

Bachelor of Arts (B.A.) Programme
Under Choice Based Credit System (CBCS)
Course Structure: B. A. (History)

(To be implemented from Academic Year 2023-24)

| Course Code | Title | Credits | Course Code | Title | Credits |
|--------------|--|---------|-------------|---|---------|
| Semester I | | | Semester II | | |
| UAHIS101 | History of Modern India (1857-1947) | 2 | UAHIS201 | History of Modern India: Society and Economy | 4 |
| Semester III | | | Semester IV | | |
| UAHIS301 | Landmarks in World History, 1300 A.D.-1945 A.D. | 3 | UAHIS401 | Landmarks in World History, 1300 A.D.-1945 A.D. | 3 |
| UAHIS302 | Ancient India from Earliest Times to 1000 A.D. | 3 | UAHIS402 | Ancient India from Earliest Times to 1000 A.D. | 3 |
| Semester V | | | Semester VI | | |
| UAHIS501 | History of Medieval India (1000 CE – 1526 CE) | 4 | UAHIS601 | History of Medieval India (1526 CE – 1707 CE) | 4 |
| UAHIS502 | History of Modern Maharashtra (1818 CE- 1960 CE) | 4 | UAHIS602 | History of Contemporary India (1947 CE- 2000 CE) | 4 |
| Elective | | | Elective | | |
| UAHIS503 | History of Communication and Media | 4 | UAHIS603 | History of Communication and Media | 4 |
| UAHIS504 | Introduction to Archaeology | 4 | UAHIS604 | Introduction to Museology and Archival Science | 4 |

Draft of Curriculum to BoS

Department of History

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| Name of Programme | BA |
| Level | UG |
| No of Semesters | 06 |
| Year of Implementation | 2023-24 |
| Programme Specific Outcomes (PSO) | <p>PSO1- The learner shall be able to develop historical comprehension by studying the past in local, regional, national and global contexts.</p> <p>PSO2- The learner shall be able to acquire historical thinking skills by investigating the human past.</p> <p>PSO3- The learner shall be able to distinguish between different time periods and examine the patterns of continuity as well as recognize the historical change.</p> <p>PSO4- The learner shall be able to develop historical knowledge and understanding of selected periods of History and of themes within these periods.</p> <p>PSO5- The learner shall be able to communicate and present his ideas and arguments in written and oral form.</p> |
| Relevance of PSOs to the local, regional, national, and global developmental needs (200 words) | <p>History is the study of past events of human societies. It is involved with the investigation, collection, interpretation and presentation of historical facts. It aims to understand the human evolution of societies and cultures over time. A study of history aids in the development of historical understanding in local, regional, national, and global contexts, as well as the exploration of diverse historical and theoretical viewpoints that provide perspective and change dynamics across time. It helps us to understand how global, national and local relationships between societies and peoples have been shaped by the past and examines their continuities. Using a better understanding of the historical past helps us to know and deal with complex questions and dilemmas. The curriculum includes courses that aid in comprehending various historical processes occurring at the global, regional, and local levels. It is useful in developing the learner's historical thinking skills and enabling them to develop historical understanding by studying the past in local to global contexts.</p> |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|-------------------------------------|
| Name of the Course | History of Modern India (1857-1947) |
| Course Code (refer to student handbook) | UAHIS101 |
| Class | FYBA |
| Semester | I |
| No of Credits | 02 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Modern India (1857-1947)

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to understand the impact of British colonial rule in India

CO2- to examine the rise and growth of Indian Nationalism

CO3- to acquaint the students with the mass movements in the Indian Freedom struggle

CO4- to differentiate primary and secondary sources of history

CO5- to use chronology in writing

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|------------------------------------|---|----------------|
| Unit 1 | Growth of Political Awakening | (a) Revolt of 1857 – Causes and Consequences (b) Foundation of Indian National Congress | 07 |
| Unit 2 | The Emergence of Nationalism | (a) Moderates and Extremists (b) Revolutionary Nationalists | 08 |
| Unit 3 | The Growth of Mass Movement | (a) Non Co-operation Movement (b) Civil Disobedience Movement (c) Quit India Movement | 08 |
| Unit 4 | Towards Independence and Partition | (a) Constitutional Development (1935 to 1947) (b) Freedom and Partition | 07 |

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|------------------------------------|-----------------------------|-----------------------------------|
| Unit 1 | Growth of Political Awakening | 20/07/2023 | Lecture & Timeline Method |
| Unit 2 | The Emergence of Nationalism | 19/08/2023 | Lecture, Timeline & Source Method |
| Unit 3 | The Growth of Mass Movement | 09/09/2023 | Lecture & Timeline Method |
| Unit 4 | Towards Independence and Partition | 14/10/2023 | Lecture, Timeline & Source Method |

Learning Resources recommended:

English-

1. Bandyopadhyay Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Longman, New Delhi, 2004.
2. Chandra Bipan et al., India's Struggle for Independence, Penguin, New Delhi
3. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
4. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.

5. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
6. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.
7. Mehrotra S.R., Emergence of Indian National Congress, Vikas Publication, Delhi, 1971.
8. Nanda S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.
9. Pannikar K.N. (ed). National and Left Movement in India, Vikas Publishing House Pvt. Ltd.. New Delhi. 1980.
10. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
11. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.

मराठी-

1. आचार्य धनंजय, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, २००६.
2. चंद्र बिपन आणि इतर, स्वातंत्र्योत्तर भारत, के'सागर पब्लिकेशन, पुणे, पुनर्मुद्रण, २०१७.
3. ग्रोवर बी.एल., बेल्हेकर एन.के., आधुनिक भारतीय इतिहास : एक नवीन मूल्यांकन, तिसरी आवृत्ती, एस.चंद प्रकाशन, २००३.
4. गुहा रामचंद्र, गांधीनंतरचा भारत, मॅजेस्टिक पब्लिशिंग हाऊस, २०१५.
5. वैद्य सुमन, कोठेकर शांता, आधुनिक भारताचा इतिहास खंड १ ते ३, श्रीसाईनाथ प्रकाशन, नागपूर.

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|--|
| Name of the Course | History of Modern India: Society and Economy |
| Course Code (refer to student handbook) | UAHIS201 |
| Class | FYBA |
| Semester | II |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Modern India: Society and Economy

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to understand and evaluate the impact of British colonial rule in India

CO2- to comprehend the socio-economic reforms during colonial period

CO3- to recognize the changes and continuities in the field of Education, Press and Transport

CO4- to identify and engage with key primary sources in modern Indian History

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---|--|----------------|
| Unit 1 | Socio Religious Reform Movements: Reforms and Revival | (a) Brahmo Samaj, Arya Samaj and Ramakrishna Mission (b) Satyashodhak Samaj, Aligarh movement and Singh Sabha Movement. (c) Impact of Reform Movements | 15 |
| Unit 2 | Education, Press and Transport | (a) Introduction of Western Education and its Impact (b) Development of Press (c) Transport and Communications | 15 |
| Unit 3 | Impact of the British Rule on Indian Economy. | (a) Revenue Settlements, Commercialization of Agriculture (b) Drain Theory (c) Deindustrialization and Growth of Large Scale Industry | 15 |
| Unit 4 | Nationalism and Social Groups: interfaces | (a) Women (b) Dalits (c) Peasants and Tribal | 15 |

Learning Resources recommended:

English-

1. Bandyopadhyay Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Longman, New Delhi, 2004.
2. Chandra Bipan et al., India's Struggle for Independence, Penguin, New Delhi
3. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
4. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.
5. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
6. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.
7. Mehrotra S.R., Emergence of Indian National Congress, Vikas Publication, Delhi, 1971.
8. Nanda S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.

9. Pannikar K.N. (ed). National and Left Movement in India, Vikas Publishing House Pvt. Ltd.. New Delhi. 1980.
10. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
11. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.

मराठी संदर्भ-

1. आचार्य धनंजय, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, २००६.
2. चंद्र बिपन आणि इतर, स्वातंत्र्योत्तर भारत, के'सागर पब्लिकेशन, पुणे, पुनर्मुद्रण, २०१७.
3. ग्रोवर बी.एल., बेल्लेकर एन.के., आधुनिक भारतीय इतिहास : एक नवीन मूल्यांकन, तिसरी आवृत्ती, एस.चंद प्रकाशन, २००३.
4. गुहा रामचंद्र, गांधीनंतरचा भारत, मॅजेस्टिक पब्लिशिंग हाऊस, २०१५.
5. वैद्य सुमन, कोठेकर शांता, आधुनिक भारताचा इतिहास खंड १ ते ३, श्रीसाईनाथ प्रकाशन, नागपूर.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|---|-----------------------------|-----------------------------------|
| Unit 1 | Socio Religious Reform Movements: Reforms and Revival | 21/12/2023 | Lecture & Source Method |
| Unit 2 | Education, Press and Transport | 18/01/2025 | Lecture & Timeline Method |
| Unit 3 | Impact of the British Rule on Indian Economy | 08/02/2025 | Lecture, Timeline & Source Method |
| Unit 4 | Nationalism and Social Groups: interfaces | 28/02/2023 | Lecture Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|---|
| Name of the Course | Landmarks in World History, 1300 A.D.-1945 A.D. |
| Course Code (refer to student handbook) | UAHIS301 |
| Class | SYBA |
| Semester | III |
| No of Credits | 03 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: Landmarks in World History, 1300 A.D.-1945 A.D.

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to comprehend the transition of Europe from medieval to modern times and its impact on the world

CO2- to gain a conceptual understanding of analytic concepts in modern history such as modernization, nationalism, the nation-state, and imperialism

CO3- to analyze maps to understand the world views from the Renaissance period

CO4- to create a timeline and develop a flowchart of the events in the past

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---------------------------------|---|----------------|
| Unit 1 | The Modern Age | (a) Renaissance (b) Geographical Discoveries (c) Reformation | 15 |
| Unit 2 | Age of Revolutions | (a) American Revolution (b) French Revolution (c) Industrial Revolution | 15 |
| Unit 3 | Nationalism and Imperialism | (a) Formation of Nation-States in Europe (b) Nationalist Movements in Italy and Germany (c) Imperialist Expansion in Asia | 15 |
| Unit 4 | World in Transition (1914-1919) | (a) World War I (b) Russian Revolution (c) League of Nations | 15 |

Learning Resources recommended:

English-

1. Blanning Tim, The Pursuit of Glory: Europe 1648–1815 Penguin Books, 2008
2. David M.D., Landmarks in World History, Himalaya Publishing House, Mumbai, 1999.
3. Evans Richard J. The Pursuit of Power: Europe 1815–1914, 2017.
4. Greengrass Mark Christendom Destroyed: Europe 1517–1648, 2015
5. Hobsbawm Eric, The Age of Empire: 1875–1914, Weidenfeld & Nicolson, 1987.
6. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015

Marathi-

1. जैन हुकूमचंद, माथुर कृष्ण, आधुनिक जगाचा इतिहास, केसागर प्रकाशन, पुणे, २००६.
2. कदम, य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
3. उदगावकर, म. न., राऊत गणेश, आधुनिक जग, डायमंड प्रकाशन, पुणे, २००८.
4. वैद्य सुमन, कोठेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|-------------|---------------------------------|------------------------------------|--------------------------------------|
| Unit 1 | The Modern Age | 24/06/2023 | Lecture, Timeline & Worksheet Method |
| Unit 2 | Age of Revolutions | 21/07/2023 | Lecture, Timeline & Worksheet Method |
| Unit 3 | Nationalism and Imperialism | 19/08/20223 | Lecture, Timeline & Map Method |
| Unit 4 | World in Transition (1914-1919) | 11/09/2023 | Lecture, Timeline & Map Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|--|
| Name of the Course | Ancient India from Earliest Times to 1000 A.D. |
| Course Code (refer to student handbook) | UAHIS302 |
| Class | SYBA |
| Semester | III |
| No of Credits | 03 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: Ancient India from Earliest Times to 1000 A.D.

Course Outcomes: After successful completion of the course, the learner shall:

CO1- be familiar with different sources of Ancient Indian History

CO2- be able to understand the political, socio-economic and cultural developments in the period under study and appreciate the rich cultural heritage in India

CO3- have a knowledge of the worldview, culture and traditions of Vedic, Jainism and Buddhism

CO4- able to employ skills in comparative historical analysis to understand the ancient past

CO5- able to create a timeline and develop a flowchart of the events in Ancient Indian History

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---|---|----------------|
| Unit 1 | Sources of Ancient India and their Importance | (a) Archaeological (b) Literary (c) Foreign Travelers | 15 |
| Unit 2 | Indus Valley Civilization | (a) Social and Economic Life (b) Religious Life (c) Town Planning and Decline of the Civilization | 15 |
| Unit 3 | Vedic Age | (a) Janapada (b) Social and Economic Life (c) Religion | 15 |
| Unit 4 | India after 6th Century B.C. | (a) Administration of Mahajanapadas (b) Jainism and Buddhism (c) Persian and Greek Invasions | 15 |

Learning Resources recommended:

English-

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Basham A.L. The Wonder that was India, Rupa& Co., 1998.
3. Majumdar, R.C, Ancient India, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1974.
4. Nilkantha Shastri, A History of South India, Madras, 1979
5. Possehl, Gregory L. The Indus Civilization: Contemporary Perspective, New York, 2002.
6. Sharma, S.R., Ancient Indian History and Culture, Hind Kitab Ltd., Mumbai 1956.
7. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
8. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002

Marathi-

1. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
2. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
3. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|---|-----------------------------|----------------------------------|
| Unit 1 | Sources of Ancient India and their Importance | 08/07/2023 | Lecture & Source Method |
| Unit 2 | Indus Valley Civilization | 05/08/2023 | Worksheet, Timeline & Map Method |
| Unit 3 | Vedic Age | 30/08/2023 | Lecture & Source Method |
| Unit 4 | India after 6th Century B.C. | 26/09/2023 | Lecture & Timeline Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|---|
| Name of the Course | Landmarks in World History, 1300 A.D.-1945 A.D. |
| Course Code (refer to student handbook) | UAHIS401 |
| Class | SYBA |
| Semester | IV |
| No of Credits | 03 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: Landmarks in World History, 1300 A.D.-1945 A.D.

Course Outcomes: After successful completion of the course, the learner shall be able:

CO1- to demonstrate a broad knowledge of the historical processes that contributed to the making of the modern world

CO2- to provide accurate knowledge of the most significant events and personalities of the period under study and encourage understanding of the making of the modern world

CO3- to analyze maps to understand how world views from the Renaissance period

CO4- to create a timeline and develop a flowchart of the events in the past

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|------------------------------------|---|----------------|
| Unit 1 | Inter War Period | (a) Kemal Pasha and Modernization of Turkey (b) Reza Shah and Reforms in Iran (c) Birth of Israel | 15 |
| Unit 2 | Rise of Dictatorships | (a) Fascism (b) Nazism (c) Militarism in Japan | 15 |
| Unit 3 | World War II and Efforts for Peace | (a) World War II (b) The Atlantic Charter (c) United Nations Organization | 15 |
| Unit 4 | Nationalist Movements in Asia | (a) Dr. Sun-Yat-Sen and China (b) Mahatma Gandhi and India (c) Dr. Sukarno and Indonesia | 15 |

Learning Resources recommended:

English-

1. Adshead, Samuel Adrian Miles. Central Asia in world history, Springer, 2016
2. Bell, P. M. H. The Origins of the Second World War in Europe, Routledge, 2014
3. Hobsbawm Eric, The Age of Extremes: 1914–1991, Vintage Books, 1994.
4. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015
5. Goldin, Peter B. Central Asia in World History, OUP, 2011

Marathi-

1. उदगावकर, म. न., राऊत गणेश, आधुनिक जग, डायमंड प्रकाशन, पुणे, २००८.
2. कदम, य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
3. जैन हुकूमचंद, माथुर कृष्ण, आधुनिक जगाचा इतिहास, केसागर प्रकाशन, पुणे, २००६.
4. वैद्य सुमन, कोठेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|-------------|------------------------------------|------------------------------------|-----------------------------------|
| Unit 1 | Inter War Period | 08/12/2023 | Lecture & Timeline Method |
| Unit 2 | Rise of Dictatorships | 11/01/2024 | Lecture & Timeline Method |
| Unit 3 | World War II and Efforts for Peace | 06/02/2024 | Lecture, Timeline & Source Method |
| Unit 4 | Nationalist Movements in Asia | 12/03/2024 | Lecture & Timeline Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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| Name of the Course | Ancient India from Earliest Times to 1000 A.D. |
| Course Code (refer to student handbook) | UAHIS402 |
| Class | SYBA |
| Semester | IV |
| No of Credits | 03 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: Ancient India from Earliest Times to 1000 A.D.

