



Date :- 25/04/2025

NOTIFICATION

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

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

The Syllabi of B. A. in History (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2024 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)

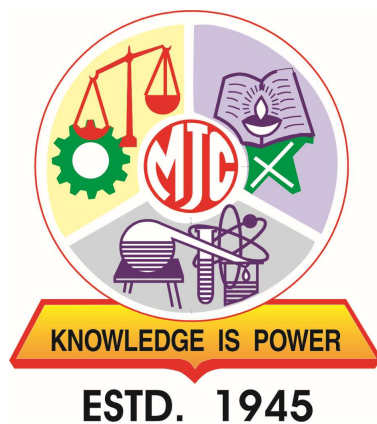
Sd/-
Chairman,
Board of Studies

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
(S.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

S. Y. B. A. History

Semester	Course Module	Credit	Hours/ week	TH/ PR	Code	Title
III	DSC	4	4	TH	HIS-DSC-231	History of the Marathas-I
	DSC	2	2	TH	HIS-DSC-232	Idea of India
	MIN	4	4	TH	HIS-MIN-231	History of the Marathas-I
	MIN	2	2	TH	HIS-MIN-232	Idea of India
	SEC	2	2	TH	HIS-SEC-231	Numismatic Studies
	OE/GE	2	2	TH	HIS-OE-231	History and Culture of 'Khandesh'
	CEP	2	4	PR	HIS-CEP-231	Community Engagement Program
SYBA Semester IV						
IV	DSC	4	4	TH	HIS-DSC-241	History of the Marathas-II
	DSC	2	2	TH	HIS-DSC-242	Idea of History in India
	MIN	4	4	TH	HIS-MIN-241	History of the Marathas-II
	SEC	2	2	TH	HIS-SEC-241	History and Tourism Studies
	SEC	2	4	PR	HIS-SEC-242	Practical of Tourism Studies
	OE/GE	2	2	TH	HIS-OE-241	History of Modern Maharashtra
	FP	2	2	PR	HIS-FP-241	Field Project

[CEP & FP guidelines are given on pages 17-21 in this document.](#)

DSC	Department Specific Course
MIN	Minor
SEC	Skill Enhancement Course
AEC	Ability Enhancement Course
MIL	Modern Indian Language
OE	Open Elective
CEP /FP	Community Engagement Programme / Field Project

Semester III

S.Y.B.A. (History), Semester-III HIS-DSC-231: HISTORY OF THE MARATHAS-I Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. Introduce students to the background of the rise of Maratha Power. 2. Discuss the History of the foundation of Maratha power. 3. Introduce to struggle of Marathas to save the Swarajya in 17th Century.		
Course Outcomes: On the completion of course, Students will be able to... 1. Understand early difficulties of the Marathas as well as the inspirations behind establishment of Swarajya. 2. Know about the struggle of the Marathas with contemporary kingdoms. 3. Grasp the administrative aspect of the Swarajya during the 17th Century.		
Unit	Contents	Hours
1	Introduction to Maratha History a. Sources: Literary & Archival b. Political, Socio-economic background of the rise of Maratha Power c. Concept of <i>Maharashtra Dharma</i>	15
2	Foundation of Swarajya to Karnataka expedition a. Chhatrapati Shivaji's coronation b. Relations with Adilshahi c. Relations with Mughals d. Relations with Siddhis, British, Portuguese e. Karnataka Expedition.	15
3	Political developments after Chhatrapati Shivaji Maharaj a. Achievement of Chhatrapati Sambhaji Maharaj, Relations with Mughals, British, Portuguese and French b. Rajaram Maharaj and Maharani Tarabai	15
4	Administration under Chhatrapati Shivaji Maharaj a. Civil Administration b. Military Administration c. Revenue and Judicial Administration	15

Suggested Readings:

2. Chitanis K. N., **Glimpses of Medieval Indian Ideas and Institutions**, Pune, 1991
3. Gune V. T., **Judicial system of the Marathas**, Pune, 1954.
4. Kulkarni A. R., **Maharashtra in the age of Shivaji**, Pune, 1969
5. Kulkarni A. R., **The Marathas**, Diamond Publications, Pune, 2008.
6. Mahajan T. T., **Maratha Administration in 18th Century**, Commonwealth Publishers, Delhi,
7. Ranade M. G., **Rise of the Maratha Power**, Bombay University, Reprint, 1961.
8. Sardesai G.S., **The new History of the Marathas**, I-III Vols, Phoenix Publications, Bombay, 1968.
9. Sarkar Jadunath, **Shivaji and his times**, 6th Ed., Calcutta, 1961.
10. Sen S. N., **Administrative system of the Marathas**, University of Calcutta, 1923 reprint 1976.
11. कुलकर्णी अ.रा., खरे ग. ह., **मराठ्यांचा इतिहास**, कॉन्टिनेंटल प्रकाशन, पुणे, २०१४.
12. कोलारकर श. गो., **मराठ्यांचा इतिहास**, मंगेश प्रकाशन, नागपूर, २०१४.
13. खोबरेकर व्ही.जी., **महाराष्ट्राचा इतिहास**, मराठा कालखंड (भाग १) १६३० ते १७०७, मुंबई, २००६.
14. देशपांडे पी. एन., **मराठ्यांचा उदय आणि उत्कर्ष**, स्नेहवर्धन प्रकाशन, पुणे, २००४.
15. पवार जयसिंगराव, **छत्रपतीसंभाजी स्मारक ग्रंथ**, मंजुश्रीप्र काशन, कोल्हापूर,
16. पवार जयसिंगराव, **मराठ्यांचा उदय आणि अस्त**, अजब प्रकाशन, कोल्हापूर, १९७२.
17. पवार जयसिंगराव, **महाराणी ताराबाई**, ताराणी युनिक. प्रकाशन, कोल्हापूर, १९७५.
18. पवार जयसिंगराव, **शिवपुत्र छत्रपती राजाराम**, मनोविकासप्र काशन, मुंबई, २०१९.
19. भावे वा. कृ., **शिवकालीन महाराष्ट्र**, वरदा प्रकाशन पुणे, १९३५ पुनर्मुद्रित २०१०.
20. महाजन टी. टी., **शिवछत्रपतींची न्यायनीती**, शुभदा सारस्वत प्रकाशन, पुणे, १९९९.
21. माटे श्री. म., **मध्ययुगीन महाराष्ट्र सामाजिक आणि सांस्कृतिक जीवन (इ.स.१३००-१६५०)**, म.रा.सा.सं.मं., मुंबई,
22. शेजवलकर त्र्यंबक, **श्रीशिवछत्रपती**, मराठा मंदिर प्रकाशन, मुंबई, १९६४.
23. सरदेसाई गो. स., **मराठी रियासत खंड १ ते ८**, पॉप्युलर प्रकाशन, पुणे, १९९१.
24. सेन सुरेंद्रनाथ (अनु. कुलकर्णी विजया) **मराठ्यांची प्रशासन व्यवस्था**, म.रा.सा.सं.मं., मुंबई, २००३.
25. सेन एस. एन., (अनु. शिवदे सदाशिव) **मराठ्यांची लष्करी व्यवस्था**, डायमंड पब्लिकेशन्स, पुणे, २०११.

