

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



**Faculty of Arts
Syllabus & Scheme of Evaluation for
B.A. (History)**

**From Academic Year 2026-27
(Choice-Based and Credit System)**

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 2026-27)

Course Code	Nomenclature	Credits	Course Code	Nomenclature	Credits
Semester I			Semester II		
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)					
26_AHSVP101	History of Media in Modern Times	2	--	--	--
Semester III			Semester IV		
24_UAHIS301	Ancient Indian History (From the earliest times to the 6 th century BCE)	4	24_UAHIS401	Ancient Indian History (From the 6 th century BCE to the 10 th 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
Semester V			Semester VI		
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	
Vocational Skill Course (VSC)			On-the-Job-Training (OJT)		
26_AHSVP507	An Introduction to Indian Epigraphy and Numismatics	2	25_UAOJTHIS607	On-the-Job-Training	4

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	Indian National Movement (1857 CE–1947 CE)
Class:	FYBA
Semester:	I
Course Code:	24_UAHIS101
No. of Credits:	2
Nature:	Theory
Type:	Major

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

CO1- to understand the political conditions in India leading up to the Indian National Movement

CO2- to identify the factors contributing to the rise of Indian nationalism

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

CO4- to evaluate the constitutional developments in India from 1935 to 1947

CO5- to assess the complexities and implications of the freedom struggle in India, leading up to the partition in 1947

CO6- to differentiate between primary and secondary sources of historical evidence

CO7- to use chronology in writing

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Growth of Political Awakening	(a) Revolt of 1857 – Causes and Consequences (b) Rise of Indian Nationalism (c) Foundation of Indian National Congress
Unit 2	The Emergence of Nationalism	(a) Moderates (b) Extremists (c) Revolutionary Nationalists
Unit 3	The Growth of Mass Movement	(a) Non Co-operation Movement (b) Civil Disobedience Movement (c) Quit India Movement (d) Partition and Freedom

Learning Resources recommended:

English-

1. Bandyopadhyay Sekhar, From Plassey to Partition and After A History of Modern India, Orient Longman, New Delhi, 2004.
2. Bayly, C. A. Indian Society and the Making of the British Empire. Cambridge University Press, 1990.
3. Chandra, Bipan. India's Struggle for Independence. Penguin Books, 1989.

4. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
5. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.
6. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
7. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.
8. Majumdar, R. C. Ed. The History and Culture of the Indian People. Vol. X, I & II Parts, Bombay, 1963 & 1965
9. Nanda S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.
10. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
11. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
12. Smith, John. The History of Modern India. Penguin Books, 2010.
13. Wolpert, Stanley, A New History of India. Oxford University Press, 2008.

मराठी-

1. आचार्य धनंजय, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, २००६.
2. गुहा रामचंद्र, साठे शारदा (अनु.), आधुनिक भारताचे विचारस्तंभ, रोहन प्रकाशन, पुणे, २०१८.
3. गुहा रामचंद्र, साठे शारदा (अनु.), गांधी भारतात येण्यापूर्वी, मॅजेस्टिक पब्लिशिंग हाऊस, २०१९.
4. ग्रोवर बी.एल., बेल्लेकर एन.के., आधुनिक भारतीय इतिहास : एक नवीन मूल्यांकन, तिसरी आवृत्ती, एस.चंद प्रकाशन, २००३.
5. चंद्र, बिपन, अनु. काळे, एम. व्ही. भारताचा स्वातंत्र्यसंग्रह, पुणे, २००३.
6. तळवलकर गोविंद, नवरोजी ते नेहरू, तिसरी आवृत्ती, मॅजेस्टिक पब्लिशिंग हाऊस, मुंबई, २०१९.
7. फाटक, न. र. अठराशे सत्तावनची शिपाई गर्दी, पुणे, १९५८.
8. बेहेरे ना. के. सन १८५७, मुंबई, १९२७.
9. वैद्य सुमन, कोठेकर शांता, आधुनिक भारताचा इतिहास खंड १ ते ३, श्रीसाईनाथ प्रकाशन, नागपूर.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Growth of Political Awakening	Lecture, Timeline & Source Method	08
Unit 2	The Emergence of Nationalism	Lecture, Timeline & Source Method	10
Unit 3	The Growth of Mass Movement	Lecture, Timeline & Source Method	12

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Media in Modern Times
Class:	FYBA
Semester:	I
Course Code:	26_AHSVP101
No. of Credits:	2
Nature:	Theory + Practical
Type:	VSC

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

CO1- to demonstrate a deep understanding of the historical development of modern media

CO2- to analyze the role of modern media in shaping society, culture and politics

CO3- to critically evaluate key events, technologies and figures in modern media history

CO4- to communicate effectively through written assignments, presentations and class discussions

