

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



Faculty of Arts

**Syllabus & Scheme of Evaluation for
One Year Post-Graduate
Diploma in History
(Semester I & II)**

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

One Year Post-Graduate Diploma in History: Semester I & II

(For Academic Year- 2026-27)

Course Code	Semester I	Credits	Course Code	Semester II	Credits
	Major: Mandatory			Major: Mandatory	
26_AHSDT701	Philosophy of History	4	26_AHSDT801	Sources in Historical Research	4
26_AHSDT702	Social, Economic and Administrative History of Early India (up to 1000 CE)	4	26_AHSDT802	Social, Economic and Administrative History of Modern India (1757 CE- 1947 CE)	4
26_AHSDT703	Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)	4	26_AHSDT803	History of Contemporary India (1947 CE – 2000 CE)	4
26_AHSDT704	An Introduction to Archaeology	2	26_AHSDT804	Heritage Tourism of Konkan	2
	Major: Elective (Select one course from below)			Major: Elective (Select one course from below)	
26_AHSET705	Milestones in World History (1757 CE – 1945 CE)	4	26_AHSET805	History of Emancipatory Movements in the Modern World	4
26_AHSET706	Builders of Modern India		26_AHSET806	Recent Trends in History Writing	
26_AHSET707	Women's Movement in India		26_AHSET807	History of USSR (1917 CE – 1991 CE)	
26_AHSRT708	Research Methodology	4	26_AHSJE808	On-the-Job-Training	4
Total Credits		22	Total Credits		22

Master of Arts (M.A.) Programme

Under the Choice Based Credit System

Course Structure: One Year Post-Graduate Diploma in History: Semester I

Course Code	Semester I	Credits
	Major: Mandatory	
26_AHSDT701	Philosophy of History	4
26_AHSDT702	Social, Economic and Administrative History of Early India (up to 1000 CE)	4
26_AHSDT703	Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)	4
26_AHSDT704	An Introduction to Archaeology	2
	Major: Elective (Select one course from below)	
26_AHSET705	Milestones in World History (1757 CE – 1945 CE)	4
26_AHSET706	Builders of Modern India	
26_AHSET707	Women's Movement in India	
26_AHSRT708	Research Methodology	4
Total Credits		22

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	Philosophy of History
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT701
No. of Credits:	4
Nature:	Theory
Type:	Major: Mandatory I

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

CO1- to analyse the significance and implications of the philosophy of history, early Indian perspectives and theological schools

CO2- to evaluate the evolution of historical thought

CO3- to synthesize concepts from Historicism, Cultural Materialism, the Annals School and Postmodernism to assess their contributions and limitations

CO4- to critically examine the diverse perceptions of Indian history

Syllabus:

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

Learning Resources recommended:

English-

1. Acton, R. Introduction to the Philosophy of History, Trans. G. J. Irwin, Weidenfeld and Nicolson, London, 1961.
2. Burke, Peter. The French Historical Revolution: The Annales School, 1929-1989. Stanford UP, 2021.

3. Cairns, G. E. Philosophies of History (Philosophical Library, New York, 1962.
4. Carr, E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Childs, Peter, Modernism, Routledge, London, 2000.
6. Collingwood, R. G. The Idea of History. Ed. T. M. Knox, OUP, London, 1973.
7. Dirks, Nicholas B. Castes of Mind: Colonialism and the Making of Modern India. Princeton UP, 2019.
8. Guha R., Subaltern Studies I, Oxford University Press, 1982.
9. Guha, Ranajit, editor. Subaltern Studies: Writings on South Asian History and Society Vol. XII. Oxford UP, 2021.
10. The Oral History Reader, ed. Robert Perks and Alistair Thomson, London, 2006.

मराठी-

1. आठवले सदाशिव, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
2. कोठेकर शांता, इतिहास आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २०१६
3. गायकवाड, डॉ. सरदेसाई, हनमाने, इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
4. बेंद्रे वा. सी., साधन चिकित्सा, विजय प्रेस, पुणे.
5. सरदेसाई बी. एन., इतिहास लेखन पद्धती, फडके प्रकाशन, कोल्हापूर.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Philosophy of History	Lecture, Source Method & Timeline Method	15
Unit 2	Modern Theories of History	Lecture, Source Method & Timeline Method	15
Unit 3	Post-Marxist Concepts and Approaches	Lecture, Source Method & Timeline Method	15
Unit 4	Perceptions of Indian History	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of Early India (up to 1000 CE)
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT702
No. of Credits:	4
Nature:	Theory
Type:	Major: Mandatory II