S.Y.B.A. (History), Semester-III HIS-DSC-232: IDEA OF INDIA Credits: 2 / Total Hours: 30 / Marks: 50 (Internal Examination: 20 + External Examination: 30)		
Course Objectives: The paper aims to... 1. Explore the historical context and development of the 'Idea of India' from ancient times to the present day. 2. Investigate how India's diverse cultural, linguistic, and religious identities contribute to its unique national identity. 3. Analyse how the 'Idea of India' has evolved since independence, considering political, social, and cultural changes.		
Course Outcomes: On the completion of course, Students will be able to... 1. Students will critically examine historical texts and narratives related to the 'Idea of India,' tracing its origins and development. 2. Learners will explore the concept of unity in diversity within the Indian context, considering linguistic, religious, and regional variations. 3. Participants will analyse how the 'Idea of India' has evolved since independence, considering political, economic, and social changes.		
Unit	Contents	Hours
1	Discourse on the 'Idea of India' a. Geo-political Perspective b. Literary and Cultural Perspective c. Archaeological and Historical Perspective	8
2	'Idea of India': A Historical Legacy a. Multi-Cultural Realities b. Multi-Religious Realities c. Composite Society	7
3	Unit- III 'Idea of India': Unity in Diversity a. Colonial Intervention b. Social and Religious Reforms and the 'Idea of India' c. Freedom Struggle and the 'Idea of India'	7
4	'Idea of India' since Independence a. A constitutional view b. Democratic State in India c. Challenges Ahead	8

Suggested Readings:

1. Amartya Sen: Argumentative India
2. A. L. Basham: The Wonder that was India
3. B. D. Chattopadhyaya: The Concept of Bharatavarsha
4. Granville Austin: The Indian Constitution, Cornerstone of a Nation
5. Granville Austin: Working Democratic Constitution: The Indian Experience
6. Sunil Khilnani: The Idea of India
7. Jawaharlal Nehru: Discovery of India
8. Judith Brown: The Origins of an Asian Democracy
9. Ramchandra Guha: India after Gandhi
10. Thomas Metcalf: Ideologues of the Raj

S.Y.B.A. (History), Semester-III HIS-MIN-231: HISTORY OF THE MARATHAS-I Credits: 4 / Total Hours: 60 / Marks: 100 (Internal Examination: 40 + External Examination: 60)		
Course Objectives: The paper aims to... 1. Introduce students to the background of the rise of Maratha Power. 2. Discuss the History of the foundation of Maratha power. 3. Introduce to struggle of Marathas to save the Swarajya in 17 th Century.		
Course Outcomes: On the completion of course, Students will be able to... 1. Understand early difficulties of the Marathas as well as the inspirations behind establishment of Swarajya. 2. Know about the struggle of the Marathas with contemporary kingdoms. 3. Grasp the administrative aspect of the Swarajya during the 17 th Century.		
Unit	Contents	Hours
1	Introduction to Maratha History a. Sources: Literary & Archival b. Political, Socio-economic background of the rise of Maratha Power c. Concept of <i>Maharashtra Dharma</i>	15
2	Foundation of Swarajya to Karnataka expedition a. Chhatrapati Shivaji's coronation b. Relations with Adilshahi c. Relations with Mughals d. Relations with, Siddhis, British, Portuguese, e. Karnataka Expedition.	15
3	Political developments after Chhatrapati Shivaji Maharaj a. Achievement of Chhatrapati Sambhaji Maharaj, Relations with Mughals, British, Portuguese and French b. Rajaram Maharaj and Maharani Tarabai	15
4	Administration under Chhatrapati Shivaji Maharaj a. Civil Administration b. Military Administration c. Revenue and Judicial Administration	15

Suggested Readings:

1. Chitanis K. N., **Glimpses of Medieval Indian Ideas and Institutions**, Pune, 1991
2. Gune V. T., **Judicial system of the Marathas**, Pune, 1954.
3. Kulkarni A. R., **Maharashtra in the age of Shivaji**, Pune, 1969
4. Kulkarni A. R., **The Marathas**, Diamond Publications, Pune, 2008.
5. Mahajan T. T., **Maratha Administration in 18th Century**, Commonwealth Publishers
6. Ranade M. G., **Rise of the Maratha Power**, Bombay University, Reprint, 1961.
7. Sardesai G.S., **The new History of the Marathas**, I-III Vols, Phoenix Publications, Bombay, 1968.
8. Sarkar Jadunath, **Shivaji and his times**, 6th Ed., Calcutta, 1961.
9. Sen S. N., **Administrative system of the Marathas**, University of Calcutta, 1923 reprint 1976.
10. कुलकर्णी अ.रा., खरे ग. ह., **मराठ्यांचा इतिहास**, कॉन्टिनेंटल प्रकाशन, पुणे, २०१४.
11. कोलारकर श. गो., **मराठ्यांचा इतिहास**, मंगेश प्रकाशन, नागपूर, २०१४.
12. खोबरेकर व्ही.जी., **महाराष्ट्राचा इतिहास, मराठा कालखंड (भाग १) १६३० ते १७०७**, मुंबई, २००६.
13. देशपांडे पी. एन., **मराठ्यांचा उदय आणि उत्कर्ष**, स्नेहवर्धन प्रकाशन, पुणे, २००४.
14. पवार जयसिंगराव, **छत्रपती संभाजी स्मारक ग्रंथ**, मंजुश्री प्रकाशन, कोल्हापूर,
15. पवार जयसिंगराव, **मराठ्यांचा उदय आणि अस्त**, अजब प्रकाशन, कोल्हापूर, १९७२.
16. पवार जयसिंगराव, **महाराणी ताराबाई**, ताराप्राणी युनि. प्रकाशन, कोल्हापूर, १९७५.
17. पवार जयसिंगराव, **शिवपुत्र छत्रपती राजाराम**, मनोविकास प्रकाशन, मुंबई, २०१९.
18. भावे वा. कृ., **शिवकालीन महाराष्ट्र**, वरदा प्रकाशन पुणे, १९३५ पुनर्मुद्रित २०१०.
19. महाजन टी. टी., **शिवछत्रपतींची न्यायनीती**, शुभदा सारस्वत प्रकाशन, पुणे, १९९९.
20. माटे श्री. म., **मध्ययुगीन महाराष्ट्र सामाजिक आणि सांस्कृतिक जीवन (इ.स. १३००-१६५०)**, म.रा.सा.सं.मं., मुंबई,
21. शेजवलकर त्र्यंबक, **श्रीशिवछत्रपती, मराठा मंदिर** प्रकाशन, मुंबई, १९६४.
22. सरदेसाई गो. स., **मराठी रियासत खंड १ ते ८**, पॉप्युलर प्रकाशन, पुणे, १९९१.
23. सेन सुरेंद्रनाथ (अनु. कुलकर्णी विजया) **मराठ्यांची प्रशासन व्यवस्था**, म.रा.सा.सं.मं., मुंबई, २००३.
24. सेन एस. एन., (अनु. शिवदे सदाशिव) **मराठ्यांची लष्करी व्यवस्था**, डायमंड पब्लिकेशन्स, पुणे, २०११.

S.Y.B.A. (History), Semester-III HIS-MIN-232: IDEA OF INDIA Credits: 2 / Total Hours: 30 / Marks: 50 (Internal Examination: 20 + External Examination: 30)		
Course Objectives: The paper aims to... 1. Explore the historical context and development of the 'Idea of India' from ancient times to the present day. 2. Investigate how India's diverse cultural, linguistic, and religious identities contribute to its unique national identity. 3. Analyse how the 'Idea of India' has evolved since independence, considering political, social, and cultural changes.		
Course Outcomes: On the completion of course, Students will be able to... 1. Students will critically examine historical texts and narratives related to the 'Idea of India,' tracing its origins and development. 2. Learners will explore the concept of unity in diversity within the Indian context, considering linguistic, religious, and regional variations. 3. Participants will analyse how the 'Idea of India' has evolved since independence, considering political, economic, and social changes.		
Unit	Contents	Hours
1	Discourse on the 'Idea of India' a. Geo-political Perspective b. Literary and Cultural Perspective c. Archaeological and Historical Perspective	8
2	'Idea of India': A Historical Legacy a. Multi-Cultural Realities b. Multi-Religious Realities c. Composite Society	7
3	'Idea of India': Unity in Diversity a. Colonial Intervention b. Social and Religious Reforms and the 'Idea of India' c. Freedom Struggle and the 'Idea of India'	8
4	'Idea of India' since Independence a. A constitutional view b. Democratic State in India c. Challenges Ahead	7

Suggested Readings:

11. Amartya Sen: Argumentative India
12. A. L. Basham: The Wonder that was India
13. B. D. Chattopadhyaya: The Concept of Bharatavarsha
14. Granville Austin: The Indian Constitution, Cornerstone of a Nation
15. Granville Austin: Working Democratic Constitution: The Indian Experience
16. Sunil Khilnani: The Idea of India
17. Jawaharlal Nehru: Discovery of India
18. Judith Brown: The Origins of an Asian Democracy
19. Ramchandra Guha: India after Gandhi
20. Thomas Metcalf: Ideologues of the Raj

