

Syllabus Framework as per LOCF



Hindi Vidya Prachar Samiti's

Ramniranjan Jhunjhunwala College

of Arts, Science & Commerce

(Autonomous College)

Affiliated to

UNIVERSITY OF MUMBAI

Syllabus for FYBA, SYBA & TYBA

CBCS 2020 - 2021

Program: B.A. HISTORY

Program Code: RJAUHIS

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THE PREAMBLE

Why History?

History is a Greek word, which means enquiry, research, exploration. Truly, History is a fascinating subject as it is essentially an exploration of the human past. It is our story- A complex narrative of who we are and what we have achieved. History not only tries to reconstruct our past through literary sources and material traces that we have left behind in the sands of time but also tries to weave together the past with what is happening in our present. E. H. Carr therefore rightly said, "History is an unending dialogue between the past and present. Students of History study facts and the contemplation and reflections involved in this study sharpen one's mental faculty.

Rousseau regarded History as "the art of choosing from among many lies that one which most resembles the truth". It is true that there is no one single true account of the past. The study of the past does depend on our standpoint and although Historical reconstruction is supposed to be an objective, unbiased account of the past, our prejudices and world views do affect our understanding and interpretation of facts and make it a subjective discipline.

If one wants to understand one's identity, one's culture, one's society then history is a starting point. History can help us to understand the ancient civilizations and the progress that humankind has achieved. While studying history we explore places, communities, food habits, customs, economic, commercial and scientific development and what not for everything has a history behind it just waiting to be unearthed. It is not just a narrative of great men and their achievements but the history of each one of us and our struggles for equality, dignity and freedom.

The study of history has great relevance as it helps us to understand our roots and make much sense of everything happening around us. The subject offers a great foundation to those aspiring for a career in administration, law, media and journalism, academics, archaeology, museology, travel and tourism, archivists, librarians etc.

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Why History at R J College?

The History Department of R. J. College was established in 1963 along with the inception of this college and has been offering History as a major subject with six papers at TYBA level. The Department has seen many students achieving distinction at University exams. The Department has two dedicated, passionate, well-qualified full time teachers who believe in making the subject come alive in the classroom with student centric learning activities. We believe that while time lines are important in History, it is not just about dates and want students to understand the what, why and how about several events and develop our students into graduates who can synthesize and analyse information in a critical manner. We believe in motivating students to excel and hone their analytical, research and presentation skills by creating opportunities in class and through outside exposure. The Department also conducts regular field trips to historical sites and monuments for experiential learning. The Department also offers a UGC- Add on Course in Travel and Tourism for the past several years and recently introduced a Value Added Course in Research Methodology in History to develop research aptitude, introduce research techniques and help students towards dissertation writing.

Our Curriculum, Your Strength

The History Department has an interesting programme to offer to students opting for History. The curriculum focuses on strengthening the core components of History subject and introduces students to allied disciplines. The six semesters focus on building an understanding of local, regional, national and international history. The First Year students are acquainted with the key developments in the History of Modern and Contemporary India starting from the Colonization of India to its freedom struggle and its history in the post-independence period. The Second Year students gain an understanding of Landmark events and trends in World History stretching from the Renaissance in Europe to the Second World War and the formation of UNO in 1945. They also learn in depth about India's ancient past delving into the Harappan Civilization, the Mauryan, Gupta Empires, the dynasties of the South, the formation of the Rajput Kingdoms and the Arab invasions. The TYBA curriculum offers papers focusing on core and allied areas of History. The students learn about the History of Medieval India, Contemporary World History and History of Asia. The course introduces

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them to local and regional history such as the History of Mumbai and Maharashtra and the History of the Marathas. It also gives them an understanding of Archaeology, Museology, Heritage tourism and Archival sciences which are allied disciplines offering great scope for employment. Another allied discipline, Media and its History, is also offered under the curriculum. The curriculum thus offers a wide gamut of papers, which develop a micro and macro understanding of history.

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PROGRAMME OUTCOMES

Programme outcomes refer to the overall characteristic an individual is supposed to acquire on the completion of the three-year degree program in Bachelor of Arts. The attributes based on acquisition, accumulation and processing of knowledge of the particular subject are transferable beyond the discipline and useful in different domains of life.

- Domain knowledge: It refers to the comprehensive understanding of the disciplines knowledge acquired during the degree programme.
- Critical thinking: Capability to generate an analytical frame of mind in terms of application of concepts, theories and methods, formulate questions and quest to seek solutions to the problems.
- Analytical skills: Ability to evaluate the problems, identify the logical flaws, skillful application of research methods and to generate and understand data sets.
- Problem solving capacity: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems.
- Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- Moral and ethical awareness: Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.
- Digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data

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**PROGRAM SPECIFIC OUTCOMES
FOR
B.A. HISTORY**

History helps to connect the present with the past and future. Its study broadens one's outlook to view human society and its experiences. Study of history is not just limited to dates and wars. It encompasses all aspects of human culture and life. The curriculum is designed to build a strong foundation of Indian and World history.