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Rise of Print Media	(a) The origins of media: Oral tradition to print culture (b) The Gutenberg Revolution (c) The evolution of print culture and its impact on society and politics (d) Introduction of the printing press and early newspapers in India
Unit 2	Evolution of Broadcasting and Mass Media	(a) Early Electronic Media: Telegraph, telephone and radio (b) Advent of cinema and Hollywood's influence on the global film industry (c) Bollywood: The Golden Age and Popular Commercial Cinema (d) Television: Impact on society and culture (e) Current trends in Indian Television programmes
Unit 3	Media in the Digital Age	(a) Emergence of digital technologies: from early computers to the Internet revolution (b) Impact of digital technology on media (c) Social media platforms and their impact on children, youth and women (d) Challenges and Opportunities in the Digital Age

Learning Resources recommended:

English-

1. Barnouw, Erik, Tube of Plenty: The Evolution of American Television. Oxford University Press, 1990.
2. Douglas, Susan J., Listening In: Radio and the American Imagination, University of Minnesota Press, 2004.
3. Jenkins, Henry, Convergence Culture: Where Old and New Media Collide, New York University Press, 2006.
4. Manovich, Lev, The Language of New Media, MIT Press, 2001.
5. Standage, Tom, The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century's On-line Pioneers, Walker & Company, 1998.
6. Streeter, Thomas, Selling the Air: A Critique of the Policy of Commercial Broadcasting in the United States, University of Chicago Press, 1996.
7. Winston, Brian, Media Technology and Society: A History: From the Telegraph to the Internet, Routledge, 1998.
8. Wu, Tim, The Master Switch: The Rise and Fall of Information Empires, Knopf, 2010.

मराठी-

1. आयझॅक्सन वॉल्टर, साळुंके विलास-अनु, डायमंड पब्लिकेशन, २०११.
2. गुहा रामचंद्र, गांधीनंतरचा भारत, मॅजेस्टिक पब्लिशिंग हाऊस, २०१५.
3. जोशी नीलांबरी, माध्यमकल्लोळ, मनोविकास प्रकाशन, २०२२.
4. पाडळकर विजय, देवदास ते भुवनशोम विसाव्या शतकातील हिंदी सिनेमाचा इतिहास खंड पहिला, मैत्रेय प्रकाशन, २०१५.
5. बर्दापूरकर प्रवीण-संपा., माध्यमातील ती, देशमुख आणि कंपनी, २०१९.
6. मुजावर इसाक, फ्लॅशबॅक, दिलीपराज प्रकाशन, २०१६.
7. साळगावकर जयराम, नवा गुटेनबर्ग(माहिती व प्रसारमाध्यमाची नवी झेप), परममित्र प्रकाशन, २०१६.
8. दळवी जयमती-अनु., भारतातील प्रसारमाध्यमे काल आणि आज, डायमंड पब्लिकेशन, २००८.
9. डोळे जयदेव, समाचार अर्थात प्रसार-माध्यमांची झाडाझडती, लोकवाडमयगृह, २००६.
10. लेले रा.के., मराठी वृत्तपत्रांचा इतिहास, कॉन्टिनेंटल प्रकाशन, १९८४.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Rise of Print Media	Lecture, Interactive Timelines & Case Studies	20
Unit 2	Evolution of Broadcasting and Mass Media	Lecture, Film Screening & Case Studies	20
Unit 3	Media in the Digital Age	Lecture, Interactive Timelines & Case Studies	20

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Modern India: Society and Economy
Class:	FYBA
Semester:	II
Course Code:	24_UAHIS201
No. of Credits:	2
Nature:	Theory
Type:	Major

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

- CO1- to evaluate the impact of British colonial rule on Indian society and economy
 CO2- to comprehend the socio-economic reforms and its impact during the colonial period
 CO3- to assess the impact of nationalism on various social groups and their quest for empowerment, dignity and rights
 CO4- to identify and engage with key primary sources in Modern Indian History

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Socio-Religious Reform Movements: Reforms and Revival	(a) Brahmo Samaj, Arya Samaj and Ramakrishna Mission (b) Prarthana Samaj, Satyashodhak Samaj and Aligarh movement (c) Introduction of Western Education and its Impact
Unit 2	Impact of the British Rule on Indian Economy	(a) Land revenue systems and Commercialization of Agriculture (b) Transport and Communications (c) Growth of Large Scale Industry
Unit 3	Nationalism and Social Groups	(a) Women (b) Dalits and Working Class (c) Peasants and Tribals

Learning Resources recommended:

English-

1. Bandyopadhyay Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Longman, New Delhi, 2004.
2. Bayly, C. A. Indian Society and the Making of the British Empire. Cambridge University Press, 1990.
3. Chandra, Bipan. India's Struggle for Independence. Penguin Books, 1989.
4. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976.
5. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005.

6. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
7. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.
8. Nanda S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.
9. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
10. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
11. Smith, John. The History of Modern India. Penguin Books, 2010.
12. Wolpert, Stanley, A New History of India. Oxford University Press, 2008.