S.Y.B.A. (History), Semester-III HIS-SEC-231: NUMISMATIC STUDIES Credits: 2 / Total Hours: 30 / Marks: 50 (Internal Examination: 20 + External Examination: 30)		
Course Objectives: The paper aims to... 1. To explain the various concepts related to Numismatics. 2. To describe the coinage of ancient and medieval India.		
Course Outcomes: On the completion of course, Students will be able to... 1. Explain the historical heritage and importance of coinage in India. 2. Historically analyse the coins of various dynasties of India.		
Unit	Contents	Hours
1	a. Meaning & Significance of coins. b. Coin as a source of History. c. Beginning of coins.	8
2	a. Early Coins of India; Punch marked Coins of Janpada, Mahajanpadas and Mauryan. b. Greek Influence: Coins of Saka, Kushans & Parthians.	7
3	a. Early coins of Deccan & South India. b. Coinage of the Guptas and Post Guptas Period.	7
4	a. Coinage of the Sultanate period b. Coins of the Mughal Empire c. Coins of the Marathas	8
Suggested Readings: 1. Allan J.,(1936) <i>British Museum Catalogue-Coins of Ancient India</i>, London. 2. Altekar, A.S.(1957) <i>The Coinage of Gupta Empire</i>(Corpus of Indian Coins)Varanasi. 3. Bhandarkar, D.R. (1921) <i>Lectures on Ancient Indian Numismatics</i>, Calcutta. 4. Chattopadhyay B. (1967) <i>The Age of Kushanas- A Numismatic Study</i>, Calcutta. 5. Cunningham A.(1981) <i>Coins of Ancient India</i>, London. 6. Cunningham A. <i>Coins of Medieval India</i>. 7. Elliot W. (1970) <i>Coins of South India</i> , Varanasi. 8. Gupta, P.L. (1969) <i>Coins</i>, NBT, New Delhi. 9. Lahiri, A.N. (1965) <i>Corpus of Indo-Greeks Coins</i> ,Calcutta. 10. Mitchiner, M.(1973), <i>The Origins of India Coinage</i> ,London 11. Smith,V.(1906) <i>Catalogue of the Coins in Indian Museum ,Vol.I</i>, Calcutta. 12. Singh K.V.(2013) <i>From Coins to Credit Cards</i>, NBT, New Delhi. 13. Sircar, D.C.,(Ed.1971), <i>Early Indigenous Coins</i>, Calcutta. 14. ढवळीकर,म.के.(२००६), प्राचीन भारतीय नाणकशास्त्र, कॉन्टीनेन्टेल प्रकाशन, पुणे. 15. झा, अमितेश्वर (२००३) भारतीय सिक्के एक ऐतिहासिक परिचय, IIRNS, अंजनेरी. 16. गुप्ता,पी.एल.(१९९६) भारत के पूर्वकालिक सिक्के, वाराणसी. 17. उपाध्याय,वासुदेव (२०००) प्राचीन भारतीय मुद्रा, दिल्ली.		

S.Y.B.A. (History), Semester-III
HIS-OE 231– HISTORY AND CULTURE OF KHANDESH
Credits: 2 / Total Hours: 30 / Marks: 50
(Internal Examination: 20 + External Examination: 30)

Course Objectives: The paper aims to...

1. Introduce students the various sources useful to study the History and geographical information of Khandesh.
2. Explore the polity and society of Ancient Khandesh.
3. Aware students about polity and society of Medieval Khandesh.
4. Enable the students to understand development of Modern Khandesh.

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

1. After successful completion of this course, students will able to:
2. Discuss various sources useful to study the History and geographical information of Khandesh.
3. Aware about polity and society of Ancient and Medieval Khandesh.
4. Understand development of modern Khandesh.

Unit	Contents	Hours
1	Sources and Historical Geography of Khandesh a. Archaeological b. Literary and archival c. Historical Geography of Khandesh	8
2	Khandesh : Ancient Period: a. Early Settlement, Agriculture & Dynasties. b. Polity and Society. c. Art & Arcitecture	7
3	Khandesh: Medieval Period: a. Faruqis b. Mughal Empire c. Maratha period d. Art & Arcitecture	8
4	Khandesh: Modern Period: a. British rule in Khandesh. b. 1857- Uprising in Khandesh. c. Participation in National freedom movement d. Tribal & Peasant movements, Satyashodhak, Dalit Movement.	7

Suggested Readings:

1. Deshpande M.N., 1959, Rockcut caves at Pitalkhora in the Deccan, Ancient India.
2. Deshpande A.M, 1987, John Briggs in Maharashtra, New Delhi.
3. John Briggs, History of Power of Mohammedan power in India, Vol. IV.
4. Kayande Sham, 1998, Popular resistance to British rule in North Maharashtra, Jalgaon.,
5. Mahajan T.T., 1991, Khandesh under the Mughals, New Delhi.
6. Mirashi V.V., An Ancient Dynasty of Khandesh, Annal of Bhandarkar oriental research institute, Vol. XXV, Part IV
7. Radesham, The Kingdom of Khandesh.
8. The Gazetteer of Bombay Presidency, Vol. XII, Khandesh District Gazetteer, Bombay.
9. Maharashtra state Gazetteer, Dhule District, Bombay, 1880, Revised 1974.
10. Maharashtra state Gazetteer, Jalgaon District, Bombay, 1880, Revised 1974.
11. खोबरेकर वि.गो., महाराष्ट्रातील स्वातंत्र्यलढे, १८१८-१८८४.
12. गारे गोविंद, सातपुड्यातील भिल्ल-ऐतिहासिक व सामाजिक मागोवा.
13. जगताप पी.डी., (संपा.) खान्देशचा इतिहास, जळगाव.
14. देशमुख प्रशांत (संपा.) २०२२, खानदेश वैभव, प्रशांत प्रकाशन, जळगाव.
15. पाटील बी.एन., २००५, खानदेशातील समाज प्रबोधनाची चळवळ १९०० ते १९५०, पाचोरा.
16. पाटील एम.व्ही., २००७, कंपनी सरकारकालीन खानदेश, नंदुरबार.
17. पाटील नि.रा., २००८, जळगाव जिल्ह्यातील किल्ले आणि गढ्या, सुमेरू प्रकाशन, डोंबिवली.
18. पाटील संजय, २०१३, ब्रिटिशकालीन खानदेशातील कापूस उत्पादन, प्रथम आवृत्ती, सम्यक्ता प्रकाशन, धुळे.
19. पाटील संजय, २०१३, ब्रिटिशकालीन खानदेश आणि दुष्काळ, प्रथम आवृत्ती, सम्यक्ता प्रकाशन, धुळे.
20. शहा जी. बी., २०१०, खानदेश सामाजिक, आर्थिक, प्रशासकीय इतिहास, सुमेरू प्रकाशन, डोंबिवली.
21. शहा जी. बी., २०१०, खानदेशातील राष्ट्रवादाचा उदय आणि विकास, प्रशांत प्रकाशन, जळगाव प्रथम आवृत्ती.