Course Outcomes: After successful completion of the course, the learner shall:

CO1- know different sources of Ancient Indian History

CO2- be able to understand the political, socio-economic and cultural developments in the period under study and appreciate the rich cultural heritage in India

CO3- knowledge of the changes and continuities during the Gupta and post Gupta period

CO4- knowledge of the cultural expansion of India in Southeast Asia.

CO5- be able to create a timeline and develop a flowchart of the events in Ancient Indian History

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|--|---|----------------|
| Unit 1 | Mauryan and Post-Mauryan Period (322 B.C. to 320 A.D.) | (a) Chandragupta and Ashoka (b) Mauryan Administration (c) Post Mauryan Dynasties- Sungas, Kushanas and Satavahanas | 15 |
| Unit 2 | Gupta Age (320 A.D. to 600 A.D.) | (a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (b) Administration (c) Classical Age | 15 |
| Unit 3 | Post Gupta Period (600A.D. to 1000A.D.) | (a) The Age of Harshavardhan (b) The Rise of Rajputs (c) Arab Invasion of Sind | 15 |
| Unit 4 | Major Dynasties of Deccan and South India | (a) Chalukyas of Badami and Rashtrakutas (b) Pallavas and Cholas (c) Spread of Indian Culture in South-East Asia | 15 |

Learning Resources recommended:

English-

1. Majumdar, R.C. Ed. The Classical Age, Bombay, 1970.
2. Sastri, K. A. N. History of South India, Madars, 1958.
3. Majumdar, R.C. Hindu Colonies in the Far East, Bombay, 1960.
4. Mahajan, V.D., Ancient India, Reprint, S.Chand and Company, 2018
5. Yazdani, Gulam, Ed. Early History of the Deccan, Parts I-VI, London, 1960.

Marathi-

1. गायधनी रं, ना. आणि राहुकर, प्राचीन भारताचा इतिहास, कॉन्टिनेन्टल प्रकाशन, पुणे.
2. गुप्ते, र. शं. बृहत्तर भारत, औरंगाबाद, १९६०
3. मिराशी, वा. वि., सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, १९७९

4. मेहेदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|-------------|---|------------------------------------|----------------------------------|
| Unit 1 | Mauryan and Post- Mauryan Period (322 B.C. to 320 A.D.) | 20/12/2023 | Lecture & Source Method |
| Unit 2 | Gupta Age (320 A.D. to 600 A.D.) | 24/01/2024 | Worksheet, Timeline & Map Method |
| Unit 3 | Post Gupta Period (600A.D. to 1000A.D.) | 17/02/2024 | Source & Timeline Method |
| Unit 4 | Major Dynasties of Deccan and South India | 12/03/2024 | Lecture, Map & Timeline Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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| Name of the Course | History of Medieval India (1000 CE – 1526 CE) |
| Course Code (refer to student handbook) | UAHIS501 |
| Class | TYBA |
| Semester | V |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Medieval India (1000 CE – 1526 CE)

Course Outcomes: After successful completion of the course, the learner shall:

CO1- have a knowledge of the history of early Medieval India that laid the foundation of the Sultanate in India.

CO2- have a knowledge of the contribution of Vijayanagar and Bahamani kingdoms to Medieval India

CO3- have a knowledge of the administrative, socio-economic and cultural aspects of Medieval India

CO4- be able to identify and engage with key primary sources in medieval Indian history

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---|--|----------------|
| Unit 1 | Foundation, Expansion and Decline of Delhi Sultanate | (a) Socio-economic and political conditions on the eve of the Turkish Invasion (b) Rise and Decline of Slave dynasty, Khilji Dynasty (c) Tughlaq, Sayyid and Lodi Dynasty | 15 |
| Unit 2 | Administrative Structure of the Sultanate | (a) Central Administration and Iqta system (b) Administrative and Military Reforms of Ala-ud-din Khilji (c) Reforms of Firozshah Tughlaq and Mohammed bin Tughlaq | 15 |
| Unit 3 | Emergence of Vijaynagar and Bahamani Kingdoms | (a) Rise, Growth and Decline of Vijaynagar and Bahamani Kingdoms (b) Administration, Socio-Economic and Cultural conditions of Vijayanagar Empire (c) Administration, Socio-Economic and Cultural conditions of Bahamani Kingdom | 15 |
| Unit 4 | Society, Economy, Religion and Culture of Delhi Sultanate | (a) Socio-economic and religious life (b) Education and Literature (c) Art and Architecture | 15 |

Learning Resources recommended:

English-

1. Chandra, Satish, Medieval India Vol. I and II, Haranand Publications Pvt. Lt, 2001
2. Kumar, Sunil, Emergence of the Delhi Sultanate, Permanent Black, 2010
3. Mahajan, V.D., History of Medieval India. S. Chand & Company, 2011
4. Jackson, Peter, The Delhi Sultanate, Cambridge University Press, 1999
5. Habib, Irfan, Medieval India I: Researches in the History of India, OUP, 1998
6. Nayeem, M. A. The Heritage of the Bahmanis & The Baridis of the Deccan, Hyderabad, 2012.
7. Sewell, Robert. Forgotten Empire, London, 1964.

Marathi-

1. आचार्य धनंजय, मध्यकालीन भारत(१०००-१७०७), श्री साईनाथ प्रकाशन, नागपूर, २००८.
2. करमरकर, दत्तात्रेय परशुराम ओतूरकर, राजाराम विनायक, संपा. विजयनगर स्मारक ग्रंथ, पुणे, १९३७.
3. कुंटे, भ. ग. फरिश्ता लिखित गुलशन ई इब्राहिमी, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८२.
4. कोलारकर श. गो., मध्यकालीन भारत, मंगेश प्रकाशन, नागपूर, १९९२.
5. खरे, ग. ह. विजयनगर सम्राट कृष्णदेवराय, पुणे, १९५१.
6. सरदेसाई गो. स., मुसलमानी रियासत, भाग १ आणि २, पॉप्युलर प्रकाशन, मुंबई १९९३.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|---|-----------------------------|--------------------------------|
| Unit 1 | Foundation, Expansion and Decline of Delhi Sultanate | 30/06/2023 | Lecture, Map & Timeline Method |
| Unit 2 | Administrative Structure of the Sultanate | 26/07/2023 | Lecture Method |
| Unit 3 | Emergence of Vijaynagar and Bahamani Kingdoms | 28/08/2023 | Lecture, Source and Map Method |
| Unit 4 | Society, Economy, Religion and Culture of Delhi Sultanate | 18/09/2023 | Lecture & Timeline Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|---|
| Name of the Course | History of Modern Maharashtra (1818 CE-1960 CE) |
| Course Code (refer to student handbook) | UAHIS502 |
| Class | TYBA |
| Semester | V |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Modern Maharashtra (1818 CE-1960 CE)

Course Outcomes: After successful completion of the course, the learner shall:

CO1- have a knowledge of regional history

CO2- be able to demonstrate a broad understanding of various historical developments of Maharashtra

CO3- have insights into the thought and contribution of thinkers of Maharashtra

CO4- be able to identify and engage with key primary sources of modern Maharashtra

CO5- able to formulate a clear statement of interpretation about the past

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---|--|----------------|
| Unit 1 | Beginning of the British Rule | (a) Socio-Economic conditions of Maharashtra in 19th Century (b) Administration and Judiciary (c) Tribal and Peasant Uprisings | 15 |
| Unit 2 | Socio- Economic Awakening | (a) Mahatma Jotirao Phule - Satya Shodhak Samaj and Universal Humanism (b) Prarthana Samaj (c) Contribution of thinkers of Maharashtra to Economic Nationalism | 15 |
| Unit 3 | Political Developments in Maharashtra (1885-1960) | (a) Moderates, Extremists and Revolutionaries in Maharashtra (b) Response to Gandhian Movements in Maharashtra (c) Samyukta Maharashtra Movement | 15 |
| Unit 4 | Emergence of New Forces | (a) Contribution of Reformers in Education (b) Contribution of Reformers towards Emancipation of Women (c) Contribution of Reformers towards Upliftment of Depressed Classes: V. R. Shinde, Rajarshi Shahu Maharaj and Dr. B.R. Ambedkar | 15 |

Learning Resources recommended:

English-

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India: 1817 – 1830, OUP, London, 1961.
2. Chaudhari, K.K, Maharashtra and the Indian Freedom Struggle, Govt. of Maharashtra, Bombay 1985.
3. Choksy, R.D., Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay, 1965.

4. David M.D., Bombay the City of Dreams (A History of the First city in India) Himalaya Publishing House, Bombay, 1995.
5. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
6. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
7. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
8. O'Hanlon Rosalind, Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Cast Protest in Nineteenth Century Western India, Cambridge University Press, 1985.

Marathi-

1. लेले के आर, मराठी वृत्तपत्रांचा इतिहास, कॉन्टिनेंटल पब्लिशर्स, पुणे, १९८४.
2. मोशाय बाबू, चित्राची गोष्ट, पुणे, १९९७.
3. भावे, वा. कृ. पेशवेकालीन महाराष्ट्र, आयसीएचआर, दिल्ली १९७६.
4. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे, २००९.
5. जावडेकर शं. द. आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे, पुनर्मुद्रण १९७९
6. कठारे अनिल, आधुनिक महाराष्ट्राचा इतिहास (१८१८-१९६०), तृतीय संस्करण, विद्या बुक्स, औरंगाबाद, २०१५.
7. कीर धनंजय, राजर्षी शाहू छत्रपती, पॉप्युलर प्रकाशन, मुंबई, पुनर्मुद्रण २००१
8. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ८, श्रीविद्या प्रकाशन, पुणे व मौज प्रकाशन, मुंबई
9. वाळिंबे रा. शं, एकोणिसाव्या शतकातील महाराष्ट्राची सामाजिक पुनर्घटना, पुणे, १९६२.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|---|-----------------------------|-----------------------------------|
| Unit 1 | Beginning of the British Rule | 10/07/2023 | Lecture & Timeline Method |
| Unit 2 | Socio- Economic Awakening | 04/08/2023 | Lecture & Source Method |
| Unit 3 | Political Developments in Maharashtra (1885-1960) | 04/09/2023 | Lecture, Timeline & Source Method |
| Unit 4 | Emergence of New Forces | 30/09/2023 | Lecture, Timeline & Source Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|------------------------------------|
| Name of the Course | History of Communication and Media |
| Course Code (refer to student handbook) | UAHIS503 |
| Class | TYBA |
| Semester | V |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Elective |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Communication and Media

Course Outcomes: After successful completion of the course, the learner shall:

CO1- have a knowledge of the Fundamentals of Communication in order to implement them in everyday life

CO2- have a knowledge of Oral Traditions in Communication and the field of Journalism

CO3- be familiar with the various types of Audio-Visual Media

CO4- be able to identify, select and extract a variety of useful and relevant materials from various sources for the development of a research project

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|-------------|----------------------------------|---|-----------------------|
| Unit 1 | Fundamentals of Communication | (a) Definition, Evolution and Significance of Communication (b) Process, Types, Importance and Need of Communication (c) Barriers to Communication | 15 |
| Unit 2 | Oral Traditions in Communication | (a) Folk Theatre – Importance, Marathi Theatre (b) Major Dance Forms – Folk and Classical (c) Folk Expression – Songs, Stories and Puppetry | 15 |
| Unit 3 | Journalism | (a) Definition, Evolution and Types of Journalism (b) Role and Functions of Reporters, Sub-Editor and Editor (c) Freedom of Press – Importance, Ethics and Current Trends | 15 |
| Unit 4 | Audio-Visual Media | (a) Photography – Types, Scope and Limitations (b) Cinema – Growth, Development and Technical Aspects (c) Types of Films and Global Indian Cinema | 15 |

Learning Resources recommended:

English-

1. Leach, Maria, Ed. Dictionary of Folklore, Mythology and Legend, New York, 1949.
2. Natarajan, S. A. History of Press in India, Bombay, 1962.
3. Rangoonwalla, Firoze, Ed. Phalke Commemoration Souvenir, Bombay, 1970.
4. Rau, M. Chalpathi, The Press in India, Bombay, 1968.
5. Reaver, J. Russell Boswell, George W. The Fundamentals of Folk Literature, London, 1962.

Marathi-

1. कानडे, रा. गो. मराठी नियतकालिकांचा इतिहास, (१८३२-१९३७), मुंबई, १९३८.
2. ढेरे, रा. चिं. लोकसंस्कृतीची क्षितिजे, पुणे, १९७१.

3. ढेरे, रा. चिं. लोकसंस्कृतीचे उपासक, पुणे, १९६४.
4. ढेरे, रा. चिं. लोकसाहित्य: शोध आणि समीक्षा, पुणे १९९०.
5. पाध्ये, प्रभाकर, अनु. परांजपे, प्र. ना. परांजपे, वसुधा, पत्रकारितेची मूलतत्त्वे, पुणे, १९९१.
6. भागवत दुर्गा, लोकसाहित्याची रूपरेखा, पुणे, १९७७.
7. मराठे रा. वि. संपा. गावगाडा शब्दकोश, मुंबई, १९९०.
8. मांडे प्रभाकर, लोकसाहित्याचे अंतःप्रवाह, पुणे, १९७५.
9. मांडे प्रभाकर, लोकसाहित्याचे स्वरूप, औरंगाबाद, १९८९.
10. मुजावर, इसाक, दादासाहेब फाळके, पुणे, १९७०.
11. व्यवहारे शरद, लोकसाहित्य: उद्गम आणि विकास, नागपूर, १९८७.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|----------------------------------|-----------------------------|---------------------------------------|
| Unit 1 | Fundamentals of Communication | 19/07/2023 | Lecture & Presentation Method |
| Unit 2 | Oral Traditions in Communication | 19/08/2023 | Lecture, Source & Presentation Method |
| Unit 3 | Journalism | 11/09/2023 | Lecture & Presentation Method |
| Unit 4 | Audio-Visual Media | 07/10/2023 | Lecture & Presentation Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|-----------------------------|
| Name of the Course | Introduction to Archaeology |
| Course Code (refer to student handbook) | UAHIS504 |
| Class | TYBA |
| Semester | V |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Elective |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: Introduction to Archaeology

Course Outcomes: After successful completion of the course, the learner shall:

CO1- To understand the basic facets of Archaeology.

CO2- To evaluate the importance of Epigraphy.

CO3- To study the importance of Numismatics as an important source of history

CO4- be able to identify, select and extract a variety of useful and relevant materials from various sources for the development of a research project

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---|---|----------------|
| Unit 1 | Aims and Methods of Archaeology | a) Definition, Aims and Development of Archaeology in India (b) Archaeology and History; Archaeology and Other Sciences (c) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities; Significance of Archaeology | 15 |
| Unit 2 | Pre-Historic, Proto-Historic and Early Historical Periods | (a) Palaeolithic and Mesolithic Periods (b) Neolithic and Chalcolithic Periods (c) Megalithic and Early Historical Periods | 15 |
| Unit 3 | Epigraphy | (a) Definition and History of Indian Epigraphy (b) Types of Inscriptions and their significance (c) Evolution of Brahmi and Kharosthi Scripts; Edicts of Ashoka | 15 |
| Unit 4 | Numismatics | (a) Definition and History of Indian Numismatics (b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins (c) Contribution of Numismatics to Indian History | 15 |

Learning Resources recommended:

English-

1. Allchin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I: 1985.
2. Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957.
3. Altekar A.S., Catalogue of Coins of the Gupta Empire, Varanasi, Numismatic Society of India, 1937.
4. Bhattacharya D K, An outline of Indian Prehistory, Palaka Prakashan, New Delhi, 1991.
5. Chakraborti Haripada, Early Brahmi Records in India, Sanskrit Pustak Bhandar, Calcutta, 1974.
6. Goyal S R, Indigenous Coins of Early India, Kusumanjali Prakashan, Jodhpur, 1994.