मराठी-

1. आचार्य धनंजय, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर, २००६.
2. कीर, धनंजय, डॉ. बाबासाहेब आंबेडकर, मुंबई. १९६६.
3. गुहा रामचंद्र, साठे शारदा (अनु.), आधुनिक भारताचे विचारस्तंभ, रोहन प्रकाशन, पुणे, २०१८.
4. गुहा रामचंद्र, साठे शारदा (अनु.), गांधी भारतात येण्यापूर्वी, मॅजेस्टिक पब्लिशिंग हाऊस, २०१९.
5. ग्रोवर बी.एल., बेल्लेकर एन.के., आधुनिक भारतीय इतिहास : एक नवीन मूल्यांकन, तिसरी आवृत्ती, एस.चंद प्रकाशन, २००३.
6. फडके, य. दि. संपा. महात्मा फुले समग्र वाङ्मय, मुंबई, १९९१.
7. राव कविता, राऊत उल्का (अनु.), लेडी डॉक्टर्स, मधुश्री पब्लिकेशन, पुणे, २०२२.
8. वैद्य सुमन, कोठेकर शांता, आधुनिक भारताचा इतिहास खंड १ ते ३, श्रीसाईनाथ प्रकाशन, नागपूर.
9. वैद्य, द्वारकानाथ गोविंद; दीक्षित, राजा, संपा., 'प्रार्थनासमाजाचा इतिहास', प्रथमावृत्ती, प्रार्थनासमाज, मुंबई, १९२७; द्वितीयावृत्ती, एशियाटिक सोसायटी ऑफ मुंबई, मुंबई, २०१९.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Socio-Religious Reform Movements: Reforms and Revival	Lecture, Timeline & Source Method	12
Unit 2	Impact of the British Rule on Indian Economy	Lecture, Timeline & Source Method	10
Unit 3	Nationalism and Social Groups	Lecture, Timeline & Source Method	08

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	Ancient Indian History (From the earliest times to the 6th century BCE)
Class:	SYBA
Semester:	III
Course Code:	24_UAHIS301
No. of Credits:	4
Nature:	Theory
Type:	Major

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

CO1- to understand the significance of various sources for studying ancient Indian history and civilization and develop skills in analyzing and interpreting the sources

CO2- to demonstrate an understanding of the Indus Valley Civilization by analyzing its economic, social and religious aspects

CO3- to explain the social, economic & religious characteristics of the Vedic Age

CO4- to assess the political, socio-cultural transformations in India after the 6th century B.C

CO5- to know the worldview, culture and traditions of Vedic, Jainism and Buddhism

CO6- to create a timeline and develop a flowchart of the events in Ancient Indian History

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Sources of ancient Indian history	(a) Archaeological sources (b) Literary sources: Vedic, Buddhist and Jain literature (c) Foreign traveler accounts: Greek, Faxian, Xuanzang and Al-Biruni
Unit 2	Indus Valley Civilization	(a) Economy, Trade and Technology (b) Society and Religion (c) Urban Planning and Decline of the Civilization
Unit 3	The Vedic Age	(a) Janapadas (b) Social and Economic Life (c) Vedic Religion, Rituals and Deities
Unit 4	India after the 6 th Century B.C.	(a) Emergence of Mahajanapadas (b) Jainism and Buddhism (c) Persian and Greek Invasions

Learning Resources recommended:

English-

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Basham A.L. The Wonder that was India, Rupa & Co., 1998.
3. Chakrabarti, Dilip K. Ancient India: An Introductory Outline. Oxford University Press, 2015.

4. Dikshit, K. N. The Mauryan Polity. Motilal Banarsidass Publishers, 1987.
5. Kulke, Hermann and Dietmar Rothermund. A History of India. Routledge, 2004.
6. Majumdar, R. C. and A. D. Pusalker. The History and Culture of the Indian People: Volume I - The Vedic Age. Bharatiya Vidya Bhavan, 1951.
7. Nilkantha Shastri, A History of South India, Madras, 1979
8. Possehl, Gregory L. The Indus Civilization: Contemporary Perspective, New York, 2002.
9. Sen, Sailendra Nath. Ancient Indian History and Civilization. New Age International, 1999.
10. Sharma, R. S. India's Ancient Past. Oxford University Press, 2005.
11. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
12. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002.

