

R. E. Society's  
R. P. Gogate College of Arts & Science and  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

**Bachelor of Arts (B.A.) Programme**  
**Under the Choice Based Credit System (CBCS)**

**Course Structure: B.A. (History)**

(Academic Year 2025-26)

Course Code	Nomenclature	Credits	Course Code	Nomenclature	Credits
<b>Semester I</b>			<b>Semester II</b>		
Major			Major		
24_UAHIS101	Indian National Movement (1857 CE–1947 CE)	2	24_UAHIS201	History of Modern India: Society and Economy	2
			Vocational Skill Course (VSC)		
--	--	--	24_UAVSCHIS201	History of Media in Modern Times	2
<b>Semester III</b>			<b>Semester IV</b>		
24_UAHIS301	Ancient Indian History (From the earliest times to the 6 <sup>th</sup> century BCE)	4	24_UAHIS401	Ancient Indian History (From the 6 <sup>th</sup> century BCE to the 10 <sup>th</sup> century CE)	4
24_UAHIS302	History of the Modern World (1750 CE–1919 CE)	2	24_UAHIS402	History of the Modern World (1920 CE–1945 CE)	2
Field Project (FP)			Community Engagement Programme (CEP)		
25_UAFPHIS301	Field Project in History	2	25_UACEPHIS401	Community Engagement Programme in History	2
<b>Semester V</b>			<b>Semester VI</b>		
Major			Major		
25_UAHIS501	History of Medieval India (1000 CE – 1526 CE)	4	25_UAHIS601	History of Medieval India (1526 CE – 1707 CE)	4
25_UAHIS502	History of Asia (1945 CE–2000 CE)	4	25_UAHIS602	History of Modern Maharashtra (1818 CE–1960 CE)	4
25_UAHIS503	History of the Marathas (1600 CE–1707 CE)	4	25_UAHIS603	History of the Marathas (1707 CE–1818 CE)	4
25_UAHIS504	History of Contemporary India (1947 CE–2000 CE)	4	25_UAHIS604	Medieval India: Society, Economy and Culture	2
Elective Course (Select any one)			Elective Course (Select any one)		
25_UAHIS505	History of Communication and Media	4	25_UAHIS605	History of Communication and Media	4
25_UAHIS506	Introduction to Archaeology		25_UAHIS606	Introduction to Museology and Archival Science	
Community Engagement Programme (CEP)			On-the-Job-Training (OJT)		
25_UACEPHIS507	Community Engagement Programme in History	2	25_UAOJTHIS607	On-the-Job-Training	4

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Medieval India (1000 CE – 1526 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25 UAHIS501
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to understand the key political and military events from 1000 CE to 1526 CE.

CO2- to analyze the administrative, social, religious and economic dynamics of medieval Indian society

CO3- to explain the major dynasties and rulers of medieval India and their contributions to political and cultural developments

CO4- to illustrate the contribution of the Vijayanagar and Bahamani kingdoms to medieval India

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

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Early Medieval Political Developments	a) Socio-Economic and Political Conditions on the Eve of the Turkish Invasion b) Invasion of Mahmud Ghazni c) Invasion of Muhammad Ghuri
Unit 2	Rise and Consolidation of the Sultanate	a) The Slave Dynasty: Qutb al-Din Aibak, Iltutmish, Raziyyah b) Ghiyas-ud-din Balban: Military campaigns and Theory of Kingship c) Central Administration and Iqta System
Unit 3	Expansion, Reforms and Decline of the Sultanate	a) Ala-ud-din Khalji: Territorial Expansion, Market Regulations and Military Reforms b) Muhammad bin Tughlaq: Military Campaigns and Administrative Reforms, Reforms of Firozshah Tughlaq c) Sayyid dynasty and Lodi dynasty
Unit 4	Political Dynamics in the Deccan	a) Rise, Growth and Decline of the Bahmani and Vijayanagar Kingdoms b) The Bahmani and Vijayanagar Administration c) Socio-Economic and Cultural Transformations in the Deccan

## Learning Resources recommended:

### English-

1. Chandra, Satish, Medieval India Vol. I and II, Haranand Publications Pvt. Ltd, 2001
2. Chandra, Satish. Medieval India: From Sultanate to the Mughals-Delhi Sultanate (1206-1526), Anand Publications, 2006.
3. Habib, Irfan, Medieval India I: Researches in the History of India, OUP, 1998
4. Jackson, Peter, The Delhi Sultanate, Cambridge University Press, 1999
5. Jackson, William J. Vijayanagara Voices: Exploring South Indian History and Hindu Literature. Ashgate Publishing, 2005.
6. Kumar, Sunil, Emergence of the Delhi Sultanate, Permanent Black, 2010.
7. Mahajan, V.D., History of Medieval India. S. Chand & Company, 2011.
8. Majumdar, R.C., editor. The Delhi Sultanate. Bharatiya Vidya Bhavan, 1970.
9. Nayeem, M. A. The Heritage of the Bahmanis & The Baridis of the Deccan, Hyderabad, 2012.
10. Sewell, Robert. Forgotten Empire, London, 1964.
11. Stein, Burton. The New Cambridge History of India, Vol. 1, Part 2: Vijayanagara. Cambridge UP, 1989.

### मराठी-

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. चंद्र, सतीश. मध्ययुगीन भारत (भाग १ आणि २). के'सागर प्रकाशन, २०१९.
7. सरदेसाई गो. स., मुसलमानी रियासत, भाग १ आणि २, पॉप्युलर प्रकाशन, मुंबई १९९३.

## Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Early Medieval Political Developments	Lecture, Map & Timeline Method	15
Unit 2	Rise and Consolidation of the Sultanate	Lecture, Map & Timeline Method	15
Unit 3	Expansion, Reforms and Decline of the Sultanate	Lecture, Source and Map Method	15
Unit 4	Political Dynamics in the Deccan	Lecture, Map & Timeline Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Asia (1945 CE–2000 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAHIS502
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to assess the significant political, economic and foreign policy changes in China and Japan and their impact on the region

CO2- to discuss major political shifts and economic advancements in Southeast Asia and their role in shaping regional identity and dynamics

CO3- to compare and contrast the varied trajectories of political and economic transformations across South Asian countries

CO4- to examine the critical regional developments, including nationalism, resource politics and conflicts in West and Central Asia

CO5- to identify, analyze and interpret essential primary sources to gain insights into historical developments across Asia

**Syllabus:**

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	East Asia	a) Republic of China under Mao Zedong, Deng Xiaoping and Economic Reforms in China b) Post-War Reconstruction and Economic Miracle in Japan c) Foreign Policy of China and Japan
Unit 2	Southeast Asia	a) The Vietnam War b) Rise of Sukarno and Suharto Era in Indonesia c) Economic Growth and Political changes in Malaysia and Singapore, the rise of ASEAN
Unit 3	South Asia	a) Authoritarianism in Pakistan, Emergence of the Taliban b) Bangladesh Liberation War, Civil War in Sri Lanka, the Non-Aligned Movement c) Economic developments in India and Bangladesh in the 1990s.
Unit 4	West Asia and Central Asia	a) Arab Nationalism, Arab-Israeli Conflict b) Oil Politics and OPEC c) The Iran-Iraq War (1980-1988), the Gulf War (1990-1991)

## Learning Resources recommended:

### English-

1. Gemma, A. M. Oil Politics: A History of the Gulf States. University of California Press, 2019.
2. Hsu, Immanuel C.Y. The Rise of Modern China. Oxford UP, 2000.
3. Jalal, Ayesha. The Struggle for Pakistan: A Muslim Homeland and Global Politics. Harvard University Press, 2014.
4. Jansen, Marius B. The Making of Modern Japan. Harvard UP, 2000.
5. Karnow, Stanley. Vietnam: A History. Penguin, 1997.
6. Panagariya, Arvind. India: The Emerging Giant. Oxford University Press, 2008.
7. Ricklefs, M.C. A History of Modern Indonesia Since c. 1200. Stanford UP, 2001.
8. Smith, Michael. Vietnam War: A History in Documents. Oxford University Press, 2021.
9. Stueck, William. The Korean War: An International History. Princeton University Press, 1997.
10. Yergin, Daniel, The Prize: The Epic Quest for Oil, Money & Power, Free Press, New York, 2008.
11. Rashid Ahmed, Taliban: Militant Islam, Oil and Fundamentalism in Central Asia, Yale University Press, 2000.
12. Guha Ramchandra, India after Gandhi: The History of the World's Largest Democracy, New Delhi, Picador India, 2017

### मराठी-

1. कुबेर गिरीश, मेड इन चायना, राजहंस प्रकाशन, पुणे, २०२४.
2. कुबेर गिरीश, हा तेल नावाचा इतिहास आहे, राजहंस प्रकाशन, पुणे, २००६.
3. तोडकर, बी. डी., भारत आणि दक्षिण आशियाई राष्ट्रांमधील संबंध, डायमंड पब्लिकेशन्स, पुणे.
4. देवपुजारी मु. बा, आग्नेय आशिया, श्री मंगेश प्रकाशन, नागपूर.
5. देवपुजारी मु. बा, आधुनिक आशियाचा इतिहास, श्री मंगेश प्रकाशन, नागपूर.
6. पित्रे शशिकान्त, श्रीलंकेची संघर्षगाथा, राजहंस प्रकाशन, पुणे, २००९.
7. मांटफिऑरी सायमन, अनु. सविता दामले, जेरुसलेम : एक चरित्रकथा, डायमंड पब्लिकेशन्स, पुणे.
8. मोरे अरुणा, नवथर भारती, काळभोर स्वाती, २० व्या शतकातील आशियाचा इतिहास, डायमंड पब्लिकेशन्स, पुणे.
9. रानडे प्रतिभा, पाकिस्तान: अस्मितेच्या शोधात, राजहंस प्रकाशन, पुणे, २००९.
10. लेले ज्योत्सना, दॅंग झियाओपिंग-आधुनिक चीनचा शिल्पकार, राजहंस प्रकाशन पुणे, २०२१.
11. साठे मधुसूदन दत्तात्रय, आशियातील अर्थव्यवस्था, डायमंड पब्लिकेशन्स, पुणे.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	East Asia	Lecture, Map & Timeline Method	15
Unit 2	Southeast Asia	Lecture, Map & Timeline Method	15
Unit 3	South Asia	Lecture, Source & Timeline Method	15
Unit 4	West Asia and Central Asia	Lecture, Map & Timeline Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of the Marathas (1600 CE–1707 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAHIS503
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to examine the rise of Chhatrapati Shivaji Maharaj and Swarajya and assess his diplomatic relations with regional and European powers

CO2- to analyze the socio-economic and political developments under the Maratha leadership

CO3- to understand the administrative structures and explain their significance in shaping Maratha sovereignty

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

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to Maratha History	a) Sources of Maratha History: Marathi, Persian and European accounts b) Deccan in the 17 <sup>th</sup> century: Political and Economic conditions c) Socio-cultural conditions and Maharashtra Dharma
Unit 2	Foundation of Swarajya	a) Rise of Chhatrapati Shivaji Maharaj and Swarajya b) Relations with the Adilshahi Sultanate and the Mughals c) Maratha Relations with European Powers
Unit 3	Period of Consolidation and Crisis	(a) The Coronation of Chhatrapati Shivaji Maharaj and the Karnataka Campaign (b) Chhatrapati Sambhaji Maharaj (c) Chhatrapati Rajaram Maharaj and Maharani Tarabai
Unit 4	Administration during the Royal Period	(a) Central and Provincial Administration (b) Revenue and Judicial Administration (c) Military Administration

### Learning Resources recommended:

#### English-

1. Chitnis, K. N., Glimpses of Maratha Socio-Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
2. Deshpande, Prachi. Scripts of Power: Writing, Language Practices and Cultural History in Western India. Oxford University Press, 2010.

3. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambay & Co., Calcutta, 1912.
4. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991.
5. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953.
6. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
7. Kulkarni, A. R., Maharashtra: Society and Culture, New Delhi, 2000.
8. Majumdar, R. C. Ed. The History and Culture of the Indian People: Maratha Supremacy, Bombay, 1973.
9. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971.
10. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay, 1978.
11. Sarkar, Jadunath, Shivaji and His Times, 6<sup>th</sup> edition, Sarkar & sons, 1973.
12. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
13. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta, 1958.

