



**JAI HIND COLLEGE  
BASANTSING INSTITUTE OF SCIENCE  
&  
J.T.LALVANI COLLEGE OF COMMERCE  
(AUTONOMOUS)**

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

**Affiliated to  
University of Mumbai**

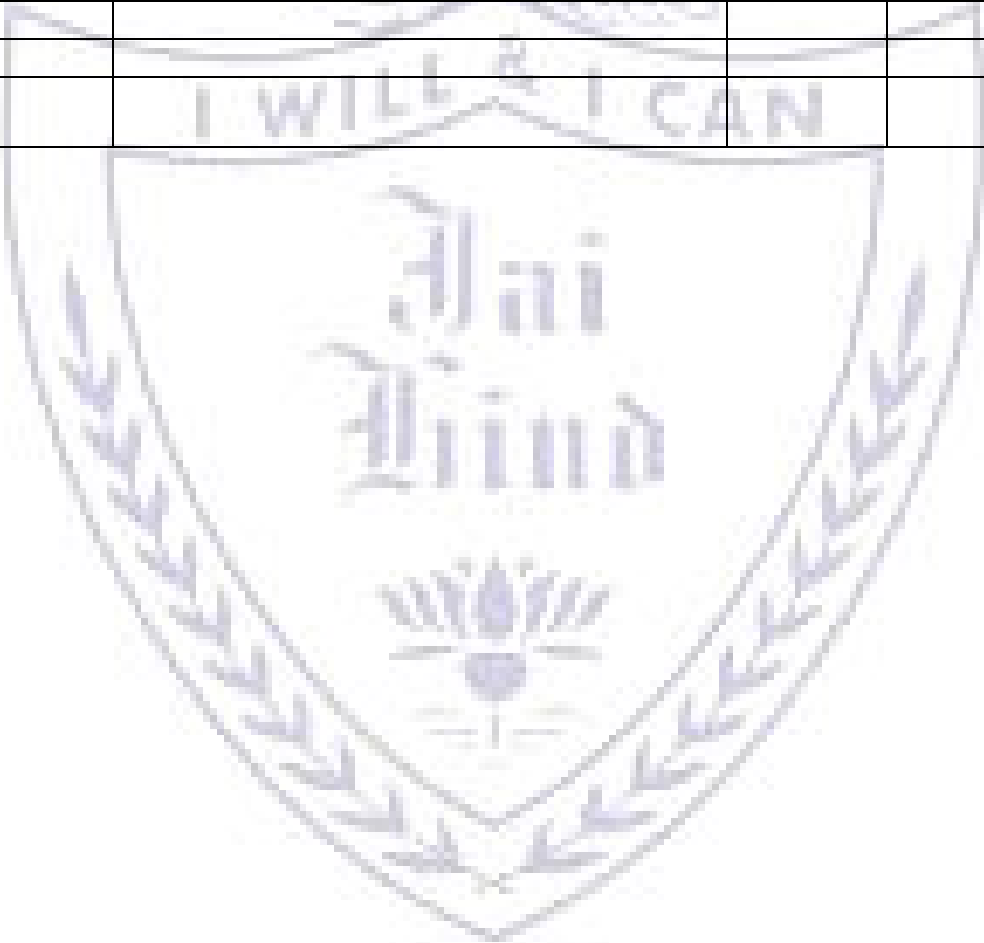
Program: S.Y.B.A

Proposed Course: Department of History Paper II: Landmarks in World History (1919 – 1950), Paper III: Early Indian History (Stone Age to c. 600 BCE) and Applied Component: Introduction to Travel and Tourism

*S.Y.B.A History Syllabus*

Academic year 2019-2020

<b>Semester III</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Lectures /Week</b>
AHIS301	Landmarks in World History.	3.5	03
AHIS 302	Early Indian History (Stone Age to c. 600 BCE)	3.5	03
AHIS3AC1	Introduction to Travel and Tourism	03	04