7. Murthy Sathya K, Textbook of Indian Epigraphy, Low Price Publications, Delhi, 1992.

Marathi-

1. देव शां. भा, पुरातत्व विद्या, कॉन्टिनेन्टल प्रकाशन, मुंबई, २००८(दुसरी आवृत्ती)
2. ढवळीकर म के, आर्यांच्या शोधात, राजहंस प्रकाशन, पुणे, २००८.
3. ढवळीकर म के, भारताची कुळकथा, राजहंस प्रकाशन, पुणे, २०१७
4. ढवळीकर म के, महाराष्ट्राची कुळकथा, राजहंस प्रकाशन, पुणे, २००८.
5. ढवळीकर म के, प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
6. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७५.
7. तुळपुळे शं. गो, प्राचीन मराठी कोरीव लेख, पुणे विद्यापीठ प्रकाशन, १९६३.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|---|-----------------------------|--|
| Unit 1 | Aims and Methods of Archaeology | 19/07/2023 | Lecture & Field Visit |
| Unit 2 | Pre-Historic, Proto-Historic and Early Historical Periods | 19/08/2023 | Lecture, Timeline, Source & Field Visit |
| Unit 3 | Epigraphy | 11/09/2023 | Lecture, Timeline, Source & Field Visit |
| Unit 4 | Numismatics | 07/10/2023 | Lecture, Timeline, Source & Museum Visit |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|---|
| Name of the Course | History of Medieval India (1526 CE – 1707 CE) |
| Course Code (refer to student handbook) | UAHIS601 |
| Class | TYBA |
| Semester | VI |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Medieval India (1526 CE – 1707 CE)

Course Outcomes: After successful completion of the course, the learner shall:

CO1- have adequate knowledge of the history of India since the emergence of the Mughal rule

CO2- have adequate knowledge of the administration of the Mughal Empire and the Marathas

CO3- have adequate knowledge of the rise of the Maratha Power

CO4- be able to employ skills in comparative historical analysis to understand the past

CO5- be able to identify and engage with key primary sources in medieval Indian history

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|--|---|----------------|
| Unit 1 | Foundation, Expansion and Decline of the Mughal Rule | (a) India on the eve of Mughal Rule; Invasion of Babur (b) Humayun, Shershah and Akbar (c) Jahangir, Shahjahan and Aurangzeb | 15 |
| Unit 2 | Administrative Structure of the Mughals | (a) Central and Provincial Administration (b) Mansabdari System (c) Revenue and Judicial system | 15 |
| Unit 3 | Rise of the Maratha Power | (a) Chh. Shivaji Maharaj and Foundation of Swarajya (b) The Maratha administration (c) Chh. Sambhaji Maharaj, Chh. Rajaram Maharaj and Maharani Tarabai | 15 |
| Unit 4 | Society and Economy, Religion and Culture of the Mughal Rule | (a) Society and Economy (b) Religion, Education and Literature (c) Art and Architecture | 15 |

Learning Resources recommended:

English-

1. Richards, J.F., The Mughal Empire. Cambridge University Press, 1996
2. Sarkar Jadunath, Mughal Administration, Published by Patna University, 1920.
3. Sarkar Jadunath, Shivaji and his Times, IInd ed., Longman, Green & Co, London, 1920.
4. Raychaudhari T.S. Habib Irfan(ed), The Cambridge economic history of India, London, 1992.
5. Moosvi Shireen, The Economy of the Mughal Empire, Oxford University Press, New Delhi, 1987.
6. Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
7. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.

Marathi-

1. आचार्य धनंजय, मध्यकालीन भारत (१०००-१७०७), श्री साईनाथ प्रकाशन, नागपूर, २००८.
2. कोलारकर श. गो., मध्यकालीन भारत, मंगेश प्रकाशन, नागपूर, १९९२.
3. सरदेसाई गो. स., मुसलमानी रियासत, भाग १ आणि २, पॉप्युलर प्रकाशन, मुंबई १९९३.
4. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरात डी.बी. आणि हनमाने व्ही.एन., मराठेकालीन संस्था व विचार, फडके बुकसेलर्स, कोल्हापूर, १९८७
5. कुलकर्णी, अ. रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे.
6. कुलकर्णी अ.रा., खरे ग.ह. (संपा.) मराठयांचा इतिहास, खंड १ ते ३, कॉन्टिनेन्टल प्रकाशन.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|--|-----------------------------|-----------------------------------|
| Unit 1 | Foundation, Expansion and Decline of the Mughal Rule | 08/12/2023 | Lecture, Timeline & Map Method |
| Unit 2 | Administrative Structure of the Mughals | 18/01/2024 | Lecture Method |
| Unit 3 | Rise of the Maratha Power | 15/02/2024 | Lecture, Source & Timeline Method |
| Unit 4 | Society and Economy, Religion and Culture of the Mughal Rule | 16/03/2024 | Lecture & Timeline Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

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|--|--|
| Name of the Course | History of Contemporary India (1947 CE- 2000 CE) |
| Course Code (refer to student handbook) | UAHIS602 |
| Class | TYBA |
| Semester | VI |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Core |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Contemporary India (1947 CE- 2000 CE)

Course Outcomes: After successful completion of the course, the learner shall:

CO1- have an understanding of the process of making the Constitution and the Integration and Reorganization of Indian States

CO2- have an understanding of the political developments in India after Independence

CO3- be able to comprehend the socio-economic changes and progress in science & technology in India

CO4- be able to examine the salient features of India's foreign policy

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|---|---|----------------|
| Unit 1 | The Nehru Era (1947 CE – 1964 CE) | (a) Features of Indian Constitution (b) Integration and Reorganization of Indian States (c) Socio- Economic Reforms and Foreign Policy | 15 |
| Unit 2 | Political, Social and Economic Developments (1964 CE – 1984 CE) | (a) Political Developments after Nehru Era; Green Revolution (b) Abolition of Privy Purses and Titles, Nationalization of Banks; The Emergency (c) Janata Government; Return of Congress to power, Foreign Policy | 15 |
| Unit 3 | Political, Social and Economic Developments (1984 CE – 2000 CE) | (a) Political Developments (b) Relations with Neighboring Countries (c) Liberalization, Privatization and Globalization | 15 |
| Unit 4 | Emerging Trends | (a) Communalism and Separatist Movements (b) Women Empowerment and Policy of Reservation (c) Science, Technology and Education | 15 |

Learning Resources recommended:

English-

1. Seton, Marie, Panditji : A Portrait of Jawaharlal Nehru, Bombay, 1967.
2. Sitapati Vinay, Half Lion: How P.V. Narasimha Rao Transformed India, Penguin Viking, 2017
3. Guha Ramachandra, India After Gandhi: The History of the World's Largest Democracy, HarperCollins, 2007.
4. Brass, Paul, R. (ed.), TheNew Cambridge History of India: The Politics of India since Independence, Cambridge University Press, Cambridge. 1990.
5. Chandra Bipan, et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.

Marathi-

1. कुरुंदकर, नरहर राजूरकर, न. गो. पंडित नेहरू : एक मागोवा, पुणे, १९७३.
2. कोठेकर शांता, आधुनिक भारत १९४७-२०००, श्री साईनाथ प्रकाशन, नागपूर, २०१३.
3. चंद्र बिपन, इंडिया सिन्स इंडिपेंडन्स, के सागर पब्लिकेशन, पुणे.
4. गुहा रामचंद्र, शारदा साठे, (अनु.) गांधीनंतरचा भारत, मॅजेस्टिक प्रकाशन, मुंबई
5. गोडबोले माधव, गोडबोले सुजाता (अनु.), भारताच्या संसदीय लोकशाहीची अग्निपरीक्षा, राजहंस पब्लिकेशन, पुणे

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|--------|---|-----------------------------|-----------------------------------|
| Unit 1 | The Nehru Era (1947 CE – 1964 CE) | 29/01/2024 | Lecture, Timeline & Map |
| Unit 2 | Political, Social and Economic Developments (1964 CE – 1984 CE) | 27/02/2024 | Lecture, Source & Timeline Method |
| Unit 3 | Political, Social and Economic Developments (1984 CE – 2000 CE) | 23/03/2024 | Lecture, Source & Timeline Method |
| Unit 4 | Emerging Trends | 29/01/2024 | Lecture & Timeline Method |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

| | |
|--|------------------------------------|
| Name of the Course | History of Communication and Media |
| Course Code (refer to student handbook) | UAHIS603 |
| Class | TYBA |
| Semester | VI |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Elective |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: History of Communication and Media

Course Outcomes: After successful completion of the course, the learner shall:

CO1- have a knowledge of the various types of Media and Communication

CO2- have a knowledge of the developments in Information Technology

CO3- have understanding of the impact of Media on Society

CO4- to be able to identify, select and extract a variety of useful and relevant materials for the development of a research project

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|--------------------------------------|--|----------------|
| Unit 1 | Radio and Television | (a) Radio - History and Current Trends (b) Television - History and Current Trends (c) Careers in Radio and Television | 15 |
| Unit 2 | Advertising and Public Relations | (a) Definition, Functions and Responsibilities of Public Relations Officer (b) Advertising – Definitions and Types (c) Careers and Opportunities in Advertising and Public Relations | 15 |
| Unit 3 | Revolution in Information Technology | (a) Social Media (b) Electronic Gadgets – Uses and Misuses (c) Cyber Crimes and Cyber Laws | 15 |
| Unit 4 | Impact of Media | (a) Impact on Society - Children, Women, Youth (b) Challenges – Privatization, Global Competition, Moral Issues, Public Censorship (c) Media and Global Issues – Human Rights, Environment | 15 |

Learning Resources recommended:

English-

1. Ahuja Surjeet, Audiovisual Journalism, Surjeet Publications, New Delhi, 1988.
2. Biagi, S. Media Impact. Wadsworth Pub Co, 7th edition. 2004
3. Das Gupta Chidananda, Talking About Films, Orient Longman, New Delhi, 1981.
4. Ganti Tejaswini, Bollywood- A Guide book to Popular Hindi Cinema, Routledge, New York, 2004.
5. Kelleher, T. Public Relations (1st ed.). New York, NY: Oxford University Press. 2018

Marathi-

1. आपटे मोहन, इंटरनेट एक कल्पवृक्ष, राजहंस प्रकाशन पुणे, १९९७
2. भागवत यशोधन, जाहिरातीचे जग, मौज प्रकाशन, मुंबई २००७
3. बाबू मोशाय, बॉम्बे टॉकीज, अक्षर प्रकाशन, मुंबई

4. कहाते अतुल, बखर मोबाईल फोनची, मनोविकास प्रकाशन, पुणे.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|-------------|--------------------------------------|------------------------------------|-------------------------------|
| Unit 1 | Radio and Television | 06/02/2024 | Lecture Method & Presentation |
| Unit 2 | Advertising and Public Relations | 08/03/2024 | Lecture Method & Presentation |
| Unit 3 | Revolution in Information Technology | 30/03/2024 | Lecture Method & Presentation |
| Unit 4 | Impact of Media | 06/02/2024 | Lecture Method & Presentation |

Syllabus for (BA) Autonomous from the year 2023-24

Department of History

| | |
|--|--|
| Name of the Course | Introduction to Museology and Archival Science |
| Course Code (refer to student handbook) | UAHIS604 |
| Class | TYBA |
| Semester | VI |
| No of Credits | 04 |
| Nature | Theory |
| Type (applicable to NEP only) | Elective |
| Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words | |

Nomenclature: Introduction to Museology and Archival Science

Course Outcomes: After successful completion of the course, the learner shall:

CO1- To inform the students about the role of Museums in the preservation of Heritage

CO2- To understand the importance of Archival Science in the study of History

CO3- To encourage students to pursue careers in various Museums and Archives

CO4- to be able to identify, select and extract a variety of useful and relevant materials for the development of a research project

Curriculum:

| Unit | Title | Learning Points | No of Lectures |
|--------|------------------------|--|----------------|
| Unit 1 | Museology | (a) Definition of Museology, Museum Movement in India (b) Role of the Curator (c) Types of Museums | 15 |
| Unit 2 | Museums | (a) Methods of Collection and Conservation of Objects in Museums (b) Preservation Techniques and Types of Exhibitions (c) Changing Role of Museums: In-house and Out-reach activities of Museums | 15 |
| Unit 3 | Archival Science | (a) Meaning, Scope, Objectives and Classes of Archives (b) Importance of Archives: Value of Records as Sources of History (c) Classification of Records | 15 |
| Unit 4 | Management of Archives | (a) Appraisal and Retention of Records (b) Conservation and Preservation of Records (c) Digital Archives | 15 |

Learning Resources recommended:

1. Balloffet Nelly, Hille Jenny and Judith Reed, Conservation and Preservation of Records Archives, American Library Association, Chicago, 2015.
2. Banerjee, N. R., Museum and Cultural Heritage of India, Agam Kala Prakashan, New Delhi, 1990.
3. Cook Michael, The Management of Information from Archives, Gower, Hampshire, 1999.
4. Stielow Frederick J. Building Digital Archives, Descriptions, and Displays, Neal-Schuman Publishers, New York, 2003.
5. Thomson John M.A. and Others, Manual of Curatorship: A Guide to Museum Practice, Routledge, New York, 1984.
6. Wittlin Alma, Museums : Its History and Its Tasks in Education, Routledge and K Paul, London, 1949.

Teaching plan:

| Unit | Title | Expected date of completion | Teaching methods |
|-------------|------------------------|------------------------------------|-------------------------------|
| Unit 1 | Museology | 06/02/2024 | Lecture Method & Presentation |
| Unit 2 | Museums | 08/03/2024 | Lecture & Visit to Museum |
| Unit 3 | Archival Science | 30/03/2024 | Lecture Method & Presentation |
| Unit 4 | Management of Archives | 06/02/2024 | Lecture, Visit to Archives |

Evaluation Pattern

A. Internal Evaluation for Theory Paper: Total Marks 40

| Sr. No. | Particulars | Marks |
|---------|---|-------|
| 01 | Internal Written Test | 20 |
| 02 | Assignment | 10 |
| 03 | Attendance and participation in classroom | 10 |

Internal Evaluation for paper UAHIS503 and UAHIS603 History of Communication and Media: Total Marks 40

| Sr. No. | Particulars | Marks |
|---------|---|-------|
| 01 | Project | 20 |
| 02 | Presentation / Viva | 10 |
| 03 | Attendance and participation in classroom | 10 |

A. Semester End Evaluation (Question Paper Pattern): Total Marks 60

| Duration: The examination shall be of 2 hours' duration. Question Paper Pattern 1. There shall be four questions each of 15 marks 2. Attempt all questions 3. All questions carry equal marks | | |
|---|-------------------|----------|
| Question No | Unit | Marks |
| Q.1 a) or b) | Based on Unit I | 15 marks |
| Q.2 a) or b) | Based on Unit II | 15 marks |
| Q.3 a) or b) | Based on Unit III | 15 marks |
| Q.4 a) or b) | Based on Unit IV | 15 marks |

University of Mumbai



**R.P. Gogate College of Arts & Science
and R.V. Jogalekar College of
Commerce, Ratnagiri (Autonomous)**

**Master of Arts (M.A.) Programme
Two Year Integrated Programme
Four Semesters
*Course Structure***

Under Choice Based Credit System (CBCS)

**To be implemented from Academic Year-
2023-2024**

| | |
|--|--|
| Name of Programme | Masters of Arts |
| Level | PG |
| No of Semesters | 04 |
| Year of Implementation | 2023-24 |
| Programme Specific Outcomes (PSO) | <p>At the end of the Programme, Learner will be able to</p> <ol style="list-style-type: none"> 1. Provide requisite information about various aspects of the past. 2. Give an idea about how historians research, frame an argument, and debate details that have significance to understanding the past and the present. 3. Equip the students so that their ability to think and analyze is enhanced also, they develop a good research-oriented perspective. 4. Develop historical comprehension by studying the past in local, regional, national and global contexts. 5. Communicate and present his ideas and arguments in written and oral form. |
| Relevance of PSOs to the local, regional, national, and global developmental needs | The learner will be able to acquire the skills of critical thinking, rational inquiry, effective communication, exploring connections between past and present, and being sensitive to larger historical debates important to the study of human society. |

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first part and by conducting the Semester End Examinations with 60% marks in the second part. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below-