#### मराठी-

1. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरात डी.बी. आणि हनमाने व्ही.एन., मराठेकालीन संस्था व विचार, फडके बुकसेलर्स, कोल्हापूर, १९८७.
2. बेंद्रे, वा, सी. महाराष्ट्रेतिहासाची साधने, ३ खंड, मुंबई, १९६६-६७.
3. शेजवलकर, त्र्यं. शं. श्री शिवछत्रपति, मुंबई, १९६४.
4. सरदेसाई, गो. स. मराठी रियासत, भाग १-३, मुंबई, १९२९.
5. पिसुर्लेकर, पां. स. पोर्तुगेज मराठे-संबंध, पुणे, १९६७.
6. पवार, जयसिंगराव, संपा. छत्रपती संभाजी-स्मारक गंथ, कोल्हापूर, १९९०.
7. गोखले, कमल, शिवपुत्र संभाजी, पुणे, १९७१.
8. मेहेंदळे, ग. भा. श्री राजा शिवछत्रपती, खंड १ व २ डायमंड पब्लिकेशन, पुणे.
9. माटे म. श्री., मध्ययुगीन महाराष्ट्र : सामाजिक आणि सांस्कृतिक जीवन (इ.स.१३००-इ.स.१६५०), महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००२.
10. खोबरेकर वि. गो., महाराष्ट्राचा इतिहास मराठा कालखंड भाग १ (शिवकाल १६३० ते १७०७), महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २००६.

#### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to Maratha History	Lecture, Source Method & Map	15
Unit 2	Foundation of Swarajya	Lecture & Source Method	15
Unit 3	Period of Consolidation and Crisis	Lecture, Source & Timeline Method	15
Unit 4	Administration during the Royal Period	Lecture & Source Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Contemporary India (1947 CE–2000 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAHIS504
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to understand the process of making the Constitution and the integration and reorganization of Indian States

CO2- to explain the political developments in India after Independence

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

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

CO5- be able to create a timeline and develop a flowchart to illustrate significant events and their progression

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	The Nehru Era (1947 CE – 1964 CE)	(a) Features of the Indian Constitution (b) Integration and Reorganization of Indian States (c) Socio-Economic Reforms and Foreign Policy
Unit 2	India in Transition (1965 CE – 1984 CE)	(a) Lal Bahadur Shastri (b) Nationalization of Banks, The Emergency and Green Revolution (c) Janata Government, Return of Congress to power, Foreign Policy
Unit 3	Political and Economic Shifts (1985 CE – 2000 CE)	(a) Political Developments (b) Relations with Neighboring Countries (c) Economic Reforms in India
Unit 4	Emerging Trends	(a) Communalism and Separatist Movements (b) Women Empowerment and Policy of Reservation (c) Science, Technology and Education

### 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.), The New 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.

#### मराठी-

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. गुहा रामचंद्र, शारदा साठे, (अनु.) गांधीनंतरचा भारत, मॅजेस्टिक प्रकाशन, मुंबई
4. गोडबोले माधव, गोडबोले सुजाता (अनु.), भारताच्या संसदीय लोकशाहीची अग्निपरीक्षा, राजहंस प्रकाशन
5. गोडबोले माधव, जवाहरलाल नेहरूंचे नेतृत्व एक सिंहावलोकन, राजहंस प्रकाशन, २०१४.
6. चंद्र बिपन, इंडिया सिन्स इंडिपेंडन्स, के सागर पब्लिकेशन, पुणे.
7. दर्शने सारंग, अटलजी, राजहंस प्रकाशन, २०२१.
8. दीक्षित प्रशांत, रावपर्व, राजहंस प्रकाशन, २०२१.
9. देवळाणकर शैलेद्र, भारताचे परराष्ट्र धोरण, सकाळ प्रकाशन, २०१६.
10. सीतापती विनय, डोंगरे अवधूत अनु., नरसिंहावलोकन, रोहन प्रकाशन, २०२१.

#### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	The Nehru Era (1947 CE – 1964 CE)	Lecture, Timeline & Map	15
Unit 2	Political, Social and Economic Developments (1964 CE – 1984 CE)	Lecture, Source & Timeline Method	15
Unit 3	Political, Social and Economic Developments (1984 CE – 2000 CE)	Lecture, Source & Timeline Method	15
Unit 4	Emerging Trends	Lecture & Timeline Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Communication and Media
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25 UAHIS505
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

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

CO1- to understand the fundamentals of communication to implement them in everyday life

CO2- to explain the oral traditions in communication

CO3- to review the historical development of journalism and demonstrate journalistic skills

CO4- to illustrate the various types of Audio-Visual media

CO5- to identify, select and extract a variety of useful and relevant materials from various sources for the development of a project

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Fundamentals of Communication	(a) Definition, Evolution of Communication (b) Process, Types, Importance and Need of Communication (c) Barriers to Communication
Unit 2	Oral Traditions in Communication	(a) Folk Theatre (b) Major Dance Forms – Folk and Classical (c) Folk Expression – Songs, Stories and Puppetry
Unit 3	Journalism	(a) Definition and Types of Journalism (b) Role and Functions of Reporters, Sub-Editor and Editor (c) Freedom of Press – Importance and Ethical Considerations
Unit 4	Audio-Visual Media	(a) Basics of Photography – Types and Applications (b) Evolution of Cinema in India (c) Types of Films

### 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. Chalapathi, The Press in India, Bombay, 1968.
5. Reaver, J. Russell Boswell, George W. The Fundamentals of Folk Literature, London, 1962.
6. Gleick, James. The Information: A History, a Theory, a Flood. Pantheon Books, 2011.
7. Menahem, Blondheim and Tamar Liebes, editors. Television: Beginnings and Beyond. Routledge, 2016.

8. Fang, Irving. A History of Mass Communication: Six Information Revolutions. Focal Press, 2021.
9. Fang, Irving. Alphabet to Internet: Media in Our Lives. Routledge, 2015.
10. Winston, Brian. Media Technology and Society: A History: From the Telegraph to the Internet. Routledge, 2004
11. Dwyer, Rachel. Bollywood's India: Hindi Cinema as a Guide to Contemporary India. Reaktion Books, 2014.
12. Ganti, Tejaswini. Producing Bollywood: Inside the Contemporary Hindi Film Industry. Duke University Press, 2012.
13. Patel, Bhaichand. Bollywood's Top 20: Superstars of Indian Cinema. Penguin Books, 2012.

