline	15	01
Module- IV.	<b>Historic Period</b> A. Concept B. Vedic & Post Vedic Era: Society, Economy & Religious beliefs, Sabha & Samiti C. Second Urbanization: Causes D. State Formation	15	01



## **Concise History of Ancient India- II (Minor-II)**

**Course Level: 100**

### **Course Outcomes:**

After learning this course students will be able

CO I: To study religious reformation movement with the help of Jainism & Buddhism.

CO II: To get acquainted with the polity, society, economy, administration and art during the Mauryan era.

CO III: To determine the polity, society, economy, administration and art during the Satavahan era.

CO IV: To explore polity, society, economy, administration and art during the Gupta Period.

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Module-I	<b>Pre-Mauryan Period</b> A. Causes of Religious Transformation B. Jainism & Buddhism: Salient Features	15	01
Module- II.	<b>Mauryan Dynasty</b> A. Alexander's Invasion & Rise of Mauryan Dynasty B. Emperor Ashoka and His Dhamma C. Society, Administration, Economy & Decline of Mauryan Empire	15	01
Module- III.	<b>Satavahana Dynasties</b> A. Satavahana Polity B. Economy: Trade with Rome , Silk route & Guilds C. Developments in Art, Architecture - and Literature	15	01
Module- IV.	<b>Gupta Dynasty</b> A. Polity, Beginning of Feudalism B. Economy: Urban Decay C. Debate of Golden Age : Art, Architecture, Literature, Society, Caste & Women	15	01



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5. Romila Thapar, *Asoka and Decline of Mauryas*, Oxford Publications, New Delhi, 2012
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10. D. N. Jha , *Ancient India in Historical Outline*, Manohar Publishers & distributors, 2003
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12. Dr. S. R. Kattimani , *Prachin Bharat Ka Sankshipt Itihas*, ABS Publication, Varanasi, 2018.(Hindi)
13. D. N. Zha *Prachin Bharat Ek Aithihasik PariPreksha*





## Study of Museums (Vocational Skill Course) VSC-I

2 credits

### Course Outcomes:

After learning this course students will be able

CO I: To understand the historical development and evolution of museums.

CO II : Gain knowledge of different types of museums and their respective collections.

		Teaching Hours	Credits
Module-I	<b>Introduction to Museums</b> a. Definition, functions, and objectives of museums b. Historical overview of museum development c. The role of museums in society and education	15	01
Module- II.	<b>Types of Museums</b> a. Art museums b. History museums c. Science and technology museums d. Specialized museums (e.g., maritime, military, cultural)	15	01





## Study of Museums (Vocational Skill Course) VSC-II

2 credits

### Course Outcomes:

After learning this course students will be able

CO I: To comprehend the role of museums in preserving cultural heritage.

CO II: To Analyze various curatorial practices and exhibition design strategies.

CO III: To Apply theoretical knowledge to practical assignments and case studies.

		Teaching Hours	Credits
Module-I	<b>Collections and Conservation</b> a. Collection management practices b. Acquisitions and deaccessioning c. Preservation and conservation techniques d. Ethical considerations in handling museum collections e. Curatorial roles and responsibilities f. Exhibition planning and design	15	01
Module- II.	<b>Case Studies in Museum Studies</b> a. In-depth analysis of selected museums and exhibits b. Exploring successful museum initiatives and projects c. Study of Chh. Shivaji Maharaj Museum d. Study of Town Hall Museum	15	01

### Assessment Methods:

- Written assignments and essays
- Group projects and presentations
- *Museum visit reports*
- *Critical reviews of museum exhibits*
- *Final project and presentation*



### References:

1. Edward P. Alexander, Marry Alexander & Juile Decker (1979), *Museums in Motion: An Introduction to the History and Functions of Museums*"
2. John H. Falk and Lynn D. Dierking (1994), *"The Museum Experience"*, Whaleback Books Publications, Washington, DC
3. डॉ. मंजुळकर व डॉ. संदेश वाघ, इतिहासाचे विभाग : पुरातत्वशास्त्र, वस्तुसंग्रहालयशास्त्र , पर्यटन
4. पर्यटन आणि सांस्कृतिक मंत्रालय, भारत सरकार , छत्रपती शिवाजी महाराज वस्तुसंग्रहालय, मुंबई
5. डॉ. कठारे व डॉ. साखरे, पुरातत्वविद्या , वस्तुसंग्रहालयशास्त्र आणि पर्यटन





**Science & Education in Ancient India -(IKS)**

**(2 Credits)**

**Course Objectives:**

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

CO I: Understand the scientific achievements and contributions of ancient India.

CO II: Explore the educational systems and methods prevalent during ancient times.

CO III: Analyze the interdisciplinary nature of scientific advancements in ancient India.

		Teaching Hours	Credits
Module-I	<b>Introduction to Ancient Indian Science and Education</b> a. Overview of ancient Indian civilization b. Key concepts and principles of ancient Indian science c. Education Systems in Ancient India (Gurukula system: structure, curriculum) d. Science in Art, Architecture & Sculptures	15	01
Module- II.	<b>Advancements</b> a. Astronomy, astrology & Mathematics (e.g., Aryabhata, Brahmagupta) b. Medicine and Ayurveda (e.g. Charaka, Sushruta) c. Linguistics, Grammar & Literature (eg. Panini, Kalidas & other) d. Metallurgy and Technology	15	01

**References**

1. Deviprasad Chattopadhyaya (1987), *History of Science and Technology in Ancient India: The Beginnings*, South Asia Books, New Delhi.
2. Suresh Soni (2016), *India's Glorious Scientific Traditions*, Prabhat Prakashan
3. A. K. Bag, *History of Technology in India*, Indian National Science Academy, New Delhi
4. Ansh Mishra (2020), *Science in Ancient India*, Notion Press, new Delhi
5. Subhash Kak, *History of Ancient Indian Science and Technology*



### Modi Script Studies:

SEC- I & II (2+2=4 Credits)

Translation and Transliteration भाषांतर व लिप्यंतर

#### **Objective in terms of learning outcomes:**

A student of history deciphers Modi script, interprets old Modi documents and transcripts Modi documents into Devanagari for research purpose.