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

CO1- to demonstrate the impact of cultural transformation and evaluate the development and implications of social stratification

CO2- to describe the process of state formation in early India and compare it with the evolution of states in Peninsular India and critique the concept of Indian feudalism

CO3- to assess the rise and spread of various religion and their role in shaping religious practices in ancient India

CO4- to survey the economic landscape of ancient India

Syllabus:

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

Learning Resources recommended:

English-

1. Altekar, A. S Position of Women in Hindu Civilization, Banaras, 1988.
2. Deccan: A note, Archaeology and History, Vol. II, Delhi, 1989
3. Kosambi D. D., The Culture and Civilisation of Ancient India: in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
4. Majumdar K., Concise History of Ancient India, 3 Vols. Munshiram Manoharlal Publishers Pvt. Ltd. New Delhi.
5. Jha D. N., edited, Society and ideology in India: essays honour of Professor R. S. Sharma, New Delhi: MunshiramManoharlal Publishers, 1996.
6. Sharma, Tejas. Prehistoric India: Society, Ecology and Culture. Oxford University Press, 2022.
7. Kulkarni, Anil. Caste and Life in Ancient India: The Beginnings of Social Hierarchy. Cambridge University Press, 2021.
8. Nair, Priya. Dynasties of the Deccan: State Formation and Legitimacy. University of Chicago Press, 2022
9. Joshi, Nirmal. Iron and Urbanization in Ancient India: Technological and Societal Change. Cambridge University Press, 2020.

मराठी-

1. आठवले सदाशिव, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
2. कोसंबी डी. डी., प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड पब्लिकेशन्स, पुणे, २००६.
3. डॉ. मजुमदार रमेशचंद्र, प्राचीन भारत, श्री जैनेंद्र प्रेस, नवी दिल्ली.
4. देगलूरकर. गो. बं., प्राचीन भारत इतिहास आणि संस्कृती, अपरांत, पुणे, २०१५.
5. रोमिला थापर, गायधनी रं. ना., फडके वासंती (अनु.), अर्ली इंडिया, के. सागर पब्लिकेशन्स, पुणे.
6. हेमचंद्र रायचौधुरी, आठवले, सदाशिव, बोपडीकर मधुसूदन बोपडीकर (अनु.), प्राचीन भारताचा राजकीय इतिहास, डायमंड पब्लिकेशन. पुणे.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Cultural Transformations	Lecture, Source Method & Timeline Method	15
Unit 2	Evolution of Early Indian State	Lecture, Source Method & Timeline Method	15
Unit 3	Religion	Lecture, Source Method & Timeline Method	15
Unit 4	Economic Transformations	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT703
No. of Credits:	4
Nature:	Theory
Type:	Major: Mandatory III

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

CO1- to demonstrate the differing theories of state and nature of kingship across the Sultanate, Mughal, Vijayanagar and Maratha empires and evaluate the impact of administrative systems on the political stability and governance

CO2- to assess the influence of socio-cultural developments in medieval Indian society

CO3- to examine the origins, spread and significance of the Bhakti and Sufi movements and analyze Akbar's Din-i-Ilahi in terms of its syncretic nature and its effects on religious practice in medieval India

CO4- to survey the economic transformation of medieval India

Syllabus:

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

Learning Resources recommended:

English-

1. Bakshi, S. R.,(ed)., Advanced History of Medieval India: 712-1525 (Vol. 1), Anmol Publications, 1995.
2. Burton Stein, New Cambridge History of India: Vijayanagara, Part of The New Cambridge History of India, 2005.
3. Chandra Satish, History of Medieval India (800-1700, Orient Longman, 2007.
4. Chattopadhyaya B.D., The Making of Early Medieval India, 1994
5. Ernst, Carl W. Sufism: An Introduction to the Mystical Tradition of Islam. Shambhala Publications, 2011.
6. Farooqui, Salma Ahmed, A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century, Pearson Education India, 2011.
7. Habibirfan, Economic History of Medieval India, 1200-1500 (vol. VIII Part I), Centre for Studies in Civilisation, 2011
8. Hawley, John Stratton. A Storm of Songs: India and the Idea of the Bhakti Movement. Harvard University Press, 2015.