मराठी-

1. कोलारकर श.गो., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास, मंगेश प्रकाशन, १९९३.
2. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
3. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेंटल प्रकाशन, १९७५.
4. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
5. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
6. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
7. शर्मा आर.एस., एन्शंट इंडिया प्राचीन भारत, के.सागर, २०११.
8. शर्मा रामशरण, रानडे पंढरीनाथ-अनु., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड पब्लिकेशन, २००६.
9. सिंग उर्पिंदर, डोंगरे अवधूत (अनु.), प्राचीन भारताची संकल्पना, मधुश्री पब्लिकेशन, पुणे, २०२४.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Sources of ancient Indian history	Lecture, Field Trip, Timeline & Source Method	15
Unit 2	Indus Valley Civilization	Lecture, Timelines & Source Method	15
Unit 3	The Vedic Age	Lecture, Timelines & Source Method	15
Unit 4	India after the 6 th Century B.C.	Lecture, Timelines & Source Method	15

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	History of the Modern World (1750 CE–1919 CE)
Class:	SYBA
Semester:	III
Course Code:	24_UAHIS302
No. of Credits:	2
Nature:	Theory
Type:	Major

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

CO1- to gain a conceptual understanding of modernization, nationalism, the nation-state and imperialism and their significance in shaping the modern world

CO2- to compare and contrast the causes, course and consequences of the revolutions

CO3- to identify and analyze the processes of nation-state formation and the rise of nationalist movements and evaluate the motivations and consequences of imperialist expansion in Asia

CO4- critically analyze and comprehend the significant events and transformations that occurred from 1914 to 1919

CO5- to use maps as historical sources to interpret the world views

CO6- to create a timeline and develop a flowchart of the events in the past

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Enlightenment and Revolutions (1750-1850)	(a) American Revolution (b) French Revolution (c) Industrial Revolution
Unit 2	Nationalism and Imperialism (1850-1900)	(a) Formation of Nation-States and Nationalism in Europe (b) Nationalist Movements in Italy and Germany (c) Imperialist Expansion in Asia: India and China
Unit 3	World in Transition (1900-1919)	(a) World War I (b) Russian Revolution & Chinese Revolution of 1911 (c) League of Nations

Learning Resources recommended:

English-

1. Blanning Tim, The Pursuit of Glory: Europe 1648–1815 Penguin Books, 2008
2. David M.D., Landmarks in World History, Himalaya Publishing House, Mumbai, 1999.
3. Davidson, Nicholas, The French Revolution: A Beginner's Guide, Oneworld Publications, 2009.
4. Diamond, Jared, Guns, Germs and Steel: The Fates of Human Societies, W.W. Norton & Company, 1999.

5. Doyle, William. The Oxford History of the French Revolution. Oxford University Press, 2002.
6. Evans Richard, The Pursuit of Power: Europe 1815–1914, 2017.
7. Figs, Orlando. A People's Tragedy: The Russian Revolution, 1891-1924. Penguin Books, 1998.
8. Hampson, Norman, The Enlightenment, Penguin Books, 1990.
9. Hobsbawm Eric, The Age of Empire: 1875–1914, Weidenfeld & Nicolson, 1987.
10. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015
11. Landes, David S. The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present. Cambridge University Press, 2003.
12. MacMillan, Margaret. Paris 1919: Six Months That Changed the World. Random House, 2003.
13. Spence, Jonathan D. The Search for Modern China. W. W. Norton & Company, 2013.

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1. उदगावकर, म. न., राऊत गणेश, आधुनिक जग, डायमंड प्रकाशन, पुणे, २००८.
2. कदम, य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
3. काळे अनिल, आधुनिक जगाचा इतिहास (1500-2000), तिसरी आवृत्ती, के.सागर, २०११.
4. गोखले, दि. वि., पहिले महायुद्ध, मॅजेस्टिक पब्लिशिंग हाऊस, ति.आ., मुंबई, २०१७.
5. जैन हुकूमचंद, माथुर कृष्ण, आधुनिक जगाचा इतिहास, केसागर प्रकाशन, पुणे, २००६.
6. तळवलकर गोविंद, सोव्हिएत साम्राज्याचा उदय आणि अस्त, खंड १, मौज प्रकाशन गृह, मुंबई.
7. वैद्य सुमन, कोठेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.
8. साधू अरुण, आणि ड्रॅगन जागा झाला, राजहंस प्रकाशन, पुणे, १९७२.
9. साधू अरुण, ड्रॅगन जागा झाल्यावर, राजहंस प्रकाशन, पुणे, २००९.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Enlightenment and Revolutions (1750-1850)	Lecture, Thematic Teaching, Timeline, Maps and Source Method	08
Unit 2	Nationalism and Imperialism (1850-1900)	Lecture, Thematic Teaching, Timeline, Maps and Source Method	12
Unit 3	World in Transition (1900-1919)	Lecture, Thematic Teaching, Timeline, Maps and Source Method	10

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	Field Project in History
Class:	SYBA
Semester:	III
Course Code:	25_UAFPHIS301
No. of Credits:	2
Nature:	Practical
Type:	FP

Guidelines and Evaluation Pattern for Field Project (FP)

The Field Project (FP) is an essential component of undergraduate history courses, designed to provide students with hands-on, field-based research experience under faculty supervision. This field project allows students to bridge the gap between theoretical knowledge and real-world situations by engaging in activities such as observations, surveys, interviews, archival research and other activities outside the classroom. Through fieldwork, students develop critical research and analytical skills while enhancing their ability to communicate findings, think innovatively and collaborate effectively. The project encourages independent learning, fostering a deeper understanding of historical processes, community narratives and heritage studies.