### मराठी-

1. ढेरे, रा. चिं. लोकसंस्कृतीची क्षितिजे, पुणे, १९७१.
2. ढेरे, रा. चिं. लोकसंस्कृतीचे उपासक, पुणे, १९६४.
3. ढेरे, रा. चिं. लोकसाहित्य: शोध आणि समीक्षा, पुणे १९९०.
4. पाडळकर विजय, देवदास ते भुवनशोम विसाव्या शतकातील हिंदी सिनेमाचा इतिहास खंड पहिला, मैत्रेय प्रकाशन, २०१५.
5. पाध्ये, प्रभाकर, अनु. परांजपे, प्र. ना. परांजपे, वसुधा, पत्रकारितेची मूलतत्त्वे, पुणे, १९९१.
6. बर्दापूरकर प्रवीण-संपा., माध्यमातील ती, देशमुख आणि कंपनी, २०१९.
7. भागवत दुर्गा, लोकसाहित्याची रुपरेखा, पुणे, १९७७.
8. मराठे रा. वि. संपा. गावगाडा शब्दकोश, मुंबई, १९९०.
9. मांडे प्रभाकर, लोकसाहित्याचे अंतःप्रवाह, पुणे, १९७५.
10. मांडे प्रभाकर, लोकसाहित्याचे स्वरूप, औरंगाबाद, १९८९.
11. मुजावर इसाक, फ्लॅशबॅक, दिलीपराज प्रकाशन, २०१६.
12. साळगावकर जयराम, नवा गुटेनबर्ग ( माहिती व प्रसारमाध्यमाची नवी झेप), परममित्र प्रकाशन, २०१६.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Fundamentals of Communication	Lecture & Presentation Method	15
Unit 2	Oral Traditions in Communication	Lecture, Source & Presentation Method	15
Unit 3	Journalism	Lecture & Presentation Method	15
Unit 4	Audio-Visual Media	Lecture, Film Screening & Presentation Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	Introduction to Archaeology
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25 UAHIS506
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

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

CO1- to understand the basic facets of Archaeology

CO2- to explain the methods of archaeology and its role in reconstructing the past

CO3- to evaluate the importance of Epigraphy

CO5- to assess the importance of Numismatics as an important source of history

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

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
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
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
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
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

### Learning Resources recommended:

#### English-

1. Altekar A.S., Catalogue of Coins of the Gupta Empire, Varanasi, Numismatic Society of India, 1937.

2. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
3. Allachin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I: 1985.
4. Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957.
5. Bhattacharya D K, An outline of Indian Prehistory, Palaka Prakashan, New Delhi, 1991.
6. Chakraborti Haripada, Early Brahmi Records in India, Sanskrit Pustak Bhandar, Calcutta, 1974.
7. Goyal S R, Indigenous Coins of Early India, Kusumanjali Prakashan, Jodhpur, 1994.
8. Murthy Sathya K, Textbook of Indian Epigraphy, Low Price Publications, Delhi, 1992.
9. Sircar DC, Indian Epigraphy, Motilal Banarasidas, Delhi, 1965.
10. Soloman Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo-Aryan Languages, Oxford University Press, 1998.

### मराठी-

1. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७५.
2. ढवळीकर म के, प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
3. ढवळीकर म के, भारताची कुळकथा, राजहंस प्रकाशन, पुणे, २०१७
4. ढवळीकर म के, महाराष्ट्राची कुळकथा, राजहंस प्रकाशन, पुणे, २००८.
5. तुळपुळे शं. गो, प्राचीन मराठी कोरीव लेख, पुणे विद्यापीठ प्रकाशन, १९६३.
6. देव शां. भा, पुरातत्व विद्या, कॉन्टिनेन्टल प्रकाशन, मुंबई, २००८(दुसरी आवृत्ती)
7. मिराशी, वा. वि. सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, मुंबई, १९७९.
8. सरकार दिनेशचंद्र, गोखले शोभना (अनु.), भारतीय लेखविद्या (इंडियन एपिग्राफी), कॉन्टिनेन्टल प्रकाशन, २०१०.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Aims and Methods of Archaeology	Lecture & Field Visit	15
Unit 2	Pre-Historic, Proto-Historic and Early Historical Periods	Lecture, Timeline, Source & Field Visit	15
Unit 3	Epigraphy	Lecture, Timeline, Source & Field Visit	15
Unit 4	Numismatics	Lecture, Timeline, Source & Museum Visit	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	Community Engagement Programme in History
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25 UACEPHIS507
<b>No. of Credits:</b>	2
<b>Nature:</b>	Practical
<b>Type:</b>	CEP

### Guidelines and Evaluation Pattern for Community Engagement Program (CEP)

The Community Engagement Program (CEP) is included in the undergraduate programme to increase community participation, foster collaboration, address community concerns, drive positive change by encouraging collective decision-making, often through building trust, gathering feedback and empowering residents to actively shape their community's future.

This course requires learners to participate in community-based learning generally under the supervision of faculty. It will involve activities that expose learners to the socio-economic issues in society.

**Course Objective:** After completing this programme, learners shall be able to:

1. Understand and appreciate diverse communities' culture, traditions and lifestyle.
2. Develop sensitivity towards the challenges communities face and their root causes.
3. Identify social problems and contribute to potential solutions through active engagement.

**Course Outcomes:** The Community engagement program should attempt to provide opportunities for learners will:

CO1- gain exposure to socio-economic issues and apply theoretical knowledge to real-life problems

CO2- develop a deeper understanding of Indian culture, local communities and social realities

CO3- cultivate a sense of social responsibility and civic engagement

CO4- enhance empathy and mutual understanding between students and communities

CO5- strengthen leadership skills to actively participate in decision-making processes

CO6- implement community-driven initiatives that address identified local needs and contribute to social change

### General Guidelines for CEP:

1. Learners are expected to complete this program in their fifth semester.
2. CEP carries 2 credits and requires 60 hours of active participation.
3. CEP must be distinct from NSS, NCC and other extracurricular activities.

### **Implementation Mechanism of CEP:**

1. The department will define the implementation mechanism for CEP.
2. A faculty mentor will be assigned to supervise and guide the learners.
3. Learners must maintain a fieldwork diary to document their preparation, activities, working hours and their reflections.
4. A comprehensive CEP work report must be submitted at the end of the programme.
5. The work diary must be verified and signed by the assigned mentor.
6. An internal viva-voce will be conducted as part of the evaluation.

