मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरण २०२० नुसार पदवी प्रथम वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२४–२५ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा–या सर्व संलग्नित महाविद्यालयामध्ये शैक्षणिक वर्ष २०२४–२५ पासून पदवीस्तरावर राष्ट्रीय शैक्षणिक धोरण –२०२० लागू करण्याच्या दृष्टीकोनातून मानवविज्ञान विद्याशाखे अंतर्गत येणा–या अभ्यासमंडळांनी तयार केलेल्या पदवी प्रथम वर्षाचे अभ्यासक्रमांना मा. विद्यापरिषदेने दिनांक १५ मे २०२४ रोजी संपन्न झालेल्या बैठकीतील विषय क्रमांक १६/५९–२०२४ च्या ठरावाअन्वये मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील खालील बी. ए. प्रथम वर्षाचे अभ्यासक्रम (Syllabus) लागू करण्यात येत आहेत.

1) B. A. I year English
2) B. A. I year – History
3) B. A. I year – Economics
4) B. A. I year –Sociology
5) B. A. I year – Public Administration
6) B. A. I year – Geography and Applied Geography
7) B. A. I year – Pali
8) B. A. I year – Sanskrit
9) B. A. I year – Philosophy
10) B. A. I year – Military Science
11) B. A. I year – NCC
12) B. A. I year – Political Science
13) B. A. I year – History (NMD College Hingoli)
14) B. Sc. I year – Political Science (NMD College Hingoli)
15) B. Sc. I year – Economics (NMD College Hingoli)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या **www.srtmun.ac.in** या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड – ४३१ ६०६.
जा.क्र.:शै–१/एनइपी/विवत्रंविपदवी/२०२४–२५/९०५
दिनांक १०.०६.२०२४

डॉ. सरिता लोसरवार
सहा.कुलसचिव
शैक्षणिक (१–अभ्यासमंडळ) विभाग

प्रत : १) मा. आधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
४) मा. संचालक, सर्व संकुले परिसर व उपपरिसर, प्रस्तुत विद्यापीठ
५) मा. प्राचार्य, न्यू मॉडल डिग्री कॉलेज हिंगोली.
६) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, सदर परिपत्रक संकेतस्थळावर प्रसिध्द करण्यात यावे.

SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED-431606

स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड.

(Structure and Syllabus of Four Years Multidisciplinary Degree Program with Multiple Entry and Exit Option)

NEW MODEL DEGREE COLLEGE, HINGOLI
SYLLABUS

History

B. A. FIRST YEAR

Semester I & II

Major in History DSC

Under the Faculty of Humanities

Effective from Academic Year 2024-2025

(As per NEP-2020)

Message from Hon'ble Vice Chancellor

Dear Stakeholders,

A warm and affectionate welcome to the new entrant students, who are embarking on a new and exciting academic odyssey of higher education of Swami Ramanand Teerth Marathwada University, Nanded. SRTM University has a rich legacy of academic excellence and since its establishment has been striving hard to impart quality education to meet national and global challenges. As a result, SRTMU has become a preferred destination of higher education for the students from various parts of the country and beyond. SRTMU enduring to its vision statement "**Enlightened Student: A Source of Immense Power**" owes meteoric rise of the stakeholders through their empowerment and sustainable development. SRTMU aims to develop strategic action plans to focus its energies and resources on igniting the rural youth by transforming them into thoughtful, productive citizens on a local and global scale through high-quality academic, well-rounded, value-added and experiential learning opportunities.

Higher education is a dynamic process and is characterized to enhance the existing skills, interests, understandings and progress of the learners. In the present scenario it is incumbent for the higher education institutes (HEIs) to shake-up their curriculum and make it more of the learner-centric, skill oriented so that the learners are oriented for the self- employment and self-sustaining skills like start-ups. Such an opportunity is provided by the **National Education Policy 2020** (**NEP-2020**), which aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning.

I am delighted to present the "**Common Credit Framework developed by the university for 3 / 4year undergraduate programs as a part of the implementation of NEP-2020**" from academic year 2024-25. This credit framework offers a plethora of undergraduate, post-graduate, diploma, certificate and research programs. The credit framework is truly learner-centric and provide academic diversity to the learners with ample of opportunities and wide range of flexibility for selection of courses of their choice. As a result, students have options to choose different academic pathways of creative combinations of courses in cross-discipline and blended mode, with an opportunity of **Multiple Entry and Multiple Exit, Flexibility of completing courses at** ease based on his/her own pace. Owing to these characteristics, the new education policy is a path-breaking and transforming policy that enables the students to develop critical and innovative thinking with a major emphasis on acquiring skills and holistic development along with a healthy blend of academics. With a synergy of skill, education, research, training, curricular and extra- curricular activities, exposure to the work cultures in the leading industries through internships and On-Job-Training facilitates the movement of the students through a path of learning, exposure and attitude to becoming job ready professionals. The courses like Indian Knowledge System, Environmental Studies, Constitution of India, Culture Studies, NCC, NSS, Sports, Yoga, Health Fitness, etc, help students to acquire democratic attitude and sense of social and civic responsibilities. Thus, the credit framework adopted by the University has been prepared after a series of rigorous discussions, meetings, interactions with the members of college managements, principals, teachers, parents and stakeholders and was further fine-tuned adopting suggestions from different components of society.

I appreciate the sincere efforts made by the NEP Cell of the University in developing this Framework. I also acknowledge the contribution of the stakeholders, members of Board of Studies of various subjects, Academic Council, the Management Council and Examination Section of the

University. I am sure, effective implementation of NEP-2020 certainly enables the learners from this region to harness full human potential and develop well- rounded individuals.

As the Vice Chancellor of this university, while you begin your academic voyage, I urge you to embrace this opportunity with enthusiasm and a sense of determination to make the most of it to learn and grow. I wish every success in future endeavors the students to plant their dreams and see them grow into reality.