मराठी-

1. सरदेसाई गो. स., मुसलमानी रियासत मोगल बादशाही खंड दुसरा, पॉप्युलर प्रकाशन, मुंबई.
2. यदुनाथ सरकार, अनुवादक श. गो. कोलारकर, औरंगजेब, डायमंड पब्लिकेशन्स, पुणे.
3. डॉ. अनिल कठारे, मध्ययुगीन भारताचा इतिहास, प्रशांत पब्लिकेशन्स, जळगाव.
4. भावे वा. कृ., पेशवेकालीन महाराष्ट्र, वरदा प्रकाशन, पुणे.
5. सरदेसाई गो. स., मराठी रियासत, खंड १ ते ८, पॉप्युलर प्रकाशन, मुंबई.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Medieval Indian Political Scenario	Lecture, Source Method & Timeline Method	15
Unit 2	Social & Cultural Developments	Lecture, Source Method & Timeline Method	15
Unit 3	Religious Scenario	Lecture, Source Method & Timeline Method	15
Unit 4	Economic Transformations	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	An Introduction to Archaeology
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT704
No. of Credits:	2
Nature:	Theory
Type:	Major: Mandatory IV

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

CO1- to analyze and articulate the evolution and scope of archaeology in India, recognize the interconnectedness of archaeology and history and apply various field methods

CO2- to describe the cultural characteristics and developments during the Pre-Historic, Proto-Historic and Early Historical Periods

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to Archaeology	(a) Definition, Aims and Significance of Archaeology (b) Development of Archaeology in India (c) Archaeology and History, Significance & relevance of Archaeology
Unit 2	Field Archaeology	(a) Exploration Techniques and Excavation Methods (b) Analysis of excavated Artefacts (c) Chronology and Dating Method
Unit 3	Pre-Historic, Proto-Historic and Early Historical Periods	(a) Palaeolithic and Mesolithic Periods (b) Neolithic and Chalcolithic Periods (c) Megalithic and Early Historical Periods

Learning Resources recommended:

English-

1. Bhattacharya D K, An outline of Indian Prehistory, Palaka Prakashan, New Delhi, 1991.
2. Brothwell, D. & Pollard, A. M. Eds., Handbook of Archaeological Science, 2004.
3. Chakrabarti, Dilip K., India an Archaeological History: Palaeolithic Beginnings to Early Historic Foundations, Oxford University Press, 2009.
4. Drewett Peter, Field Archaeology: An Introduction, UCL Press, London, 1999.
5. Daniel, Glyn, E., A Hundred and Fifty Years of Archaeology. London: Duckworth, 1975.
6. Hodder, Ian, Theory and Practice in Archaeology. London: Routledge, 1992.
7. Hodder, I., Interpreting Archaeology: Finding Meaning in the Past. New York: Routledge 1995.

9. McIntosh Jane R., Ancient Indus Valley: New Perspectives. Abc Clio. California, 2008.

मराठी-

1. ढवळीकर म. के., पुरातत्व विद्या, महाराष्ट्र राज्य साहित्य आणि संस्कार मंडळ, मुंबई, १९८०.
2. ढवळीकर, म के., भारताची कुळकथा, राजहंस प्रकाशन, पुणे, २०१७.
3. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. 1300 पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
4. मेहेंदळे, म. अ. प्राचीन भारत: समाज आणि संस्कृती, वाई, २००१.
5. सांकलिया, ह. धी.; माटे, म. श्री. संपा. महाराष्ट्रातील पुरातत्त्वे, मुंबई, १९७६.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to Archaeology	Lecture & Timeline Method	10
Unit 2	Field Archaeology	Lecture & Timeline Method	10
Unit 3	Pre-Historic, Proto-Historic and Early Historical Periods	Lecture, Source Method & Timeline Method	10

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	Milestones in World History (1757 CE – 1945 CE)
Class:	Diploma
Semester:	I
Course Code:	26_AHSET705
No. of Credits:	4
Nature:	Theory
Type:	Major: Elective

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

CO1- to analyze and compare the causes and effects of the Revolutions and understand their nature and impact on global history

CO2- to evaluate the motivations behind early colonial expansions and the nature of colonial control and assess the various theories and mechanisms of imperialism

CO3- to demonstrate the formation, development and impact of nationalism

CO4- to integrate knowledge of the socio-political and human impacts of World War I and World War II in response to these global conflicts

CO5- to understand an era of shifting history from Euro-centric to a world-centric

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Revolutions	(a) Industrial Revolution – Nature and Impact (b) American Revolution and French Revolution (c) Russian Revolution
Unit 2	Colonialism and Imperialism	(a) Early Colonial Expansions – Explorations & Motives (b) Nature of Colonial Control – Africa & Asia (c) Theories and Mechanisms of Imperialism
Unit 3	Varieties of Nationalism	(a) Unification of Germany and Italy (b) Formation of National Identities – Ireland and Balkans (c) Arab Nationalism; Zionist Movement
Unit 4	Impact of World Wars	(a) World War I and League of Nations (b) Nazism, Fascism and Militarism (c) World War II and Existentialism

Learning Resources recommended:

English-

1. Anderson M.S., Europe In The Eighteenth Century, London, 1987.
2. Beals D., The Risorgimento And The Unification of Italy, London, 1971.

