



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in History (Sem. V & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in History (Fifth and Sixth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

Copy of the Syllabi Shall be downloaded from the College Website
(www.kcesmjcollege.in)

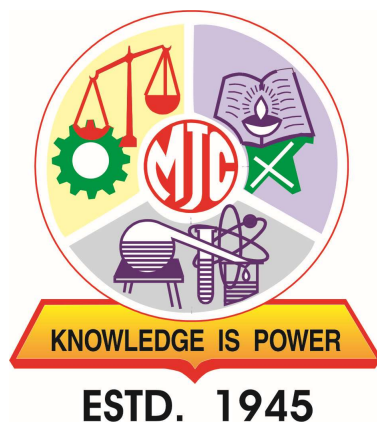
Sd/-
Chairman,
Board of Studies

To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College" Affiliated to
KBC North Maharashtra University, Jalgaon



STRUCTURE AND SYLLABUS

B.A. Honours/Honours with Research (T.Y.B.A. History)

As per NEP-2020 Guidelines

Under Choice Based Credit System (CBCS)

[w.e.f. Academic Year:2025-26]

Preface

Welcome to the fascinating world of history! This syllabus has been thoughtfully designed to provide you with a comprehensive understanding of historical events, developments, and interpretations. As you embark on this journey, you'll explore the rich tapestry of human experiences across time and space.

Our objective is to give requisite information about different aspects of the past to students. Teaching them how to use this information for the betterment of society. This also gives an idea about how historians research, frame an argument, and debate details that have significance to understand the past and the present.

We expecting to provide students with a sense of how interconnected our present is with the past, and how learning about the past provides them with the skills to understand the present. The idea behind it is to equip the student so that their ability to think and analyse is enhanced, and they develop a good research-oriented perspective.

Curriculum Highlights

Discipline Specific Courses (DSC): You'll engage with DSC, carrying a total of 48 credits over the eight semesters of the course. These courses cover theoretical segments, tutorials, and practical aspects. Expect stimulating discussions, research papers, and critical analyses.

Generic / Open Electives: In this category, we offering overall 4 credits courses specially for the students belongs to other faculties.

Remember, history isn't merely a collection of facts; it's a dynamic exploration of our shared past. Embrace curiosity, challenge assumptions, and let the stories of civilizations unfold before you. Happy learning!

Programme Specific Objectives

1. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.
2. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).
3. To enhance the ability to use bibliographical tools for the advanced study of history.
4. To understand & evaluate different historical ideas, various arguments and point of view.
5. To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

6. It instils an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.
7. To complete a curriculum that exposes and trains students in a full range of essential skills and abilities.

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree- Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

T. Y. B. A. History

Semester	Course Module	Credit	Hours/ Week	TH/ PR	Code	Title
V	DSC	2	2	TH	HIS-DSC-351	History of East Asia -I
	DSC	4	4	TH	HIS-DSC-352	History of India (Up to Mauryan)
	DSC	4	4	TH	HIS-DSC-353	History of India (1206 CE-1526 CE)
	DSE	4	4	TH	HIS-DSE-351-A	Contemporary World History
				TH	HIS-DSE-351-B	Economic History of India From 1857 to 1947 (MOOC From SWAYAM Platform)
	VSC	4	4	TH	HIS-VSC-351	Introduction to Archaeology
	OJT	4	8	PR	HIS-INT-351	Internship / On Job Training
TYBA (History) SEM-VI						
VI	DSC	2	2	TH	HIS-DSC-361	History of East Asia -II
	DSC	4	4	TH	HIS-DSC-362	History of India (Post Mauryan)
	DSC	4	4	TH	HIS-DSC-363	History of India (1526 CE – 1707 CE)
	DSC	4	4	TH	HIS-DSC-364	History of USA
	DSE	4	4	TH	HIS-DSE-361-A	History of Contemporary India
				TH	HIS-DSE-361-B	Indian Business History (MOOC From SWAYAM Platform)
	VSC	4	4	TH	HIS-VSC-361	Heritage Management

DSC	Department Specific Course
DSE	Department Specific Elective Course
VSC	Vocational Skills Course
OJT/INT/APPT	On Job Training/ Internship / Apprenticeship

Semester V

T.Y.B.A. (History), Semester-V HIS-DSC-351: History of East Asia -I Credits: 2 / Total Hours: 30 / Marks: 50 (Internal Examination: 20 + External Examination: 30)		
Course Objectives: The paper aims to... 1. To acquaint students with basic knowledge of the History of China 2. To enable the students to understand the historical processes of the rise of modern China as a Nation.		
Course Outcomes: On the completion of course, Students will be able to... 1. Analyse the factors responsible for the making of modern China as a Nation. 2. Explain the evolution of modern china in world politics.		
Unit	Contents	Hours
1	China and the Western Imperialism a. Traditional Chinese Society and Sino- centrism b. Canton Commercial System, Opium Wars and Open door Policy c. Popular Movements and Reforms: Taiping, Reformist Movement and Boxer Rebellion	8
2	Republican Revolution- 1911 in the China a. Dr. Sun Yat-Sen & his Ideas b. Yuan Shih Kai and Warlords c. May fourth Movement d. Rise of Kuomintang (KMT) and the achievements of Nationalist Government	7
3	Towards Communist Revolution a. Foundetion of CCP b. CCP and Kuomintang Alliance and Rift c. Civil War and Long March	7
4	Rise of the People's Republic of China a. Mao Zedong: His life and Philosophy b. Great Leap Forward, Communes and Cultural Revolution c. China in World Politics	8

Suggested Readings:

1. Benjamin I. Schwartz, Mao and the Rise of Chinese Communism
2. Chalmers A Johnson, Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 - 1945.
3. Hsu Immanuel, *The Rise of Modern China*, OUP, New Delhi.
4. John K. Fairbank, The Cambridge History of China, CUP
5. John K. Fairbank, East Aisa: Tradition and TRansformation, Houghton Mifflin, Boston.
6. Jean Chesneaux et al, China from Opium War to 1911 Revolution.
7. Jean Chesneaux et al, China from the 1911 Revolution to Liberation.
8. Edgar Snow, Red Star Over China
9. गुप्ते आर. एस. आधुनिक चीन
10. साधू अरुण, आणि ड्रॅगन जागा झाला.
11. साधू अरुण, ड्रॅगन जागा झाल्यानंतर.
12. मारडीकर मदन, आधुनिक चीन
13. देव प्रभाकर, आधुनिक चीन

T.Y.B.A. (History), Semester-V HIS-DSC-352: History of India (Up to Mauryan) Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. Introduce students to the primary sources of Ancient Indian History, including literary works, archaeological findings, epigraphy, and numismatics. 2. Explore the cultural developments from Pre-History and Proto-History, with emphasis on the Harappa Civilization and Chalcolithic Cultures. 3. Examine the philosophical, political, and societal evolution from the Vedic Age to the Mauryan Empire.		
Course Outcomes: By the end of the course, students should be able to: 1. Identify and critically evaluate the significance of historical sources such as literary, archaeological, epigraphical, and numismatic evidence. 2. Analyze the transition in cultural and technological development from Pre-History to Proto-History, focusing on the Harappa Civilization and Chalcolithic societies. 3. Explain the key contributions of the Vedic Age, Buddhism, Jainism, and the Mauryan Empire to the political, religious, and societal framework of Ancient India.		
Unit	Contents	Hours
1	Sources of Ancient Indian History a. Literary b. Archeological c. Epigraphically d. Numismatics	15
2	Pre-History and ProtoHistory a. Pre-History: Palaeolithic, Mesolithic and Neolithic Cultures. b. Harappa Civilization: Origin, Extent, Characteristics, Decline and Legacy c. Chalcolithic Cultures	15
3	Vedic Age a. Aryan Migration and settlements b. Development in Social, Political and Economic Institutions c. Evolution of Religious Ideas d. Vedic Philosophy	15

4	Janpadas to the Age of Mauryas a. Janpadas and Mahajanpadas b. Gautam Buddha and Buddhism c. Vardhaman Mahavira and Jainism d. Age Mauryas: Role of Chandragupta and Ashoka in Political Expansion, Mauryan Administration, Society, Economy and Cultural Achievements	15
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Suggested Readings:

1. A. L. Basham, The Wonder that was India, A Survey of the Culture of the India Sub-continent before the coming of the Muslims, Third Edition, Rupa and Company, Bombay, 1971.
2. A. S. Altekar, Education in Ancient India, 2nd ed. Banaras, 1944.
3. A. S. Altekar, Position of Women in Hindu Civilization, Banaras, 1988.
4. Champakalakshmi R., Trade, ideology and urbanization : South India 300 BC to AD 1300, Delhi:Oxford University Press, 1996.
5. D. D. Kosambi, The Culture and Civilisation of Ancient India: in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
6. Jha, D.N., Early India
7. K. A. Nilkantha Sastry, History of South India, Oxford Press, Mumbai
8. Kosambi, D.D. Myth and Reality, tr. Vasant Tulpule, Puranakatha ani Vastavata, Prakash Vishwasrao, Lokavangmaya Gruha, Mumbai, 1977.
9. Parasher-Sen, Aloka (ed.), Subordinate and Marginal Groups in Early India, Oxford India Paperbacks, Second Edition, 2007
10. R. S. Sharma, Perspective in Social and Economic History of Early India.
11. Sastri, K.A.N., History of South India, Oxford University Press, 1975. Marathi
12. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999.
13. Sharma, R.S., Sudras in Ancient India, New Delhi, 1998.
14. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
15. Thapar, R., From Lineage to State, Oxford India Paperbacks, 1990
16. Thapar, R., Interpreting Early India, Delhi, 1995.

T.Y.B.A. (History), Semester-V HIS-DSC-353: History of India (1206 CE to 1526 CE) Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. Introduce students the various sources useful to study history of Sultanate period. 2. To familiarize the students with the history of regional kingdoms in the Deccan at the time of the Sultanate. 3. To introduce the students to administrative and socio-economic condition of medieval Period.		
Course Outcomes: On the completion of course, Students will be able to... 1. Understand early difficulties of Sultan in India and grasp territorial expansion of the Sultanate. 2. Know about the regional kingdoms in the Deccan during period of the Sultanate. 3. Undertand the administrative set up and socio-economic condition of the Sultanate period.		
Unit	Contents	Hours
1	Sources a. Archaeological b. Literary c. Foreign Travellers Accounts	15
2	Delhi Sultanat a. India on the eve of the Turkish invasion. b. The Slave Dynasty, Khilji Dynasty c. The Tughaluq, The Sayyad and Lodi Dynasty	15
3	Regional Kingdoms a. The Yadavs : Rise, Growth and Decline b. Vijayanagar Empire: Rise, Growth and Decline c. The Bhahamanis: Rise, Growth and Decline	15
4	Various aspects a. Administration b. Economy: Agriculture, Rrevenue, Tra Industry c. Society and Religion: Social structureof women, Sufi & Bhakti Movement	15

Suggested Readings:

1. Chitanis K. N., Mediaeval Indian History, Atalantic Publication, New Delhi, 1990.
2. Habib Irfan, Essays in Indian History, reprint New Delhi 1995.
3. Habib Irfan, Medieval India, National book trust India, 2013
4. Mahajan V.D., History of medieval India, S. Chand, 2011.
5. Mahalingam T. V., South Indian Polity, Madras 1970.
6. Mahalingam T.V., Administration and social life under Vijayanagara, Madras 1940.
7. Mujumdar R. C., The History and Culture of Indian people, Vol. VI, VII, Delhi, 1974.
8. Nurul Hasan, Religion, state and society e in Mediaeval India, Delhi, 2008.
9. Rizavi S A A. The wonder that was India, Vol.2, Picador, India, 1987.
10. Saltore B.A., Social and Political life in the Vijaynagar empire, (2 Vols) Madras, 1934.
11. Satish Chandra, History of Mediaeval India, Orient longman, 2007.
12. Shastri N. K. A., History of South India, Madras, 1958,(III Ed), 1966.
13. Singh Vipul, Interpreting Medieval India, Vol. I, Macmillan, 2009.
14. Verma B. R., Bakshi S, R. (Ed), Administration and Society in Medieval India, Commonwelth, 2005.

T.Y.B.A. (History), Semester-V HIS-DSE-351 (A) : History of Contemporary World Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. To Provide basic understanding of post world-war world. 2. To explain the various aspects of the contemporary world.		
Course Outcomes: On the completion of course, Students will be able to... 1. Describe the facts related to contemporary world politics. 2. Link various political events of the world polity.		
Unit	Contents	Hours
1	World after the World War-II a. Decolonisation and world peace b. UNO c. Civil Right and Anti Apartheid Movements	15
2	Cold War a. Causes and Effects : Crises in Cuba, Korea and Vietnam b. Military agreements-NATO,SEATO,WARSA c. Rise and Development of Non-aligned movement d. Decline of USSR and Reunification of Germany	15
3	Rise of CHINA a. Red Revolution in China (1949). b. Mao-Tse-Tung – Cultural Revolution. c. China in world politics after Mao-Tse-Tung.	15
4	Era of Globalization a. USA and New Economic System of World. b. Crises in Afghanistan, Iran and Iraq c. Problems of Terrorism and Global Warming. d. Progress in the field of Science and Technology	15
Suggested Readings: 1. Chambers F.P. and others – Age of Conflict; Contemporary World. 2. Cornwall R.D., World History in Twentieth Century, Longman, London 1961 Fountain A – A History of Cold War. 3. Gathorn Hardy, G.M., A Short History of International Affairs, Oxford 1947		

4. Halle – Cold War a History. 6. Henderson, J.L., Since 1945 : Aspect of Contemporary World.
5. King-Hall S., Our Times 1900-1960, Faber & Faber, London, 1961.
6. Nanda B.R.[Ed.] – Indian Foreign Policy, Nehru years.
7. Snow, Edgar – Red Star Over China, Penguin Books, 1973.
8. Thomson, David, World History, (1914-1968), Oxford, 1969.
9. Watt. D. C. and other – History of the world in the twentieth century.

T.Y.B.A. (History), Semester-V
HIS-DSE-351 (B)
ECONOMIC HISTORY OF INDIA FROM 1857 to 1947
 (SWAYAM programme By Dr. Linda George (St. Albert's College
 (Autonomous), Ernakulam)
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to...

1. Analyze the impact of colonial economic policies on India's agrarian, industrial, and infrastructural development during British rule from 1857 to 1947.
2. Explore the socio-economic consequences of British mercantilism and colonialism on various sectors, including agriculture, trade, industrialization, and public welfare.
3. Assess the evolution of economic nationalism in response to the drain of wealth and deindustrialization, and how it shaped India's economy and independence movement.

Course Outcomes: On the completion of course, Students will be able to...

1. Enhanced understanding of the economic transformations and disruptions during British rule, including shifts in occupational structures, urbanization trends, and agrarian policies.
2. Detailed insights into the methods, effects, and implications of colonial infrastructure developments, such as the advent of railways, industrialization, and modernization of trade systems.
3. A comprehensive view of the emergence of economic nationalism as a response to exploitation, highlighting key events like peasant uprisings, the rise of indigenous entrepreneurship, and macro-economic trends leading to India's independence.

Unit	Contents	Hours
1	a. Advent of European powers b. Expansion of the British empire in India c. Expansion under Governor Generals d. Commercial and trade policies of EIC e. Economic policies & Revolt of 1857 f. Mercantilism and Colonialism National Income during the colonial rule g. Methods of measuring National Income Population of India h. Occupational Structure i. Urbanization in the Colonial period	15

	j. Changing agrarian trends in India during the Colonial period An introduction k. Agricultural techniques and methods used in British India l. Irrigation system under the colonial rule	
2	a. Agricultural credit b. Commercialization of agriculture c. Plantations d. Famines e. Peasant Uprising in Colonial India f. The Peasant Movements of the 20th Century g. Advent of Railways h. Railways on mkt integration i. Post and Telegraph In Colonial India, Industrialization in India j. Characteristics of Indian industries k. Rise of large-scale industries l. Small Scale industries in British India m. Industrial Labour force in India during the British rule n. Shipbuilding Industry o. Ports in Colonial India	15
3	a. Mineral Resources in Colonial India b. Power Sector in the Colonial Period c. Forest Sector of Colonial India d. Education System in Colonial India e. Health Care Sector During the Colonial Period f. Entrepreneurship in Colonial regime g. Debate on de- industrialization - Handicraft Industries in Colonial India h. Drain of Wealth i. Rise of Economic nationalism j. External and Internal Trade in India during the British Rule k. Trade Policy during the British Rule In India l. Foreign Capital m. Indian Monetary System from 1857 to 1947 n. Fiscal Policy of India during the reign of Colonial rulers	15
4	a. Development of Press in Colonial India b. State in the imperialistic structure c. World Wars and Indian Economy d. Indian economy at the time of independence e. Overview- Historical Background of India f. Overview - Macro Trends of 1857-1947 g. Overview- Agriculture Sector in Colonial India h. Overview- Industrial Developments in Colonial India i. Overview- Infrastructural Developments j. Overview-Economy and Polity in Imperial Context	15