At the end of the CEP, students must submit a comprehensive report of at least 5-6 pages or as per the guidelines of the concerned department. The report should be concise and include the following aspects: Title Page, mentioning the student's name, programme, institution, month and year; Certificate of Completion, issued by the assigned mentor, confirming successful completion of the CEP; Acknowledgments, recognizing individuals or organizations that provided support and guidance; CEP Work Experience, detailing the activities undertaken, including the name and location of the activity, dates and experiences, supported by photographs or visual aids if applicable; and Conclusion & Summary, reflecting on the overall experience and key learnings. Additionally, an Appendix must be included, containing the CEP Work Diary as a mandatory attachment and Event Photographs, if available.

### **Evaluation Pattern for 2 credit CEP: Maximum Marks 50**

<b>SN</b>	<b>Component</b>	<b>Method</b>	<b>Marks</b>
2.	Internal Evaluation	Presentation / Viva-Voce	20
2.	External Evaluation	Actual work performance & work report	30

### **Suggested list for CEP activities:**

*Awareness Campaigns:* Anti-drug, Save Girl Child, Cybersecurity, Human Rights, Legal Awareness. *Health & Hygiene:* Blood donation, Mental health, Disability camps, Fitness awareness. *Financial & Digital Literacy:* Financial and digital literacy, Education loan awareness. *Environment & Community:* Cleanliness drives, Organic farming, Safety awareness (Sarpa Mitra). *Civic Engagement:* Gram Sabha participation, Police Mitra, Government schemes awareness. *Social Responsibility:* NGO work for elderly care, Women's empowerment initiatives. *Skill Development:* Readers Clubs, Tech workshops, Legal and social justice awareness. *Any other subjects* of your choice, subject to approval by the HoD/CEP mentor.

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Medieval India (1526 CE – 1707 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25 UAHIS601
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to analyze the socio-political conditions of India before the Mughal Empire, describe the invasions of Babur and evaluate the significance of Humayun and Sher Shah's contributions

CO2- to assess the military conquests and administrative reforms under Akbar and evaluate the implications of his religious policy and Mansabdari system

CO3- to examine the rule of Jahangir and Shah Jahan and analyze the central and provincial administration systems during their reigns

CO3- to explain the factors leading to the decline of the Mughal Empire, including the rise of Aurangzeb, military campaigns and internal conflicts

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

CO6- be able to create a timeline and develop a flowchart of the events

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Foundation of the Mughal Rule	a) India on the eve of Mughal Rule b) Invasion of Babur c) Humayun, Shershah
Unit 2	Imperial Expansion	a) Reign of Akbar: Conquests of North India & Deccan and Rajput policy b) Administrative reforms: Mansabdari System and Revenue reforms c) Religious policy and Akbar's Din-i Ilahi
Unit 3	Mughal Rule under Jahangir and Shah Jahan	a) Jahangir b) Shah Jahan c) Central and Provincial Administration
Unit 4	The Decline of the Mughal Empire	a) Rise of Aurangzeb and War of Successions b) Military Campaigns against Rajputs, Marathas and Sikhs c) Decline of Mughal Empire

## Learning Resources recommended:

### English-

1. Alam, Muzaffar and Sanjay Subrahmanyam, The Mughal State, 1526-1750, Oxford University Press, 1998.
2. Chandra, Satish. Mughal Empire in India. Har-Anand Publications, 2005.
3. Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
4. Gupta, S. P. Decline of the Mughal Empire: A Reappraisal. Manohar Publishers, 2009.
5. Moosvi Shireen, The Economy of the Mughal Empire, Oxford University Press, New Delhi, 1987.
6. Mukhia, Harbans, The Mughals of India, Blackwell Publishing, 2004.
7. Raychaudhari T.S. Habib Irfan(ed), The Cambridge economy history of India, London, 1992.
8. Richards, J.F., The Mughal Empire, Cambridge University Press, 1993.
9. Sarkar Jadunath, Shivaji and his Times, 2nd ed., Longman, Green & Co, London, 1920.
10. Sarkar, Jadunath. Fall of the Mughal Empire. Orient Longman, 1985.
11. Sarkar, Jadunath. History of Aurangzeb. Vol. 1, Orient Longman, 1994.
12. Smith, V .A. Akbar, The Great, Mogul 1542-1605, New Delhi, 1966.

### मराठी-

1. आचार्य धनंजय, मध्यकालीन भारत (१०००-१७०७), श्री साईनाथ प्रकाशन, नागपूर, २००८.
2. आठवले सदाशिव, शहजादा दाराशुकोह, श्रीविद्या प्रकाशन, पुणे, १९९२.
3. कुलकर्णी, अ. रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे.
4. कोलारकर श. गो., मध्यकालीन भारत, मंगेश प्रकाशन, नागपूर, १९९२.
5. चंद्र, सतीश. मध्ययुगीन भारत (भाग १ आणि २). के.सागर प्रकाशन, २०१९.
6. चौबळ, ज. स. अनु. असे होते मोगल, मुंबई, १९७४.
7. पगडी. सेतुमाधवराव, हिंदवी, स्वराज्य आणि मोगल, पुणे, १९६६.
8. सरदेसाई गो. स., मुसलमानी रियासत, भाग १ आणि २, पॉप्युलर प्रकाशन, मुंबई १९९३.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Foundation of the Mughal Rule	Lecture, Timeline & Map Method	15
Unit 2	Imperial Expansion	Lecture, Timeline & Map Method	15
Unit 3	Mughal Rule under Jahangir and Shah Jahan	Lecture, Source, Maps & Timeline Method	15
Unit 4	The Decline of the Mughal Empire	Lecture, Source, Maps & Timeline Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Modern Maharashtra (1818 CE–1960 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAHIS602
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to know regional history

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

CO3- to analyze the rise of nationalist movements and their manifestations in Maharashtra

CO4- to summarize the thoughts and contributions of thinkers of Maharashtra

CO5- to assess the role of prominent figures from Maharashtra in shaping regional and national identities

CO6- to identify and engage with key primary sources of modern Maharashtra

CO7- to formulate a clear statement of interpretation about the past

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Beginning of the British Rule	(a) Socio-economic conditions of Maharashtra in the 19 <sup>th</sup> Century (b) Administrative structure and judicial system (c) Tribal and Peasant Uprisings
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
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
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

## 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. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
5. Deshpande, Prachi. Creative Pasts: Historical Memory and Identity in Western India, 1700-1960. Oxford University Press, 2007.
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 Caste Protest in Nineteenth-Century Western India, Cambridge University Press, 1985.
9. Phadke, Y. D. Politics and Language, Mumbai, 1980.