A) Internal Assessment: 40 % (40 Marks)

| Sr. No. | Particulars | Marks |
|---------|------------------------------------|-------|
| 01 | Internal Written Test | 20 |
| 02 | Assignment | 10 |
| 03 | Attendance and class participation | 10 |

B) Semester End Examination: 60% (60 Marks)

| Duration: The examination shall be of 2 hours' duration. | | |
|--|-------------------|----------|
| Question Paper Pattern | | |
| 1. There shall be four questions each of 15 marks | | |
| 2. Attempt all questions | | |
| 3. All questions carry equal marks | | |
| Question No | Unit | Marks |
| Q.1 a) or b) | Based on Unit I | 15 marks |
| Q.2 a) or b) | Based on Unit II | 15 marks |
| Q.3 a) or b) | Based on Unit III | 15 marks |
| Q.4 a) or b) | Based on Unit IV | 15 marks |

Standard of Passing

The learner to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learner shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 out of 60) separately, to pass the course and minimum of Letter Grade “P” in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

Performance Grading:

Letter Grades and Grade Points

| Semester GPA/ Program CGPA Semester/Program | % of Marks | Alpha-Sign / Letter Grade Result |
|---|------------------|-------------------------------------|
| 9.00-10.00 | 90.0 -100 | O (Outstanding) |
| $8.00 \leq 9.00$ | $80.0 \leq 90.0$ | A+ (Excellent) |
| $7.00 \leq 8.00$ | $70.0 \leq 80.0$ | A (Very Good) |
| $6.00 \leq 7.00$ | $60.0 \leq 70.0$ | B+ (Good) |
| $5.50 \leq 6.00$ | $55.0 \leq 60.0$ | B (Above Average) |
| $5.00 \leq 5.50$ | $50.0 \leq 55.0$ | C (Average) |
| $4.00 \leq 5.00$ | $40.0 \leq 50.0$ | P (Pass) |
| Below 4.00 | Below 40 | F (Fail) |
| Ab (Absent) | - | Absent |

Master of Arts (M.A.) Programme
Under Choice Based Credit System
Course Structure

M.A. I in History

(To be implemented from Academic Year- 2023-24)

| No. of Courses | Semester I | Credits | No. of Courses | Semester II | Credits |
|----------------|---|---------|----------------|---|---------|
| | Major : Mandatory | | | Major : Mandatory | |
| PAHIS101 | Philosophy of History | 4 | PAHIS201 | Research Methods in History | 4 |
| PAHIS102 | Social, Economic and Administrative History of Early India (up to 1000 CE) | 4 | PAHIS202 | History of Contemporary India (1947 CE – 2000 CE) | 4 |
| PAHIS103 | Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE) | 4 | PAHIS203 | Milestones in World History (1757 CE – 1945 CE) | 4 |
| PAHIS104 | An Introduction to Archaeology | 2 | PAHIS204 | An Introduction to Heritage Tourism | 2 |
| | Major : Elective | | | Major : Elective | |
| PAHIS105 | Social, Economic and Administrative History of Modern India (1757 CE- 1947 CE) | 4 | PAHIS205 | History of Emancipatory Movements in the Modern World | 4 |
| PAHIS106 | Builders of Modern India | | PAHIS206 | History of Modern Europe | |
| PAHIS107 | Women's Movement in India | | PAHIS207 | History of USSR (1917 CE – 1991 CE) | |
| PAHIS108 | Research Methodology | 4 | PAHIS208 | On Job Training/ Field Project | 4 |
| Total Credits | | 22 | Total Credits | | 22 |

SMART Criteria for Course Outcomes:

Specific: Each course outcome is specific, outlining the knowledge and skills students are expected to acquire in relation to the specific topics covered.

Measurable: Each outcome can be measured through assessments, tests, or projects to determine the level of understanding and proficiency achieved by the students.

Achievable: The outcomes are achievable within the duration of the course, considering the number of lectures allocated to each topic.

Relevant: The outcomes are relevant to the subject of financial services and capital market, addressing important concepts, types, and mechanisms involved.

Time-bound: The outcomes are expected to be achieved by the end of the course, providing a clear timeline for assessment and evaluation.

| No. of Courses | Semester I | Credits |
|----------------|---|---------|
| | Major : Mandatory | |
| PAHIS101 | Philosophy of History | 4 |
| PAHIS102 | Social, Economic and Administrative History of Early India (up to 1000 CE) | 4 |
| PAHIS103 | Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE) | 4 |
| PAHIS104 | An Introduction to Archaeology | 2 |
| | Major : Elective (Any One from below) | |
| PAHIS105 | Social, Economic and Administrative History of Modern India (1757 CE-1947 CE) | 4 |
| PAHIS106 | Builders of Modern India | |
| PAHIS107 | Women's Movement in India | |
| PAHIS108 | Research Methodology | 4 |
| Total Credits | | 22 |

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the Academic
Year 2023-2024***

| | |
|--|-----------------------|
| Name of the Course | Philosophy of History |
| Course Code | PAHIS101 |
| Class | M.A. |
| Semester | I |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Mandatory 1 |
| Employability/ Entrepreneurship/ Skill Development | |

Philosophy of History Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------|--------------------------------------|--------------------|
| 1 | Philosophy of History | 15 |
| 2 | Materialist Schools | 15 |
| 3 | Post-Marxist Concepts and Approaches | 15 |
| 4 | Perceptions of Indian History | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Equip students with the trends of the comprehension of the past
2. Make them understand the relationship between Philosophy and History
3. Gain a conceptual understanding of various schools, views and approaches in History
4. Demonstrate a broad knowledge of the Indian Historiography

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Philosophy of History (15 Lectures) (a) Meaning and Relevance (b) Philosophy of History in Early India (c) Theological Schools |
| 2 | Modern Theories of History (15 Lectures) (a) Rationalist School and Positivist School (b) Marxist and Neo- Marxist view of History (c) Subaltern Studies – Main Concepts & Contribution and History from below |
| 3 | Post-Marxist Concepts and Approaches (15 Lectures) (a) Historicism and Cultural Materialism (b) Annals School: Ideas, Methods and Contribution (c) Postmodernism and History |
| 4 | Perceptions of Indian History (15 Lectures) (a) Orientalists, Imperialists and Cambridge Schools (b) Nationalist and Marxist Schools (c) Unconventional Sources and Oral History |

Learning Resources recommended:

A] Books and Textbooks:

1. Acton, R. Introduction to the Philosophy of History, Trans. G. J. Irwin, Weidenfeld and Nicolson, London, 1961.
2. Cairns, G. E. Philosophies of History (Philosophical Library, New York, 1962.
3. Carr, E.H., What is History, Penguin Books, Harmondsworth, 1971.
4. Childs, Peter, Modernism, Routledge, London, 2000.
5. Collingwood, R. G. The Idea of History. Ed. T. M. Knox, OUP, London, 1973.
6. Guha R., Subaltern Studies I, Oxford University Press, 1982.
7. The Oral History Reader, ed. Robert Perks and Alistair Thomson, London, 2006.
8. आठवले सदाशिव, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
9. कोठेकर शांता, इतिहास आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २०१६
10. गायकवाड, डॉ. सरदेसाई, हनमाने, इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
11. बेंद्रे वा. सी., साधन चिकित्सा, विजय प्रेस, पुणे.
12. सरदेसाई बी. एन., इतिहास लेखन पद्धती, फडके प्रकाशन, कोल्हापूर.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|---|--|
| Name of the Course | Social, Economic and Administrative History of Early India (up to 1000 CE) |
| Course Code | PAHIS102 |
| Class | M.A. |
| Semester | I |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Mandatory II |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Social, Economic and Administrative History of Early India (up to 1000 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------|---------------------------------|-----------------|
| 1 | Cultural Transformations | 15 |
| 2 | Evolution of Early Indian State | 15 |
| 3 | Religion | 15 |
| 4 | Economic Transformations | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Enable students to understand with the evolution of socio-cultural, religious and political processes in the early Indian past on the basis of which the plural Indian society was formed.
2. Acquaint the students with different sources of ancient Indian history and develop ability to identify, analyze and evaluate the source.

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | Cultural Transformations (15 Lectures) (a) Nature of Prehistoric Indian Society (b) Jana to Varna and Pastoralism to Settled Society (c) Rise & Growth of Caste, Social Stratification, Varnashramadharma Vyavastha |
| 2 | Evolution of Early Indian State (15 Lectures) (a) State Formation in Early India (b) Evolution of State in Peninsular India (c) Indian Feudalism – Nature and Debate |
| 3 | Religion (15 Lectures) (a) Religious Worldview of RigVeda (b) Religious Fermentation and Emergence of heterodox sects-Jainism, Buddhism and Ajivikas. (c) Tantric Cults – Rise, Nature and Doctrine. |
| 4 | Economic Transformations (15 Lectures) (a) Iron Technology, Settled Agriculture and Rise of Urbanization. (b) Guild System (c) Roman Trade |

Learning Resources recommended:

1. Altekar, A. S Position of Women in Hindu Civilization, Banaras, 1988.
2. Deccan : A note, Archaeology and History, Vol. II, Delhi, 1989
3. Kosambi D. D., The Culture and Civilisation of Ancient India: in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
4. Majumdar K., Concise History of Ancient India, 3 Vols. MunshiramManoharlal Publishers Pvt. Ltd. New Delhi.
5. Jha D. N., edited, Society and ideology in India: essays in honor of Professor R. S. Sharma, New Delhi: MunshiramManoharlal Publishers, 1996.
6. हेमंत राय चौधरी अनुवाद डॉ. सदाशिव आठवले, डॉ. मधुसूदन बोपडीकर, प्राचीन भारताचा राजकीय इतिहास, डायमंड पब्लिकेशन. पुणे.
7. रोमिला थापर ,अनुवादक रं. ना. गायधनी, वासंती फडके, अर्ली इंडिया, के. सागर पब्लिकेशन्स, पुणे.
8. कोसंबी डी. डी., प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड पब्लिकेशन्स, पुणे, २००६.
9. डॉ. रमेशचंद्र मजुमदार, प्राचीन भारत, श्री जैनेंद्र प्रेस, नवी दिल्ली.
10. डॉ. गो. बं. देगलूरकर, प्राचीन भारत इतिहास आणि संस्कृती, अपरांत, पुणे, २०१५.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the Academic
Year 2023-2024***

| | |
|--|--|
| Name of the Course | Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE) |
| Course Code | PAHIS103 |
| Class | M.A. |
| Semester | I |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Mandatory III |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------------|------------------------------------|----------------------------|
| 1. | Medieval Indian Political Scenario | 15 |
| 2. | Social & Cultural Developments | 15 |
| 3. | Religious scenario | 15 |
| 4. | Economic Transformations | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Facilitate students with the evolution of socio-cultural, religious and political processes in Medieval Indian past
2. Have a knowledge of the history of Medieval India that laid the foundation of the Sultanate, Mughal and regional dynasties in India
3. Acquaint the students with different sources of medieval history and develop ability to identify, analyze and evaluate the source.
4. Have a knowledge of the administrative, socio-economic and cultural aspects of Medieval India

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Medieval Indian Political Scenario (15 Lectures) (a) Theories of State: Sultanate, Mughal, Vijayanagar and Marathas. (b) Nature of Kingship: Delhi Sultanate, Mughal, Vijayanagar and Marathas. (c) Mansabdari System and Watan System |
| 2 | Social & Cultural Developments (15 Lectures) (a) Islamic Intellectual Traditions: Al-Beruni; Al-Hujwiri (b) Class, Caste, Untouchability and Forced Labour (c) Education |
| 3 | Religious scenario (15 Lectures) (a) Bhakti Movement – Nature, Spread and Importance (b) Sufism – Silsilas and Doctrine (c) Akbar's Din-i-Ilahi and Syncretism |
| 4 | Economic Transformations (15 Lectures) (a) Experiments in Revenue Administration (b) Industries, Crafts and Urbanization; Indian Ocean Trade Networks (c) Monetary and Banking System |

Learning Resources Recommended:

A] Books and Textbooks:

1. Bakshi, S. R.,(ed)., Advanced History of Medieval India: 712-1525 (Vol. 1), Anmol Publications, 1995.
2. Habibirfan, Economic History of Medieval India, 1200-1500 (vol. VIII Part I), Centre for Studies in Civilisation, 2011
3. Chattopadhyaya B.D., The Making of Early Medieval India, 1994
4. Chandra Satish, History of Medieval India (800-1700, Orient Longman, 2007.
5. Burton Stein, New Cambridge History of India: Vijayanagara, Part of The New Cambridge History of India, 2005.
6. सरदेसाई गो. स., मुसलमानी रियासत मोगल बादशाही खंड दुसरा, पॉप्युलर प्रकाशन, मुंबई.
7. यदुनाथ सरकार, अनुवादक श. गो. कोलारकर, औरंगजेब, डायमंड पब्लिकेशन्स, पुणे.
8. डॉ. अनिल कठारे, मध्ययुगीन भारताचा इतिहास, प्रशांत पब्लिकेशन्स, जळगाव.
9. भावे वा. कृ., पेशवेकालीन महाराष्ट्र, वरदा प्रकाशन, पुणे.
10. सरदेसाई गो. स., मराठी रियासत, खंड १ ते ८, पॉप्युलर प्रकाशन, मुंबई.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|---|--------------------------------|
| Name of the Course | An Introduction to Archaeology |
| Course Code | PAHIS104 |
| Class | M. A. |
| Semester | I |
| No of Credits | 2 |
| Nature | Theory |
| Type | Major: Mandatory IV |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

An Introduction to Archaeology

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|---|------------------------|
| 1. | Methods and theory of Archaeology | 10 |
| 2. | Pre-Historic, Proto-Historic and Early Historical Periods | 10 |
| 3. | Epigraphy | 05 |
| 4. | Numismatics | 05 |
| Total | | 30 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Introduce students to archaeology, helping them understand past cultures through physical remains
2. Evaluate the importance of Epigraphy
3. Study the importance of Numismatics as an important source of history

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | Methods and theories of Archaeology (10 Lectures) (a) Definition, Aims and Development of Archaeology in India (b) Archaeology and History, Significance & relevance of Archaeology (c) Field Archaeology: Methods, Excavation and Dating Antiquities |
| 2 | Pre-Historic, Proto-Historic and Early Historical Periods (10 Lectures) (a) Palaeolithic and Mesolithic Periods (b) Neolithic and Chalcolithic Periods (c) Megalithic and Early Historical Periods |
| 3 | Epigraphy (5 Lectures) (a) Definition and History of Indian Epigraphy (b) Types of Inscriptions and their significance (c) Evolution of ancient scripts |
| 4 | Numismatics (5 Lectures) (a) Definition and History of Indian Numismatics (b) Ancient Indian Coinage (c) Contribution of Numismatics to Indian History |

Learning Resources recommended:

1. Allchin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I: 1985.
2. Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957.
3. Brothwell, D. & Pollard, A. M. Eds., Handbook of Archaeological Science, 2004.
4. Bhattacharya D K, An outline of Indian Prehistory, Palaka Prakashan, New Delhi, 1991.
5. Drewett Peter, Field Archaeology: An Introduction, UCL Press, London, 1999.
6. ढवळीकर, म. के., आर्यांच्या शोधात राजहंस प्रकाशन, पुणे, २००८.
7. ढवळीकर, म. के., भारताची कुळकथा, राजहंस प्रकाशन, पुणे, २०१७.
8. ढवळीकर, म. के., कोणे एके काळी सिंधु संस्कृती, राजहंस प्रकाशन, पुणे, २००६.
9. ढवळीकर, म. के., महाराष्ट्राची कुळकथा, राजहंस प्रकाशन, पुणे, २००८.
10. ढवळीकर म. के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
11. ढवळीकर म. के., पुरातत्व विद्या, महाराष्ट्र राज्य साहित्य आणि संस्कार मंडळ, मुंबई, १९८०.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|---|---|
| Name of the Course | Social, Economic and Administrative History of Modern India (1757 CE-1947 CE) |
| Course Code | PAHIS105 |
| Class | M.A. |
| Semester | I |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Elective |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Social, Economic and Administrative History of Modern India (1757 CE-1947 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------------|-------------------------------------|----------------------------|
| 1 | Background: India in 18th Century | 15 |
| 2 | Colonial State and Ideology | 15 |
| 3 | Economic Developments | 15 |
| 4 | Social and Cultural Transformations | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Facilitate students with the evolution of socio-cultural, religious and political processes in Modern Indian History as well as impact of British rule in India.
2. Acquaint the students with different sources of modern history and develop ability to identify, analyze and evaluate the source.