(Dr. Manohar G. Chaskar)
Vice Chancellor

Forward by the Dean:
Faculty of Humanities…..

Swami Ramanand Teerth Marathwada University, Nanded, enduring to its vision statement "**Enlightened Student: A Source of Immense Power**", is trying hard consistently to enrich the quality of science education in its jurisdiction by implementing several quality initiatives. Revision and updating curriculum to meet the standard of the courses at national and international level, implementing innovative methods of teaching-learning, improvisation in the examination and evaluation processes are some of the important measures that enabled the University to achieve **the 3Es, the equity, the efficiency** and **the excellence** in higher education of this region. To overcome the difficulty of comparing the performances of the graduating students and also to provide mobility to them to join other institutions the University has adopted the cumulative grade point average (CGPA) system in the year 2014-2015. Further, following the suggestions by the UGC and looking at the better employability, entrepreneurship possibilities and to enhance the latent skills of the stakeholders the University has adopted the Choice Based Credit System (CBCS) in the year 2018-2019 at graduate and post-graduate level. This provided flexibility to the students to choose courses of their own interests. To encourage the students to opt the world-class courses offered on the online platforms like, NPTEL, SWAYM, and other MOOCS platforms the University has implemented the credit transfer policy approved by its Academic Council and also has made a provision of reimbursing registration fees of the successful students completing such courses.

SRTM University has been producing a good number of high calibre graduates; however, it is necessary to ensure that our aspiring students are able to pursue the right education. Like the engineering students, the youngsters pursuing science education need to be equipped and trained as per the requirements of the R&D institutes and industries. This would become possible only when the students undergo studies with an updated and evolving curriculum to match global scenario.

Higher education is a dynamic process and in the present era the stakeholders need to be educated and trained in view of the self-employment and self-sustaining skills like start-ups. Revision of the curriculum alone is not the measure for bringing reforms in the higher education, but invite several other initiatives. Establishing industry-institute linkages and initiating internship, on job training for the graduates in reputed industries are some of the important steps that the University would like to take in the coming time. As a result, revision of the curriculum was the need of the hour and such an opportunity was provided by the New Education Policy 2020. National Education Policy 2020 (NEP 2020) aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning. As a result the students will acquire expertise in specialized areas of interest, kindle their intellectual curiosity and scientific temper, and create imaginative individuals.

The NEP-2020 envisages a student-centric educational system with an opportunity to learn multiple courses and programmes and provides a comparable and globally competitive educational system. It transforms the existing Higher Educational System into creative, innovative and research oriented system. In addition to the traditional and time-tested system of continuing with the 3-year educational programme, the NEP provides an opportunity to the young minds to move up the ladder of knowledge stream by entering into the Honors and Research qualifications. The undergraduate programme envisage to equip students with the capacities in fields across arts, humanities, languages, natural sciences, and social sciences; an ethic of social engagement; soft skills such as complex problem solving, critical thinking, creative thinking, and communication skills, along with rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

The curriculum given in this document has been developed following the guidelines of NEP- 2020 and is crucial as well as challenging due to the reason that it is a transition from general science based to the discipline-specific-based curriculum. All the recommendations of the *Sukanu Samiti* given in the **NEP Curriculum Framework-2023** have been followed, keeping the disciplinary approach with rigor and depth, appropriate to the comprehension level of learners. All the Board of Studies (BoS) under various faculties of this university have put in their tremendous efforts in making this curriculum of international standard. They have taken care of maintaining logical sequencing of the subject matter with proper placement of concepts with their linkages for better understanding of the students. We take this opportunity to congratulate the Chairman(s) and all the members of various Boards of Studies for their immense contributions in preparing the revised curriculum for the benefits of the stakeholders in line with the guidelines of the **Government of Maharashtra regarding NEP-2020**. We also acknowledge the suggestions and contributions of the academic and industry experts of various disciplines.

I am sure adoption of the revised credit framework under NEP-2020 shall be advantageous for the stakeholders to elevate their skills and employability capabilities. Introduction of the mandatory *On Job Training, Internship program* for science background students is praise worthy and certainly help the students to imbibe firsthand work experience, team work management. These initiatives will also help the students to inculcate the workmanship spirit and explore the possibilities of setting up of their own enterprises.

Dr. Parag Khadake,
Dean, Faculty of Humanities,
Swami Ramanand Teerth Marathwada University, Nanded.

Forward by the Chairman,
Board of Studies of the Subject History

Preamble:

Humanities disciplines, such as history, other social sciences, literature, and cultural studies, provide a deep understanding of human experiences throughout different periods, societies, and cultures. They allow students to explore and appreciate the diverse range of human thoughts, emotions, values, and actions. Studying humanities fosters critical thinking and analytical skills. It encourages students to analyze complex texts, interpret different perspectives, and develop logical arguments based on evidence. These skills are invaluable in various professions, such as law, journalism, research, policy-making, and business. Humanities education promotes cultural and historical awareness, enabling students to grasp the foundations of their own society and others.

Studying Indian history is of paramount importance as it fosters cultural identity, promotes national unity, provides insights into social structures and diversity, examines historical events and movements, offers a global perspective, develops critical thinking skills, and contributes to the preservation of India's cultural heritage. These outcomes empower individuals with a deeper understanding of their roots, a broader perspective on the world, and the tools to contribute meaningfully to society.

I, as Chairman, Board of Studies in History in New Model Degree College, Hingoli, am happy to state here that, Program Educational Objectives were finalized in a meeting where near about 11 members from different institute attended, who were either Heads or eminent persons of History Department. The programme educational Objectives finalized for Under Graduate program in History are listed below.