### मराठी-

1. कठारे अनिल, आधुनिक महाराष्ट्राचा इतिहास (१८१८-१९६०), तृतीय संस्करण, विद्या बुक्स, औरंगाबाद, २०१५.
2. कीर धनंजय, राजर्षी शाहू छत्रपती, पॉप्युलर प्रकाशन, मुंबई, पुनर्मुद्रण २००१
3. खानोलकर, गं. दे. संपा. एकोणिसाव्या शतकातील महाराष्ट्र, औरंगाबाद, १९७५.
4. जावडेकर शं. द. आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे, पुनर्मुद्रण १९७९
5. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे, २००९.
6. पेंडसे, लालजी, संयुक्त महाराष्ट्राचे महामंथन, मुंबई, १९६५.
7. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ८, श्रीविद्या प्रकाशन, पुणे व मौज प्रकाशन, मुंबई.
8. भावे, वा. कृ. पेशवेकालीन महाराष्ट्र, आयसीएचआर, दिल्ली १९७६.
9. लेले के आर, मराठी वृत्तपत्रांचा इतिहास, कॉन्टिनेंटल पब्लिशर्स, पुणे, १९८४.
10. वाळिंबे रा. शं, एकोणिसाव्या शतकातील महाराष्ट्राची सामाजिक पुनर्घटना, पुणे, १९६२.

## Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Beginning of the British Rule	Lecture & Timeline Method	15
Unit 2	Socio-Economic Awakening	Lecture & Source Method	15
Unit 3	Political Developments in Maharashtra (1885-1960)	Lecture, Timeline & Source Method	15
Unit 4	Emergence of New Forces	Lecture, Timeline & Source Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of the Marathas (1707 CE–1818 CE)
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25 UAHIS603
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to analyze the leadership and policies of Chhatrapati Shahu Maharaj and the early Peshwas in consolidating and expanding Maratha power.

CO2- to evaluate the administrative and military achievements of Peshwa Balaji Bajirao and the effects of the Third Battle of Panipat

CO3- to examine the resurgence under Peshwa Madhavrao I and assess the causes of the downfall of the Maratha Empire.

CO4- to assess the administrative frameworks and explain the socio-cultural developments under the Peshwas.

CO5- to identify and interpret key primary sources of Maratha history

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Consolidation and Expansion of the Maratha Power	a) Chhatrapati Shahu Maharaj b) Rise of the Peshwas: Balaji Vishwanath c) Peshwa Bajirao I
Unit 2	Consolidation of the Maratha Power	(a) Peshwa Balaji Bajirao (Nanasaheb) (b) Third Battle of Panipat: causes and consequences (c) Maratha Provincial Dynasties
Unit 3	Post Panipat Revival and Downfall	a) Peshwa Madhavrao I b) Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis c) British-Maratha relations (1774 CE to 1818 CE) and the Downfall of Maratha Power
Unit 4	Administration, Society and Culture	(a) Peshwa Administration: Civil and Military (b) Society and Economy under the Peshwas (c) Literature, Art and Architecture

### Learning Resources recommended:

#### English-

1. Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002
2. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.

3. Desai, Sudha V., Social Life In Maharashtra Under The Peshwas, Popular Prakashan, Bombay, 1980.
4. Dighe, V. G., Peshwa Bajirao I and Maratha Expansion, Karnatak Publishing House, Bombay, 1944.
5. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambay & Co., Calcutta, 1912.
6. Gordon, Stewart, Marathas, Marauders and State Formation in Eighteenth-Century India, Oxford University Press, Delhi, 1994.
7. Kulkarni, A. R., Maharashtra: Society and Culture, New Delhi, 2000.
8. Kulkarni, G. T. Moghul-Maratha Relations, Poona, 1982.
9. Mahajan, T. T., Industry, Trade and Commerce During Peshwa Period, Pointer Publishers, Jaipur, 1989.
10. Majumdar, R. C. Ed. The History and Culture of the Indian People: Maratha Supremacy, Bombay, 1973.
11. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
12. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta, 1958.

#### मराठी-

1. कांबळे, आर. एच., मराठी सत्तेचा साम्राज्य विस्तार छत्रपती शिवाजी महाराज ते पहिले बाजीराव पेशवे, डायमंड पब्लिकेशन्स, पुणे.
2. कुलकर्णी, अ. रा. आणि खरे, ग. ह., मराठ्यांचा इतिहास, खंड १-३, कॉन्टिनेन्टल प्रकाशन, पुणे.
3. खोबरेकर वि. गो., महाराष्ट्राचा इतिहास मराठा कालखंड (भाग २) १७०७ ते १८१८, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, १९८८.
4. गायकवाड, बी.डी., सरदेसाई बी.एन., थोरात डी.बी. आणि हनमाने व्ही.एन., मराठेकालीन संस्था व विचार, फडके बुकसेलर्स, कोल्हापूर, १९८७.
5. देशमुख शारदा, शिवकालातील व पेशवाईतील स्त्री-जीवन, टिळक महाराष्ट्र विद्यापीठ, १९७३.
6. पित्रे, का. ग., मराठ्यांचा युद्धेतिहास, कॉन्टिनेन्टल प्रकाशन, पुणे, २०००.
7. भावे, वा. कृ. पेशवेकालीन महाराष्ट्र, दुसरी आवृत्ती, ICHR, दिल्ली, १९७६.
8. माटे म. श्री., मध्ययुगीन कलाभारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८.
9. शेजवलकर त्र्यं. शं., पानिपत १७६१, राजहंस प्रकाशन पुणे, १९६१, पुनर्मुद्रण २०२४.
10. सरदेसाई, गो. स. (नवी आवृत्ती: संपा. गर्गे स. मा.), मराठी रियासत, भाग १-८, पॉप्युलर प्रकाशन, मुंबई.

#### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Consolidation and Expansion of the Maratha Power	Lecture, Source Method & Map	15
Unit 2	Consolidation of the Maratha Power	Lecture & Source Method	15
Unit 3	Post Panipat Revival and Downfall	Lecture, Source & Timeline Method	15
Unit 4	Administration, Society and Culture	Lecture & Source Method	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	Medieval India: Society, Economy and Culture
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25 UAHIS604
<b>No. of Credits:</b>	2
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

CO1- to analyze the social structures of medieval India

CO2- to evaluate the impact of Sufism, Bhakti movements and Sikhism on the social and religious landscape

CO3- to examine agricultural practices, trade, industry and monetary systems.