3. Boshier J. F., The French Revolution, London, 1989.
4. Charles and Barbara Jelavich, Establishment of the Balkan National States, 1840 – 1920.
5. Clark, Christopher. The Sleepwalkers: How Europe Went to War in 1914. Harper Perennial, 2013.
6. Darwin, John. After Tamerlane: The Global History of Empire Since 1405. Bloomsbury, 2008.
7. Hobsbawm, Eric J. Nations and Nationalism since 1780: Programme, Myth, Reality. Cambridge University Press, 1990
8. Rodney, Walter. How Europe Underdeveloped Africa. Howard University Press, 1981.
9. Segev, Tom. One Palestine, Complete: Jews and Arabs Under the British Mandate. Little, Brown and Company, 2000.
10. Thompson, E. P. The Making of the English Working Class. Penguin Books, 2001.

मराठी-

1. केतकर कुमार, बदलते विश्व, राजहंस प्रकाशन, पुणे.
2. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
3. तळवलकर गोविंद, भारत आणि जग, मौज प्रकाशन गृह, मुंबई.
4. बाचल वि.मा., आंतरराष्ट्रीय संबंध, कॉन्टिनेन्टल प्रकाशन, पुणे.
5. वाळिंबे वि. स., वॉर्सा ते हिरोशिमा, मेहता पब्लिशिंग हाऊस, मुंबई.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Revolutions	Lecture, Source Method & Timeline Method	15
Unit 2	Colonialism and Imperialism	Lecture, Source Method & Timeline Method	15
Unit 3	Varieties of Nationalism	Lecture, Source Method & Timeline Method	15
Unit 4	Impact of World Wars	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	Builders of Modern India
Class:	Diploma
Semester:	I
Course Code:	26_AHSET706
No. of Credits:	4
Nature:	Theory
Type:	Major: Elective

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

CO1- to analyze Mahatma Gandhi's early life and understand contributions and lasting impacts on India's National Movement

CO2- to evaluate the lasting impact of Dr. B. R. Ambedkar's work on the nation

CO3- to summarize Pandit Jawaharlal Nehru's early life and his leadership on the nation's development as well as international relations

CO4- to examine the consequences and legacy of Mrs. Indira Gandhi's actions and decisions on the nation's landscape

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Mahatma Gandhi	(a) Early Life and Mission (b) Contribution to national life (c) Impact on the nation
Unit 2	Dr. B. R. Ambedkar	(a) Early life and education (b) Contribution to national life (c) Impact on the nation
Unit 3	Pandit Jawaharlal Nehru	(a) Early life and education (b) Contribution to national life (c) Impact on the nation
Unit 4	Mr. Indira Gandhi	(a) Early life and education (b) Contribution to national life (c) Impact on the nation

Learning Resources recommended:

English-

1. Ambedkar B.R., Writing and Speeches: Education Department, Government of Maharashtra 1993, and 1994. (ed. By Moon, Vasant). Vol. 1-18.
2. Brown Judith M., Gandhi and Civil Disobedience, The Mahatma in Indian Politics 1928-34, OUP, 1977.

3. Brown Judith M., Gandhi's Rise to Political Power in Indian Politics 1915-1922, Cambridge University Press, 1972.
4. Chandra Bipan, Nationalism and Colonialism in Modern India, New Delhi, 1979.
5. Guha, Ramachandra, Gandhi: The Years That Changed the World, 1914-1948, Knopf, 2018.
6. Jawaharlal Nehru, An Autobiography, New Delhi, 1962.
7. Katherine Frank, Indira: the life of Indira Nehru Gandhi. HarperCollins, U.K, 2010
8. Keer Dhananjay, Dr. Babasaheb Ambedkar : Life and Mission, Popular Prakashan, Bombay, 1990
9. Moon, Vasant, Growing Up Untouchable in India: A Dalit Autobiography, Rowman & Littlefield Publishers, 2001.
10. Nanda B.R., Mahatma Gandhi, Allen and Unwin, 1958.
11. Pupul Jayakar, Indira Gandhi: An Intimate Biography New Delhi, (1992)
12. Ramachandra Guha, India after Gandhi: The History of the World's Largest Democracy, Macmillan Publisher Ltd. London, 2007
13. S.Gopal, Jawaharlal Nehru – A Biography, 3 vols., London, 1975.
14. Zelliott, Eleanor, Ambedkar's World: The Making of Babasaheb and the Dalit Movement, Navayana, 2013.