1. To provide students with a comprehensive understanding of the historical development of the Indian subcontinent. This includes exploring various periods, civilizations, empires, socio-political movements, and cultural transformations that have shaped the region.
2. To develop students' critical thinking skills by encouraging them to critically analyze historical sources, interpretations, and debates
3. To provide a contextual understanding of Indian history by examining the social, economic, political, and cultural factors that influenced historical events and processes.
4. To explore the coexistence and interactions of different religious, linguistic, and cultural communities, and emphasize the contributions and experiences of marginalized and underrepresented groups.
5. To promote an interdisciplinary approach to the study of Indian history. This involves incorporating insights and methodologies from related disciplines such as archaeology, anthropology, sociology, literary studies, art history, and political science to gain aholistic understanding of historical processes.

6. To preserve and promote the rich cultural heritage of India. By studying the historical development of art, architecture, literature, music, dance, and other cultural forms, individuals can appreciate and safeguard these traditions for future generations.
7. To analyze the political and governance systems that has prevailed in different periods. This includes examining the structures and functioning of ancient republics, monarchies, empires, regional states, and the impact of colonial rule.

In addition to above, we can include such like more programs for meeting our educational objectives which the affiliated Institute deems fit.

The affiliated Institute shall also ensure that the Program Educational Objectives are attained through the perspective of the learners to be included in the curriculum.

The philosophy of outcome-based education should ably support in providing quality education. Thus, a step in the right direction shall definitely help the stake holders to flourish in the field of education.

Dr. Omshiva V. Ligade
Chairman, Board of Studies of the History,
New Model Degree College, Hingoli, Dist. Hingoli.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Members of the Board of Studies in the subject of History

Under the faculty of Humanities

Sr. No	Name of the Members	Designation	Address with mail ID	Contact No.
1	Dr. Omshiva Ligade	Chairman	Shivjagruti Senior College, Nalegaon, Dist. Latur 413524 omshivaligade@gmail.com	9764046640
2	Dr. Gajanan Patil	Member	Indira Gandhi College, CIDCO, Nanded gspatilgm8@gmail.com	9420336378
3	Dr. Shivraj Bokade	Member	Yashwant College, Nanded shivrajbokade@gmail.com	9421367352
4	Dr. Rajendra Dhaye	Member	Sant Ramdas Swami College Ghansangvi Dist Jalna drrajendradhaye@gmail.com	9421654453
5	Dr. Sadashiv Kamalkar	Member	Swami Vivekanand College, Mantha Dist. Jalana skamalkar2010@gmail.com	9423106013
6	Dr. Jagdish Sonawane	Member	Arts, Science and Commerce College, Sonai, Tq. Newasa, Dist. Ahmednagar 414105 sonawanejagdish31@gmail.com	9423210260
7	Dr Preeti Khandare	Member	Harisingh Gour University Sagar Madhya Pradesh dr.pritibagde@yahho.com	9826933890
8	Dr. Govind Deshmukh	Member	B J R Govt. Degree College, Narayanguda, Hyderabad Telangana State govind996310@gmail.com	9963106485
9	Dr. Shweta Sharma	Member	Govt. College, Gaziyabad Uttarpradesh	
10	Mr. Kirankumar Patro	Member	Orient Blackswan Pvt. Ltd. 3-6-252, Hymayat Nagar, Hyderabad, Telangana State	

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities (Three Optional)
New Model Degree College, Hingoli
Structure for Four Year Multidisciplinary Degree Program with Multiple Entry and Exit
First Year Structure - Subject: History DSC (Major) /DSM (Minor) we. 2024-25

Year & Level	Semester	Optional-1	Optional-2	Optional-3	Generic Elective (GE) (select from Basket 3 of *Faculties other than Humanities*)	Vocational & Skill Enhancement Course	Ability Enhancement Course (AEC) (Basket 4) Value Education Courses (VEC / Indian Knowledge System (IKS)(Basket 5) *(Common across all faculties)*	Field Work / Project/Internship/ OJT/ Apprenticeship / Case Study Or Co-curricular Courses (CC) (Basket 6 for CC) *(Common across all faculties)*	Credits	Total Credits
1	2	3	4	5		6	7	8	9	10
1 (4.5)	I	HHISCT3101 (2 Cr) An Introduction to Ancient Indian History (Up to 647 AD)) and HHISCT3102(2 Cr) History of Marathas (1630-1673 AD) 4 Credits	4 Credits	4 Credits	HHISGE3101(2 Cr) Reform Movements in Modern Maharashtra 2 Credits	HHISSC3101 (2Cr) Tourism Management (2Cr)	AECENG3101(2Cr) AECMIL3102(2Cr) *(Hin,Mar,Kan,Pal,etc* IKS3101 (2Cr) 6 Credits	-----	22	44
	II	HHISCT3151 (2 Cr) An Introduction to Ancient Indian History (Up to 647 AD) and HHISCT3152 (2 Cr) History of Marathas (1674-1707AD) 4 Credits	4 Credits	4 Credits	HHISGE3101(2 Cr) Reform Movements in Modern Maharashtra 2 Credits	HHISSC3151 (2Cr) Tourism Management (2Cr)	AECENG3151(2Cr) AECMIL3152(2Cr) *(Hin,Mar,Kan,Pal,etc)* VEC151(2 Cr) *ConstitutionofIndia* 6 Credits	--------	22	
	Cum. Cr.	08	08	08	04	04	12	----	44	

Exit option: UG Certificate in Opt 1, Opt 2 and Opt 3 on completion of 44 credits and additional 4 credits from NSQF / Internship

Abbreviations:

1. **DSC:** Department/Discipline Specific Core (Major)
2. **DSE:** Department/Discipline Specific Elective (Major)
3. **DSM:** Discipline Specific Minor
4. **GE/OE:** Generic/Open Elective
5. **VSEC:** Vocational Skill and Skill Enhancement Course
6. **VSC:** Vocational Skill Courses
7. **SEC:** Skill Enhancement Courses
8. **AEC:** Ability Enhancement courses
9. **MIL:** Modern Indian languages
10. **IKS:** Indian Knowledge System
11. **VEC:** Value Education Courses
12. **OJT:** On Job Training: (Internship/Apprenticeship)
13. **FP:** Field Projects
14. **CEP:** Community Engagement and Service
15. **CC:** Co-Curricular Courses
16. **RM:** Research Methodology
17. **RP:** Research Project/Dissertation