CO4- to assess regional languages and literature in medieval India

CO5- to compare Hindu and Islamic architectural styles and analyze the evolution of classical music, dance and folk traditions.

CO6- to identify and engage with key primary sources in medieval Indian history

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Society in Medieval India	a) Social Structures and Hierarchies: Class and Caste System and Its Implications b) Position of Women, Untouchability and Forced Labour c) Urban and Rural Life
Unit 2	Economy in Medieval India	a) Agricultural Practices and Land Revenue Systems b) Internal & External Trade Networks and Relations with European Trade Companies c) Crafts and Industries, Monetary and Banking System
Unit 3	Religion and Culture in Medieval India	a) Islam and Sufism, Bhakti Movements and Sikhism b) Regional Languages and Literature c) Hindu and Islamic Art & Architecture, Performing Arts & Music

### Learning Resources recommended:

#### English-

1. Chandra, Satish. Medieval India: From Sultanat to the Mughals, Part I: The Delhi Sultanate. Har-Anand Publications, 1991.
2. Habib, Irfan. Medieval India: The Study of a Society. Oxford University Press, 2005.
3. Habib, Irfan. The Agrarian System of Mughal India, 1556-1707. Asia Publishing House, 1963.

4. Majumdar, R.C. The History and Culture of the Indian People, Vol. 5: The Mughal Empire. Bharatiya Vidya Bhavan, 1974.
5. Rizvi, Saiyid Athar Abbas. The Wonder that Was India: Volume II: A Cultural History. Penguin Books, 1990.
6. Singh, K. The History of Indian Painting: From the Earliest Times to the Present Day. Roli Books, 1996.
7. Michell George, The Hindu temple : an introduction to its meaning and forms, The University of Chicago Press, 1988
8. Sinha, S. Bhakti Movement in Medieval India. Manohar Publishers, 1999.
9. Kumar, Rajesh. The Art and Architecture of the Vijayanagara Empire. Routledge, 2006.
10. Mate, M. S. Maratha Architecture, Pune, 1959.

### मराठी-

1. खांडगे मंदा, वैभव पेशवेकालीन वाड्यांचे, पुणे, १९९२.
2. चिटणीस, के.एन., मध्ययुगीन भारतीय संकल्पना व संस्था, तिसरे पुनर्मुद्रण, बॉम्बे, २००३.
3. पगडी सेतुमाधवराव, सुफी संप्रदाय तत्वज्ञान आणि कार्य, परचुरे प्रकाशन, मुंबई, १९५३.
4. भावे, वा. कृ. पेशवेकालीन महाराष्ट्र, पुणे, १९३५.
5. माटे म. श्री., मध्ययुगीन कलाभारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८.
6. माटे म. श्री., मध्ययुगीन महाराष्ट्र : सामाजिक आणि सांस्कृतिक जीवन (इ.स.१३००-इ.स.१६५०), महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००२.
7. मोरलँड, डब्ल्यू.एच. (अनु. कोगेकर सुनंदा), अकबरकालीन हिन्दुस्थान, डायमंड पब्लिकेशन्स, पुणे, २००६.
8. मोरलँड, डब्ल्यू.एच. (अनु. बनहट्टी राजेंद्र), अकबर ते औरंगजेब, डायमंड पब्लिकेशन्स, पुणे, २००६.
9. सिद्दिकी, एन. ए (अनु. सासवडकर प्र. ल.), मोगलकालीन महसूल पद्धती, डायमंड पब्लिकेशन्स, पुणे, २००६.
10. हबीब इरफान, मध्यकालीन भारत, एनबीटी, दिल्ली, २००७.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Society in Medieval India	Lecture, Timeline & Source Method	10
Unit 2	Economy in Medieval India	Lecture, Source, Map & Timeline Method	10
Unit 3	Religion and Culture in Medieval India	Lecture, Source & Timeline Method	10

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	History of Communication and Media
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25 UAHIS605
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

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

CO1- know the various types of Media and Communication

CO2- know about the developments in Information Technology

CO3- have an understanding of the impact of the Media on Society

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

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Radio and Television	(a) Radio - History and Current Trends in India (b) Indian Television - History and Current Trends (c) Careers in Radio and Television
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
Unit 3	Revolution in Information Technology	(a) Development of computing technologies and the internet (b) Social Media, Electronic Gadgets: Uses and Misuses (c) Cyber Crimes and Cyber Laws
Unit 4	Impact of Media	(a) Impact on Society: Children, Women and Youth, Media and the Public Sphere (b) Challenges: Global Competition, Moral Issues, Public Censorship (c) Media and Global Issues: Human Rights, Environment

### Learning Resources recommended:

#### English-

1. Ahuja Surjeet, Audio visual 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 Guidebook to Popular Hindi Cinema, Routledge, New York, 2004.
5. Kelleher, T. Public Relations (1st ed.). New York, NY: Oxford University Press. 2018
6. Habermas, Jürgen, The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society, MIT Press, 1989.
7. Naregal, Veena, Language Politics, Elites and the Public Sphere: Western India under Colonialism, Oxford University Press, 2001.

#### मराठी-

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.
5. गोडबोले मुग्धा, टीव्ही, मालिका आणि बरंच काही...!, राजहंस प्रकाशन, पुणे, २०२४.

#### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Radio and Television	Lecture Method & Presentation	15
Unit 2	Advertising and Public Relations	Lecture Method & Presentation	15
Unit 3	Revolution in Information Technology	Lecture Method & Presentation	15
Unit 4	Impact of Media	Lecture Method & Presentation	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	Introduction to Museology and Archival Science
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25 UAHIS606
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

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

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

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Museology	(a) Definition of Museology, Museum Movement in India (b) Role of the Curator (c) Types of Museums
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
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
Unit 4	Management of Archives	(a) Appraisal and Retention of Records (b) Conservation and Preservation of Records (c) Digital Archives

### Learning Resources recommended:

#### English-

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.

**मराठी-**

1. केतकर, श. म. संग्रहालय परिचय, पुणे, १९६२.
2. खोबरेकर, वि. गो. महाराष्ट्रातील दप्तखाने, मुंबई, १९६८.