Suggested Readings:

1. Roy, T. (2011). The Economic History of India, 1857-1947 (3rd ed.). Oxford University Press.
2. Tomlinson, B. R. (1993). The Economy of modern India, 1860-1970. Cambridge University Press.
3. Kumar, D., & Desai, M. (Eds.). (1983). The Cambridge economic history of India: Volume 2: c.1757-c.1970.

4. Bandopadyaya, S.(2014). From Plassey to Partition and After. Orient Blackswan Private Limited.
5. Dutt, R.C. (1994). The Economic History of India. Forgotten Books.
6. Habib, I.(2006). Indian Economy 1858-1914, A People's History of India, Vol.28, Tulika.

T.Y.B.A. (History), Semester-V
HIS-VSC-351: INTRODUCTION TO ARCHAEOLOGY
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to...

1. To introduce students to the basics of Archaeological Science.
2. To familiarize the students with the important skills in Archaeology.

Course Outcomes: On the successful completion of Introduction to Archaeology students will...

1. Understand basic concepts and methods of archaeology
2. Aware about the various aspects of archaeological science

Unit	Contents	Hours
1	Understanding Archaeology a. Definition, Meaning and Scope of Archaeology b. Origin and Development of World Archaeology c. Origin and Development of Indian Archaeology	15
2	Methods and Techniques of Archaeology a. Methods and Techniques of Excavation: Field Archaeology b. Laboratory methods in scientific archaeology c. Methods of Recording, Preservation and Dating	15
3	Various Aspects of Archaeology a. Role of Various Sciences in Archaeological Research b. Ethnographic archaeology, Geo archaeology Ocean Archaeology and Neo-Archaeology	15
4	Important Archaeological sites a. A Brief Survey of some of the Important Archaeological sites of world archaeology b. A Brief Survey of some of the important archaeological sites in india. Prehistoric, Chalcolithic, Iron Age, Ancient and Medieval india. c. Archaeological Sites in Maharashtra: Neolithic, Chalcolathic and Ancient Sites	15

Suggested Readings:

1. Binford, L.R. Introduction. An Archaeological Perspective, pp. 1–14. Seminar Press, New York. 1972
2. Chakrabarti, D.K. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: MunsiramManoharlal. 1988.
3. Daniel, Glyn, E. A Hundred and Fifty Years of Archaeology. London: Duckworth. 1975.
4. Fagan, B. In the beginning: An Introduction to Archaeology. Glenview: Scott, Foresman and company. 1988.
5. Bentley R.A. (edi) Handbook of Archaeological Theories, Alta Mira Press, Lanham, MD
6. Hodder, Ian. Theory and Practice in Archaeology. London: Routledge. 1992.
7. Hodder, Ian. Interpreting Archaeology: Finding Meaning in the Past. New York: Routledge. 1995.
8. ढवळीकर म. के. पुरातत्वविद्या, म. रा. स. सं. मं. मुंबई. १९८०
9. देव शां. भा. पुरातत्वविद्या, कॉन्टिनेन्टलप्रकाशन, पुणे.
10. सांकलिया ह. धी. भारतीय पुरातत्व-एक समालोचन, पुरातत्व विभाग, महाराष्ट्र शासन, मुंबई. १९८९
11. सांकलिया ह. धी. पुरातत्व परिचय, डेक्कन कॉलेज, पुणे. १९९६

T.Y.B.A. (History), Semester-V
HIS-INT-351: Internship / OJT
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course objectives: The paper aims to...

1. Provide the students with actual work experience
2. Make aware prescribe standards and guidelines at work
3. Develop the employability of participating student
4. Avail an opportunities to eventually acquire job experiences

Course outcomes:

After successful completion of this course, students are expected to:

1. Get actual work experience with office and virtual exposure to various management styles, technical, industrial, and procedural systems
2. Acquaint the knowledge related to working hours, work protocols and guidelines
3. Understand the roles and responsibilities of employee as well as team work Justify job experiences that match their potentials, skills, and competencies

Internship:

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.

On the job training:

On the job training is a form of training provided at the workplace. During the training, employees are familiarized with the working environment they will become part of. Employees also get hands-on experience using machinery, equipment, tools, materials, etc.