## Semester III – Theory

<b>AHIS301</b>	<b>Course Title : Landmarks in World History (1453 CE-1919 CE)</b>  <b>Credits : 3.5      Lectures: 03 per week</b>	
	<b>Objectives:</b> <ul style="list-style-type: none"> <li>➤ To comprehend the transition of Europe from medieval to modern times and its impact on the world.</li> <li>➤ To analyse the events in the 18<sup>th</sup> century in its correct perspective.</li> <li>➤ To understand the political changes in Europe that impacted the course of History</li> <li>➤ To evaluate the political events in the 20<sup>th</sup> Century and its impact on the world</li> </ul> <p><b>Outcomes:</b> The students understand the various factors that ushered an era of modern world. They are able to trace the chain of events in Europe which influenced and shaped the Asian and African continents. The course helps to evaluate the political transformation in Europe and its impact on world politics.</p>	
<b>Unit I</b>	<b>The Modern Ages</b> <ol style="list-style-type: none"> <li>a. Renaissance</li> <li>b. Geographical Discoveries</li> <li>c. Reformation</li> </ol>	<b>12 L</b>
<b>Unit II</b>	<b>Age of Revolutions</b> <ol style="list-style-type: none"> <li>a. American Revolution</li> <li>b. French Revolution</li> <li>c. Industrial Revolution</li> </ol>	<b>12 L</b>
<b>Unit III</b>	<b>Nationalism and Imperialism</b> <ol style="list-style-type: none"> <li>a. Emergence of Nation-States in Europe</li> <li>b. Nationalist Movements in Italy and Germany</li> <li>c. Imperialist Expansion in Asia and Africa</li> </ol>	<b>11 L</b>

	<p><b>World in Transition</b></p> <ul style="list-style-type: none"> <li>a. World War I</li> <li>b. Russian Revolution</li> <li>c. League of Nations</li> </ul>	<p><b>10 L</b></p>
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2. Carrie, Albercht R.A. (1958). *Diplomatic History of European since the Congress of Vienna*. New York: Harper.
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4. Clyde, and Beers (1976). *Far East*. New Delhi: Prentice Hall of India Pvt. Ltd.
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## Evaluation Scheme

### [A] Evaluation scheme for Theory courses

#### I. Continuous Assessment ( C.A.) - 40 Marks

- (a) C.A.-I :Test – 20 Marks of 40 mins. duration
- (b) C.A.-II : 20 Marks- Assignment/Project

#### II. Semester End Examination ( SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage-(8 marks)

<b>AHIS302</b>	<b>Course Title: Early Indian History (Stone Age to c. 600 BCE)</b> <b>Credits: 3.5      Lectures: 03 per week</b>	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ <b>Course exposes students to the idea of discovering India's past by looking at various readings and approaches by the historians.</b></li> <li>➤ <b>It introduces students to recent interdisciplinary approaches used in understanding the past</b></li> <li>➤ <b>Builds up an understanding on key concepts and milestones in History of India from Stone Age to 600 BC.</b></li> </ul>	
<b>Course description</b>	The course exposes students to the idea of discovering India's past through various readings and approaches adopted by the historians. It provides a critical understanding on how individuals and groups over time and across continents have looked at History and identity. It provides students an understanding on various sources and their limitations and notions of early India in terms of geographical extent. It introduces students to recent interdisciplinary approaches used in understanding the past. It traces and explores the state formation, economic growth, societal and cultural developments in the period from Stone Age -600 BC until the emergence of Magadha state and founding of Mauryan empire.	
	<b>THEORY</b>	<b>(45 lectures)</b>
<b>Unit – I</b>	<b>Approaches to Early Indian History</b>	15
<b>a.</b>	Perceptions about Past	
<b>b.</b>	Palaeolithic, Mesolithic, Neolithic	
<b>c.</b>	Coming of Metal age	
<b>Unit – II</b>	<b>Sources and growth of Historical Sense</b>	10
<b>a.</b>	Archaeological Sources	
<b>b.</b>	Literary Sources - Sacred Literature	
<b>c.</b>	Secular works and Foreign Accounts	