Following are the Programme Specific Outcomes of History

- To develop core academic competency of History.
- To have better understanding of India's colonial past and the nationalist movement.
- To equip the students with a historical perspective of the post – independence period in India.
- To comprehend historical events that shaped the world.
- Recognize and respect the struggles of people across the world against suppressive and unjust ideologies and rules.
- Understand development of social ideologies, institutions and culture.
- Development of heritage consciousness and awareness of conserving the past.
- Understanding human society and its problems in a historical perspective.
- Appreciation and tolerance of diverse cultures and promotion of harmony.
- To negotiate with diverse interpretations and debates in historical reconstruction and develop objective and unbiased approach towards history.
- To develop in-depth understanding of local, regional, national and international history.

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History Programme Specific Outcomes Descriptors

	FYBA PAPER I		SYBA PAPER II		SYBA PAPER III		SYBA TRAVEL & TOURISM		TYBA PAPER IV		TYBA PAPER V		TYBA PAPER VI		TYBA PAPER VII		TYBA PAPER VIII		TYBA PAPER IX	
	RAUHIS101	RAUHIS201	RAUHIS301	RAUHIS302	RAUHIS401	RAUHIS402	RAUTT301	RAUTT401	RAUHIS501	RAUHIS601	RAUHIS502	RAUHIS602	RAUHIS503	RAUHIS603	RAUHIS504	RAUHIS604	RAUHIS505	RAUHIS605	RAUHIS506	RAUHIS606
Disciplinary knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Analytical Reasoning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gender sensitivity	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-
Ethical values	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Digital learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Heritage Consciousness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ecological responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TEACHING LEARNING METHODS

The teaching learning method is designed with students' development at the centre. It aims to involve them actively in the learning process. It further enhances their reasoning skills and analytical thinking abilities. The teaching learning methods include:

- Classroom teaching: Explaining concepts, events and content in classroom
- Blended learning: Use of zoom platform, videos, documentaries, films related to syllabus
- Knowledge repository: Use of Google classroom, creation of online library & department Youtube channel.
- Group discussions & debates: online and offline based on topic taught
- Presentations: online and offline based on the syllabus
- Field visits & virtual tours: based on the syllabus
- Digital learning: Training students with the digital tools and technologies and promoting its use in classroom for internal evaluation
- Guest lectures, exhibitions & workshops: Exposure to subject experts, encouraging research & participatory learning
- Co-curricular activities: Interactive activities oriented to enhance understanding of subject and encourage student centric learning

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ASSESSMENT METHOD

1. Two Internals of 20 marks each. Duration: 30 min for each.
2. One External (Semester End Examination) of 60 marks. Duration: 2 hours.
3. Minimum marks for passing Semester End Theory and Internal Assessment is 40 %.
4. Student must appear for at least one of the two Internal Tests to be eligible for the Semester End Examination.
5. For any ATKT examinations, there shall be ODD-ODD/EVEN-EVEN pattern followed.
6. HOD's decision, in consultation with the Principal, shall remain final and abiding to all.

Evaluation and Assessment

Total marks per course - 100.

Class Internal Assessment - 40 marks

CIA 1: 20 marks

Multiple choice questions/project/ presentation/field visit/panel discussion, etc

CIA 2: 20 marks

Multiple choice questions/project/ presentation/field visit/panel discussion, etc

SEMESTER END EXAMINATION

60 marks

Question paper format

Note:

1. Attempt all questions
2. All questions carry equal marks
3. Each question has an internal choice.

Q.1 A. (Based on Module I) (15 marks)

OR

Q.1 B. (Based on Module I) (15 marks)

Q.2.A. (Based on Module II) (15 marks)

OR

Q.2.B. (Based on Module II) (15 marks)

Q.3.A. (Based on Module III) (15 marks)

OR

Q.3.B. (Based on Module III) (15 marks)

Q.4.A. (Based on Module IV) (15 marks)

OR

Q.4.A. (Based on Module IV) (15 marks)

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Question	OBJECTIVES			TOTAL MARKS- Per unit
	KNOWLEDGE	UNDERSTANDING	ANALYSIS	
Module 1	05	05	05	15
Module 2	05	05	05	15
Module 3	05	05	05	15
Module 4	05	05	05	15
-TOTAL- Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%