Internship / OJT Mechanism:

1. Pre-Approval: Students should seek approval from the college before starting the Internship /OJT. This ensures that the Internship / OJT aligns with the curriculum and meets the necessary criteria.
2. Mentor and Supervisor: Each student should have an assigned mentor at the organization/industry where they are interning. Additionally, an Internship / OJT supervisor from the college will be appointed to guide and monitor the progress.
3. Regular Reporting: Students should maintain regular communication with their supervisor and mentor, providing progress reports and seeking feedback.
4. Professional Conduct: Students must adhere to professional conduct throughout the Internship /OJT, including punctuality, respect for colleagues, and adherence to the organization's/industry's policies and guidelines.
5. Student Diary: Students should maintain a diary to document their experiences, challenges faced, and lessons learned during the Internship / OJT.
6. Final Report: At the end of the Internship / OJT, students should submit a comprehensive final report, summarizing their accomplishments, contributions, and key takeaways.
7. Evaluation: The Internship / OJT is worth 4 credits (equivalent to 100 marks), and the

evaluation will be divided into two categories: one by the mentor and the other by the Internship / OJT supervisor. The mentor's evaluation (internal examination) will carry 40 marks, and it will be based on the student's performance during the Internship / OJT. External examination will be conducted by mentor and supervisor which will be based on the student's diary, the final report prepared by the student, and their performance in the final viva voce, and will carry 60 marks. The total marks obtained by the students in both evaluations will be added together for the purpose of final evaluation. The evaluation of the students will be conducted by the mentor using the valuation sheet provided by the college.

Internal Evaluation Criteria for Students by the Mentor:

1. Quality of Work (10 marks): How well did the student perform their assigned tasks during the Internship / OJT? Evaluate the accuracy, thoroughness, and attention to detail in their work.
2. Initiative and Proactiveness (10 marks): Did the student show initiative in taking on additional responsibilities or tasks beyond their assigned role? Did they demonstrate a proactive attitude towards problem-solving?
3. Communication Skills (10 marks): Assess the student's ability to communicate effectively with colleagues, superiors, and clients (if applicable). Consider both written and verbal communication.
4. Problem-Solving Skills and Time Management (10 marks): Evaluate the student's ability to analyze problems, propose solutions, and implement effective strategies to overcome challenges. How well did the student manage their time during the Internship / OJT? Were they able to meet project deadlines and handle multiple tasks efficiently?

External Evaluation Criteria for Students by the Supervisor and Mentor:

1. Student Diary (15 marks): Review the student's diary to understand their reflections, insights gained, and self-assessment of their performance during the Internship / OJT.
2. Final Report (15 marks): Evaluate the quality and comprehensiveness of the student's final report, including the clarity of their achievements and contributions.
3. Presentation of Student in Viva Voce (30 marks): Evaluate the responses given by the student to the questions asked by the faculty in the Viva Voce.

Evaluation Criteria for Final Viva Voce:

1. Presentation Skills
2. Knowledge of the Internship / OJT Project
3. Practical Application and Work Experience
4. Problem-Solving and Critical Thinking
5. Communication and Professionalism

Semester VI

T.Y.B.A. (History), Semester-VI HIS-DSC-361: HISTORY OF EAST ASIA -II Credits: 2 / Total Hours: 30 / Marks: 50 (Internal Examination: 20 + External Examination: 30)		
Course Objectives: The paper aims to.... 1. To provide a basic understanding of the history of modern Japan. 2. To learn about the role of Japan in the world politics.		
Course Outcomes: At the end of the course, the student will be able to, 1. Explain the historical process of the emergence of modern Japan as the one of world power. 2. Historically analyze the rise of modernity in Japan.		
Unit	Contents	Hours
1	Rise of Modern Japan & a. Tokugawa Bakuhan System b. Meiji Restoration c. Modernisation of Japan: Social, Military and Economic	8
2	Emergence as the World Power a. Russo-Japanese War b. Japan and First World-War c. Sino-Japanese Relations and Manchurian Crisis	7
3	Militarism in Japan a. Rise of Political Parties and Failure of Democracy b. Rise of Militarism c. Sino-Japanese War-II	7
4	World-War II and Aftermath a. Greater Asia Co-operative Sphere and S.C.A.P. Administration. b. Industrial and Economic Growth in Japan c. Cold War and the Japan in World Politics	8

Suggested Readings:

1. George Allen, A Short Economic History of Japan.
2. George M. Beckmann, Modernization of China and Japan.
3. George M. Beckmann, The Making of the Meiji Constitution.
4. Kenneth B. Pyle, The Making of Modern Japan.
5. M.B. Jansen, Japan and China: From War to Peace, 1894 - 1972.
6. Mikiso Hane, Modern Japan: A Historical Survey.
7. Ramon H. Mayers and Mark R. Peattie(ed), The Japanese Colonial Empire, 1895-1945, Princeton: Princeton University Press, 1984
8. बाचल वि. म.; आधुनिक चीन व जपानचा इतिहास

T.Y.B.A. (History), Semester-VI
HIS-DSC-362: HISTORY OF INDIA (POST MAURYAN)
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to...

1. To examine the political, cultural, and societal developments in Post-Mauryan India, including the contributions of Sungas, Satavahanas, Indo-Greeks, Kushans, and the Sangam Age.
2. To explore the Gupta and Vakataka periods with an emphasis on political achievements, cultural advancements, and the impact of foreign invasions.
3. To analyze the post-Gupta dynamics, including the Tripartite Struggle, the Vardhan Dynasty, Southern States, and contributions of the Cholas to art and architecture.

Course Outcomes: On the completion of course, Students will be able to...

1. Demonstrate an understanding of the political shifts and cultural richness in Post-Mauryan India, including insights into Sangam literature, society, and culture.
2. Evaluate the Gupta and Vakataka periods, highlighting administrative innovations, cultural achievements, and the influence of foreign invasions on Indian history.
3. Interpret the significance of the Tripartite Struggle, regional conflicts in Southern States, and the legacy of the Cholas, particularly in art, architecture, and governance.

