

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

**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	<b>Masters of Arts (History)</b>
Level	PG
No of Semesters	04
Year of Implementation	<b>2023-24</b>
Programme Specific Outcomes (PSO)	<p>At the end of the Programme, Learner will be able to</p> <ol style="list-style-type: none"> <li>1. Provide requisite information about various aspects of the past.</li> <li>2. Give an idea about how historians research, frame an argument, and debate details that have significance to understanding the past and the present.</li> <li>3. Equip the students so that their ability to think and analyze is enhanced also, they develop a good research-oriented perspective.</li> <li>4. Develop historical comprehension by studying the past in local, regional, national and global contexts.</li> <li>5. Communicate and present his ideas and arguments in written and oral form.</li> </ol>
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 ≤ 9.00	80.0 ≤ 90.0	A+ (Excellent)
7.00 ≤ 8.00	70.0 ≤ 80.0	A (Very Good)
6.00 ≤ 7.00	60.0 ≤ 70.0	B+ (Good)
5.50 ≤ 6.00	55.0 ≤ 60.0	B (Above Average)
5.00 ≤ 5.50	50.0 ≤ 55.0	C (Average)
4.00 ≤ 5.00	40.0 ≤ 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

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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 Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Philosophy of History	02/09/2023	Lecture, Source Method & Timeline Method
Unit 2	Modern Theories of History	25/09/2023	Lecture, Source Method & Timeline Method
Unit 3	Post-Marxist Concepts and Approaches	14/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Perceptions of Indian History	31/10/2023	Lecture, Source Method & Timeline Method

### 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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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)  
Teaching Plan**

<b>Unit</b>	<b>Title</b>	<b>Expected date of completion</b>	<b>Teaching methods</b>
Unit 1	Cultural Transformations	06/06/2023	Lecture, Source Method & Timeline Method
Unit 2	Evolution of Early Indian State	01/10/2023	Lecture, Source Method & Timeline Method
Unit 3	Religion	17/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Economic Transformations	03/11/2023	Lecture, Source Method & Timeline Method

**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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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)**

**Teaching Plan**

<b>Unit</b>	<b>Title</b>	<b>Expected date of completion</b>	<b>Teaching methods</b>
Unit 1	Medieval Indian Political Scenario	09/09/2023	Lecture, Source Method & Timeline Method
Unit 2	Social & Cultural Developments	06/10/2023	Lecture, Source Method & Timeline Method
Unit 3	Religious scenario	21/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Economic Transformations	06/11/2023	Lecture, Source Method & Timeline Method

**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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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

## Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Methods and theories of Archaeology	12/09/2023	Lecture & Timeline Method
Unit 2	Pre-Historic, Proto-Historic and Early Historical Periods	09/10/2023	Lecture & Timeline Method
Unit 3	Epigraphy	23/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Numismatics	08/11/2023	Lecture, Source Method & Timeline Method

### 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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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)**

**Teaching Plan**

<b>Unit</b>	<b>Title</b>	<b>Expected date of completion</b>	<b>Teaching methods</b>
Unit 1	Background: India in 18th Century	15/09/2023	Lecture, Source Method & Timeline Method
Unit 2	Colonial State and Ideology	11/10/2023	Lecture, Source Method & Timeline Method
Unit 3	Economic Developments	27/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Social and Cultural Transformations	11/11/2023	Lecture, Source Method & Timeline Method

**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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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

### Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Mahatma Gandhi	15/09/2023	Lecture, Source Method & Timeline Method
Unit 2	Dr. B. R. Ambedkar	11/10/2023	Lecture, Source Method & Timeline Method
Unit 3	Pandit Jawaharlal Nehru	27/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Mr. Indira Gandhi	11/11/2023	Lecture, Source Method & Timeline Method

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)

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & II 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

## Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Rise of Women's Movement	15/09/2023	Lecture, Source Method & Timeline Method
Unit 2	Women in National Movement	11/10/2023	Lecture, Source Method & Timeline Method
Unit 3	Independent India and Women	27/10/2023	Lecture, Source Method & Timeline Method
Unit 4	Women from Depressed Classes, Minorities and Their Movement	11/11/2023	Lecture, Source Method & Timeline Method

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

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
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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

## Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	History: Meaning and Nature	16/12/2023	Lecture Method
Unit 2	Sources of History	18/01/2024	Lecture, Source Method & Timeline Method
Unit 3	Problems in History writing	13/02/2024	Lecture & Source Method
Unit 4	Historical Research and Methods	09/03/2023	Lecture & Source Method

### 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

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

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)

## Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Political Developments	20/12/2023	Lecture, Source Method & Timeline Method
Unit 2	Economic Transformations	24/01/2024	Lecture, Source Method & Timeline Method
Unit 3	Social-Cultural Processes	19/02/2024	Lecture, Source Method & Timeline Method
Unit 4	India and the World	14/03/2023	Lecture, Source Method & Timeline Method

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

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

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)

### Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Revolutions	05/01/2024	Lecture, Source Method & Timeline Method
Unit 2	Colonialism and Imperialism	30/01/2024	Lecture, Source Method & Timeline Method
Unit 3	Varieties of Nationalism	24/02/2024	Lecture, Source Method & Timeline Method
Unit 4	Impact of World Wars	19/03/2023	Lecture, Source Method & Timeline Method

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.

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

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 Teaching Plan**

<b>Unit</b>	<b>Title</b>	<b>Expected date of completion</b>	<b>Teaching methods</b>
Unit 1	Understanding Heritage Tourism	08/01/2024	Lecture, Source Method & Timeline Method
Unit 2	Natural and Built Heritage in India	03/02/2024	Lecture, Timeline & Presentation Method
Unit 3	Cultural Heritage	27/02/2024	Lecture, Timeline & Presentation Method
Unit 4	Heritage Conservation and Management	21/03/2023	Lecture Method

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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & 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

## Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Race	12/01/2024	Lecture, Source Method & Timeline Method
Unit 2	Gender	08/02/2024	Lecture, Source Method & Timeline Method
Unit 3	Caste	04/03/2024	Lecture, Source Method & Timeline Method
Unit 4	Class and Tribes	27/03/2023	Lecture, Source Method & Timeline Method

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. Krollokke 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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & 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

## Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	French Revolution and Metternich Era	12/01/2024	Lecture, Source Method & Timeline Method
Unit 2	Socio-Economic Transformation	08/02/2024	Lecture, Source Method & Timeline Method
Unit 3	Formation of Nation States	04/03/2024	Lecture, Source Method & Timeline Method
Unit 4	World War I and II	27/03/2023	Lecture, Source Method & Timeline Method

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, Metternich 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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & 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)

### Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Background	12/01/2024	Lecture, Source Method & Timeline Method
Unit 2	Joseph Stalin and Emergence of USSR	08/02/2024	Lecture & Timeline Method
Unit 3	Cold War	04/03/2024	Lecture, Source Method & Timeline Method
Unit 4	Disintegration of USSR	27/03/2023	Lecture, Source Method & Timeline Method

#### 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.

***Syllabus of Courses of Master of Arts (M.A.) Programme at  
Semester I & 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
Conclusion	Concise and conclusive	Clear and summarized	Somewhat conclusive	Unclear or missing	No conclusion provided

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
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

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
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.

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**c) Declaration:**

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**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**

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.
01		
02		
03		
04		
05		

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 college 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.