<b>Unit – III</b>	<b>State formation and emergence of economic institutions</b>	10
<b>a.</b>	Early Urbanization-Harappan Civilization	
<b>b.</b>	From Pastoral to Second urbanization and rise of republics	
<b>c.</b>	Economy -Trade and Commerce	
	<b>Unit – IV: Shaping of Society, Culture and Heritage in Early India</b>	10
<b>a.</b>	Early Indian World view	
<b>b.</b>	Social Institutions	
<b>c.</b>	Art and Architecture	
<b>CA</b> <b>(Continuous Assessment)</b>	Quiz, debates, projects, assignments, Field visit, Maps, Document based questions	
<b>References:</b>	<ol style="list-style-type: none"> <li>1) Allchin, F.R. (ed). (1995). The Archaeology of Early Historic South Asia: The Emergence of Cities and States. London: Cambridge University Press</li> <li>2) Agrawal, D. P. &amp; D.K. Chakrabarti (1979). Essays in Indian Protohistory, Delhi: D.K. Publishers' Distributors</li> <li>3) Bhattacharya, D.K. (1989), An Outline of Indian Prehistory. Delhi: Palaka Prakashan.</li> <li>4) Bandopadhyaya, N.C. (1980). Development of Hindu Polity and Political Theories, New Delhi: Munshiram Manoharlal.</li> <li>5) Agrawal, D.P. (1982), The Archaeology of India, Copenhagen: Scandinavian Institute of Asian Studies Monograph Series No.46, London: Curzon Press.</li> <li>6) Possehl, G.L (ed). (1982). Harappan Civilization: Contemporary Perspective. New Delhi: Oxford &amp; IBH Publishers</li> <li>7) Lahiri, Nayanjot. (2000). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.</li> <li>8) Ratnagar, Shireen. (2001). Understanding Harappa, Delhi: Tulika.</li> <li>9) Basham, A.L. (1954). The Wonder That Was India.</li> </ol>	

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## Evaluation Scheme

[A] Evaluation scheme for Theory courses

### III. Continuous Assessment ( C.A.) - 40 Marks

- (a) C.A.-I: Test – 20 Marks of 40 mins. duration
- (b) C.A.-II: 20 Marks- Assignment/ Research Project

### IV. Semester End Examination ( SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(12 marks)

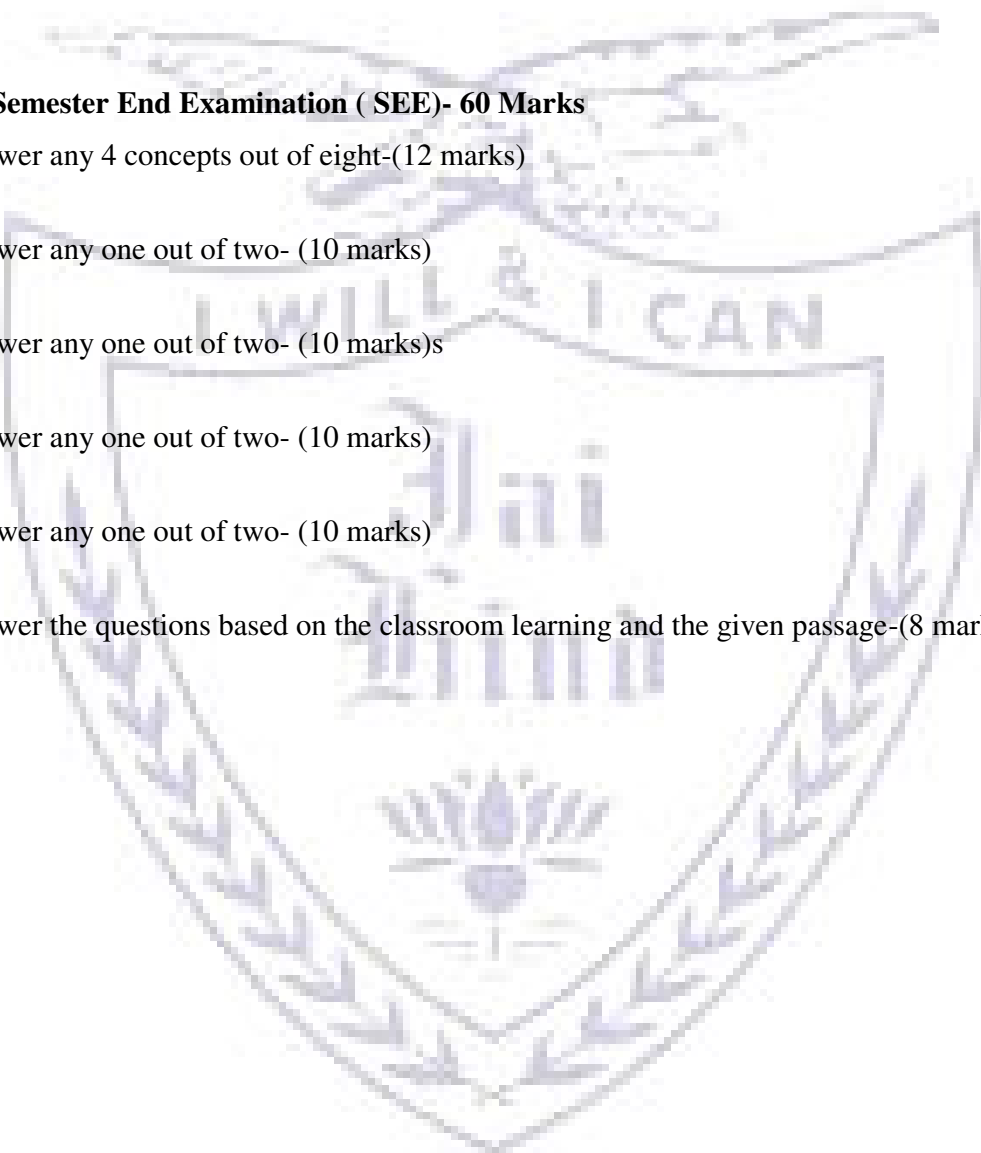
Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Answer the questions based on the classroom learning and the given passage-(8 marks)