Unit	Contents	Hours
1	Post Mauryan Developments a. Polity: Sungas, Kanvas, Satvahanas, IndoGreek and Kushan b. Sangam Age: Literature, Society and Culture	15
2	Age of Guptas and Vakatakas a. Gupta Polity: Achievements of ChandraGupta-I, Samudra Gupta and Chandragupta-II b. Vakatakas: Political and CulturaAcievements c. Foreign Invasions	15

3	Post-Gupta Period a. Vardhan Dynasty: Polity, Religion, Culture and Education b. The Tripartite Struggle: Palas, Pratiharas and Rashtrakutas	15
4	Southern States a. Conflict- Chalukya, Pallava and Pandya b. The Cholas: Political Achievements c. Art and Architecture	15

Suggested Readings:

1. A. L. Basham, The Wonder that was India, A Survey of the Culture of the India Sub-continent before the coming of the Muslims, Third Edition, Rupa and Company, Bombay, 1971.
2. A. S. Altekar, Education in Ancient India, 2nd ed. Banaras, 1944.
3. A. S. Altekar, Position of Women in Hindu Civilization, Banaras, 1988.
4. Champakalakshmi R., Trade, ideology and urbanization : South India 300 BC to AD 1300, Delhi: Oxford University Press, 1996.
5. D. D. Kosambi, The Culture and Civilisation of Ancient India: in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
6. Jha, D.N., Early India
7. K. A. Nilkantha Sastry, History of South India, Oxford Press, Mumbai
8. Kosambi, D.D. Myth and Reality, tr. Vasant Tulpule, Puranakatha ani Vastavata, Prakash Vishwasrao Lokavangmaya Gruha, Mumbai, 1977.
9. Parasher-Sen, Aloka (ed.), Subordinate and Marginal Groups in Early India, Oxford India Paperbacks, Second Edition, 2007
10. R. S. Sharma, Perspective in Social and Economic History of Early India.
11. Sastri, K.A.N., History of South India, Oxford University Press, 1975. Marathi
12. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999.
13. Sharma, R.S., Sudras in Ancient India, New Delhi, 1998.
14. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
15. Thapar, R., From Lineage to State, Oxford India Paperbacks, 1990
16. Thapar, R., Interpreting Early India, Delhi, 1995.

T.Y.B.A. (History), Semester-VI
HIS-DSC-363: HISTORY OF INDIA (1526 CE-1707 CE)
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to...

1. Introduce students the various sources useful to study the history of Mughal period.
2. Aware students to the administrative system, Socio- economic conditions at the time of the Mughals.
3. Aware about religious conditions under the Mughals.

Course Outcomes: On the completion of course, Students will be able to...

1. Understand early difficulties of the Mughals in India.
2. Grasp territorial expansion of the Mughals.
3. Undertake the administrative setup in Mughal period.
4. Know about the socio-economic, religious condition during Mughal period.

Unit	Contents	Hours
1	Sources a. Archaeological b. Literary c. Foreign Travellers Accounts	15
2	Foundation of the Mughal Empire a. India on the eve of Babar's invasion. b. Babar, Humayun. c. Shershah Sur.	15
3	Expansion and Decline of the Mughal Empire a. Akbar b. Jahangir, Shahajahan and Aurangzeb c. Decline of the Empire	15
4	Various Aspects of the Mughal Period a. Administration. b. Economy: Agriculture, Revenue, Trade and Industry c. Society and Religion: Social structure, Status of women, Religious condition.	15

Suggested Readings:

1. Ali M. Athar, Mughal India studies in polity, Ideas, Society and Culture, Oxford, 2006.
2. Commonwealth, 2005.
3. Habib Irfan, Medieval India, National book trust India, 2013

4. Mahajan V.D., History of medieval India, S. Chand, 2011.
5. Mehata J.L., Advanced study in the History of Medieval India Vol. II, Sterling Publishers, Mumbai, 1990.
6. Morland W. H., From Akbar to Aurangzeb: A study in Indian Economic History, Delhi, 1990.
7. Mujumdar R. C., The History and Culture of Indian people, Vol. VI, VII, Delhi, 1974.
8. Nurul Hasan, Religion, state and society e in Mediaeval India, Delhi, 2008.
9. Rizavi S A A, The wonder that was India, Vol.2, Picador, India, 1987.
10. Sarkar Jadunath, Mughal Administration, Calcutta, 1963.
11. Satish Chandra., History of Medieval India (800-1700), Orient Longman, 2007.
12. Singh Vipul, Interpreting Medieval India, Vol. II, Macmillan, 2009.
13. Verma B. R., Bakshi S, R. (Ed), Administration and Society in Medieval India,

T.Y.B.A. (History), Semester-VI
HIS-DSC-364: HISTORY OF USA
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to...

1. To enable the students to understand the colonial background and the foundational principles of American democracy.
2. To provide basic knowledge of the internal conflicts and progression of American society.
3. To enable students to gain the knowledge of USA as the World Power.
4. To acquaint students with Americas Internal and External policies

Course Outcomes: On the completion of course, Students will be able to...

1. Explain the achievements of American society and democracy.
2. Explain the historical process of the rise of America as the World Power.
3. Analyse the relevant events and the themes related to history of USA.
4. Understand the American spirit being the democratic society.