मराठी-

1. अकबर एम जे.गोखले करुणा-अनु., नेहरू नवभारताचे शिल्पकार, राजहंस प्रकाशन, २०१५.
2. कीर धनंजय, डॉ.बाबासाहेब आंबेडकर, पॉप्युलर प्रकाशन, १९६६.
3. खैरमोडे चांगदेव भवानराव, डॉ. भीमराव रामजी आंबेडकर खंड १ ते १२, सुगावा प्रकाशन.
4. गुहा रामचंद्र, कामत सतीश, रिबेल्स अगेन्स्ट द राज, मनोविकास प्रकाशन, २०२३.
5. गुहा रामचंद्र, साठे शारदा-अनु., गांधी भारतात येण्यापूर्वी, मॅजेस्टिक प्रकाशन, २०१९.
6. गुहा रामचंद्र, साठे शारदा-अनु., आधुनिक भारताचे विचारस्तंभ, रोहन प्रकाशन, २०१८.
7. जयकर पुपुल, जैन अशोक-अनु.. इंदिरा गांधी, राजहंस प्रकाशन, २००८.
8. फ्रँक कॅथरीन, सोहोनी लीना-अनु. इंदिरा (इंदिरा नेहरू गांधी यांचे जीवनचरित्र), मेहता पब्लिशिंग हाऊस, २००४.
9. भटेवरा सुरेश, शोध नेहरू गांधी पर्वाचा, मनोविकास प्रकाशन, २०२१.
10. सरदेसाई गो. स., ब्रिटिश रियासत खंड २, पॉप्युलर प्रकाशन, मुंबई.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Mahatma Gandhi	Lecture, Source Method & Timeline Method	15
Unit 2	Dr. B. R. Ambedkar	Lecture, Source Method & Timeline Method	15
Unit 3	Pandit Jawaharlal Nehru	Lecture, Source Method & Timeline Method	15
Unit 4	Mr. Indira Gandhi	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester I for the year 2026-27

Nomenclature of the Course:	Women's Movement in India
Class:	Diploma
Semester:	I
Course Code:	26_AHSET707
No. of Credits:	4
Nature:	Theory
Type:	Major: Elective

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

CO1- to acquaint students with the rise of the women's movement in India as well as the role of women in the National Movement.

CO2- to explain the patterns of transitions in women's movement in India

CO3- to describe important events and the role of women in a historical context

CO4- to examine the specific challenges and Women's movements and analyze the unique issues faced by women

Syllabus:

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

Learning Resources recommended:

English-

1. Agnes Flavia, The State, Gender and Rhetoric of Law Reform, Research Centre for Women's Studies, SNDT Women's University, Mumbai, 1995.
2. Asthana Pratima, Women in Modern India, Vikas Publishing House, New Delhi, 1974.
3. Bhasin Kamala (ed), The Position of Women in India, Programme for Training in Democracy, Bombay, 1973.

4. Chattopadhyay Kamaladevi, Indian Women's Battle for Freedom, Abhinav Publishers, New Delhi, 1983.
5. Desai Neera, Women in Modern India, Vora Publishers, Bombay, 1977.
6. Dreze Jean and Amartya Sen, India: Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1995.
7. Jha Rama, Women and the Print Media: Portrayal and Performance, Chanakya Publishers, Delhi, 1992.
8. O'Hanlon, Rosalind, For the Honour of My Sister Countrywomen: Tarabai Shinde and the Critique of Gender Relations in Colonial India, Oxford University Press, Oxford, 1994.