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

CO1- to identify historical sites, sources and oral traditions relevant to the chosen field project

CO2- to apply appropriate research techniques such as interviews, surveys and archival analysis to collect historical data

CO3- to analyze and interpret collected historical data to construct coherent narratives

CO4- to evaluate multiple perspectives on historical events based on evidence gathered during fieldwork

CO5- to create a structured field project report and effectively present findings through oral or visual presentations

Course Duration:

For 2-Credit Course: 60 Hours (15 Hours Classroom + 45 Hours Fieldwork)

For 4-Credit Course: 120 Hours (30 Hours Classroom + 90 Hours Fieldwork)

Classroom Activities:

2 Credits (15 Hours) / 4 Credits (30 Hours): Project planning and preparation. Understanding research methodologies (oral history, interviews, surveys, etc.). Report structuring and academic writing guidelines.

Fieldwork:

2 Credits (45 Hours) / 4 Credits (90 Hours): Conducting field visits. Data collection through interviews, surveys, archival research, etc. Documentation through photographs, recordings, notes, etc.

Project Report:

Students must submit a comprehensive report at the conclusion of the Field Project (FP). The report should be 15-30 pages or as per the department/college guidelines. It must adhere to academic writing standards, including proper citations and contain the following sections: Title Page, Certificate of Completion, Acknowledgments, Table of Contents, Introduction, Methodology, Field Visits and Observations, Findings and Analysis, Conclusion & Summary and References. The report should be concise yet detailed, effectively documenting the research process and outcomes.

Apart from a traditional written report, students are encouraged to explore innovative formats that enhance historical research and presentation. Alternative formats may include manuscript-style reports incorporating archival sources and historical documents, ethnographic storytelling for oral history projects and multimedia documentation such as video essays, podcasts or interactive maps. Students may also develop thematic portfolios integrating a curated collection of field notes, photographs, sketches, newspaper clippings, local material culture and other relevant sources or create digital archives and exhibits to curate and showcase historical sources. All submissions must adhere to academic rigor, include proper citations and be discussed with faculty before submission.

Evaluation Pattern for 2 credit FP: Maximum Marks 50

SN	Component	Method	Marks
1.	Internal Evaluation	Presentation / Viva-Voce and Participation & engagement in fieldwork	20
2.	External Evaluation	Field Work & Report	30

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	Ancient Indian History (From the 6 th century BCE to the 10 th century CE)
Class:	SYBA
Semester:	IV
Course Code:	24_UAHIS401
No. of Credits:	4
Nature:	Theory
Type:	Major

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

CO1- to evaluate the political, social and economic developments during the Mauryan and Post-Mauryan Period

CO2- to understand the cultural achievements and societal advancements of the Gupta Age

CO3- to compare and contrast socio-political transformations and cultural exchanges during the Post-Gupta Period

CO4- to assess the major dynasties of Deccan and South India, as well as the interactions between ancient India and neighbouring civilizations in South Asia

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

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Mauryan and Post-Mauryan Period (322 BCE to 320 CE)	(a) Chandragupta and Ashoka (b) Mauryan Administration (c) Emergence of regional kingdoms: Sungas, Kushanas and Satavahanas
Unit 2	The Gupta Age (320 CE to 600 CE)	(a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (b) Gupta Administration (c) Classical Age, achievements in art, science and literature
Unit 3	Post-Gupta Period (600 CE to 1000 CE)	(a) The Age of Harshavardhan (b) The Rise of Rajputs (c) Arab Invasion of Sind
Unit 4	Major Dynasties of Deccan and South India	(a) Chalukyas of Badami and Rashtrakutas (b) Pallavas and Cholas (c) Spread of Indian Culture in South-East Asia

Learning Resources recommended:

English-

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.

2. Basham A.L. The Wonder that was India, Rupa& Co., 1998.
3. Chakrabarti, Dilip K. Ancient India: An Introductory Outline. Oxford University Press, 2015.
4. Dikshit, K. N. The Mauryan Polity. Motilal Banarsidass Publishers, 1987.
5. Kulke, Hermann and Dietmar Rothermund. A History of India. Routledge, 2004.
6. Majumdar, R. C. and A. D. Pusalker. The History and Culture of the Indian People: Volume I - The Vedic Age. Bharatiya Vidya Bhavan, 1951.
7. Nilkantha Shastri, A History of South India, Madras, 1979
8. Possehl, Gregory L. The Indus Civilization: Contemporary Perspective, New York, 2002.
9. Sen, Sailendra Nath. Ancient Indian History and Civilization. New Age International, 1999.
10. Sharma, R. S. India's Ancient Past. Oxford University Press, 2005.
11. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Education India, 2008
12. Thapar Romila, Early India: From Origins to AD 1300, Penguin, 2002.