General Guidelines for Selection of Courses:

i. **Major subject** is the discipline or course of main focus, **Bachelors**' degree shall be awarded in that Discipline / subject.

ii. **Minor Subject(s)** is/are the subjects from the same discipline / faculty and shall act as supporting subjects to the Major.

iii. At the entry level of the 3/4-year UG program students shall be required to choose any **THREE** of the available subjects in a college/institute as **Optional 1, Optional 2 and Optional 3 subjects, respectively**

iv. No. of credits assigned to the **Optional 1, Optional 2 and Optional 3 shall be same in Semesters I and II.**

v. *In the second year of the degree program students shall have to select one of the three subjects (Optional 1, 2 and 3) as a Major Subject and one as Minor Subject, while third optional shall be discontinued.*

vi. Students shall have option to switch over from **Major to Minor or vice-versa after first year**.

vii. Once they finalize their **Major subject** in the beginning of the second year of the programme, they shall pursue their further education in that particular subject as the **Major** course. Therefore, from second year onwards curriculum of the **Major** and **Minor** subjects shall be different.

viii. Students are required to select **Generic /Open Elective** (**vertical 3 in the credit framework**) compulsorily from the **faculties different from their Major / Minor subjects** (select from **Basket 3**).

ix. *Content and other details of the GE are available in the document prepared by the respective BOS from which the candidate has chosen his/her GE.*

x. Students shall be required to complete the **Skill based courses of 06 credits** in the first two years.

xi. **Vocational Courses (VSEC or VSC)** shall be related to the **Major** course

xii. *Ability Enhancement Courses (AEC):*

   a) **English Communication Course (Language)** of 2 credits shall be offered in Semester I andIII

   b) **Modern Indian Languages** shall be of 2 credits and shall be offered in Semester II and IV

xiii. Courses marked as **VEC, CI, IKS and CCC** in Column Nos. 7and 8 shall be common forall the students irrespective of their faculties of studies.

xiv. Curriculum of **VEC, CI, IKS and CCC** shall be provided by the University separately.

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Swami Ramanand Teerth Marathwada University, Nanded
Assigning Codes to the Courses Alphanumeric, TEN Character Coding AAAAA XXXX

1) First (A) Letter indicate Faculty: H – Humanities **S**- Science; **C** – Commerce, & Management, **I** - Interdisciplinary Studies and **D** –Distance / External mode.

2) Next Three Letters (XXX) indicates Subject (e.g. GEO- Geography, ECO – Economics, PHY – Physics, COM – Commerce, CMP – Computer Sci) etc.

3) Fifth and Sixth Letter indicate nature of the course : (e.g.**CT** – Core Theory , **CP** – Core Practical, **MT** – Minor Theory, **MP**– Minor Practical, **ET** – Elective Theory ,**EP** – Elective Practical, **FP**– Field Project, **FW** – Field Work, **OJ** – On Job training, **GE**- Generic /open Elective (Internship/Apprenticeship), **IN** – Internship, **CS** – Case Study, **VC:** Vocational Skill Courses, **SC:** Skill Enhancement Courses, **AEC:** Ability Enhancement courses, **VEC:** Value Education Courses, **MIL:** Modern Indian languages, **IKS:** Indian Knowledge System, **CCC:** Co-Curricular Courses/ Community Engagement and Service, **RM:** Research Methodology. etc.)

4) Seventh Character or First Number indicate the Centre (**1**-for Affiliated colleges, **2** -Main Campus, **3**- Model Degree College, **4**- Sub-centre Latur, **5**- Sub-centre Parbhani)

5) Eighth Character or second number indicate -Year of Study.E.g.**1** - First year,**2**- Second year.etc.

6) Last Two Numbers indicate Course Number

e.g. **HGEOCT1101** – Faculty of Humanities**(H)** Geography **(GEO)** subject Core Theory**(CT)** Course offered in First Semester in affiliated colleges**(1101)**

Sr. No	UG/PG	Semester	Affiliated Colleges	Main Campus	Model Degree College	Sub-center Latur	Sub-center Parbhani	Kinwat Sub-Centre
1	First Year	Semester I	1101 to 1150	2101 to 2150	3101 to 3150	4101 to 4150	5101 to 5150	6101 to 6150
2		Semester II	1151 to 1199	2151 to 2199	3151 to 3199	4151 to 4199	5151 to 5199	6151 to 6199
3	Second Year	Semester III	1201 to 1250	2201 to 2250	3201 to 3250	4201 to 4250	5201 to 5250	6201 to 6250
4		Semester IV	1251 to 1299	251 to 2299	3251 to 3299	4251 to 4299	5251 to 5299	6251 to 6299
5	Third Year	Semester V	1301 to 1350	2301 to 2350	3301 to 3350	4301 to 4350	5301 to 5350	6301 to 6350
6		Semester VI	1351 to 1399	2351 to 2399	3351 to 3399	4351 to 4399	5351 to 5399	6351 to 6399
7	Fourth Year	Semester VII	1401 to 1450	2401 to 2450	3401 to 3450	4401 to 4450	5401 to 5450	6401 to 6450
8		Semester VIII	1451 to 1499	2451 to 2499	3451 to 3499	4451 to 4499	5451 to 5499	6451 to 6499
9	Fifth Year	Semester IX	1501 to 1550	2501 to 2550	3501 to 3550	4501 to 4550	5501 to 5550	6501 to 6550
10		Semester X	1551 to 1599	2551 to 2599	3551 to 3599	4551 to 4599	5551 to 5599	6551 to 6599

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities. Major in History
Basket 1: Major/ Minor (Optional) course for Semester I and II (C): Each of 02 Credits

Semester	BOS proposing Minor (e g.)	Details of Major/Minor Course (M)	
		CODE	**Title of the Corse**
Semester I	1. BOS in History	HHISCT3101	**An Introduction to Ancient Indian History** (Up to 647 AD)
		HHISCT3102	**History of Marathas (1630-1673 AD)**
Semester II	2. BOS in History	HHISCT3151	**An Introduction to Ancient Indian History** (Up to 647 AD)
		HHISCT3152	**History of Marathas (1674-1707 AD)**
	3. etc.		