S.Y.B.A. (History), Semester-III
HIS-CEP-231: COMMUNITY ENGAGEMENT PROGRAMME
Credits: 2 Marks: 50

Guidelines for CEP & FP

In alignment with the National Education Policy (NEP) 2020, Moolji Jaitha College (Autonomous), Jalgaon is introducing the Community Engagement Program and Field Project at the undergraduate level. The NEP 2020 emphasizes holistic development, inclusivity, and integrating vocational education with academic learning, aiming to nurture socially responsible individuals. This course fosters a strong connection between education and real-world applications. We believe that experiential learning, community involvement, and fieldwork are essential components of a well-rounded education. These initiatives aim to bridge the gap between theoretical knowledge and practical experience, helping students develop critical thinking, problem-solving skills, and a sense of civic responsibility. Additionally, students will learn about the challenges faced by vulnerable households and appreciate local wisdom and lifestyles.

Inspired by NEP 2020, the Community Engagement Program and Field Project aim to produce knowledgeable, compassionate, and proactive graduates, contributing to a more just, equitable, and sustainable society.

Objectives:

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.
- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes:

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

Course Structure: 2 Credits Course (60 hours)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages”, rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	– Classroom discussions – Field visit – Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit – Group discussions in class – Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	– Classroom – Field visit – Group presentation of assignment

4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of the programme for the poor. Special focus on the urban informal sector and migrant households.	– Classroom – Each student selects one program for field visit – Written assignment
---	--	--	--	---

Note: The modules are suggestive in nature and students can opt any one activities for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;

- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;
- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living
- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.
- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers' livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.

- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.
- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions
- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.
- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyse their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

Semester IV

S.Y.B.A. (History), Semester-IV
HIS-DSC-241: HISTORY OF THE MARATHAS-II
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to....

1. Introduce students to the political development of the Maratha kingdom under the Peshwas.
2. Aware students to the expansion of the Maratha Empire.
3. Aware students of the administrative aspect of the Maratha empire during the 18th Century.

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

1. Students will be able to...
2. Grasp territorial expansion of the Maratha state under the Peshwas.
3. Undertake the administrative setup of the Maratha state in the 18th century. Know about the downfall of the Marathas.

Unit	Contents	Hours
1	Expansion of the Maratha Power a. Civil war: Maharani Tarabai and ShahuRaje b. Rise of Peshawa: Balaji Vishvanath c. Peshawa Bajirao I	15
2	Consolidation of Maratha Power a. Peshawa Balaji Bajirao (Nanasaheb). b. Third Battle of Panipat. c. Consequences of the Third Battle of Panipat.	15
3	Post Panipat War a. Peshawa Madhavrao I b. Barbhai Council c. Peshawa Bajirao II and downfall of Maratha Power	15
4	Administration and Society a. Civil and Judicial Administration b. Military Administration c. Caste system and Position of women	15

Suggested Readings:

1. Chitanis K. N., **Glimpses of Mediaeval Indian Ideas and Institutions**, Pune, 1991
2. Gune V. T., **Judicial system of the Marathas**, Pune, 1954.
3. Kulkarni A. R., **Maharashtra in the age of Shivaji**, Pune, 1969
4. Kulkarni A. R., **The Marathas**, Diamond Publications, Pune, 2008.
5. Mahajan T. T., **Maratha Administration in 18th Century**, Commonwealth Publishers, New Delhi, 1990.
6. Ranade M. G., **Rise of the Maratha Power**, Bombay University, Reprint, 1961.
7. Sarkar Jadunath, **Shivaji and his times**, 6th Ed., Calcutta, 1961.
8. Sen S. N., **Administrative system of the Marathas**, University of Calcutta, 1923 reprint 1976.
9. कुलकर्णी अ.रा., खरे ग. ह., **मराठ्यांचा इतिहास**, कॉन्टिनेंटल प्रकाशन, पुणे, २०१४.
10. कोलारकर श. गो., **मराठ्यांचा इतिहास**, मंगेश प्रकाशन, नागपूर, २०१४.
11. खोबरेकर व्ही.जी., **महाराष्ट्राचा इतिहास, मराठा कालखंड (भाग १) १६३० ते १७०७**, मुंबई, २००६.
12. देशपांडे पी. एन., **मराठ्यांचा उदय आणि उत्कर्ष**, स्नेहवर्धन प्रकाशन, पुणे, २००४.
13. पवार जयसिंगराव, **छत्रपती संभाजी स्मारक ग्रंथ**, मंजुश्री प्रकाशन, कोल्हापूर,
14. पवार जयसिंगराव, **मराठ्यांचा उदय आणि अस्त**, अजब प्रकाशन, कोल्हापूर, १९७२.
15. पवार जयसिंगराव, **महाराणी ताराबाई**, ताराबाणी युनि. प्रकाशन, कोल्हापूर, १९७५.
16. पवार जयसिंगराव, **शिवपुत्र छत्रपती राजाराम**, मनोविकास प्रकाशन, मुंबई, २०१९.
17. भावे वा. कृ., **शिवकालीन महाराष्ट्र**, वरदा प्रकाशन पुणे, १९३५ पुनर्मुद्रित २०१०.
18. महाजन टी. टी., **शिवछत्रपतींची न्यायनीती**, शुभदा सारस्वत प्रकाशन, पुणे, १९९९.
19. माटे श्री. म., **मध्ययुगीन महाराष्ट्र सामाजिक आणि सांस्कृतिक जीवन (इ.स. १३००-१६५०)**, म.रा.सा.सं.मं., मुंबई,
20. शेजवलकर त्र्यंबक, **श्रीशिवछत्रपती, मराठा मंदिर** प्रकाशन, मुंबई, १९६४.
21. सरदेसाई गो. स., **मराठी रियासत खंड १ ते ८**, पॉप्युलर प्रकाशन, पुणे, १९९१.
22. सेन सुरेंद्रनाथ (अनु. कुलकर्णी विजया) **मराठ्यांची प्रशासन व्यवस्था**, म.रा.सा.सं.मं., मुंबई, २००३.
23. सेन एस. एन., (अनु. शिवदे सदाशिव) **मराठ्यांची लष्करी व्यवस्था**, डायमंड पब्लिकेशन्स, पुणे, २०११.