मराठी-

1. रानडे प्रतिभा, बुरख्याआडच्या स्त्रिया, श्रीविद्या प्रकाशन, १९८७.
2. रानडे अंजली, स्त्रिया आणि दहशवाद, ग्रंथाली, २०१५.
3. रानडे प्रतिभा, स्त्री प्रश्नांची चर्चा, पॉप्युलर, १९९१.
4. आठलेकर मंगला, महर्षी ते गौरी (स्त्री-स्वातंत्र्याची वाटचाल), राजहंस प्रकाशन, १९९९.
5. आठलेकर मंगला, महापुरुषांच्या नजरेतून स्त्री, मेनका प्रकाशन, २००९.
6. साने गीता, भारतीय स्त्री जीवन, मौज प्रकाशन, १९८६.
7. ननिवडेकर मेधा-संपा., महाराष्ट्रातील स्त्री चळवळीचा मागोवा (१९७५ पासून), प्रतिमा प्रकाशन, २००६.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Rise of Women's Movement	Lecture, Source Method & Timeline Method	15
Unit 2	Women in the National Movement	Lecture, Source Method & Timeline Method	15
Unit 3	Independent India and Women	Lecture, Source Method & Timeline Method	15
Unit 4	Women from Depressed Classes, Minorities and Their Movement	Lecture, Source Method & Timeline Method	15

Master of Arts (M.A.) Programme

Under the Choice Based Credit System

Course Structure: One Year Post-Graduate Diploma in History: Semester II

Course Code	Semester II	Credits
	Major: Mandatory	
26_AHSDT801	Sources in Historical Research	4
26_AHSDT802	Social, Economic and Administrative History of Modern India (1757 CE-1947 CE)	4
26_AHSDT803	History of Contemporary India (1947 CE – 2000 CE)	4
26_AHSDT804	Heritage Tourism of Konkan	2
	Major: Elective (Select one course from below)	
26_AHSET805	History of Emancipatory Movements in the Modern World	4
26_AHSET806	Recent Trends in History Writing	
26_AHSET807	History of USSR (1917 CE – 1991 CE)	
26_AHSJE808	On-the-Job-Training	4
Total Credits		22

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	Sources in Historical Research
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT801
No. of Credits:	4
Nature:	Theory
Type:	Major: Mandatory I

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

CO1- to understand the historiography and theory related to historical research, writing presentation

CO2- to develop the ability to identify, analyze and evaluate the source

CO3- to acquaint the students with different sources of history

CO4- to analyze the various theories in historical study and apply these theories to interdisciplinary approaches in understanding historical events

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

Syllabus:

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

Learning Resources recommended:

English-

1. Agarwal, R. S., Important Guidelines on Research Methodology, Delhi, 1983.
2. Brothwell, D. & Pollard, A. M. Eds., Handbook of Archaeological Science, 2004.
3. Carr, E.H. What Is History? 2nd ed., with a new introduction by Richard J. Evans, Palgrave Macmillan, 2001.
4. Tosh, John. The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History. 5th ed., Pearson Education Limited, 2010.
5. Jordanova, Ludmilla. History in Practice. 2nd ed., Hodder Arnold, 2006.
6. Collingwood, R. G. The Idea of History, Ed. T. M. Knox (Oxford University Press, London, 1973
7. K. N. Chitnis – Research Methodology in History, Pune, 1979.
8. Majumdar, R. C., Historiography in Modern India, Bombay, 1970.

मराठी-

1. कोठेकर शांता, इतिहास आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २०१६
2. गायकवाड, डॉ. सरदेसाई, हनमाने, इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
3. ढवळीकर म. के, पुरातत्व विद्या, महाराष्ट्र राज्य साहित्य आणि संस्कार मंडळ, मुंबई, १९८०.
4. ढवळीकर म. के, प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
5. संत दु. का. संशोधन पद्धती प्रक्रिया अंतरंग
6. सदाशिव आठवले, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
7. सरदेसाई बी. एन., इतिहास लेखन पद्धती, फडके प्रकाशन, कोल्हापूर.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction	Lecture & Source Method	15
Unit 2	Historical Sources	Lecture & Source Method	15
Unit 3	Conceptual Framework	Lecture & Source Method	15
Unit 4	Analysis of Sources	Lecture & Source Method	15

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of Modern India (1757 CE- 1947 CE)
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT802
No. of Credits:	4
Nature:	Theory
Type:	Major: Mandatory II

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

CO1- to survey the political, social and economic conditions in India during the 18th century

CO2- to explain the foundational ideologies that guided the British colonial rule and summarize the development and impact of colonial institutions on India

CO3- to analyze the impact of British colonial policies on the Indian economy

CO4- to review the socio-cultural transformations during the colonial period in India