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | Background: India in 18th Century (15 Lectures) (a) Polity (b) Society (c) Economy |
| 2 | Colonial State and Ideology (15 Lectures) (a) Ideologies of Raj (b) Arms of Colonial State – Army, Police and Law (c) Education: Indigenous and Modern |
| 3 | Economic Developments (15 Lectures) (a) Deindustrialization and Commercialization of Agriculture (b) Transport, Industry, Urbanization and Agrarian Change (c) Drain of Wealth |
| 4 | Social and Cultural Transformations (15 Lectures) (a) Advent of Printing and its Implications; Reform Movements: Nature and Issues (b) Social Change - Caste, Class and Gender (c) Making of Religious, Linguistic Identities and Rise of Nationalism |

Learning Resources recommended:

A] Books and Textbooks:

1. Natarajan, S. (1962). A History of the Press in India. Bombay: Asia Publishing House, 1963
2. Bandopadhyay, Shekhar, From Plassey to Partition, A History of Modern India, Orient Longman 2004.
3. Chakravarty Suhas, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
4. Bhattacharya, Neeladri, The Making of Agrarian Policy in British India 1770-1900, Delhi: Oxford Press, 1992.
5. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966.
6. Roy Tirthankar, The Economic History of India 1857-1947, OUP, New Delhi, 2011.
7. सरदेसाई गो. स., ब्रिटिश रियासत खंड २, पॉप्युलर प्रकाशन, मुंबई
8. क्षीरसागर व्ही. एस. आधुनिक भारताचा इतिहास १७५७ ते २०००, के. सागर, प्रकाशन, पुणे.
9. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि जाति-वर्ण व्यवस्था, सुगावा प्रकाशन, पुणे, २००५
10. डॉ. आचार्य धनंजय, भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर.
11. सरदेसाई बी. एन. आधुनिक महाराष्ट्र (१८१८-१९६०), फडके प्रकाशन, कोल्हापूर.
12. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ५, श्रीविद्या प्रकाशन, पुणे.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|--------------------------|
| Name of the Course | Builders of Modern India |
| Course Code | PAHIS106 |
| Class | M.A. |
| Semester | I |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Elective |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Builders of Modern India

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|-------------------------|------------------------|
| 1. | Mahatma Gandhi | 15 |
| 2. | Dr. B. R. Ambedkar | 15 |
| 3. | Pandit Jawaharlal Nehru | 15 |
| 4. | Mrs. Indira Gandhi | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint students about the contribution of builders of Modern India in the development of Indian Society.

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Mahatma Gandhi (15 Lectures) |
| | (a) Early life and Mission (b) Contribution to national life (c) Impact on the nation |
| 2 | Dr. B. R. Ambedkar (15 Lectures) |
| | (a) Early life and education (b) Contribution to national life (c) Impact on the nation |
| 3 | Pandit Jawaharlal Nehru (15 Lectures) |
| | (a) Early life and education (b) Contribution to national life (c) Impact on the nation |
| 4 | Mr. Indira Gandhi (15 Lectures) |
| | (a) Early life and education (b) Contribution to national life (c) Impact on the nation |

Learning Resources Recommended:

A] Books and Textbooks:

1. Brown Judith M., Gandhi and Civil Disobedience, The Mahatma in Indian Politics 1928-34, OUP,1977.
2. Brown Judith M., Gandhi's Rise to Political Power in Indian Politics 1915-1922, Cambridge University Press, 1972.
3. Nanda B.R., Mahatma Gandhi, Allen and Unwin, 1958.
4. Chandra Bipan, Nationalism and Colonialism in Modern India, New Delhi, 1979.
5. Jawaharlal Nehru, An Autobiography, New Delhi, 1962.
6. Jawaharlal Nehru, Letter to Chief Ministers, 1947-64, 5 volumes, New Delhi, 1985.
7. S.Gopal, Jawaharlal Nehru – A Biography, 3 vols., London, 1975.
8. Ambedkar B.R., Writing and Speeches : Education Department, Government of Maharashtra 1993,and 1994. (ed. By Moon, Vasant). Vol. 1-18.
9. Keer Dhananjay, Dr. Babasaheb Ambedkar : Life and Mission, Popular Prakashan, Bombay, 1990
10. Katherine Frank, Indira: the life of Indira Nehru Gandhi. HarperCollins, U.K, (2010)
11. Pupul Jayakar, Indira Gandhi: An Intimate Biography New Delhi, (1992)
12. Ramachandra Guha, India after Gandhi: The History of the World's Largest Democracy , Macmillan Publisher Ltd. London,(2007)

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|---------------------------|
| Name of the Course | Women's Movement in India |
| Course Code | PAHIS107 |
| Class | M.A. |
| Semester | I |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Elective |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Women's Movement in India

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|---|------------------------|
| 1 | Rise of Women's Movement | 15 |
| 2 | Women in National Movement | 15 |
| 3 | Independent India and Women | 15 |
| 4 | Women from Depressed Classes, Minorities and Their Movement | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint students with the rise of the women's movement in India as well as the role of women in the National Movement.
2. Explain the patterns of transitions in women's movement in India
3. Describe important events and role of women in historical context

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Rise of Women's Movement (15 Lectures) (a) Women's Education (b) Women and Reforms of 19th Century (c) Influence of Capitalism and Urbanization on Women |
| 2 | Women in National Movement (15 Lectures) (a) Role of Women in Gandhian Movements. (b) Participation of Women in Labour, Peasant Movements (c) Hindu Code Bill and Constitution of India |
| 3 | Independent India and Women (15 Lectures) (a) Women – Law and Education (b) Women - Family and Health (c) Women - Media and Globalisation |
| 4 | Women from Depressed Classes, Minorities and Their Movement (15 Lectures) (a) Dalit Women's Issues and Movement (b) Tribal Women's Issues and Movement (c) Women from Minorities - Issues and Movement |

Learning Resources recommended:

A] Books and Textbooks:

1. Agnes Flavia, The State , Gender and Rhetoric of Law Reform, Research Centre for Women's Studies, SNDT Women's University, Mumbai, 1995.
2. Asthana Pratima, Women in Modern India, Vikas Publishing House, New Delhi, 1974.
3. Bhasin Kamala (ed)., The Position of Women in India, Programme for Training in Democracy, Bombay, 1973.
4. Chattopadhyay Kamaladevi, Indian Women's Battle for Freedom, Abhinav Publishers, New Delhi, 1983.
5. Desai Neera, Women in Modern India, Vora Publishers, Bombay, 1977.
6. Dreze Jean and Amartya Sen, India : Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1995.
7. Jha Rama, Women and the Print Media: Portrayal and Performance, Chanakya Publishers, Delhi, 1992.
8. O'Hanlon, Rosalind, For the Honour of My Sister Countrywomen: Tarabai Shinde and the Critique of Gender Relations in Colonial India, Oxford University Press, Oxford, 1994.

| No. of Courses | Semester II | Credits |
|----------------|---|---------|
| | Major: Mandatory | |
| PAHIS201 | Research Methods in History | 4 |
| PAHIS202 | History of Contemporary India (1947 CE – 2000 CE) | 4 |
| PAHIS203 | Milestones in World History (1757 CE – 1945 CE) | 4 |
| PAHIS204 | An Introduction to Heritage Tourism | 2 |
| | Major: Elective | |
| PAHIS205 | History of Emancipatory Movements in the Modern World | 4 |
| PAHIS206 | History of Modern Europe | |
| PAHIS207 | History of USSR (1917 CE – 1991 CE) | |
| PAHIS208 | On Job Training/ Field Project | 4 |
| Total Credits | | 22 |

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| | |
|--|-----------------------------|
| Name of the Course | Research Methods in History |
| Course Code | PAHIS201 |
| Class | M.A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Mandatory I |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Research Methods in History

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|---------------------------------|------------------------|
| 1 | History: Meaning and Nature | 15 |
| 2 | Sources of History | 15 |
| 3 | Problems in History writing | 15 |
| 4 | Historical Research and Methods | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Formulate, sustain and justify a historical argument and able to situate historical arguments within a larger scholarly narrative
2. Support and establish such arguments with historical evidence drawn mainly from secondary sources
3. Have basic knowledge on historical research techniques
4. Identify the basic elements in historical research

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | History: Meaning and Nature (15 Lectures) (a) History: Definitions and Scope (b) Importance of History (c) History and Auxiliary Sciences |
| 2 | Sources of History (15 Lectures) (a) Sources – Nature and Types (b) Methods of Data Collection (c) Classification and Organization of Sources |
| 3 | Problems in History writing (15 Lectures) (a) Authenticity and Credibility of Sources (b) Heuristics and Hermeneutics (c) Causation, Generalization, Bias and objectivity in History |
| 4 | Historical Research and Methods (15 Lectures) (a) Historical facts and Interpretation (b) Citation methods, Bibliography (c) Qualitative and Quantitative Methods in History |

Learning Resources recommended:

A] Books and Textbooks:

1. Agarwal, R. S., Important Guidelines on Research Methodology, Delhi, 1983.
2. Carr, E. H., What is History? Macmillan, London, 1961.
3. Chitnis K. N, Research Methodology in History, published by Mrs. R. K. Chitnis, A1/23 Rambag Colony, Navi Path, Pune – 1979.
4. Collingwood, R. G. The Idea of History, Oxford University Press. Oxford 1978.
5. Majumdar, R. C., Historiography in Modern India, Bombay, 1970
6. कोठेकर शांता, इतिहास आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २०१६
7. गायकवाड, डॉ. सरदेसाई, हनमाने, इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
8. सरदेसाई बी. एन., इतिहास लेखन पद्धती, फडके प्रकाशन, कोल्हापूर.
9. सदाशिव आठवले, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
10. संत दु. का. संशोधन पद्धती प्रक्रिया अंतरंग

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester II with Effect from the
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| | |
|---|---|
| Name of the Course | History of Contemporary India (1947 CE – 2000 CE) |
| Course Code | PAHIS202 |
| Class | M.A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Mandatory II |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of Contemporary India (1947 CE – 2000 CE)
Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|---------------------------|------------------------|
| 1 | Political Developments | 15 |
| 2 | Economic Transformations | 15 |
| 3 | Social-Cultural Processes | 15 |
| 4 | India and the World | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s
2. Identify the contemporary challenges like social transformation, liberalization, privatization and globalization

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Political Developments (15 Lectures) (a) Partition, Integration and Reorganization of States (b) Indian Constitution, Regional Politics; Separatist Movements (c) Communalism and Secularism |
| 2 | Economic Transformations (15 Lectures) (a) Mixed Economy, Five Year Plans and Land Reforms (b) Nationalization of Banks, Agrarian and Industrial Development (c) Era of Globalization |
| 3 | Social-Cultural Processes (15 Lectures) (a) Hindu Code Bill and the Women's Movement (b) Dalit Movement (1957-2000 CE) (c) Labour Movements and Tribal Issues |
| 4 | India and the World (15 Lectures) (a) Panchsheel and Non Alignment Movement (b) India and its Neighbors (c) India and International Politics |

Learning Resources recommended:

A] Books and Textbooks:

1. Chandra Bipan, et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.
2. Dreze, Jean and ,AmartyaSen, India: Economic Development and Social Opportunity, Clarendon, Oxford University Press, Oxford, 1998.
3. Dutt, V.P, India's Foreign Policy, Vikas Publishing House, New Delhi, 1984.
4. Guha, Ramchandra, India after Gandhi: The History of the World's Largest Democracy, Picador, London, 2007.
5. Jain Ashok, Indira – Antim Parva, Rajhansa Prakashan, Pune
6. कोठेकर शांता, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर.
7. बिपन चंद्र अनुवाद विजय तरवडे, एसेज् ऑन कंटेम्प्री इंडिया, चेतक बुक्स, पुणे.
8. क्षीरसागर व्ही. एस. आधुनिक भारताचा इतिहास १७५७ ते २०००, के. सागर, प्रकाशन, पुणे.
9. चौसाळकर अशोक, आधुनिक भारतीय राजकीय विचार: प्रवाह आणि अंतःप्रवाह, प्रतिमा प्रकाशन, पुणे.
10. गोडबोले माधव, अनुवाद गोडबोले सुजाता, भारताच्या संसदीय लोकशाहीची अग्निपरीक्षा, राजहंस प्रकाशन, पुणे

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| | |
|--|---|
| Name of the Course | Milestones in World History (1757 CE – 1945 CE) |
| Course Code | PAHIS203 |
| Class | M.A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Mandatory III |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Milestones in World History (1757 CE – 1945 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|-----------------------------|------------------------|
| 1 | Revolutions | 15 |
| 2 | Colonialism and Imperialism | 15 |
| 3 | Varieties of Nationalism | 15 |
| 4 | Impact of World Wars | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquire knowledge about the evolution of human society and transformation
2. Provide an understanding of an era of shifting history from Euro centric to World.
3. Develop the understanding of the World from a theocratic society to modern Nation state system

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Revolutions (15 Lectures) (a) Industrial Revolution – Nature and Impact (b) Nature of American Revolution (1776) and French Revolution (1789) (c) Russian Revolution |
| 2 | Colonialism and Imperialism (15 Lectures) (a) Early Colonial Expansions – Explorations & Motives (b) Nature of Colonial Control – Africa & Asia (c) Theories and Mechanisms of Imperialism |
| 3 | Varieties of Nationalism (15 Lectures) (a) Unification of Germany and Italy (b) Formation of National Identities – Ireland and Balkans (c) Arab Nationalism; Zionist Movement |
| 4 | Impact of World Wars (15 Lectures) (a) World War I and League of Nations (b) Nazism, Fascism and Militarism (c) World War II, Human Tragedy and Existentialism |

Learning Resources recommended:

A] Books & Textbooks:

1. Anderson M.S., Europe In The Eighteenth Century, London, 1987.
2. Beals D., The Risorgimento And The Unification of Italy, London, 1971.
3. Boshier J. F., The French Revolution, London, 1989.
4. Charles and Barbara Jelavich, Establishment of the Balcan National States, 1840 – 1920.
5. Drot T., Europe Between Revolutions, 1815-1848, New York, 1967.
6. केतकर कुमार, बदलते विश्व, राजहंस प्रकाशन, पुणे.
7. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
8. तळवलकर गोविंद, भारत आणि जग, मौज प्रकाशन गृह, मुंबई.
9. बाचल वि.मा., आंतरराष्ट्रीय संबंध, कॉन्टिनेन्टल प्रकाशन, पुणे.
10. वाळिंबे वि. स., वॉर्सा ते हिरोशिमा, मेहता पब्लिशिंग हाऊस, मुंबई.