S.Y.B.A. (History), Semester-IV HIS-DSC-242: IDEA OF HISTORY IN INDIA Credits: 2 / Total Hours: 30 / Marks: 50 (Internal Examination: 20 + External Examination: 30)		
Course Objectives: The paper aims to... 1. Explore the concept of historical sense, including its development and significance within ancient Indian historiography. 2. Investigate how ancient Indian historians approached chronology and the organization of historical events. 3. Study the various historical traditions and approaches prevalent in ancient India, considering different perspectives and methodologies. 4. Examine the contributions of Indian nationalist historians and modern scholars to the field of historiography.		
Course Outcomes: On the completion of course, Students will be able to... 1. Students will gain an understanding of the concept of historical sense and its significance within ancient Indian historiography. 2. Learners will develop the ability to organize historical events chronologically, considering different approaches and methodologies. 3. Students will explore the various traditions of history in ancient India, including Kalhana's contributions, and analyse their impact on historical narratives. 4. Participants will examine Indian nationalist historiography and the contributions of modern Indian historians to the field, fostering an appreciation for diverse perspectives.		
Unit	Contents	Hours
1	Ancient Indian Historiography a. Historical Sense b. Sense of Chronology	7
2	Beginning of Historical Knowledge a. Ancient Indian Traditions of History b. Kalhana's Contribution	8
3	Medieval Historiography a. Indo-Persian History Writing: Sultanate Period b. Indo-Persian History Writing: Mughal Period	8
4	Modern Historiography a. History Writing under the Colonial State b. Trends in Modern Historiography	7
Suggested Readings: 1. E. Sreedharan : A Testbook of Historiography 2. B. Shaikh Ali: History it's Theory and Method 3. Philips C. H.: Historians of India, Pakistan and Ceylon		

S.Y.B.A. (History), Semester-IV
HIS-MIN-241: HISTORY OF THE MARATHAS-II
Credits: 4 / Total Hours: 60 / Marks: 100
(Internal Examination: 40 + External Examination: 60)

Course Objectives: The paper aims to...

1. Introduce students to the political development of the Maratha kingdom under the Peshwas.
2. Aware students to the expansion of the Maratha Empire.
3. Aware students of the administrative aspect of the Maratha empire during the 18th Century.

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

1. Students will be able to...
2. Grasp territorial expansion of the Maratha state under the Peshwas.
3. Undertake the administrative setup of the Maratha state in the 18th century. Know about the downfall of the Marathas.

Unit	Contents	Hours
1	Expansion of the Maratha Power a. Civil war: Maharani Tarabai and Shahu Raje b. Rise of Peshawa: Balaji Vishvanath c. Peshawa Bajirao I	15
2	Consolidation of Maratha Power a. Peshawa Balaji Bajirao (Nanasaheb). b. Third Battle of Panipat. c. Consequences of the Third Battle of Panipat.	15
3	Post Panipat War a. Peshawa Madhavrao I b. Barbhai Council c. Peshawa Bajirao II and downfall of Maratha Power	15
4	Administration and Society a. Civil and Judicial Administration b. Military Administration c. Caste system and Position of women	15

Suggested Readings:

1. Chitanis K. N., **Glimpses of Mediaeval Indian Ideas and Institutions**, Pune, 1991
2. Gune V. T., **Judicial system of the Marathas**, Pune, 1954.
3. Kulkarni A. R., **Maharashtra in the age of Shivaji**, Pune, 1969
4. Kulkarni A. R., **The Marathas**, Diamond Publications, Pune, 2008.
5. Mahajan T. T., **Maratha Administration in 18th Century**, Commonwealth Publishers, New Delhi, 1990.
6. Ranade M. G., **Rise of the Maratha Power**, Bombay University, Reprint, 1961.
7. Sarkar Jadunath, **Shivaji and his times**, 6th Ed., Calcutta, 1961.
8. Sen S. N., **Administrative system of the Marathas**, University of Calcutta, 1923 reprint 1976.
9. कुलकर्णी अ.रा., खरे ग. ह., **मराठ्यांचा इतिहास**, कॉन्टिनेंटल प्रकाशन, पुणे, २०१४.
10. कोलारकर श. गो., **मराठ्यांचा इतिहास**, मंगेश प्रकाशन, नागपूर, २०१४.
11. खोबरेकर व्ही.जी., **महाराष्ट्राचा इतिहास, मराठा कालखंड (भाग १) १६३० ते १७०७**, मुंबई, २००६.
12. देशपांडे पी. एन., **मराठ्यांचा उदय आणि उत्कर्ष**, स्नेहवर्धन प्रकाशन, पुणे, २००४.
13. पवार जयसिंगराव, **छत्रपती संभाजी स्मारक ग्रंथ**, मंजुश्री प्रकाशन, कोल्हापूर,
14. पवार जयसिंगराव, **मराठ्यांचा उदय आणि अस्त**, अजब प्रकाशन, कोल्हापूर, १९७२.
15. पवार जयसिंगराव, **महाराणी ताराबाई**, ताराबाणी युनि. प्रकाशन, कोल्हापूर, १९७५.
16. पवार जयसिंगराव, **शिवपुत्र छत्रपती राजाराम**, मनोविकास प्रकाशन, मुंबई, २०१९.
17. भावे वा. कृ., **शिवकालीन महाराष्ट्र**, वरदा प्रकाशन पुणे, १९३५ पुनर्मुद्रित २०१०.
18. महाजन टी. टी., **शिवछत्रपतींची न्यायनीती**, शुभदा सारस्वत प्रकाशन, पुणे, १९९९.
19. माटे श्री. म., **मध्ययुगीन महाराष्ट्र सामाजिक आणि सांस्कृतिक जीवन (इ.स. १३००-१६५०)**,
म.रा.सा.सं.मं., मुंबई,
20. शेजवलकर त्र्यंबक, **श्रीशिवछत्रपती, मराठा मंदिर** प्रकाशन, मुंबई, १९६४.
21. सरदेसाई गो. स., **मराठी रियासत खंड १ ते ८**, पॉप्युलर प्रकाशन, पुणे, १९९१.
22. सेन सुरेंद्रनाथ (अनु. कुलकर्णी विजया) **मराठ्यांची प्रशासन व्यवस्था**, म.रा.सा.सं.मं., मुंबई, २००३.
23. सेन एस. एन., (अनु. शिवदे सदाशिव) **मराठ्यांची लष्करी व्यवस्था**, डायमंड पब्लिकेशन्स, पुणे, २०११.
24. सेन एस. एन., (अनु. शिवदे सदाशिव) **मराठ्यांची लष्करी व्यवस्था**, डायमंड पब्लिकेशन्स, पुणे, २०११.

S.Y.B.A. (History), Semester-IV
HIS-SEC-241: HISTORY AND TOURISM STUDIES
Credits: 2 / Total Hours: 30 / Marks: 50
(Internal Examination: 20 + External Examination: 30)

Course Objectives: The paper aims to...

1. Explore the significance of Buddhist monuments and Hindu religious sites as historical tourism destinations and analyse their cultural, architectural, and spiritual importance.
2. Exploring Historical Heritage from Medieval Times, Investigate museums in India as repositories of historical artefacts and cultural heritage.
3. Study the role of ASI in preserving and promoting historical sites, Identify and evaluate World Heritage Sites in India that attract tourists.
4. Understand the functions of (ITDC) and (MTDC).

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

1. Students will appreciate the cultural, architectural, and spiritual significance of historical tourism sites related to Buddhism and Hinduism.
2. They will recognize the importance of preserving and promoting these sites for tourism.
3. Students will understand the role of the Archaeological Survey of India (ASI) in safeguarding historical sites.
4. Students will explore the economic aspects of the tourism industry, focusing on the Indian Tourism. They will critically examine challenges faced by the tourism sector and potential solutions.

Unit	Contents	Hours
1	Historical Heritage and Tourism a. Important Sites related to Pre-Historic Period b. Ancient Heritage Monuments and Sites	8
2	Historical Heritage Medieval Times a. Medieval Monuments and Sites: Indo-Persian b. Important Heritage Monuments and Sites related to Maratha History.	7
3	Historical Tourism a. Role of Archaeological Survey of India b. World Heritage Sites in India on Tourist Map	7
4	Development of Tourism in India a. Role of Indian Tourism Development Corporation (ITDC) and Maharashtra Tourism Development Corporation (MTDC) b. Economic aspect of Tourism Industry: Issues and Challenges	8

Suggested Readings:

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

S.Y.B.A. (History), Semester-IV
HIS-SEC-242: PRACTICAL ON TOURISM STUDIES
Credits: 2 / Total Hours: 60 / Marks: 50
(Internal Examination: 20 + External Examination: 30)

Course Objectives: The paper aims to...

1. Equip students with practical skills for historical Tourism, site documentation, and tourism planning.
2. Promote an understanding of heritage management and cultural preservation techniques.
3. Provide hands-on experience in designing, organizing, and evaluating historical and cultural tourism projects.

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

1. Conduct fieldwork.
2. Demonstrate the ability to create and implement the tourism plans.
3. Acquire skills to curate engaging cultural narratives, design tourism materials, and manage real-world tourism projects.