**Teaching Plan:**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
Unit 1	Museology	Lecture Method & Presentation	15
Unit 2	Museums	Lecture & Visit to the Museum	15
Unit 3	Archival Science	Lecture Method & Presentation	15
Unit 4	Management of Archives	Lecture, Visit to Archives	15

## Syllabus for Bachelor of Arts in History for the year 2025-26

<b>Nomenclature of the Course:</b>	On-the-Job-Training
<b>Class:</b>	TYBA
<b>Semester:</b>	VI
<b>Course Code:</b>	25 UAOJTHIS607
<b>No. of Credits:</b>	4
<b>Nature:</b>	OJT
<b>Type:</b>	OJT

### Guidelines and Evaluation Pattern for On-Job Training (OJT)

The inclusion of On-the-Job-Training (OJT) in the curriculum of undergraduate programmes is a progressive and skill-oriented feature of the academic structure. It is designed to strengthen the students' ability to apply theoretical knowledge in real-world contexts. A key objective of this initiative is to foster the capacity to independently analyze, interpret and articulate concepts related to their field of study.

Students are required to undertake a structured project or set of tasks within an organization or industry that aligns with their academic discipline. The primary aim of the course is to provide students with practical exposure and immersive experience in a professional setting, enabling them to bridge classroom learning with industry practices.

**Course Objective:** After completing this programme, learners shall be able to:

1. Gain exposure to real-world work environments and apply theoretical knowledge to practical scenarios.
2. Develop essential skills in problem-solving, decision-making and effective communication.
3. Understand organizational structure, workplace dynamics and professional work culture.
4. Build industry connections and explore opportunities for future career networking and growth.

**Course Outcomes:** The OJT should attempt to provide opportunities for learners will:

CO1- apply classroom knowledge in real-world work environments

CO2- understand workplace culture, challenges and expectations

CO3- demonstrate research skills, critical thinking and ethical conduct

CO4- work collaboratively and solve problems effectively

CO5- create a detailed report summarizing the training experience, key observations and suggestions.

### General Guidelines for On-the-Job-Training:

- Learners are expected to complete a minimum of 120 hours, which includes on-the-job training with an organization or private firm, as well as participation in planning, submission and evaluation activities.

- The focus of the training should align with a topic related to the student’s major course of study.
- OJT must be separate from regular courses such as NSS, NCC or similar activities.

**Implementation Mechanism of OJT:**

1. The assignment of the agency, institute or workplace must receive prior approval from the department.
2. A faculty mentor will be assigned to supervise and guide the learners.
3. Learners must maintain a work diary to document activities, key learnings and their reflections in a prescribed format.
4. An OJT work has to be completed before the end of the sixth semester.
5. Submission of an experience certificate from the host organization is mandatory.
6. The completion report and work diary (in the prescribed format) are to be submitted after verification and signature by the assigned mentor and certification by the Head of the Department.
7. The internal evaluation shall be conducted by the mentor.
8. The external evaluation component will be conducted as a SEE by the mentor teacher.

**Evaluation Pattern for OJT: Maximum 100 Marks**

<b>SN</b>	<b>Component</b>	<b>Method</b>	<b>Marks</b>
1.	Internal Evaluation	Documentation and Presentation / Viva-voce / Other	40
2.	External Evaluation	Project Report / Viva-voce / Other	60

## Certificate and Skill Enhancement Course

<b>Course Title:</b>	Certificate Course in Modi Scrip
<b>Course Code:</b>	-
<b>No. of Credits:</b>	2
<b>Nature:</b>	Theory and Practical
<b>Type:</b>	Certificate Course
<b>Duration:</b>	30 hours

### Certificate Course in Modi Script

**Purpose:** The course aimed to impart comprehensive knowledge and practical skills necessary for understanding, reading and writing in the Modi script.

**Outcome:** Participants will attain proficiency in reading, writing and understanding the historical significance of Modi script.

**Duration:** 30 Hours

<b>Course Title:</b>	Exploring the Past: Investigating Historic Monuments and Archaeological Sites
<b>Course Code:</b>	-
<b>No. of Credits:</b>	2
<b>Nature:</b>	Theory and Practical
<b>Type:</b>	Skill Enhancement Course
<b>Duration:</b>	30 hours

### Exploring the Past: Investigating Historic Monuments and Archaeological Sites

**Purpose:** This course aims to equip learners with the skills and insights necessary to engage with historic monuments and archaeological sites as repositories of cultural heritage.

**Outcome:** Participants will develop observational skills to identify and analyze architectural features, artistic elements and symbolic representations within historic monuments and acquire skills in archaeological fieldwork techniques.

**Duration:** 30 Hours

## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 40

SN	Method	Marks
1.	Written Test	20
2.	Assignments	10
3.	Attendance and participation in the classroom	10

Internal Evaluation for VSC/SEC: Maximum Marks: 20

SN	Method	Marks
1.	Project Work / Field Study / Survey Report	15
2.	Attendance and participation in the classroom	05

Internal Evaluation for papers 25\_UAHIS505 and 25\_UAHIS506 (Semester V) and 25\_UAHIS605 and 25\_UAHIS606 (Semester VI): Maximum Marks: 40

SN	Method	Marks
1.	Project Work / Field Study / Survey Report	20
2.	PPT Presentation / Viva	10
3.	Attendance and participation in the classroom	10

### B) Semester End Examination:

For 4 credits course: Maximum Marks: 60, Duration: 2 Hours

Question No. and Sub questions	Unit and sub-unit	Type of Question	Marks
Q. 1 a) or b)	Based on Unit I	Essay	15 marks
Q. 2 a) or b)	Based on Unit II	Essay	15 marks
Q. 3 a) or b)	Based on Unit III	Essay	15 marks
Q. 4 a) or b)	Based on Unit IV	Essay	15 marks

For 2 credits course: Maximum Marks: 30, Duration: 1 Hour

Question No. and Sub questions	Unit and sub-unit	Type of Question	Marks
Q. 1 a) or b)	Based on Unit I	Essay	10 marks
Q. 2 a) or b)	Based on Unit II	Essay	10 marks
Q. 3 a) or b)	Based on Unit III	Essay	10 marks

Date: 08/04/2025

Place: Ratnagiri

  
Signature

BoS Chairperson and HoD