Semester III – Theory

AHIS3AC1	<b>Course Title :INTRODUCTION TO TRAVEL &amp; TOURISM</b> <b>Credits:03 - Lectures :04 per week</b>	
	<b>Objectives:</b> <ul style="list-style-type: none"> <li>➤ Trace the origin, growth and evolution of the concept of Tourism.</li> <li>➤ Familiarize the students in evaluating various factors that influence tourism.</li> <li>➤ Understand the role played by Infrastructure in the proliferation of Tourism.</li> <li>➤ Evaluate the impact of Tourism in different facets and highlight the relevance of Sustainable tourism.</li> </ul> <p><b>Outcomes: The Course traces the evolution, growth and development of tourism in India. It also aims to study the role played by social media in its growth. It enables them to understand the various factors that play significant role in tourism sector and also critically evaluate its impact. The Course highlight how Infrastructure is relevant to the tourism industry and how its upgradation is required. It also aims to enable students understand the importance of Sustainable Tourism in present times.</b></p>	
<b>Unit I</b>	<b>Introduction to Tourism</b> <ul style="list-style-type: none"> <li>a. Concepts, Types and Significance of Tourism</li> <li>b. Scope and Motives of Tourism, Risk in Tourism</li> <li>c. Tourism development in India-Evolution, Social and Electronic Media and its impact on tourism, Growth of tourism in India</li> </ul>	<b>15 L</b>
<b>Unit II</b>	<b>Factors Influencing Tourism</b> <ul style="list-style-type: none"> <li>a. Environmental and Socio-economic Factors</li> <li>b. Historical, Cultural and Political Factors</li> <li>c. Other factors- Educational, Ethnical</li> </ul>	<b>15 L</b>
<b>Unit III</b>	<b>Infrastructure for Tourism</b> <ul style="list-style-type: none"> <li>a. Need, Importance and Role of Infrastructure for tourism</li> <li>b. Facilities- Accommodation, Safety, Logistic</li> <li>c. Services required for tourism- Ancillary and Supplement services</li> </ul>	<b>15 L</b>

<b>Unit IV</b>	<b>Impact of Tourism</b>	<b>15 L</b>
	<p style="text-align: center;"><b>a.</b> Environmental and Socio-Cultural Impacts</p> <p style="text-align: center;"><b>b.</b> Economic and Other Impacts</p> <p style="text-align: center;"><b>c.</b> Sustainable Tourism- Concept, Need &amp; Importance, Current Scenario</p>	

**References:**

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### Evaluation Scheme

#### [A] Evaluation scheme for Theory courses

#### V. Continuous Assessment ( C.A.) - 40 Marks

- (a) C.A.-I: Test – 20 Marks of 40 mins. Duration
- (b) C.A.-II: 20 Marks -Assignment/Project/Presentations

#### (c) Semester End Examination ( SEE)- 60 Marks

Q.1 Answer any 4 concepts out of eight-(8 marks)

Q.2 Answer any one out of two- (10 marks)

Q.3 Answer any one out of two- (10 marks)

Q.4 Answer any one out of two- (10 marks)

Q.5 Answer any one out of two- (10 marks)

Q.6 Application based questions- (12 marks)