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1. कनिसेट्टी अनिरुद्ध, लॉर्डस ऑफ द डेक्कन चालुक्यांपासून चोलांपर्यंतचा दक्षिण भारत, मधुश्री पब्लिकेशन, २०२३.
2. कोलारकर श.गो., प्राचीन भारताचा राजकीय सामाजिक सांस्कृतिक इतिहास, मंगेश प्रकाशन, १९९३.
3. जोशी, लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास, वाई, १९९६.
4. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेंटल प्रकाशन, १९७५.
5. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
6. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
7. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
8. शर्मा आर.एस., एन्शंट इंडिया प्राचीन भारत, के.सागर, २०११.
9. शर्मा रामशरण, रानडे पंढरीनाथ-अनु., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड पब्लिकेशन, २००६.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Mauryan and Post- Mauryan Period (322 BCE to 320 CE)	Lecture, Field Trip, Timeline & Source Method	15
Unit 2	The Gupta Age (320 CE to 600 CE)	Lecture, Timelines & Source Method	15
Unit 3	Post-Gupta Period (600 CE to 1000 CE)	Lecture, Timelines & Source Method	15
Unit 4	Major Dynasties of Deccan and South India	Lecture, Timelines & Source Method	15

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	History of the Modern World (1920 CE–1945 CE)
Class:	SYBA
Semester:	IV
Course Code:	24_UAHIS402
No. of Credits:	2
Nature:	Theory
Type:	Major

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

CO1- to demonstrate a broad knowledge of the political, social, economic and cultural changes that occurred in the world between 1920 and 1945

CO2- to investigate the causes and consequences of major events during the interwar period

CO3- to assess the decolonization process in Asia

CO4- to use maps as historical sources for different perspectives of the world

CO5- to create a timeline and develop a flowchart illustrating historical events in the past

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Interwar Period (1920-1939)	(a) Rise of Dictatorship in Italy & Germany (b) The Great Depression (c) Militarism in Japan
Unit 2	World War II and Efforts for Peace (1939-1945)	(a) World War II (b) Holocaust & Genocide (c) Main Organs of the United Nations Organization
Unit 3	Challenges to Colonial Rule in Asia	(a) Mustafa Kemal Pasha (b) Mahatma Gandhi (c) Dr. Sukarno and Ho Chi Minh

Learning Resources recommended:

English-

1. Adsheed, Samuel Adrian Miles. Central Asia in World History, Springer, 2016
2. Beasley, W. G. Japanese Imperialism 1894-1945. Oxford University Press, 1987.
3. Beevor, Antony. The Second World War. Back Bay Books, 2013.
4. Bell, P. M. H. The Origins of the Second World War in Europe, Routledge, 2014
5. Diamond, Jared. Guns, Germs and Steel: The Fates of Human Societies. W.W. Norton & Company, 1999.
6. Duiker, William J. Ho Chi Minh: A Life. Hyperion, 2000.
7. Ferguson, Niall. The War of the World: Twentieth-Century Conflict and the Descent of the West. Penguin Books, 2007.
8. Guha, Ramachandra. Gandhi: The Years That Changed the World, 1914-1948. Vintage, 2019.
9. Hobsbawm Eric, The Age of Extremes: 1914–1991, Vintage Books, 1994.

10. Keegan, John. The Second World War. Penguin Books, 2005.
11. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015
12. Mango Andrew. Ataturk: The Biography of the Founder of Modern Turkey. Overlook Press, 2002.
13. Roberts, J.M. The Penguin History of the World. Penguin Books, 2007.
14. Snyder, Timothy. Bloodlands: Europe between Hitler and Stalin. Basic Books, 2010.
15. Tuchman, Barbara W. The Guns of August. Random House, 1962.
16. Weiss, Thomas G. and Sam Daws. The Oxford Handbook on the United Nations. Oxford University Press, 2008.
17. Zinn, Howard. A People's History of the United States. Harper Perennial, 2003.