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Background: India in the 18 th Century	(a) Polity (b) Society (c) Economy
Unit 2	Colonial State and Ideology	(a) Ideologies of Raj (b) Arms of the Colonial State – Army, Police and Law (c) Western Education: Development and its impact
Unit 3	Economic Developments	(a) Deindustrialization and Commercialization of Agriculture (b) Transport, Industry, Urbanization and Agrarian Change (c) Drain of Wealth
Unit 4	Social and Cultural Transformations	(a) Advent of printing and its implications; Reform Movements: Nature and Issues (b) Social Changes- Caste, Class and Gender (c) Making of Religious, Linguistic Identities and Rise of Nationalism

Learning Resources recommended:

English-

1. Bayly, C. A., Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770–1870, Cambridge University Press, 2012.
2. Kumar, Deepak, Science and the Raj: A Study of British India. Oxford University Press, 2006.
3. Mukherjee, Aditya, Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947, Sage Publications, 2002.
4. Roy, Tirthankar, The Crafts and Capitalism: Handloom Weaving Industry in Colonial India, Routledge, 2009.
5. Roy, Tirthankar, The Economic History of India, 1857-1947, Oxford University Press, 2006.
6. Singha, Radhika, A Despotism of Law: Crime and Justice in Early Colonial India, Oxford University Press, 2000.

मराठी-

1. सरदेसाई गो. स., ब्रिटिश रियासत खंड २, पॉप्युलर प्रकाशन, मुंबई.
2. जावडेकर, शं. द. आधुनिक भारत, पुणे, १९७९.
3. तळवलकर, गोविंद, सत्तांतर, मुंबई, १९८२.
4. क्षीरसागर व्ही. एस. आधुनिक भारताचा इतिहास १७५७ ते २०००, के. सागर, प्रकाशन, पुणे.
5. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि जाति-वर्ण व्यवस्था, सुगावा प्रकाशन, पुणे, २००५
6. डॉ. आचार्य धनंजय, भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर.
7. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ५, श्रीविद्या प्रकाशन, पुणे.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background: India in the 18 th Century	Lecture, Source Method & Timeline Method	15
Unit 2	Colonial State and Ideology	Lecture, Source Method & Timeline Method	15
Unit 3	Economic Developments	Lecture, Source Method & Timeline Method	15
Unit 4	Social and Cultural Transformations	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	History of Contemporary India (1947 CE – 2000 CE)
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT803
No. of Credits:	4
Nature:	Theory
Type:	Major: Mandatory III

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

CO1- to demonstrate India's political landscape, features of the Indian Constitution and the interplay between communalism and secularism in contemporary India

CO2- to survey the development of the Indian economy and evaluate the outcomes of India's economic transformations

CO3- to examine the dynamics and implications of social-cultural processes in contemporary India

CO4- to illustrate the principles of India's foreign policy and strategies in international politics and their implications

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Political Developments	(a) Partition, Integration and Reorganization of States (b) Indian Constitution, Regional Politics; Separatist Movements (c) Communalism and Secularism
Unit 2	Economic Transformations	(a) Five Year Plans and Land Reforms (b) Nationalization of Banks, Green Revolution and Industrial Development (c) Era of Globalization
Unit 3	Social-Cultural Processes	(a) Hindu Code Bill and the Women's Movement (b) Dalit Movement (1957-2000 CE) (c) Labour Movements and Tribal Issues
Unit 4	India and the World	(a) Panchsheel and Non-Aligned Movement (b) India and its Neighbors (c) India's relation with USA and USSR

Learning Resources recommended:

English-

1. Basu, Srimanjari, Reorganizing the States: Partition and Integration in Post-Independence India, Cambridge University Press, 2021.
2. Chandra Bipan, et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.
3. Chandrasekhar, C. P. and Jayati Ghosh, The Market that Failed: A Decade of Neoliberal Economic Reforms in India, LeftWord Books, 2002.
4. Dreze, Jean and, AmartyaSen, India: Economic Development and Social Opportunity, Clarendon, Oxford University Press, Oxford, 1998.
5. Dutt, V.P, India's Foreign Policy, Vikas Publishing House, New Delhi, 1984.
6. Frankel, Francine R. India's Political Economy: The Gradual Revolution (1947-2004). Princeton University Press, 2005.
7. Guha, Ramchandra, India after Gandhi: The History of the World's Largest Democracy, Picador, London, 2007.
8. Khilnani, Sunil, The Idea of India, Penguin Books, 2021.
9. Menon, Nivedita and Aditi Ranjan, Power and Contestation: India since 1989, Zed Books, 2007.
10. Omvedt, Gail. Seeking Begumpura: The Social Vision of Anticaste Intellectuals. Navayana, 2008.