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities Major in Hstory
Basket 3: Generic/Open Elective course (GE)

Each BOS will suggest Generic Elective Courses (minimum one and maximum four) for semester I and II

		CODE	Title of the Corse
Sem I	BOS in History	HHISGE3101	Reform Movements in Modern Maharashtra
Sem II	BOS in History	HHISGE3151	Reform Movements in Modern Maharashtra

Note: *GE is to be chosen compulsory from faculty other than that of the Major.*

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities.   Major in History

Under Graduate First Year Programme, Semester I *(Level 4.5)*
Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.=60 M.)	
			Theory	Practical	Total	Theory	Practical
Optional 1,2,3	HHISCT3101	**An Introduction to Ancient Indian History (Up to 647 AD)**	02		02	02	
	HHISCT3102	**History of Marathas (1630-1673 AD)**	02		02	02	
Generic Electives	HHISGE3101	**Reform Movements in Modern Maharashtra**	02		02	02	
Vocational & Skill Enhancement Course	HHISSC3101	**Tourism management**	02		02	02	

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities.   Major in History
Under Graduate First Year Programme ,Semester II *(Level 4.5)*
Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.=60 M.)	
			Theory	Practical	Total	Theory	Practical
Optional 1,2,3	HHISCT3151	**An Introduction to Ancient Indian History** (Up to 647 AD)	**02**		**02**	**02**	
	HHISCT3152	**History of Marathas (1674-1707 AD)**	**02**		**02**	**02**	
Generic Electives	HHISGE3151	**Reform Movements in Modern Maharashtra**	**02**		**02**	**02**	
Vocational & Skill Enhancement Course	HHISSC3151	**Tourism management**	**02**		**02**	**02**	

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities **Major in History**
<u>**Under Graduate First Year Programme, Semester I** *(Level 4.5*</u>
<u>*Examination Scheme*</u>
[20% Continuous Assessment (*CA*) and 80% End Semester Examination (*ESE*)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total
			Continuous Assessment (CA)				ESE	Col. (6+7) /
			Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)	Total (8)	(09)
Optional 1,2,3	HHISCT3101	**An Introduction to Ancient Indian History** (Up to 647 AD)	10	10	10	10	40	50
	HHISCT3102	**History of Marathas (1630-1673 AD)**	10	10	10	10	40	50
Generic Electives	HHISGE3101	**Reform Movements in Modern Maharashtra**	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISSC3101	**Tourism management**	10	10	10	10	40	50

Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli
Faculty of Humanities Major in History

__Under Graduate First Year Programme, Semester II__ *(Level 4.5*

Examination Scheme

[20% Continuous Assessment (*CA*) and 80% End Semester Examination (*ESE*)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)				ESE	
			Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)	Total (8)	
Optional 1,2,3	HHISCT3151	**An Introduction to Ancient Indian History** (Up to 647 AD)	10	10	10	10	40	50
	HHISCT3152	**History of Marathas (1674-1730 AD)**	10	10	10	10	40	50
Generic Electives	HHISGE3151	**Reform Movements in Modern Maharashtra**	10	10	10	10	40	50
Vocational & Skill Enhancement Course	HHISSC3151	**Tourism management**	10	10	10	10	40	50

S. R. T. M. Unversty, Nanded, New Model Degree College, Hingoli

Under Graduate First Year Programme, Semester I & II

Course Structure: *Optional 1,2,3 (History) - Teaching Scheme*

CourseCode	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	CA	Theory	CA	Total
HHISCT3101	An Introduction to Ancient Indian History (Up to 647 AD)	30	---	02	---	02
HHISCT3102	History of Marathas (1630-1673 AD)	30	---	02	---	02
HHISCT3151	An Introduction to Ancient Indian History (Up to 647 AD)	30	---	02	---	02
HHISCT3152	History of Marathas (1674-1730 AD)	30	---	02	---	02
(for 2 credits) GE, SEC						
CourseCode	**Course Name (Paper Title)**	**Teaching Scheme (Hrs.)**		**Credits Assigned**		
		Theory	CA	Theory	CA	Total
HHISGE3101	Reform Movements in Modern Maharashtra	30	---	02	--	02
HHISSC3101	Tourism management	30	---	02	--	02
HHISGE3151	Reform Movements in Modern Maharashtra	30	---	02	--	02
HHISSC3151	Tourism management	30	---	02	--	02

(for 2 credits) Optional 1,2,3 - Assessment Scheme

Course Code (2)	Course Name (3)	Theory				ESE (8)	Total [Col (7+8)
		CA					
		Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)		
HHISCT3101	An Introduction to Ancient Indian History (Up to 647 AD)	10	10	10	10	40	50
HHISCT3102	History of Marathas (1630-1673 AD)	10	10	10	10	40	50
HHISCT3151	An Introduction to Ancient Indian History (Up to 647 AD)	10	10	10	10	40	50
HHISCT3152	History of Marathas (1674-1730 AD)	10	10	10	10	40	50

(for 2 credits) GE, SEC - Assessment Scheme

Course Code (2)	Course Name (3)	Theory				ESE (8)	Total [Col (7+8)
		CA					
		Test I (4)	Test II (5)	Assignment (6)	Avg of T1+T2+Assi. /3 (7)		
HHISGE3101	Reform Movements in Modern Maharashtra	10	10	10	10	40	50
HHISSC3101	Tourism Management	10	10	10	10	40	50
HHISGE3151	Reform Movements in Modern Maharashtra	10	10	10	10	40	50
HHISSC3151	Tourism Management	10	10	10	10	40	50

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

<u>Under Graduate-First Year Programme, Semester-I & II</u> Paper

Title: An Introduction to Ancient Indian History (Up to 647 AD) (*Opt.*)

<u>*Curriculum Details*</u>

Course pre-requisite

1. Students should possess a genuine curiosity and interest in exploring the past. Ancient Indian history can be complex and diverse, requiring students to delve into different aspects of society, culture, politics, and religion.