मराठी-

1. आठवले सदाशिव, केमाल पाशा, श्रीविद्या प्रकाशन, पुणे, १९९४.
2. उदगावकर, म. न., राऊत गणेश, फडतरे भूषण, आधुनिक जगाचा इतिहास, डायमंड प्रकाशन, पुणे, २०२०.
3. कदम, य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर, २००५.
4. काळे अनिल, आधुनिक जगाचा इतिहास (1500-2000), तिसरी आवृत्ती, के.सागर, २०११.
5. गुहा रामचंद्र, अनु. साठे शारदा, गांधीनंतरचा भारत, मॅजेस्टिक प्रकाशन, मुंबई.
6. चर्चिल विन्स्टन, कुवाडेकर वि.वा.-अनु., दुसरे महायुद्ध, महाराष्ट्र राज्य साहित्य संस्कृति मंडळ, १९७८.
7. जैन हुकूमचंद, माथुर कृष्ण, आधुनिक जगाचा इतिहास, केसागर प्रकाशन, पुणे, २००६.
8. तळवलकर गोविंद, सोव्हिएत साम्राज्याचा उदय आणि अस्त, खंड १, मौज प्रकाशन गृह, मुंबई.
9. देवपुजारी, मु. बा., आग्नेय आशिया, श्री मंगेश प्रकाशन, नागपूर.
10. फिशर लुई, अनु. जोगळेकर वि. रा., महात्मा गांधी : जीवन आणि कार्यकाळ, साधना प्रकाशन, पुणे.
11. रॉबर्ट्स अँड्र्यू, कुलकर्णी जयंत-अनु., दुसऱ्या महायुद्धाचे वादळ, मधुश्री पब्लिकेशन, २०२२.
12. वैद्य सुमन, कोठेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Interwar Period (1920-1939)	Lecture, Maps, Timelines & Source Method	11
Unit 2	World War II and Efforts for Peace (1939-1945)	Lecture, Timelines & Source Method	10
Unit 3	Challenges to Colonial Rule in Asia	Lecture, Timelines & Maps	09

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	Community Engagement Programme in History
Class:	SYBA
Semester:	IV
Course Code:	25_UACEPHIS401
No. of Credits:	2
Nature:	Practical
Type:	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 fourth 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 fourth semester.
5. The work diary must be verified and signed by the assigned mentor as well as the head of the department.
6. An internal evaluation shall be conducted by the department.
7. The external evaluation component will be conducted as a SEE by the mentor teacher.

At the end of the CEP, students must submit a comprehensive report as per the guidelines of the 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

SN	Component	Method	Marks
1.	Internal Evaluation	Presentation / Viva-Voce / Other	20
2.	External Evaluation	Actual work performance, work report / Other	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 2026-27

Nomenclature of the Course:	History of Medieval India (1000 CE – 1526 CE)
Class:	TYBA
Semester:	V
Course Code:	25_UAHIS501
No. of Credits:	4
Nature:	Theory
Type:	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 2026-27

Nomenclature of the Course:	History of Asia (1945 CE–2000 CE)
Class:	TYBA
Semester:	V
Course Code:	25_UAHIS502
No. of Credits:	4
Nature:	Theory
Type:	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 2026-27

Nomenclature of the Course:	History of the Marathas (1600 CE–1707 CE)
Class:	TYBA
Semester:	V
Course Code:	25_UAHIS503
No. of Credits:	4
Nature:	Theory
Type:	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 th 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, 6th 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 2026-27

Nomenclature of the Course:	History of Contemporary India (1947 CE–2000 CE)
Class:	TYBA
Semester:	V
Course Code:	25_UAHIS504
No. of Credits:	4
Nature:	Theory
Type:	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 2026-27

Nomenclature of the Course:	History of Communication and Media
Class:	TYBA
Semester:	V
Course Code:	25_UAHIS505
No. of Credits:	4
Nature:	Theory
Type:	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 2026-27

Nomenclature of the Course:	Introduction to Archaeology
Class:	TYBA
Semester:	V
Course Code:	25_UAHIS506
No. of Credits:	4
Nature:	Theory
Type:	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 2026-27

Nomenclature of the Course:	An Introduction to Indian Epigraphy and Numismatics
Class:	TYBA
Semester:	V
Course Code:	26_AHSVP507
No. of Credits:	2
Nature:	Theory + Practical
Type:	VSC

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

CO1- to clarify and comprehend the historical context of Indian inscriptions and coinage

CO2- to pen a summary of a general survey of Indian inscriptions and coinage

CO3- to scrutinize the key aspects and anatomy of the inscriptions and coins from various eras and dynasties

CO4- to construct a timeline and understand the sequence of historical developments

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	An Overview of Indian Epigraphy and Numismatics	(a) History of Indian Epigraphy and reconstruction of early Indian History (b) Inscription and Coin as a source of history (c) Merits and demerits of epigraphical evidence (d) Coin manufacturing techniques and mints
Unit 2	Key Aspects of Indian Epigraphy	(a) Evolution of ancient scripts and writing materials (b) Chronology and Dating (c) Copperplates and seals (d) Edicts of Ashoka
Unit 3	Indian Coinage: Main phases and features	(a) Ancient Indian Coinage: Punch Marked coins, Kushana, Satavahana, Indo-Greek and Gupta (b) Medieval Indian Coinage: Sultanates, Mughal, Vijaynagar and Marathas (c) Colonial and Modern Indian Coinage: Portuguese, East India Company, the British Raj and Republic of India

Learning Resources recommended:

English-

- Allan, John Andrew, Catalogue of Indian Coins in the British Museum: The Sultans of Delhi, British Museum, 1936.
- Cribb, Joe. Indian Coinage: A Brief History. London: British Museum Press, 1999.
- Cunningham, Alexander. Coins of Ancient India from the Earliest Times Down to the Seventh Century AD. Varanasi: Ideological Book House, 1967.