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| | |
|---|-------------------------------------|
| Name of the Course | An Introduction to Heritage Tourism |
| Course Code | PAHIS204 |
| Class | M.A. |
| Semester | II |
| No of Credits | 2 |
| Nature | Theory |
| Type | Major: Mandatory IV |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

An Introduction to Heritage Tourism

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|--------------------------------------|------------------------|
| 1 | Understanding Heritage Tourism | 10 |
| 2 | Natural and Built Heritage in India | 10 |
| 3 | Cultural Heritage | 5 |
| 4 | Heritage Conservation and Management | 5 |
| Total | | 30 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Explore various aspects of cultural heritage and cultural diversity in historical perspective
2. Acquire knowledge of changing socio-cultural scenarios of India and discuss the importance of cultural and heritage tourism to national development
3. Learn about and discuss relevant issues related to sustainable cultural tourism

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | Understanding Heritage Tourism (10 Lectures) (a) Concept, Scope and Significance of Heritage Tourism (b) Cultural Heritage- Tangible and Intangible Heritage |
| 2 | Natural and Built Heritage in India (10 Lectures) (a) Natural: Beaches and Sanctuaries (b) Built Heritage: Forts, Monuments and Public Buildings |
| 3 | Cultural Heritage (5 Lectures) (a) Pilgrimage Sites, Fairs, Festivals and Food Culture (b) Folk and Tribal Culture (c) Local cultural heritage: with special reference to the Konkan region |
| 4 | Heritage Conservation and Management (5 Lectures) (a) Concept of Conservation and Preservation (b) Heritage Legislation and Policy in India |

Learning Resources recommended:

A] Books & textbook

1. Achaya K. T., A Historical Dictionary of Indian Food, Oxford University Press, 1998
2. Breckenridge, Carol (ed); Consuming Modernity: Public Culture in a South Asian World, Oxford University Press, New Delhi, 1995.
3. Chawla Romila, Heritage Tourism and Development, Sonali Publications, New Delhi, 2004.
4. Goeldner, R & Ritchie. B ,Tourism, Principles, Practices and Philosophies, John Wiley & Sons, London,2010.
5. Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004
6. उजगरे अनुपमा (संपा.) महाराष्ट्राचा खाद्यसंस्कृतिकोश, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०१५.
7. घाणेकर प्र. के., कोकणातील पर्यटन, स्नेहल प्रकाशन, पुणे.
8. जॅक्सन ए. एम. टी., बापट आसावरी, (अनु.), कोकणची लोकसंस्कृती, पद्मगंधा प्रकाशन, पुणे.
9. दीक्षित लीला, (संपा.) कोकण: विविध दिशा आणि दर्शन, प्रतिमा प्रकाशन, पुणे, २०११.
10. धुरी श्याम, कोकणातील गावऱ्हाटी, जन्मभूमी सेवा संस्था, राठीवडे, २००२.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester II with Effect from the
Academic Year 2023-2024***

| | |
|---|---|
| Name of the Course | History of Emancipatory Movements in the Modern World |
| Course Code | PAHIS205 |
| Class | M. A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major: Elective |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of Emancipatory Movements in the Modern World

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|-----------------|------------------------|
| 1 | Race | 15 |
| 2 | Gender | 15 |
| 3 | Caste | 15 |
| 4 | Class and Tribe | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Explains basic historical, economic and cultural linkages of emancipatory movements of the modern world
2. Acquire knowledge about the origin, nature and caste-class composition of various societies.

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Race (15 Lectures) |
| | (a) Understanding Race and Apartheid (b) Martin Luther King, Jr. and Afro-American Civil Rights Movements (c) Nelson Mandela and Anti-Apartheid Movement in South Africa |
| 2 | Gender (15 Lectures) |
| | (a) First Wave Feminist Movement (b) Second Wave Feminist Movement (c) Third Wave Feminist Movement |
| 3 | Caste (15 Lectures) |
| | (a) Concept and Understandings (b) Caste as Tradition, Power and Humiliation (c) Anti-caste movements of D. B.R. Ambedkar and Periyar E.V. Ramasamy. |
| 4 | Class and Tribes (15 Lectures) |
| | (a) Marxist and Neo-Marxist Understandings of Class (b) Nature of Labour Movements in India (c) Understandings of Tribe and Nature of Indian Tribal Struggles in the 20th Century |

Learning Resources recommended:

A] Books & Textbook

1. Smith Mark M., How Race Is Made: Slavery, Segregation, and the Senses, University of North Carolina Press, 2006
2. Sarkar Sumit ,Modern India 1885-1947, Macmillan Madras, 1985
3. Pathy Jagannath, Tribal Peasantry: Dynamics of Development, Inter-India, New Delhi, 1984
4. Krolokke Charlotte, Gender Communication Theories and Analyses: From Silence to Performance, Sage, 2005.
5. Making of Modern Urban America, Harvard University Press, 2010
6. बोरसे सदानंद, मंडेला, राजहंस प्रकाशन, पुणे.
7. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
8. गायकवाड किशोर, घटनेचे शिल्पकार बाबासाहेब आंबेडकर, श्री गंधर्ववेद प्रकाशन, पुणे.
9. वांबुरकर जास्वंदी (संपा.), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे.
10. कदम मनोहर, नारायण मेघाजी लोखंडे-भारतीय कामगार चळवळीचे जनक, अक्षर प्रकाशन, मुंबई.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester II with Effect from the
Academic Year 2023-2024***

| | |
|--|--------------------------|
| Name of the Course | History of Modern Europe |
| Course Code | PAHIS206 |
| Class | M.A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major : Elective |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of Modern Europe *Modules at a Glance*

| Sr. No. | Modules | No. of Lectures |
|---------|--------------------------------------|-----------------|
| 1. | French Revolution and Metternich Era | 15 |
| 2. | Socio-Economic Transformation | 15 |
| 3. | Formation of Nation States | 15 |
| 4. | World War I and II | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Orient the students with political history of Modern Europe
2. Understand the economic transition in Europe during the 18th and 19th Century Europe
3. Understand the impact of the world war

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | French Revolution and Metternich Era (15 Lectures) |
| | (a) The French Revolution – 1789. (b) Napoleon Bonaparte- Domestic and Foreign Policy (c) Congress of Vienna Concert of Europe and Revolution of 1830 and 1848 |
| 2 | Socio-Economic Transformation (15 Lectures) |
| | (a) Agrarian Revolution (b) Industrial Revolution (c) Development of Socialism (Utopian and Marxist) |
| 3 | Formation of Nation States (15 Lectures) |
| | (a) Unification : Italy and Germany (b) Greek War of Independence (c) Crimean War and Russo-Turkish War |
| 4 | World War I and II (15 Lectures) |
| | (a) World War I and Paris Peace Conference (b) Russian Revolution of 1917 and rise of dictatorship (c) World War II |

Learning Resources Recommended:

A] Books:

4. Albertini L., Origins of The War of 1914, Oxford, 1952 (Vol.2)
5. Anderson M.S., Europe In The Eighteenth Century, London, 1987.
6. Avineri S., Marxism And Nationalism, Journal of Contemporary History, 26(1991).
7. Beals D., The Risorgimento And The Unification of Italy, London, 1971.
8. Bergeron L., France Under Napoleon, Peinceton, 1981.
9. Berghan V.R., Germany And The Approach of War In 1914. London, 1993.
10. Bertier De Sauvigny De, Matternich and His Times, London, 1962
11. Rose Holland J., The Revolutionary And Napoleonic Era (1789-1815), 7th Edition, Allahabad, 1958.
12. Thomson David, Europe since Napoleon, (Ind. Edn.) Jain Pustak Mandir, Jaipur, 1977.

Revised Syllabus of Courses of Master of Arts (M.A.)

***Programme at Semester II with Effect from the
Academic Year 2023-2024***

| | |
|--|-------------------------------------|
| Name of the Course | History of USSR (1917 CE – 1991 CE) |
| Course Code | PAHIS207 |
| Class | M.A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Theory |
| Type | Major : Elective |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of USSR (1917 CE – 1991 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|---------|-------------------------------------|-----------------|
| 1. | Background | 15 |
| 2. | Joseph Stalin and Emergence of USSR | 15 |
| 3. | Cold War | 15 |
| 4. | Disintegration of USSR | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. To understand the revolutionary phase in USSR, the Marxist ideologies and economic planning in USSR and its emergence as a world power
2. Aware about the Russian War of 1917 which affected to the contemporary society and politics of the European countries
3. Learn about the foreign policy of Russia which affected to the entire World

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Background (15 Lectures) |
| | (a) Bolsheviks and Mensheviks (b) Socialist Idea (c) Vladimir Ilyich Ucyanov (Lenin) |
| 2 | Joseph Stalin and Emergence of USSR (15 Lectures) |
| | (a) Social and Political Changes (b) Five Year Plans (c) Agricultural and Industrial Policies |
| 3 | Cold War (15 Lectures) |
| | (a) World War II and Russia (b) Policies of Nikita Khrushchev (c) Emergence as World Power |
| 4 | Disintegration of USSR (15 Lectures) |
| | (a) De- Stalinization (b) Glasnost (Openness) and Perestroika (Democratization) (c) Transition of USSR to Soviet Russia |

Learning Resources Recommended:

A] Books:

1. Ascher, A.; Revolution of 1905: Russia in disarray ; Stanford : Stanford University Press, 1988.
2. E.H. Carr: A History of Soviet Russia, 4 Volumes, 1952.
3. De Madariage, Isabel; Russian in the age of Catherine the great ; London : Phoenix Press, 1981.
4. McDaniel, Tim, ; Agony of the Russian idea; Princeton : Princeton University Press, 1996.
5. Trotsky, L.; History of the Russian revolution; London: victor Gollancz, 1965.
6. World Infopaedia - Russia – Part -1., New Delhi : Pragun Publication, 2007.
7. World Infopaedia - Russia – Part -2., New Delhi : Pragun Publication, 2007.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester II with Effect from the
Academic Year 2023-2024***

| | |
|--|--------------------------------|
| Name of the Course | On Job Training/ Field Project |
| Course Code | PAHIS208 |
| Class | M. A. |
| Semester | II |
| No of Credits | 4 |
| Nature | Practical |
| Type | On Job Training/ Field Project |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Guidelines and Evaluation pattern for On Job Training/ Field Project (100 Marks)

Introduction:

Inclusion of On Job Training/ Field Project in the course curriculum of the M.A. programme is one of the ambitious aspect in the programme structure. The main objective of inclusion of On Job Training/ Field Project is to inculcate ability to interpret particular aspect of the study in his/ her own words.

Guidelines for On Job Training

On-the-Job Training/Field Project: Students will be required to undertake a designated project or tasks in an organization or industry relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

Course Objectives:

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

1. Develop a research project in preparation for the final year dissertation
2. Design and conduct an archive-based research project
3. Formulate, sustain and justify a historical argument
4. Evaluate evidence critically from a range of primary sources to support their argument
5. Abstract the main arguments/concepts/ideas embedded in scholarly writings in History

Course Duration:

Minimum 20 days / 100 hours of On Job Training with an Organization/ NGO/ Charitable Organization/ Private firm.

- The theme of the internship should be based on any study area of the Major course
- Project Report should be of minimum 40 pages
- Experience Certificate is Mandatory

Evaluation: The final project report will be evaluated out of 50 marks by the guide, 30 marks by any other teacher in the Department, and 20 marks by an external examiner (minimum 5 years of teaching experience of the subject or research expert) by way of viva voce or PPT presentation.

Report Structure:

The students will be required to submit a comprehensive report at the end of the On-the-Job Training/Field Project. A project report has to be brief in content and must include the following aspects:

- a) **Title Page:**

Mentioning the title of the report, name of the student, program, institution, and the period of training/project.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training/project.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training/project.

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category.

g) Introduction on the Company:

A Concise representation of company/ organization defining its scope, products/ services and its SWOT analysis.

h) Your Role in the Organization during the on Job Training:

The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.

i) Challenges:

The challenges confronted while churning out theoretical knowledge into practical world.

j) Conclusion:

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

Course Outcomes:

1. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
2. Develop practical skills and competencies necessary for successful professional engagement.

3. Demonstrate effective problem-solving, decision-making, and critical thinking abilities in a work environment.
4. Adapt to and navigate organizational dynamics and work culture in the chosen industry.
5. Prepare a comprehensive report documenting the training/project experience, findings, and recommendations.

Guidelines for Field Project

The Field Project for Master of Arts is designed to provide students with hands-on learning experiences in understanding different socio-economic contexts. The project aims to expose students to development-related issues in both rural and urban settings. It offers opportunities for students to observe and study actual field situations related to socio-economic development, policies, regulations, organizational structures, and programmes that guide the development process. Additionally, students will explore innovative practices to address complex socio-economic problems in the community.

Course Objectives:

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

1. Gain exposure to development-related issues in rural and urban contexts.
2. Analyze and observe actual field situations related to socio-economic development.
3. Understand policies, regulations, organizational structures, and programmes guiding the development process.
4. Identify complex socio-economic problems in the community and propose innovative solutions.

Course Duration: One Semester Minimum 20 days / 100 hours of field project work.

Course Outline:

1. Introduction to Field Project (2 weeks)

Understanding the significance of field-based learning in socio-economic development. Identifying the objectives and expected outcomes of the field project. Selecting suitable rural and urban settings for the project.

2. Field Visits and Observations (6 weeks)

Organizing field visits to selected rural and urban areas. Observing and documenting the socio-economic conditions, challenges, and opportunities in the community. Engaging with local stakeholders and understanding their perspectives.

3. Research and Data Collection (4 weeks)

Designing research methodologies and data collection tools. Collecting primary and secondary data related to development issues. Analyzing and interpreting the data to identify key challenges and potential solutions.

4. Understanding Policies and Programmes (3 weeks)

Exploring government policies and programmes related to socio-economic development. Studying the role of various organizations in implementing development initiatives.

5. Identifying Innovative Solutions (4 weeks)

Brainstorming and ideating innovative practices to address identified socio-economic problems. Developing action plans for implementing proposed solutions.

Rubrics for Field Project Report Evaluation:

1. Content (40 Points)

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|----------------------------|------------------------|--------------------------|------------------------------|----------------------------|
| Introduction and Objectives | Clear and well-defined | Clearly stated | Adequately stated | Vaguely stated | Not stated or unclear |
| Literature Review | Comprehensive and relevant | Relevant and adequate | Limited relevance | Inadequate or missing | Not included |
| Field Visits and Observations | Thorough and detailed | Adequate information | Limited data collection | Incomplete or lacking detail | No field observations made |
| Data Analysis | In-depth analysis | Analyzed effectively | Some analysis performed | Superficial or incomplete | No data analysis conducted |
| Understanding of Policies and Programmes | Strong understanding | Adequate understanding | Limited understanding | Inadequate or inaccurate | No understanding displayed |
| Identified Socio-Economic Problems | Comprehensive and clear | Clearly identified | Some problems identified | Inadequate or vague | No problems identified |

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|-----------------|-----------------------------|-----------------------|---------------------|------------------------------|--------------------------|
| Conclusion | Concise and conclusive | Clear and summarized | Somewhat conclusive | Unclear or missing | No conclusion provided |
| Recommendations | Well-developed and feasible | Feasible and relevant | Partially feasible | Infeasible or lacking detail | No recommendations given |

2. Presentation (20 points):

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|----------------------------|-------------------------------|----------------------|-----------------------|-------------------------|--------------------------|
| Structure and Organization | Well-structured and logical | Clear organization | Adequate organization | Lacks structure | Disorganized and unclear |
| Language and Clarity | Clear, concise, and fluent | Fluent language | Some clarity issues | Difficult to understand | Incoherent and unclear |
| Visual Presentation | Professional and engaging | Neat and presentable | Some visual aids used | Minimal use of visuals | No visuals used |
| Grammar and Spelling | No errors in grammar/spelling | Minor errors | Some errors | Frequent errors | Numerous errors |

3. Research Methodology (10 points):

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|------------------------------|--------------------------|------------------------|------------------------|-----------------------------|-----------------------|
| Appropriate Method Selection | Highly appropriate | Mostly appropriate | Adequate method choice | Inappropriate methods | No clear method used |
| Data Collection and Analysis | Thorough data collection | Adequate data analysis | Limited analysis | Incomplete or weak analysis | No data analysis done |

4. Creativity and Innovation (10 points):

| Criteria | Excellent (10) | Good (8) | Satisfactory (6) | Needs Improvement (4) | Unsatisfactory (2) |
|-------------------------------|-------------------|----------------------|-----------------------|-----------------------|-------------------------|
| Innovation in Problem Solving | Highly innovative | Innovative solutions | Some creativity shown | Lacks creativity | No innovative solutions |

5. Overall Impression (10 points):

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---------------------------|--------------------------|--------------------------|--------------------|------------------------|-----------------------------|
| Overall Quality | Exceptional quality | High quality | Acceptable quality | Below acceptable | Poor quality |
| Contribution and Learning | Outstanding contribution | Significant contribution | Some contribution | Limited or no learning | No contribution or learning |

Conclusion:

The Field Project for Master of Arts in History provides students with historical thinking skills, research, enquiry of the historical documents, and developing understanding and interpretation the past. Through field visits, research, and innovative thinking, students gain practical insights into addressing complex challenges and contributing to the socio-economic development of communities.

The rubrics for evaluation ensure a comprehensive assessment of students' learning and contributions during the project.

a) Title Page:

Mentioning the title of the report, name of the student, program, institution, and the period of training/project.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training/project.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training/project.