Unit	Contents	Hours
1	The Colonial Background & Evaluation of American Democracy a. The Colonial Background b. War of Independence c. Making of Constitution: debates & nature d. Jeffersonianism and Jacksonianism e. Role of Judiciary f. Monroe doctrine & its impact	15
2	Sectional Conflict, Civil War&Progressive Era a. Basic Causes; Plantation Economy b. Slave Society and Resistance c. Civil War; Role of Lincoln; slavery d. Theodore Roosevelt : InternalAdministration & Foreign Policy e. Woodrow Wilson: Internal Administration & Foreign Policy-His Fourteen Points f. USA and World War-I	15
3	America between two World Wars& Aftermath. a. Prosperity and Depression (1920s and 1930s) b. New Deal and Franklin D. Roosevelt c. Foreign Policy	

	d. Entry in World War II and its consequences e. Truman, Eisenhower Administration, Kennedy and Johnson Administrations f. Foreign Policy during Cold War (1945-1970), US-Vietnam War g. America's achievements in the fields of Economy & Space Research	15
4	Civil Rights Movements&U.S.A. & India Relations a. Civil Rights Movements b. Youth Movements c. Dr. Martin Luther King d. U.S.A. & India Relations: A Brief Survey	15

Suggested Readings:

1. Beard, Charles & Mury R. *.History of the United States*
2. Bemis, S.F. *.A Diplomatic History of the United States*
3. Boyer, Paul, Harvard Sitkoff, Nancy Woloch etc. *.The Enduring Vision . A History of the American People. Vol. I & II.*
4. Carnoll, Peter and David Noble *.Free and Unfree : A New History of the United States Commager .Oxford History of U.S.A.*
5. Current, Williams &Friedel *.A History of the United States Since 1865*
6. Dulles, Foster R. *.The United States Since 1865*
7. Epton, H.W. *.History of the United States of America*
8. Franklin, John Hope *.From Slavery to Freedom (Knopf, 1979)*
9. Grobb, Gerals and George A. Billias *.Interpretations of American History : Patterns and Perspectives, 2 Vol. (Free Press, 1987)*
10. Parkes, H.B. *.The United States . A History*
11. Pratt .W.A. *.History of the United States Foreign Policy*
12. Randall, James etc. *.The Civil War and Reconstruction (Health & Co., 1969)*
13. Shihan, Donald *.The Making of American History : The Emergence of a Nation, Vol.I & II.*
14. Tripathi, Dwijendra and S.C. Tiwari *.Themes and Perspectives in American History*
15. देशपांडे सुधाकर, अमेरिकेचा इतिहास, व्हीनस प्रकाशन, पुणे.
16. देवधर य. नां., अमेरिकेचा इतिहास
17. भवरे ना. गो. व देवपुजारी मु. बा., अमेरिकेचा इतिहास
18. गोरे ना. ग., अमेरिकेच्या संघराज्याचा इतिहास
19. कोठेकर शांता, अमेरिकेच्या संघराज्याचा इतिहास
20. कठारे अनिल, आधुनिक अमेरिका

T.Y.B.A. (History), Semester-VI HIS-DSE-361 (A): HISTORY CONTEMPORARY INDIA Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. Provide insights on the history of contemporary India. 2. Understanding the historical process of the development of Indian democracy.		
Course Outcomes: At the end of the course, the student will be able to, 1. Explain the historical process of the making of the modern and democratic nation in India. 2. Cope with the crises and challenges in front of the democracy and nation.		
Unit	Contents	Hours
1	Emergence of India As a Nation a. The Constitution of India– Basic Features b. Accession of the Princely State c. Formation of States on Linguistic Basis	15
2	The Nehru Era a. Five Year Plan – Development b. Political Parties c. Relation with USA, USSR, Pakistan and China	15
3	India after Nehru a. Lal Bahadur Shastri: His achievement b. Indra Gandhi: Leadership and Achievements. c. Emergency: Jayprakash Narayan and his Movement and Janata Party's Government. d. Re-emergence of Indira Gndhi; Rajiv Gandhi and his achievements	15
4	Towards Millennial a. Phase of coalition Governments. b. Economic Reforms since 1991 and era of LPG. c. Challenges of Communalism, Naxalism and Terrorism	15

Suggested Readings:

1. Appadurai, Domestic Roots of India's Foreign Policy 1947-1972 New Delhi: Oxford University Press, 1979.
2. Austin, Granville, Working a Democratic Constitution: the Indian Experience New Delhi: OUP, 1999.
3. Bipin Chandra & others, India After Independence 1947-2000 Penguin Books India, 1999.
4. Chatterjee, Partha ed. State and Politics in India New Delhi: OUP, 1994.
5. Desai A.R., Agrarian Struggles in India after Independence, Oxford, New Delhi 1986.
6. Dutt V.P., Indian Foreign Policy Since Independence, NBT New Delhi, 2007.
7. Dreze, Jean and Amartya K. Sen. Indian Development : Selected Regional Perspectives New Delhi: OUP, 1997.
8. Jean Dreze and Amartya Sen, India : Economic Development and Social Opportunity, Oxford University Press, New Delhi 1996.
9. Jaffrelot, Christophe, The Hindu Nationalist Movement and Indian Politics 1925 to 1990s.
10. New Delhi: Penguin, 1999.
11. Kothari, Rajni, Caste in Indian Politics, New Delhi: Orient Longman, 1970.
12. Mahajan V.D., History of India, Vol. I (1919-1974), vol.II (1974-1982).
13. Menon V.P., The story of the integration of the Indian States, Orient Longmans, 1961.
14. Paul R. Brass, The Politics of India Since Independence, Cambridge University Press, Delhi.
15. Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
16. Ramachandra Guha. India After Gandhi: The History of the World's Largest Democracy.
17. New York: Ecco (Harper Collins), 2007.
18. Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004
19. कोटेकर शांता, आधुनिक भारताचा इतिहास (१९४७-२०००), श्री साईनाथ प्रकाशन, नागपूर.

T.Y.B.A. (History), Semester-VI
HIS-DSC-361 (B): INDIAN BUSINESS HISTORY
 (SWAYAM programme By Prof. Vipul Dutta, IIT Guwahati)
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims...