Practical	Title of Practical	Hours
1	Understanding Tourism a. Introduction to tourism planning and management. b. Creating itineraries for historical and cultural tours. c. Community engagement in tourism projects. d. Techniques for narrating history to diverse audiences.	15
2	Digital History and Tourism a. Use of digital tools for mapping and archiving. b. Creating virtual tours or digital exhibits. c. Basics of Geographic Information Systems (GIS) for heritage sites. d. Designing interpretative materials, e.g., brochures, signage.	15
3	Practical Field Visits and Hands-on Activities a. Organizing field visits to museums, archaeological sites, and heritage spots. b. Conducting mock guided tours. c. Role of storytelling in historical and cultural tourism. d. Preparing reports on historical and tourist spots.	15

4	Project Work - Developing a tourism project focused on a historical site. - Proposing strategies to promote a lesser-known cultural site. - Group or individual presentations based on field observations.	15
Suggested Readings: 1. Basham A. L., The Wonder That Was India. 2. Benton, Tim (ed.), Understanding Heritage and Memory, Series. 3. Understanding Global Heritage, Manchester University Press, Manchester, U. K., 2010. 4. Gupta S. K., Heritage Tourism in India 5. Gupta S. P., Tourism and Cultural Heritage of India 6. Lousie, Marie, Sorensen, Stig and Carman, John, Heritage Studies:Methods and Approaches, Routledge, U. K., 2009 7. Messenger, Phyllis Mauch and Smith, George S. (ed.), Cultural Heritage Management: A Global Perspective, Amazon.com, Cloth, 2010 8. West, Susie (ed.), Understanding heritage in practice, Series. 9. World Heritage Sites: A Complete Guide to 878 UNESCO World Heritage Sites, UNESCO Publishing, 2009 10. Dwivedi Sharada and Mehrotra Rahul, Fort walks Around Bombay's Fort area, Eminence Design Pvt. Ltd., Bombay, 1999.		
Note: These practicals incorporate hands-on learning, critical thinking, and collaborative activities to help students apply theoretical concepts effectively. Teacher can make changes / modifications to the above practicals if required. Journal The students are expected to write a journal. Practical Format for Writing in Journal: 1. Title: 2. Aim: 3. Method/Theory: 4. Material Required: 5. Procedure: 6. Deliverable: a. Discussion / description / charts / presentations / infographics / diagrams / models / audio / audio-visual b. Observation/s & Findings: c. Conclusion:		

Evaluation

Sr.	Particulars	Internal Evaluation Marks	External Evaluation Marks	Total Marks
1.	Journal	08	12	20
2.	PowerPoint Presentation/ Demonstration / Performance	08	12	20
3.	Viva Voce	04	06	10

S.Y.B.A. (History), Semester-I
HIS-OE-241: HISTORY OF MODERN MAHARASHTRA
Credits: 2 / Total Hours: 30 / Marks: 50
(Internal Examination: 20 + External Examination: 30)

Course Objectives: The paper aims to...

1. Analyze the impact of British conquest on Maharashtra's society and governance.
2. Investigate significant social reform movements that emerged in Maharashtra during different historical periods.
3. Trace the development of nationalist sentiments in Maharashtra, including the role of leaders and organizations.

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

1. Analyse the socio-political, economic, and cultural conditions in Maharashtra before British colonial rule.
2. Explore significant social reform movements that emerged in Maharashtra during different historical periods.
3. Trace the development of nationalist sentiments in Maharashtra, including the contributions of leaders and organizations.

Unit	Contents	Hours
1	Maharashtra on the eve of the British Conquest: a. Social. Economic and Political Conditions. b. Colonial power and its impact: Administrative, Ideological and Socio-Economic, Renaissance in Maharashtra	8
2	Social Reform movements in Maharashtra a. Manavdharma Sabha and Paramhans Sabha b. Prarthana Samaj c) Arya Samaj d) The Satya Shodhak, Samaj & Sarvajanik Satyadharma. e) Anti-Caste Movement	7
3	Emergence of Nationalism a. Different approaches Nationalism b. Early Resistance to Colonial Rule c. Rise of Political Awakening and Freedom Struggle in Maharashtra d. Indian National Congress under Gokhale and Tilak. e. Armed Struggle	8
4	Nationalist movement in Gandhian Era. a. Non Co-operation movement, Civil Disobedience movement and Quit India movement 1942 b. Freedom struggle in Princely states: Hyderabad; Kolhapur; Sangali; Aundh & Phaltan.	7

	d. Samyukta Maharashtra movement, Goa Liberation movement. e. Economic Transformation: Industrialization of Maharashtra, Development in Agriculture, Co-operative movement.	
Suggested Readings: 1. Alavi Seema. The Sepoys and the Company; Tradition and transition in Northern India 1770-1830. New Delhi, Oxford University Press, 1998 2. Bandhopadhyay Shekhar. From Plassey to Partition: A History of Modern India. Delhi, Orient Blackswan 3. Bandhopadhyay Shekhar (ed.) National movement in India: A Reader. New Delhi, Oxford University Press, 2009 4. Bayly, C.A. Indian Society and the Making of the British Empire. The New Cambridge History of India. Vol-II. 1. Cambridge University Press. 1990. 5. Bhattacharya Sabyasachi, ed. Rethinking 1857. Delhi, Orient Longman, 2007 6. Chandra Bipin. et al. India's Struggle For Independence, New Delhi, Penguin, 1988. 7. Chandra Bipin. Nationalism & colonialism in Modern India; Delhi, Orient Longman 8. Cohn B. Colonialism and its forms of Knowledge. Princeton University press, 2001 9. Mathew Laderle: Philosophical Trends in Modern Maharashtra 10. Pandey Gyanendra. Remembering Partition, New Delhi, Cambridge University Press, 2001 11. Sarkar Sumit. Modern India, Delhi, Macmillan, 1983 12. Subramanian Lakshmi. History of India 1707-1857. Delhi, Orient Blackswan 13. Sunthakar B. R.: Nineteenth Century History of Maharashtra Vol. I & II		

S.Y.B.A. (History), Semester-I
HIS-FP-241: FIELD PROJECT
Credits: 2 / Contact Hours: 30 / Marks: 50
(Internal Examination: 20 + External Examination: 30)

[Refer to the Guidelines for CEP and FP given on Pages 17-21 in this document.](#)

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

Devendra Ingle
Chairman, BOS in History, M.J. College, Jalgaon
HOD, (Department of History)