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category. A brief overview of the project, its objectives, and key findings should be mentioned

g) Introduction:

Background information about the field project and its significance. Objectives and scope of the project.

h) Literature Review:

Overview of relevant literature and studies related to the chosen field and development issues.

i) Methodology:

Description of the research methods used for data collection, such as interviews, surveys, or observations. Explanation of the data analysis techniques employed.

j) Field Visits and Observations:

Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

k) Data Analysis:

Presentation and interpretation of the data collected during the field visits. Charts, graphs, or tables to illustrate the findings.

i) Understanding Policies and Programmes:

Explanation of relevant government policies and programmes related to the identified development issues. Assessment of how these policies are implemented in the field context.

ii) Identified Socio-Economic Problems:

Detailed description of the complex socio-economic problems observed in the community. Analysis of the root causes and implications of these problems.

l) Innovative Solutions:

Presentation of innovative practices proposed to address the identified problems.

Description of the action plans to implement these solutions

m) Conclusion & Recommendations:

Summary of the key findings and outcomes of the field project. Reflections on the overall experience and learning during the project. Specific recommendations for policymakers, organizations, or stakeholders to address the identified issues.

n) References & Appendices:

List of all sources cited in the project report. Additional supporting materials, such as interview transcripts, survey questionnaires, or field visit notes can be attached as appendices

The project report based on ‘On Job Training/ Field Project’ shall be prepared as per the broad guidelines given below:

- Font type: Times New Roman
- Font size: 12-For content, 14-for Title
- Line Space: 1.5-for content and 1-for in table work
- Paper Size: A4
- Margin: in Left-1.5, Up-Down-Right-1
- The Project Report shall be bounded.

(Format)

1 st page (Main Page)

Title of the problem of the Project

A Project Submitted

to

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce Autonomous College

under

University of Mumbai

for partial completion of the degree

of

Master in Arts

in special Group History

Under the Faculty of Arts

By

Name of Student

Under the Guidance of

Name of the Guiding Teacher

**R. P. Gogate college of Arts & Science and
R.V. Jogalekar College of Commerce Autonomous College, Ratnagiri**

Month and Year

On separate page
Index

| Chapter No | Title of the Chapter | Page No. |
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| | | |
| | | |
| | | |
| | | |

On separate page

Declaration by learner

I the undersigned Miss/Mr. _____

[Name of the learner] here by, declare that work embodied in this project work titled _____ forms my own contribution to the research work carried out under the guidance of [Name of the guiding teacher] _____ is a result of my own research work and has not been previously submitted to any other University for any other Degree/ Diploma to this or any other University.

Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography.

I, here by further declare that all information of this document has been obtained and presented in accordance with academic rules and ethical conduct.

Name and Signature of the learner

Certified by

Name and signature of the Guiding Teacher

On separate page

Acknowledgment

(Model structure of the acknowledgement)

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I take this opportunity to thank the University of Mumbai for giving me chance to do this project.

I would like to thank my Principal, _____for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Coordinator_____, for his moral support and guidance.

I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.

Master of Arts (M.A.) Programme
Under Choice Based Credit System (CBCS)
Course Structure

M.A. II History

(To be implemented from Academic Year 2023-24)

| Course Code | Semester III | Credits | Course Code | Semester IV | Credits |
|-------------|---|---------|-------------|---|---------|
| | Core | | | Core | |
| PAHIS301 | History of Indian Cinema and Social Realities | 6 | PAHIS401 | History of Modern Maharashtra (1818 CE - 1960 CE) | 6 |
| PAHIS302 | Social, Economic and Administrative History of the Marathas | 6 | PAHIS402 | History of U.S.A (1900 CE- 1990 CE) | 6 |
| PAHIS303 | History of Contemporary World (1945 CE – 2000 CE) | 6 | PAHIS403 | Evolution of Human Rights in the 20th Century | 6 |
| PAHIS304 | Sources in Historical Research | 6 | PAHIS404 | Project | 10 |
| | Total Credits | 24 | | Total Credits | 28 |

SMART Criteria for Course Outcomes:

Specific: Each course outcome is specific, outlining the knowledge and skills students are expected to acquire in relation to the specific topics covered.

Measurable: Each outcome can be measured through assessments, tests, or projects to determine the level of understanding and proficiency achieved by the students.

Achievable: The outcomes are achievable within the duration of the course, considering the number of lectures allocated to each topic.

Relevant: The outcomes are relevant to the subject of financial services and capital market, addressing important concepts, types, and mechanisms involved.

Time-bound: The outcomes are expected to be achieved by the end of the course, providing a clear timeline for assessment and evaluation.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the Academic
Year 2023-2024***

| | |
|--|---|
| Name of the Course | History of Indian Cinema and Social Realities |
| Course Code | PAHIS301 |
| Class | M.A. |
| Semester | III |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Employability/ Entrepreneurship/ Skill Development | |

History of Indian Cinema and Social Realities Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------|------------------------------------|-----------------|
| 1 | Indian Cinema | 15 |
| 2 | Reflections of Social Realities | 15 |
| 3 | Spatial Transformations and Cinema | 15 |
| 4 | Trends in Indian Cinema | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able

1. Trace the evolution of Indian Cinema
2. Understand and contextualize the socio-political realities as depicted through cinema
3. Study the impact of parallel cinema on society and understand the new trends emerging in Indian cinema

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | Indian Cinema (15 Lectures) (a) Approaches to Cinema Studies (b) Brief History of Indian Cinema (c) Indian Nationalism, Partition and Cinema |
| 2 | Reflections of Social Realities (15 Lectures) (a) Caste and Class (b) Communalism (c) Gender |
| 3 | Spatial Transformations and Cinema (15 Lectures) (a) Representation of Village in Cinema (b) Urbanity and Slums (c) Globalization, Diaspora and Indian Cinema |
| 4 | Trends in Indian Cinema (15 Lectures) (a) Parallel Cinema (b) Biopics (c) Violence, Protest and Subversion |

Learning Resources recommended:

A] Books and Textbooks:

1. Chakravarty Sumita, National Identity in Indian Popular Cinema: University of Texas Press, Austin, Texas ,1993
2. Deshpande Aniruddha, Class, Power & Consciousness in Indian Cinema & Television, Primus Books, 2013
3. Kabir Nasreen Munni, Bollywood: The Indian Cinema Story, Channel 4Books, 2002
4. Prasad Madhava Ideology of the Hindi Film: A Historical Construction, Oxford India,1998
5. Sarkar Kobita, Indian Cinema Today , Sterling Publishers, New Delhi, 1975
6. मुजावर इसाक, मुस्लीम सिनेमा समाज बुरख्यातला बुरख्याबाहेरचा, नवचैतन्य प्रकाशन, पुणे
7. मुजावर इसाक, गाथा मराठी सिनेमाची, प्रतीक प्रकाशन, पुणे.
8. पाडळकर विजय, 'देवदास' ते 'भुवन शोम' विसाव्या शतकातील हिंदी सिनेमाचा इतिहास, खंड १, मैत्रेय प्रकाशन, मुंबई, २०१५.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|---|
| Name of the Course | Social, Economic and Administrative History of the Marathas |
| Course Code | PAHIS302 |
| Class | M.A. |
| Semester | III |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Social, Economic and Administrative History of the Marathas

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------|---------------------------------------|-----------------|
| 1 | The Deccan in the Seventeenth Century | 15 |
| 2 | Social structure | 15 |
| 3 | Maratha Administration | 15 |
| 4 | Economic and Cultural Development | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Create an understanding of the regional history
2. Orient student with various sources of Maratha history
3. Understand the socio-economic life and administration of the Marathas
4. Acquaint the students with different sources of Maratha history
5. Develop ability to identify, analyze and evaluate the source.

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | The Deccan in the Seventeenth Century (15 Lectures) (a) Sources and geographical influence on socio-economic life (b) Bhakti and Sufism (c) Village Communities |
| 2 | Social structure (15 Lectures) (a) Caste, Class, Slavery and Untouchables (b) Vethbegari (Bonded Labour) ,Condition of Peasantry (c) Position of Women |
| 3 | Maratha Administration (15 Lectures) (a) Central and provincial (b) Military and Judicial (c) Land revenue and Watandari System |
| 4 | Economic and Cultural Development (15 Lectures) (a) Industry, Trade and Commerce (b) Currency and Banking (c) Art and Architecture |

Learning Resources recommended:

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Chitnis K.N., Glimpses of Maratha Socio-Economic History, Atlanta Publishers, New Delhi, 1994
3. Desai S.V., Social Life in Maharashtra under the Peshwas, Popular Prakashan, Bombay, 1962.
4. Kulkarni A.R., Maharashtra in the Age of Shivaji (A Study in Economic History), Pune, 1969.
5. Mujumdar R. C. Ed. The Mughal Empire, Bombay, 1974.
6. Ranade M.G., The Rise of Maratha Power, The Publication Division, 1961
7. Sarkar, J. N. Shivaji and His Times, Calcutta, 1961.
8. कुलकर्णी अ.रा., आणि खरे ग. ह. (संपा.), मराठ्यांचा इतिहास. खंड १-३, कॉन्टिनेन्टल प्रकाशन, पुणे.
9. गर्गे एस.एम., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, बॉम्बे, १९९४.
10. देशपांडे प्र. न., मराठ्यांचा उदय आणि उत्कर्ष, कॉन्टिनेन्टल प्रकाशन, पुणे.
11. शहा. मु. ब. संपा. इतिहासाचार्य वि. का. राजवाडे समग्र साहित्य, खंड १ ते १३, धुळे, १९९५-१९९८.
12. शेलवलकर, ज्यं. शं. श्री शिवछत्रपति : संकल्पित शिवचरित्राची प्रस्तावना, आराखडा व साधने, मुंबई, १९६४.
13. सरदेसाई गो. स., मराठी रियासत, खंड १-६, पॉप्युलर प्रकाशन, मुंबई.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the Academic
Year 2023-2024***

| | |
|--|---|
| Name of the Course | History of Contemporary World (1945 CE – 2000 CE) |
| Course Code | PAHIS303 |
| Class | M.A. |
| Semester | III |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of Contemporary World (1945 CE – 2000 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|--|------------------------|
| 1. | The Cold War and Its Legacies | 15 |
| 2. | Europe, U.S.S.R and U.S.A. (1985-2000) | 15 |
| 3. | Asia after Second World War | 15 |
| 4. | Major Trends in the Contemporary World | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Trace some of the major historical developments in the post-World War II era
2. Understand the significance of these events.
3. Comprehend the ways in which events of the latter half of the twentieth century have influenced the present.

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | The Cold War and Its Legacies (15 Lectures) (a) Origins of Cold War and Security Pacts (b) Cold War Crises in Western & Eastern Europe, Asia and Latin America (c) The End of the Cold War |
| 2 | Europe, U.S.S.R and U.S.A. (1985-2000) (15 Lectures) (a) Glasnost and Perestroika, Disintegration of U.S.S.R (b) Emergence of the European Union (EU) in Western Europe (c) U.S.A. as the dominant world power |
| 3 | Asia after Second World War (15 Lectures) (a) West Asia: Oil Politics and Arab-Israel conflicts (b) The rise of China and Japan (c) Developments in Southeast Asia, Vietnam War |
| 4 | Major Trends in the Contemporary World (15 Lectures) (a) Economic and Cultural Globalisation (b) Environmental Challenges and Sustainable Development (c) Women's Liberation Movements |

Learning Resources Recommended:

A] Books and Textbooks:

1. Barraclough Geoffery, An Introduction To Contemporary History, Pelican, London, 1977.
2. Cady John F., The History of Post-war Southeast Asia, Athens, Ohio, 1974.
3. E.J. Hobsbawm, The Age of Extremes, 1914 – 1991, New York, Vintage, 1996
4. J. Nathan and J. Oliver, United States Foreign Policy and World Order, New York, 1989.
5. Kashikar, Mohan, SAARC, Its Genesis, Development and Prospects, Himalaya Publishing House, 2000.
6. Kirk George E., Contemporary Arab Politics, Praegar, New York, 1961
7. Norman Lowe, Mastering Modern World History, and London: Palgrave Macmillan
8. कदम य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर.
9. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
10. तळवलकर गोविंद, भारत आणि जग, मौज प्रकाशन गृह, मुंबई.
11. बाचल वि.मा., आंतरराष्ट्रीय संबंध, कॉन्टिनेन्टल प्रकाशन, पुणे.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|--------------------------------|
| Name of the Course | Sources in Historical Research |
| Course Code | PAHIS304 |
| Class | M. A. |
| Semester | II |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Sources in Historical Research *Modules at a Glance*

| Sr. No. | Modules | No. of Lectures |
|--------------|----------------------|-----------------|
| 1. | Introduction | 10 |
| 2. | Historical Sources | 10 |
| 3. | Conceptual Framework | 05 |
| 4. | Analysis of Sources | 05 |
| Total | | 30 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Understand the historiography and theory related to historical research, writing, and presentation.
2. Develop ability to identify, analyze and evaluate the source.
3. Acquaint the students with different sources of history.

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Introduction (10 Lectures) (a) Meaning, Scope and Nature of History (b) Authenticity, Credibility and Relevance of Sources (c) Repositories of Sources |
| 2 | Historical Sources (10 Lectures) (a) Classification and Organisation (b) Primary sources, Secondary sources ; Unconventional Sources (c) Citation Methods and Bibliography |
| 3 | Conceptual Framework (5 Lectures) (a) Marx and Gramsci (b) Foucault , Postmodernism, Post-Structuralism (c) Cultural Anthropology and Interdisciplinary Approaches |
| 4 | Analysis of Sources (5 Lectures) (a) Difference between History, Memory and Biography (b) Difference between History and Fiction (c) Difference between History and Antiquarianism |

Learning Resources recommended:

1. Agarwal, R. S., Important Guidelines on Research Methodology, Delhi, 1983.
2. Brothwell, D. & Pollard, A. M. Eds., Handbook of Archaeological Science, 2004.
3. Carr, E. H. What is History? Macmillan, London [1964] 1983.
4. Collingwood, R. G. The Idea of History, Ed. T. M. Knox (Oxford University Press, London, 1973
5. K. N. Chitnis – Research Methodology in History, Pune, 1979.
6. Majumdar, R. C., Historiography in Modern India, Bombay, 1970.
7. कोठेकर शांता, इतिहास आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २०१६
8. गायकवाड, डॉ. सरदेसाई, हनमाने, इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
9. ढवळीकर म. के, पुरातत्व विद्या, महाराष्ट्र राज्य साहित्य आणि संस्कार मंडळ, मुंबई, १९८०.
10. ढवळीकर म. के, प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
11. संत दु. का. संशोधन पद्धती प्रक्रिया अंतरंग
12. सदाशिव आठवले, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
13. सरदेसाई बी. एन., इतिहास लेखन पद्धती, फडके प्रकाशन, कोल्हापूर.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|--|
| Name of the Course | History of Modern Maharashtra (1818 CE -1960 CE) |
| Course Code | PAHIS401 |
| Class | M.A. |
| Semester | IV |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of Modern Maharashtra (1818 CE -1960 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------|---|-----------------|
| 1 | Background | 15 |
| 2 | Reforms and Resistance | 15 |
| 3 | Social Protest | 15 |
| 4 | Nationalism and Linguistic Reorganization of States | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint students with the efforts of intellectuals against the British rule
2. Understand the efforts made towards the emancipation of women and lower caste
3. Understand the role of Maharashtra in the Revolt of 1857 and the Indian National Movement.
4. Acquaint the students with different sources of modern history of Maharashtra

Curriculum:

| Sr. No. | Modules / Units |
|---------|---|
| 1 | Background (15 Lectures) (a) Maharashtra on the eve of British conquest (b) Education and Press, Law and Administration, and Christian Missionaries (c) Transport and Communication |
| 2 | Reforms and Resistance (15 Lectures) (a) Intellectual Resistance to British colonial rule (b) Rise of Economic Nationalism (c) Religious Dissent (Gopal Hari Deshmukh, Dadoba Pandurang Tarkhadkar) |
| 3 | Social Protest (15 Lectures) (a) Emancipation of Women, and liberation of lower castes (b) Mahatma Jotirao Phule (c) Vithal Ramji Shinde, Chattrapati Shahu Maharaj and Dr. B.R. Ambedkar |
| 4 | Nationalism and Linguistic Reorganization of States (15 Lectures) (a) Indian National Congress: Moderates, Extremists (b) Revolutionary Nationalists (c) Gandhian Movements (c) Samyukta Maharashtra Movement |