1. To understand the evolution of Indian business practices and institutions from the arrival of the East India Company to contemporary times.
2. To explore key movements and developments such as the Swadeshi Movement, industrial growth, and the impact of global events like World Wars on Indian business and economy.
3. To examine the role of Public Sector Undertakings (PSUs) in the energy sector and analyze the effects of liberalization on Indian business trends, including oil diplomacy.

Course Outcomes: By the end of the course, students should be able to:

1. Analyze the historical trajectory of Indian business, highlighting major milestones from the East India Company's influence to modern industrial trends.
2. Evaluate the significance of movements like Swadeshi and the evolution of entrepreneurial ventures during pivotal periods in Indian history.
3. Assess the impact of key PSUs and understand contemporary liberalization policies and strategies, especially in the context of energy diplomacy and ONGC's role.

Unit	Contents	Hours
1	Introduction to Indian Business History The arrival and Impact of the east India Company, 1700-1800	15
2	Rise of Indian Cities and Industrial Houses, 1750-1850 Swadeshi Movement and Indian entrepreneurs, 1850-1900	15
3	Indian Business and Economy during the First and Second World Wars, 1914-1945, (HAL)	15
4	Key Energy Sector PSUs Liberalization and Contemporary Business Trends: ONGC and Oil Diplomacy	15

Suggested Readings:

1. Medha Kudaisya (ed) The Oxford India anthology of business history (Oxford University Press: 2011)
2. Gita Piramal, Business Maharajas (Penguin: 1996)
3. Atul Kohli, Democracy and development in India: from socialism to pro-business (OUP: 2010)
4. D. Tripathi and J. Jumani, The concise Oxford history of Indian business (OUP: 2007)
5. Douglas Haynes, Small Town Capitalism in Western India: Artisans, Merchants and the Making of the Informal Economy (CUP: 2012)
6. Claude Markovits, Merchants, traders, entrepreneurs: Indian business in the colonial era (Palgrave Macmillan: 2008)

T.Y.B.A. (History), Semester-VI HIS-VSC -361: HERITAGE MANAGEMENT Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. Get the students acquainted with the Concept of Heritage 2. Make the students aware of the UNESCO Regulations of Heritage 3. Motivate the students towards preservation of Heritage 4. Generate consciousness among the students to heritage tourism		
Course Outcomes: On the completion of course, Students will be able to... 1. Gain introduction to the history and theory of Heritage Studies. 2. Gain an insight into the nature and historic heritage. 3. Develop an insight into specific aspects of UNESCO World Heritage Convention. 4. Gain understanding of cultural heritage and its management.		
Unit	Contents	Hours
1	Concept of Heritage a. Meaning, Definition and Importance b. Types of Heritage: Natural, Historic, Cultural c. Heritage Conservation	15
2	World Heritage a. Pre-Venice Charter Conferences and Venice Charter (1964) b. Earth Summit in Rio De Janeiro, Brazil (1992) and Role of UNESCO c. Important World Heritage Sites: Natural, Historical and Cultural	15
3	Heritage in India a. Wildlife Sciences, Biodiversity and Natural Heritage b. Archaeological dimensions of Heritage c. World heritage Sites in India and Maharashtra d. Religious sites and Heritage in India	15
4	Heritage Management a. Heritage Governance and Management b. Tourism and Visitor Management c. Urban and Rural Heritage Planning d. Heritage Museums	15

Suggested Readings:

1. Benton, Tim (ed.), Understanding Heritage and Memory, Series.
2. Understanding Global Heritage, Manchester University Press, Manchester, U. K., 2010.
3. Lousie, Marie, Sorensen, Stig and Carman, John, Heritage Studies:Methods and Approaches, Routledge, U. K., 2009
4. Messenger, Phyllis Mauch and Smith, George S. (ed.), Cultural Heritage Management: A Global Perspective, Amazon.com, Cloth, 2010
5. West, Susie (ed.), Understanding heritage in practice, Series.
6. World Heritage Sites: A Complete Guide to 878 UNESCO World Heritage Sites, UNESCO Publishing, 2009
7. Dwivedi Sharada and Mehrotra Rahul, Fort walks Around Bombay's Fort area, Eminence Design Pvt. Ltd., Bombay, 1999

KCES's Moolji Jaitha (Autonomous) College, Jalgaon Department of History Board of Studies in History			
Sr. No.	Professor Name	Designation	College / Institution Name
1	Devendra S. Ingle (HOD)	Chairman	Moolji Jaitha College (Autonomous), Jalgaon
2	Prof. Dr. Ujwala D. Bhirud	Member	Moolji Jaitha College (Autonomous), Jalgaon
3	Dr. Jugalkishor V. Dubey	Member	Moolji Jaitha College (Autonomous), Jalgaon
4	Prof. Dr. Jagdish Sonawane	Member	Mula Education Society Arts, Commerce and Science College, Sonai, Tal-Newasa, Dist-Ahmednagar.
5	Prof. Dr. Dinkar Murkute	Member	S.M.Joshi College, Hadapsar, Pune.
6	Prof. Dr. Meherjyoti Sangle	Member	Department of History, SNDT Women University, Charchgate, Mumbai.
7	Prof. Dr. Rajesh Ragade	Member	Department of Tourism Studies, Dr. Babasaheb Ambedkar Marathvada University, Aurangabad.
8	Anuja Sonawane	Ex Meritorious Student	Moolji Jaitha College (Autonomous), Jalgaon
9	Dr. Dipak Kinge	Invitee Member	Dr. Annasaheb G. D. Bendale Mahila Mahavidyalaya, Jalgaon

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