4. Deyell, John S. Living Without Silver: The Monetary History of Early Medieval North India. Oxford University Press, 1999.
5. Gupta, Parmeshwari Lal. Coins: The Story of Indian Numismatics. National Museum, 2005.
6. Lahiri Nayanjot, Ashoka in Ancient India, Harvard University Press, 2015.
7. Mahadevan Irvatham, Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D., Harvard University Press, 2003.
8. Mitchiner, Michael. The Coinage and History of Southern India. London: Hawkins Publications, 1975.
9. Salomon, Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages, Oxford University Press, 1998
10. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, New Delhi, 2008.
11. Sircar D. C., Indian Epigraphy, 1965
12. Thapar, Romila. Early India: From the Origins to AD 1300. University of California Press, 2002.
13. Tieken, Herman Joseph Hugo, The Aśoka Inscriptions: Analysing a Corpus, India, Ratna Sagar, 2023

मराठी-

1. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, १९७५.
2. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, १९७५.
3. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
4. तुळपुळे, शं. गो. संपा. प्राचीन मराठी कोरीव लेख, पुणे, १९६३.
5. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. १३०० पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
6. मिराशी, वा. वि. सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, मुंबई, १९७९.
7. 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	An Overview of Indian Epigraphy and Numismatic	Lecture, Source Method & Timeline Method	20
Unit 2	Key Aspects of Indian Epigraphy	Lecture, Source Method & Timeline Method	20
Unit 3	Indian Coinage: Main phases and features	Lecture, Source Method & Timeline Method	20

Syllabus for Bachelor of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Medieval India (1526 CE – 1707 CE)
Class:	TYBA
Semester:	VI
Course Code:	25_UAHIS601
No. of Credits:	4
Nature:	Theory
Type:	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, IInd 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 2026-27

Nomenclature of the Course:	History of Modern Maharashtra (1818 CE–1960 CE)
Class:	TYBA
Semester:	VI
Course Code:	25_UAHIS602
No. of Credits:	4
Nature:	Theory
Type:	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 th 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 2026-27

Nomenclature of the Course:	History of the Marathas (1707 CE–1818 CE)
Class:	TYBA
Semester:	VI
Course Code:	25_UAHIS603
No. of Credits:	4
Nature:	Theory
Type:	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	Maratha Supremacy and Crisis	(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 2026-27

Nomenclature of the Course:	Medieval India: Society, Economy and Culture
Class:	TYBA
Semester:	VI
Course Code:	25_UAHIS604
No. of Credits:	2
Nature:	Theory
Type:	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.
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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.
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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 2026-27

Nomenclature of the Course:	History of Communication and Media
Class:	TYBA
Semester:	VI
Course Code:	25_UAHIS605
No. of Credits:	4
Nature:	Theory
Type:	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 and Public Censorship (c) Media and Global Issues: Human Rights and 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.

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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 2026-27

Nomenclature of the Course:	Introduction to Museology and Archival Science
Class:	TYBA
Semester:	VI
Course Code:	25_UAHIS606
No. of Credits:	4
Nature:	Theory
Type:	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.

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

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
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 2026-27

Nomenclature of the Course:	On-the-Job-Training
Class:	TYBA
Semester:	VI
Course Code:	25_UAOJTHIS607
No. of Credits:	4
Nature:	OJT
Type:	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

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

Certificate and Skill Enhancement Course

Course Title:	Certificate Course in Modi Scrip
Course Code:	-
No. of Credits:	2
Nature:	Theory and Practical
Type:	Certificate Course
Duration:	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

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

Scheme of Evaluation

A) Continuous Internal Evaluation: Maximum Marks: 20/40

SN	Method	20 Marks	40 Marks
1.	Written Test	10	20
2.	Assignments (Written or PPT; Book/Article/Film Summary, Source-based tasks, Timeline, Map Work, Quiz/MCQ, etc.)	05	15
3.	Attendance and active participation in the classroom	05	05

Internal Evaluation for VSC/SEC: Maximum Marks: 20

SN	Method	Marks
1.	Project work / Field study report / Survey report	15
2.	Attendance and active participation in the classroom	05

- Internal Evaluation for elective courses 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 report / Survey report	20
2.	PPT Presentation / Viva	15
3.	Attendance and active participation in the classroom	05

- Assignment, project work/report may be submitted in typed or handwritten form, presentation (PPT/poster) or digital/audio-visual formats.

B) Semester End Examination:

For 4 credits course: Max.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: 18/04/2026

Place: Ratnagiri

Signature

BoS Chairperson and HoD

Head

Department of History
R.P.Gogate & R.V.Jogalekar College
(Autonomous), Ratnagiri