2. Ancient Indian history is interconnected with various disciplines such as archaeology, anthropology, sociology, linguistics, and religious studies. Students should be open to exploring these interdisciplinary connections and incorporating diverse perspectives into their study of ancient Indian history.

3. Ancient Indian history involves analyzing and interpreting historical sources, evaluating different perspectives, and constructing well-reasoned arguments. Students to develop analytical and critical thinking skills to comprehend and critically assess historical evidence and interpretations.

Course objectives

1. To familiarize students with different types of historical sources such as inscriptions, archaeological remains, literary texts, and accounts of foreign travelers. Students will learn to critically evaluate these sources and understand their limitations in reconstructing ancient Indian history.

2. To provide them with a comprehensive understanding of the ancient history of the Indian subcontinent. This includes the study of ancient civilizations, societies, cultures, political systems, and major historical events that shaped India's past.

3. To present ancient Indian history in a chronological order, starting from the early prehistoric period and progressing through various periods such as the Indus Valley Civilization, Vedic age,

Mauryan Empire, Gupta Empire, and other significant historical epochs.

4. To foster an understanding and appreciation of the cultural diversity that existed in ancient India, including religious practices, art, architecture, literature, and social customs.

5. To gain a deeper understanding of the social, political, and economic contexts that shaped ancient Indian society. This includes exploring the social hierarchies, governance structures, economic systems,

Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the major ancient Indian civilizations, including the Indus Valley Civilization, Vedic age, Mauryan Empire, Gupta Empire. They will learn about the social, political, economic, and cultural aspects of these civilizations.

2. Students will become familiar with key historical events and developments that shaped ancient Indian history. They will gain an understanding of significant battles, political transitions, religious and philosophical movements, and other transformative events in ancient Indian society.

3. Students will develop an appreciation for the cultural and religious diversity that existed in ancient India. They will gain insights into the beliefs, practices, and artistic expressions of ancient Indian societies, including their religious rituals, literature, architecture, and visual arts.

4. Students will gain a contextual understanding of ancient Indian history by exploring the social, political, economic, and geographic factors that influenced the development of ancient Indian civilizations.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISCT3101 Paper Title: An Introduction to Ancient Indian History (Up to 647 AD) (Opt.)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1. 0		**Sources**	
	1.1	Archaeological Sources	
	1.2	Literary Sources	**08**
	1.3	Importance of the Sources	
2.0		**Stone age and Indus Valley Civilization**	
	2.1	Stone age- Various stages	
	2.2	Indus Valley Civilization: Discovery, Major sites	**07**
	2.3	Salient Features of Indus Valley Civilization	
3.0		**Vedic Period**	
	3.1	Pre Vedic Period- Political,Social, Religious and Economic life	
	3.2	Post Vedic Period - Political,Social, Religious and Economic life	**08**
	3.3	Diffrances in PreVedic and Post Vedic Period	
4.0		**Jain and Bouddha Religions**	
	4.1	Causes for the rise of new Religions	
	4.2	Mahavir Vardhaman: Early life and his Philosophy	**07**
	4.3	Gautam Buddha: Early life and his Philosophy	
		Total	**30**

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISCT3151 Paper Title: An Introduction to Ancient Indian History (Up to 647 AD) AD) (Opt.)

Curriculum Details (For 2 Credits)

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1Hrs.=60M.
1. 0		**Maurya Empire**	
	1.1	Chandragupta Maurya- Career and Achievement	08
	1.2	Samrat Ashoka- Career, Achievement and his Dhamma	
	1.3	Administration of Mauryas	
2.0		**Satvahana Dynasty**	
	2.1	Satkarni I	07
	2.2	Raja Hala	
	2.3	Gautamiputra Satkarni	
3.0		**Gupta Empire**	
	3.1	Chandra Gupta I	07
	3.2	Samudra Gupta	
	3.3	Chandragupta II and Golden age	
4.0		**Vakataka, Vardhana and Chalukya Dynasty**	
	4.1	Vakatakas- Vindhyashakti and Pravarsen	08
	4.2	Vardhanas- Harshavardhana	
	4.3	Chalukya of Badami- Pulkeshi II	
		Total	**30**

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: History of Marathas (*Opt.*) *Curriculum Details*

(For 2 Credits)

Course pre-requisite

1. Familiarity with key historical concepts, events, and timelines will aid in grasping the significance of Shivaji Maharaj and the Maratha Empire.

2. Students should possess a genuine curiosity and interest in exploring the history of Maratha. A passion for learning about this period and the historical figure of Shivaji Maharaj will enhance the student's engagement with the subject matter.

Course objectives

1. To provide students with a comprehensive understanding of the life, achievements, and legacy of Shivaji Maharaj. Students will study his early life, military strategies, administrative reforms, and contributions to the Maratha Empire.

2. To situate Shivaji Maharaj within the broader historical context of medieval India. Students will explore the political, social, and cultural conditions prevailing during Shivaji Maharaj's time and analyze how he navigated these challenges to establish an independent Maratha kingdom.