Course Outcomes: After learning this course students will be able to

CO I: Understand vowels & Consonants in Modi script

CO II: Calculate the skill of dating methods of documents.

CO III: Read & Translate the Modi transcripts in archives.

CO IV: Possess and demonstrate the knowledge of basic concepts in Maratha history through Modi Documents.

#### Course Content:

Sr. No	Content	Practical	Credits
1.	Introduction of Modi script, emergence, history, usage	Write and Learn Modi Letters	1
2.	Modi Barakhadi, alphabets, vowels, consonants, compound words, sentences. cursive Modi lipi	Introduction to Modi alphabets, reading and writing Modi alphabets, making sentences, practice reading	1
3.	Skills in interpreting Modi documents: Types of Modi documents, linguistic features of Modi documents, study of documents	Study various types of documents, read, interpret and transcript into devnagari, visit related websites for reading some historical Modi documents in Maratha history such as letters, farmers' records etc.	1





4.	Dating methods- shaka, hijri, Fasali, Rajyabhisheka	Calculating dating, deciphering	1
5.	Document archives	Visit to Govt. Archives Kolhapur	
Total			04 Credits

### Features of MODI SCRIPT

- MODI was one of the most important scripts of medieval Maharashtra.
- All historical documents of Ch. Shivaji Maharaj and Peshwas are written in MODI.
- MODI is like a short hand.
- Earlier, in Maharashtra, documents regarding Land Revenue, Judiciary, Justice, Donation of Land (Dan-Patra), Religious matters, Property matters (e.g. matters between brothers), Jahagir vatan, Military orders (Farmane) etc. were written in MODI. Research of these medieval documents is not possible without having proper knowledge of MODI script.
- All these documents are kept at archrivals like Peshwas Dafftar, Deccan College and Bharat Itihas Sanshodhan Mandal in Pune. But MODI readers are not available easily nowadays.
- One of the specialties of MODI is you can write words together without lifting your hand with which you are writing.

### **References:**

1. Tumhich Modi Shika : Author: Madhukar Kulkarni
2. Modi Vachan Lekhan : Author: G. R. Walimbe
3. Modi Shika : Author: Gangadhar Mahambare
4. Lekhanprashasti : Author: Anuradha Kulkarni
5. Sahaj Sopi Modi Lipi: Author: Shrikrushna Lakshman Tilak



**Community Engagement in History**  
(2 Credits)

**Course Description:**

The course "Community Engagement in History" focuses on the importance of engaging with local communities to explore and interpret historical narratives. Students will learn about the theories, methods, and practical strategies for involving communities in historical research, preservation, and public history projects. The course will emphasize the reciprocal nature of community engagement, aiming to foster meaningful collaborations, empower marginalized voices, and create opportunities for historical dialogue and understanding.

**Course Outcomes:**

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

CO I: Understand the principles and theories of community engagement in the context of historical studies.

CO II: Learn the practical techniques for conducting community-based research in history.

CO III: Gain skills in designing and implementing community-driven historical projects.

CO IV: Apply knowledge gained to address historical issues and challenges faced by local communities.

		Teaching Hours	Credits
Module-I	<b>Introduction to Community Engagement in History</b> a. Community-Based Research Methods (eg. Survey, Interviews, Questionnaire) b. Historical perspective on community involvement in historical research c. Group Discussions-2 d. Debate on CEP-2	15	01
Module- II.	<b>Historical Preservation and Community Development</b> a. Heritage preservation and community revitalization b. Historical tourism and its impact on local communities c. Sustainable approaches to preserving and promoting local heritage d. Seminar Presentation-2	15	01

**Assessment Methods:**

- Research papers and project proposals
- Community engagement project implementation and reflection
- Oral presentations and discussions
- Peer and self-assessments





## **Vivekanand College, Kolhapur (Autonomous)**

History- B.A. I, Sem. I & Sem. II

DSC History as a Major/ Minor - Structure of Question Paper

### **Evaluation Pattern:**

Sr. No	Course Name	Credits	Marks
1	Major / Minor	4	50
2	VSC/ SEC/ IKS	2	25
3	CEP	2	25

### **Question Paper Pattern**

	Major/ Minor Question Paper Pattern	Marks
Q.1	A. Multiple Choice Questions	05 Marks
	B. Match the Pair	05 Marks
Q.2	Short notes (Any 2)	10 Marks
Q.3	A. Broad Answer Question	10 Marks
	B. Broad Answer Question	10 Marks
	Total	40 Marks

### **Internal Evaluation: 10 Marks**

Sr. No	Evaluation Type for Major/ Minor Subjects	Marks
	Home Assignment/ Film Review/ Field Visit Report/ etc	10

### **Exam Pattern for Major/ Minor**

Sem.	Theory Marks	Internal Evaluation	Total
I	40	10	50
II	40	10	50