Learning Resources recommended:

A] Books and Textbooks:

1. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966.
2. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
3. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
4. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
5. Sunthankar B.R. Nineteenth Century History of Maharashtra 1818-1857, Popular Book Bombay, 1988
6. कदम मनोहर, नारायण मेघाजी लोखंडे-भारतीय कामगार चळवळीचे जनक, अक्षर प्रकाशन, मुंबई.
7. जावडेकर शं.द. आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे.
8. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र : मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे.
9. पाध्ये प्रभाकर , टिकेकर रामचंद्र , आजकालचा महाराष्ट्र, भारत गौरव ग्रंथमाला, मुंबई.
10. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ५, श्रीविद्या, मौज प्रकाशन.
11. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि जाति-वर्ण व्यवस्था, सुगावा प्रकाशन, पुणे.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|-------------------------------------|
| Name of the Course | History of U.S.A (1900 CE- 1990 CE) |
| Course Code | PAHIS402 |
| Class | M.A. |
| Semester | II |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

History of U.S.A (1900 CE- 1990 CE)

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|--------------|---|-----------------|
| 1. | The U.S. A. at the turn of the 20th Century | 15 |
| 2. | Struggle for Justice | 15 |
| 3. | World War II and its Aftermath | 15 |
| 4. | American Foreign Policy | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint Students about the rise and development of the USA as a world power
2. Explore the evolution of American culture and society

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | The U.S. A. at the turn of the 20th Century (15 Lectures) (a) Progressive Movement (1900-1919) (b) Imperial America (c) World War I and U. S. A. as a World Power (1900-1919) |
| 2 | World War II and its Aftermath (15 Lectures) (a) Great Depression, New Deal and World War II (b) The USA and Reconstruction (c) Development of Science and Technology |
| 3 | Struggle for Justice (15 Lectures) (a) Civil Rights Movement (b) Cultural Revolution: Fashion, Art, Literature, the Harlem Renaissance (c) American Industry and workers, Immigration and Ethnicity |
| 4 | American Foreign Policy (15 Lectures) (a) World War I (b) World War II (c) Cold War and End of Non-Entanglement |

Learning Resources Recommended:

A] Books and Textbooks:

1. Beshloss, M. R. Kennedy and Rossevelt, Norton, 1980.
2. Franklin John H., From Slavery to Freedom, A History of Negro Americans, Random House, New York, 1969.
3. Morison Samuel Eliot, The Oxford History of the American people, Oxford University Press, 1965.
4. Patterson James T., America in the Twentieth Century, A History, Harcourt Brace Jovanovich, New York, 1976.
5. Stanley, Peter W., A Nation in the Making: The Philippines and the United States, 1974
6. करंदीकर, शि. ल. अमेरिकेचे स्वराज्य व सुराज्य, पुणे, १९६६.
7. मीडोक्राफ्ट, एनिड ला माँटे अनु. रेगे, पंढरीनाथ, स्वतंत्र लोकांची भूमी, मुंबई, १९६६.
8. लेले ,ज्योत्सना ,फ्रँकलिन रुझवेल्ट .पुणे ,राजहंस प्रकाशन ,

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester I with Effect from the
Academic Year 2023-2024***

| | |
|--|---|
| Name of the Course | Evolution of Human Rights in the 20th Century |
| Course Code | PAHIS403 |
| Class | M.A. |
| Semester | II |
| No of Credits | 6 |
| Nature | Theory |
| Type | Core |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Evolution of Human Rights in the 20th Century

Modules at a Glance

| Sr. No. | Modules | No. of Lectures |
|----------------|---------------------------------|------------------------|
| 1 | History of Human Rights | 15 |
| 2 | Issues and Mechanisms | 15 |
| 3 | Human Rights Organisations | 15 |
| 4 | Issues of Human Rights in India | 15 |
| Total | | 60 |

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint students about evolution and importance of Human Rights

Curriculum:

| Sr. No. | Modules / Units |
|---------|--|
| 1 | History of Human Rights (15 Lectures) (a) Evolution of Human Rights (b) Theories of Human Rights (c) Role of Western Democracies in the protection of Human Rights |
| 2 | Issues and Mechanisms (15 Lectures) (a) Mechanisms for protection of Human Rights (b) World War- I and League of Nations (c) World War II and United Nations Organization, Universal Declaration of Human Rights in 1948 –Human Rights Commission |
| 3 | Human Rights Organisations (15 Lectures) (a) Governmental Human Rights Organizations (b) Non-Government Human Rights Organisations (c) Civil Society and Human Rights Movement |
| 4 | Issues of Human Rights in India (15 Lectures) (a) Issues of Caste Discrimination, Minority Rights (b) Gender Discrimination, Issues of Tribals (c) Indian Constitution and protection of Human Rights |

Learning Resources recommended:

A] Books and Textbooks:

1. Desai Neera, Women in Modern India, Vora Publishers, Bombay, 1977.
2. Dreze Jean and Amartya Sen, India: Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1995.
3. Freedon, Michael, Human Rights: An Interdisciplinary Approach, Polity, Oxford, 2002.
4. Gorman, Robert F. and Edward S. Mihalkanin, eds. Historical Dictionary of Human Rights and Humanitarian Organizations (2007)
5. Beitz, Charles R, The idea of human rights. Oxford: Oxford University Press, 2009
6. व्होरा, राजेंद्र; पळशीकर, सुहास, राज्याशास्त्रकोश, पुणे.
7. कुलकर्णी पी. के. मानवी हक्क आणि सामाजिक न्याय, डायमंड पब्लिकेशन्स, पुणे.

***Revised Syllabus of Courses of Master of Arts (M.A.)
Programme at Semester II with Effect from the
Academic Year 2023-2024***

| | |
|--|--------------------------------|
| Name of the Course | Project |
| Course Code | PAHIS404 |
| Class | M. A. |
| Semester | II |
| No of Credits | 10 |
| Nature | Practical |
| Type | On Job Training/ Field Project |
| Relevance with Employability/ Entrepreneurship/ Skill development | |

Guidelines and Evaluation pattern for On Job Training/ Field Project (100 Marks)

Introduction:

Inclusion of On Job Training/ Field Project in the course curriculum of the M.A. programme is one of the ambitious aspect in the programme structure. The main objective of inclusion of On Job Training/ Field Project is to inculcate ability to interpret particular aspect of the study in his/ her own words.

Guidelines for On Job Training

On-the-Job Training/Field Project: Students will be required to undertake a designated project or tasks in an organization or industry relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

Course Objectives:

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

1. Develop a research project in preparation for the final year dissertation
2. Design and conduct an archive-based research project
3. Formulate, sustain and justify a historical argument
4. Evaluate evidence critically from a range of primary sources to support their argument
5. Abstract the main arguments/concepts/ideas embedded in scholarly writings in History

Course Duration:

Minimum 20 days / 100 hours of On Job Training with an Organization/ NGO/ Charitable Organization/ Private firm.

- The theme of the internship should be based on any study area of the Major course
- Project Report should be of minimum 40 pages
- Experience Certificate is Mandatory

Evaluation: The final project report will be evaluated out of 50 marks by the guide, 30 marks by any other teacher in the Department, and 20 marks by an external examiner (minimum 5 years of teaching experience of the subject or research expert) by way of viva voce or PPT presentation.

Report Structure:

The students will be required to submit a comprehensive report at the end of the On-the-Job Training/Field Project. A project report has to be brief in content and must include the following aspects:

- a) **Title Page:**

Mentioning the title of the report, name of the student, program, institution, and the period of training/project.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training/project.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training/project.

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category.

g) Introduction on the Company:

A Concise representation of company/ organization defining its scope, products/ services and its SWOT analysis.

h) Your Role in the Organization during the on Job Training:

The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.

i) Challenges:

The challenges confronted while churning out theoretical knowledge into practical world.

j) Conclusion:

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

Course Outcomes:

1. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
2. Develop practical skills and competencies necessary for successful professional engagement.

3. Demonstrate effective problem-solving, decision-making, and critical thinking abilities in a work environment.
4. Adapt to and navigate organizational dynamics and work culture in the chosen industry.
5. Prepare a comprehensive report documenting the training/project experience, findings, and recommendations.

Guidelines for Field Project

The Field Project for Master of Arts is designed to provide students with hands-on learning experiences in understanding different socio-economic contexts. The project aims to expose students to development-related issues in both rural and urban settings. It offers opportunities for students to observe and study actual field situations related to socio-economic development, policies, regulations, organizational structures, and programmes that guide the development process. Additionally, students will explore innovative practices to address complex socio-economic problems in the community.

Course Objectives:

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

1. Gain exposure to development-related issues in rural and urban contexts.
2. Analyze and observe actual field situations related to socio-economic development.
3. Understand policies, regulations, organizational structures, and programmes guiding the development process.
4. Identify complex socio-economic problems in the community and propose innovative solutions.

Course Duration: One Semester Minimum 20 days / 100 hours of field project work.

Course Outline:

1. Introduction to Field Project (2 weeks)

Understanding the significance of field-based learning in socio-economic development. Identifying the objectives and expected outcomes of the field project. Selecting suitable rural and urban settings for the project.

2. Field Visits and Observations (6 weeks)

Organizing field visits to selected rural and urban areas. Observing and documenting the socio-economic conditions, challenges, and opportunities in the community. Engaging with local stakeholders and understanding their perspectives.

3. Research and Data Collection (4 weeks)

Designing research methodologies and data collection tools. Collecting primary and secondary data related to development issues. Analyzing and interpreting the data to identify key challenges and potential solutions.

4. Understanding Policies and Programmes (3 weeks)

Exploring government policies and programmes related to socio-economic development. Studying the role of various organizations in implementing development initiatives.

5. Identifying Innovative Solutions (4 weeks)

Brainstorming and ideating innovative practices to address identified socio-economic problems. Developing action plans for implementing proposed solutions.

Rubrics for Field Project Report Evaluation:

1. Content (40 Points)

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|----------------------------|------------------------|--------------------------|------------------------------|----------------------------|
| Introduction and Objectives | Clear and well-defined | Clearly stated | Adequately stated | Vaguely stated | Not stated or unclear |
| Literature Review | Comprehensive and relevant | Relevant and adequate | Limited relevance | Inadequate or missing | Not included |
| Field Visits and Observations | Thorough and detailed | Adequate information | Limited data collection | Incomplete or lacking detail | No field observations made |
| Data Analysis | In-depth analysis | Analyzed effectively | Some analysis performed | Superficial or incomplete | No data analysis conducted |
| Understanding of Policies and Programmes | Strong understanding | Adequate understanding | Limited understanding | Inadequate or inaccurate | No understanding displayed |
| Identified Socio-Economic Problems | Comprehensive and clear | Clearly identified | Some problems identified | Inadequate or vague | No problems identified |

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|-----------------|-----------------------------|-----------------------|---------------------|------------------------------|--------------------------|
| Conclusion | Concise and conclusive | Clear and summarized | Somewhat conclusive | Unclear or missing | No conclusion provided |
| Recommendations | Well-developed and feasible | Feasible and relevant | Partially feasible | Infeasible or lacking detail | No recommendations given |

2. Presentation (20 points):

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|----------------------------|-------------------------------|----------------------|-----------------------|-------------------------|--------------------------|
| Structure and Organization | Well-structured and logical | Clear organization | Adequate organization | Lacks structure | Disorganized and unclear |
| Language and Clarity | Clear, concise, and fluent | Fluent language | Some clarity issues | Difficult to understand | Incoherent and unclear |
| Visual Presentation | Professional and engaging | Neat and presentable | Some visual aids used | Minimal use of visuals | No visuals used |
| Grammar and Spelling | No errors in grammar/spelling | Minor errors | Some errors | Frequent errors | Numerous errors |

3. Research Methodology (10 points):

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|------------------------------|--------------------------|------------------------|------------------------|-----------------------------|-----------------------|
| Appropriate Method Selection | Highly appropriate | Mostly appropriate | Adequate method choice | Inappropriate methods | No clear method used |
| Data Collection and Analysis | Thorough data collection | Adequate data analysis | Limited analysis | Incomplete or weak analysis | No data analysis done |

4. Creativity and Innovation (10 points):

| Criteria | Excellent (10) | Good (8) | Satisfactory (6) | Needs Improvement (4) | Unsatisfactory (2) |
|-------------------------------|-------------------|----------------------|-----------------------|-----------------------|-------------------------|
| Innovation in Problem Solving | Highly innovative | Innovative solutions | Some creativity shown | Lacks creativity | No innovative solutions |

5. Overall Impression (10 points):

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---------------------------|--------------------------|--------------------------|--------------------|------------------------|-----------------------------|
| Overall Quality | Exceptional quality | High quality | Acceptable quality | Below acceptable | Poor quality |
| Contribution and Learning | Outstanding contribution | Significant contribution | Some contribution | Limited or no learning | No contribution or learning |

Conclusion:

The Field Project for Master of Arts in History provides students with historical thinking skills, research, enquiry of the historical documents, and developing understanding and interpretation the past. Through field visits, research, and innovative thinking, students gain practical insights into addressing complex challenges and contributing to the socio-economic development of communities.

The rubrics for evaluation ensure a comprehensive assessment of students' learning and contributions during the project.

a) Title Page:

Mentioning the title of the report, name of the student, program, institution, and the period of training/project.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training/project.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training/project.

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category. A brief overview of the project, its objectives, and key findings should be mentioned

g) Introduction:

Background information about the field project and its significance. Objectives and scope of the project.

h) Literature Review:

Overview of relevant literature and studies related to the chosen field and development issues.

i) Methodology:

Description of the research methods used for data collection, such as interviews, surveys, or observations. Explanation of the data analysis techniques employed.

j) Field Visits and Observations:

Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

k) Data Analysis:

Presentation and interpretation of the data collected during the field visits. Charts, graphs, or tables to illustrate the findings.

i) Understanding Policies and Programmes:

Explanation of relevant government policies and programmes related to the identified development issues. Assessment of how these policies are implemented in the field context.

ii) Identified Socio-Economic Problems:

Detailed description of the complex socio-economic problems observed in the community. Analysis of the root causes and implications of these problems.

l) Innovative Solutions:

Presentation of innovative practices proposed to address the identified problems.

Description of the action plans to implement these solutions

m) Conclusion & Recommendations:

Summary of the key findings and outcomes of the field project. Reflections on the overall experience and learning during the project. Specific recommendations for policymakers, organizations, or stakeholders to address the identified issues.

n) References & Appendices:

List of all sources cited in the project report. Additional supporting materials, such as interview transcripts, survey questionnaires, or field visit notes can be attached as appendices

The project report based on ‘On Job Training/ Field Project’ shall be prepared as per the broad guidelines given below:

- Font type: Times New Roman
- Font size: 12-For content, 14-for Title
- Line Space: 1.5-for content and 1-for in table work
- Paper Size: A4
- Margin: in Left-1.5, Up-Down-Right-1
- The Project Report shall be bounded.

(Format)

1 st page (Main Page)

Title of the problem of the Project

A Project Submitted

to

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce Autonomous College

under

University of Mumbai

for partial completion of the degree

of

Master in Arts

in special Group History

Under the Faculty of Arts

By

Name of Student

Under the Guidance of

Name of the Guiding Teacher

**R. P. Gogate college of Arts & Science and
R.V. Jogalekar College of Commerce Autonomous College, Ratnagiri**

Month and Year

On separate page
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Declaration by learner

I the undersigned Miss/Mr. _____

[Name of the learner] here by, declare that work embodied in this project work titled _____ forms my own contribution to the research work carried out under the guidance of [Name of the guiding teacher] _____ is a result of my own research work and has not been previously submitted to any other University for any other Degree/ Diploma to this or any other University.

Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography.

I, here by further declare that all information of this document has been obtained and presented in accordance with academic rules and ethical conduct.

Name and Signature of the learner

Certified by

Name and signature of the Guiding Teacher

On separate page

Acknowledgment

(Model structure of the acknowledgement)

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I take this opportunity to thank the University of Mumbai for giving me chance to do this project.

I would like to thank my Principal, _____for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Coordinator_____, for his moral support and guidance.

I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.