3. To analyze the military strategies employed by Maratha and their impact on the expansion and consolidation of the Maratha Empire. Students will study his guerrilla warfare tactics, naval expeditions, fortification techniques, and diplomatic alliances.

4. To foster an appreciation of Shivaji Maharaj's enduring legacy. Students will analyze how his ideals of courage, leadership, and governance continue to resonate in contemporary Maharashtra and India. They will also examine the role of Shivaji Maharaj in shaping the regional and national consciousness.

Course outcomes

1. Students will acquire a comprehensive knowledge and understanding of the life, achievements, and reign of Shivaji Maharaj. They will develop a detailed understanding of his

early years, military campaigns, administrative reforms, and his role in establishing the Maratha Empire.

2. Students will gain a deeper understanding of the socio-political context in which Shivaji Maharaj operated. They will learn about the political landscape of medieval India, including the Mughal Empire, the Deccan Sultanates, and other regional powers, and how Shivaji Maharaj navigated these dynamics.

3. Students will explore the administrative reforms introduced by Shivaji Maharaj. They will analyze the decentralized administrative system, revenue administration, justice administration, and policies promoting religious tolerance.

4. Students will engage in comparative studies by analyzing Shivaji Maharaj's reign in relation to other contemporary and preceding rulers and empires. They will understand the different historiographical perspectives on Shivaji Maharaj and his legacy, and evaluate the influence of political, social, and cultural factors on historical interpretations.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISCT3102 Paper Title: History of Marathas (1630-1673 AD) (Opt.)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1. 0		**Sources for the study of Maratha History**	
	1.1	Archaeological	
	1.2	Literary	08
	1.3	Foreign Accounts	
2.0		**Causes of the Rise of Maratha power**	
	2.1	Causes	
	2.2	Shahaji Raje	07
	2.3	Rajmata Jijau	
3.0		**Chh. Shivaji Maharaj's relation with Adilshahi**	
	3.1	Javali Episode	
	3.2	Afzal Khan Episode	07
	3.3	Panhala Episode	
4.0		**Chh. Shivaji Maharaj's relation with Mughal**	
	4.1	Shahistakhan Episode	
	4.2	Attack on Surat	08
	4.3	Treaty of Purandar and Agra Visit	
		Total	30

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISCT3152 Paper Title: History of Marathas (1674-1707 AD) (Opt.)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60M.
1. 0	1	**Coronation of Chhatrapati Shivaji Maharaj**	**08**
	1.1	Causes	
	1.2	Course	
	1.3	Effects of Coronation	
2.0	2	**Karnataka Expedition**	**07**
	2.1	Causes	
	2.2	Course	
	2.3	Effects Karnataka Expedition	
3.0	3	**Chhatrapati Sambhaji Maharaj**	**07**
	3.1	Relation with Adilshahi	
	3.3	Relation with Mughal	
	3.4	Relation with Portuguese, British, Siddi's	
4.0	4	**Maratha War of Independence**	**08**
	4.1	Chhatrapati Rajaram Maharaj	
	4.2	Contribution of Maharani Tarabai	
	4.3	Ramchandrapant Amatya, Santaji Ghorpade and Dhanaji Jadhav	
		Total	**30**

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I & II

Paper Title: Reform Movements in Modern Maharashtra (GE)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have some knowledge of Maharashtra's society, culture, and traditions, including its diverse communities, languages, and religious practices.

2. Social reformers often challenge existing norms, traditions, and practices. Students should cultivate an open-minded and empathetic approach to appreciate the reformers perspectives, motivations, and contributions.

3. Students should have a basic knowledge of Maharashtra's history, including its political, social, and cultural developments. This will provide a framework for understanding the specific context in which Social Reformers emerged and operated.

Course objective

1. To familiarize students with the significant social reformers who have played a pivotal role in shaping Maharashtra's society

2. To gain a deeper understanding of the historical, cultural, and societal context in which these reformers emerged. The objective is to cultivate an appreciation for the rich heritage of Maharashtra and its impact on social transformation.

3. To delve into the ideologies and philosophies espoused by social reformers of Maharashtra. By examining their beliefs and principles.

4. This paper intends to foster an active engagement with contemporary social issues by drawing connections between the work of Social Reformers and current challenges faced by society

Course Outcomes

1. Students will gain a thorough understanding of the lives, contributions, and ideologies of prominent social reformers of Maharashtra. They will be able to identify key reformers and their significant role in shaping the social, cultural, and political landscape of Maharashtra.

2. Students will develop a deeper appreciation for the historical and cultural context in which social reforms took place in Maharashtra. They will gain insights into the social challenges prevalent during different periods and understand how social reformers responded to these challenges.

3. Students will gain a comprehensive understanding of various social issues prevalent in Maharashtra, such as caste discrimination, women's rights, education, and social inequalities. They will explore the transformative reforms initiated by social reformers in these areas and evaluate their outcomes.

4. The paper aims to inspire students to develop a sense of social responsibility and engagement. By learning about the struggles, achievements, and perseverance of social reformers, students will be motivated to actively participate in social causes and contribute to positive change in their communities.

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper code- HHISGE3101

Paper Title: Reform Movements in Modern Maharashtra (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		**Reform Movement in Maharashtra**	
	1.1	Causes	**08**
	1.2	Effects	
	1.3	Importance	
2.0		**Prarthana Samaj**	
	2.1	Establishment of Prarthana Samaj	**08**
	2.2	Philosophy of Prarthana Samaj	
	2.3	Achievement of Prarthana Samaj	
3.0		**Satyashodhak Samaj**	
	3.1	Mahatma Jotirao Phule	**07**
	3.2	Philosophy of Satyashodhak Samaj	
	3.3	Achievement of Satyashodhak Samaj	
4.0		**Maharshi Dhondo Keshav Karve**	
	4.1	Early life	**07**
	4.2	Social Reforms	
	4.3	Educational Reforms	
		Total	**30**

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper code- HHISGE3151

Paper Title: Reform Movements in Modern Maharashtra (GE)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0	1	**Rajarshi Shahu Maharaj**	
	1.1	Early Life	**08**
	1.2	Social Reforms	
	1.3	Educational Reforms	
2.0	2	**Karmaveer Bhaurao Patil**	
	2.1	Early Life	**08**
	2.2	Social Reforms	
	2.3	Educational Reforms	
3.0	3	**Dr. Babasaheb Ambedkar**	
	3.1	Early Life	**07**
	3.2	Social Reforms	
	3.3	Educational Reforms	
4.0	4	**Dr. Panjabrao Deshmukh**	
	4.1	Early Life	**07**
	4.2	Social Reforms	
	4.3	Educational Reforms	

References:

1. कीर धनंजय, महात्मा ज्योतिराव फुले, मुंबई, पाप्यूलर, पब्लिकेशन.

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7. कीर धनंजय, 2001, राजश्री शाहू महाराज, मुंबई, पाप्यूलर प्रकाशन.

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9. अरविंद गणाचारी, जास्वंदी वांबुरकर, 2020, गोपाळ गणेश आगरकर-बुद्धीप्रामाण्यवादी समाजसुधारक

   आणि थोर विचारवंत, मुंबई, पाप्यूलर प्रकाशन.

10. डॉ. निकुंबे सी. एच.,2011, शिवराम सोनबा कांबळे, जयपूर, पायल पब्लिकेशन.

11. डॉ. एस एस गाठाळ, 2013, आधुनिक महाराष्ट्राचा इतिहास, आवृत्ती-तिसरी, औरंगाबाद, कैलास पब्लिकेशन.

12. डॉ. अनिल कठारे , 2015, भारतातील सामाजिक व धार्मिक सुधारणा चळवळीचा इतिहास, जळगाव, प्रशांत

    पब्लिकेशन.

14. डॉ. अनिल कठारे 2014, महाराष्ट्रातील समाज सुधारक, औरंगाबाद,विद्या बुक पब्लिशर.

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    साई ज्योती पब्लिकेशन.

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Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Prograrmme, Semester-I & II

Paper Title: Tourism Management (SEC)

Curriculum Details (For 2 Credits)

Course pre-requisite

1. Students should have the brief introduction of Tourism.

2. Students have knowledge about tourist place and transport.

3. Students also known the historical place for tourism.

Course objectives

1. To introduce the students about Tourism history, types.

2. Students should aware about MTDC and ITDC and their function

3. Students understand the Caves, Temples, Forts, Monuments and importance of these places.

4. To create awakening to conserve the heritage by way of establishing Tourist places.

5. To provide Income source or employment opportunity

Course outcomes

1. Students will understand about conservation of tourist places.

2. Students will able for their vocational career through Tourism.

4. Students will help to conserve tourist places nearby them.

5. A source Income or employment opportunities may be available

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-I

Paper Code- HHISSC3101

Paper Title: Tourism Management (SEC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		Introduction to Tourism	08
	1.1	Definition and Historical background	
	1.2	Types of Tourism	
	1.3	Nature and scope of Tourism	
2.0		Development of Tourism	08
	2.1	Purpose and importance	
	2.2	Sargant Committee, Atulya Bharat	
	2.3	MTDC, ITDC	
3.0		Transport and Accommodation	07
	3.1	Transport- Nature- Travel Agency	
	3.2	Accommodation – Nature and Types	
	3.3	Importance of Transport and Accommodation	
4.0		Planning and Management	07
	4.1	Planning	
	4.2	Marketing	
	4.3	Advertising	
		Total	30

Swami Ramanand Teerth Marathwada University, Nanded

New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

Under Graduate-First Year Programme, Semester-II

Paper Code- HHISSC3151

Paper Title: Tourism Manegament (SEC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Topic	Hrs. Required tocover the contents 1 Hrs.=60 M.
1. 0		**Caves, Temples and Forts**	08
	1.1	Caves- Ellora, Ajantha	
	1.2	Temples- Aundha Nagnath, Parli Vaijanath	
	1.3	Forts- Devgiri, Udgir	
2.0		**Monuments and Museums**	08
	2.1	Monuments - Sachkhand Gurudwara Nanded, Dikshabhumi Nagpur	
	2.2	Monuments -Bibi Ka Makbara, Gomteshwara(Bahubali)	
	2.3	Museums-Hyderabad (Salarjang), Ter (Ramlingappa Lamture)	
3.0		**Rural and Industrial Tourism**	07
	3.1	Ralegan Sidhhi, Hivare Bajar (Ideal Village)	
	3.2	Paithani of Paithan (Ancient Industrial Centre)	
	3.3	Warna (Dairy Farming)	
4.0		**Tourism & Employment Opportunities**	
	4.1	Travel Agencies	07
	4.2	Transport and Accommodation	
	4.3	Guide and Curator	
		Total	30

References:

1. गो. नी. दांडेकर, **2001**, महाराष्ट्र दर्शन, पुणे, मण्मयी प्रकाशन,

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Swami Ramanand Teerth Marathwada University, Nanded
New Model Degree College, Hingoli

Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (2 Credits)

Semester Pattern with Effective from 2024-2025

1) Write short's note (Any Two) **(10 Marks)**

   a)

   b)

   c)

   d)

2) Descriptive Question **(10 Marks)**

3) Descriptive Question **(10 Marks)**

4) Descriptive Question **(10 Marks)**

5) Descriptive Question **(10 Marks)**

6) Descriptive Question **(10 Marks)**

Total Marks = 40

Note:

1. Question 1 shall be mandatory.

2. Students need to solve **Any Three** of the remaining Five Questions (Q. 2 to Q.6 and shall be based on entire Syllabus)