मराठी-

1. कोठेकर शांता, आधुनिक भारताचा इतिहास, श्री साईनाथ प्रकाशन, नागपूर.
2. बिपन चंद्र अनुवाद विजय तरवडे, एसेज् ऑन कंटेम्प्री इंडिया, चेतक बुक्स, पुणे.
3. क्षीरसागर व्ही. एस. आधुनिक भारताचा इतिहास १७५७ ते २०००, के. सागर, प्रकाशन, पुणे.
4. चौसाळकर अशोक, आधुनिक भारतीय राजकीय विचार: प्रवाह आणि अंतःप्रवाह, प्रतिमा प्रकाशन, पुणे.
5. गोडबोले माधव, अनुवाद गोडबोले सुजाता, भारताच्या संसदीय लोकशाहीची अग्निपरीक्षा, राजहंस प्रकाशन, पुणे

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Political Developments	Lecture, Source Method & Timeline Method	15
Unit 2	Economic Transformations	Lecture, Source Method & Timeline Method	15
Unit 3	Social-Cultural Processes	Lecture, Source Method & Timeline Method	15
Unit 4	India and the World	Lecture, Source Method & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	Heritage Tourism of Konkan
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT804
No. of Credits:	2
Nature:	Theory
Type:	Major: Mandatory IV

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

CO1- to describe the historical, cultural heritage and diversity of the Konkan region

CO2- to survey key historical sites, religious traditions and cultural practices unique to Konkan

CO3- to outline the natural landscapes, biodiversity and conservation challenges of the Konkan region

CO4 to understand the principles of sustainable tourism and heritage conservation

CO5- to develop skills in promoting and managing heritage tourism initiatives in Konkan

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to Konkan	(a) Overview of the Konkan region: Geography and Culture (b) Influence of various dynasties on the cultural landscape of Konkan (c) Heritage tourism: Definitions, scope and importance
Unit 2	Historical and Cultural Heritage	(a) Architectural Heritage: Traditional Houses, Caves, Forts, Temples, Churches and Mosques (b) Cultural Heritage: Traditional Art, Music and Folk Dance (c) Culinary Heritage: Konkani cuisine and ingredients, traditional recipes and cooking techniques
Unit 3	Natural and Religious Heritage	(a) Western Ghats, coastal ecosystems, sanctuaries and birdwatching sites (b) Pilgrimage Sites, sacred groves, festivals and rituals (c) Sustainable ecotourism practices in Konkan: Issues and challenges

Learning Resources recommended:

English-

1. Chawla Romila, Heritage Tourism and Development, Sonali Publications, New Delhi, 2004.
2. Goeldner, R & Ritchie. B, Tourism, Principles, Practices and Philosophies, John Wiley & Sons, London,2010.
3. Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004.
4. Nadkarni, Manguesh R., Konkan: The Land Between the River and the Sea, Harper Collins, 2021.
5. Prakash, Om, Dynasties of the Konkan: Past and Present, Orient Blackswan, 2005.
6. Kapoor, Anju, Heritage Tourism in Konkan: Opportunities and Challenges, Sage Publications, 2017.
7. Dhume, Sandhya, Architectural Splendors of the Konkan Coast, Penguin India, 2022.
8. Rao, Shanta, Konkani Cultural Tapestry: Folk Art and Traditions, Kitab Mahal, 2004.
9. Gaitonde, Priya, The Essence of Konkani Cuisine, Bloomsbury Publishing, 2018.
10. Patel, Sujata, Biodiversity of the Western Ghats: An Overview of Konkan Ecosystems, Wiley India, 2020.
11. Shah, Varun, Pilgrimages of Konkan: Faith and Nature, Random House India, 2015.
12. Kumar, Arjun, Green Konkan: Ecotourism and Conservation Challenges, Routledge, 2023.
13. Desai, Anita, Konkan: Connecting Traditions and Nature. Academic Foundation, 2006.

मराठी-

1. उजगरे अनुपमा (संपा.) महाराष्ट्राचा खाद्यसंस्कृतिकोश, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०१५.
2. घाणेकर प्र. के, कोकणातील पर्यटन, स्नेहल प्रकाशन, पुणे.
3. जॅक्सन ए. एम. टी., बापट आसावरी, (अनु.) , कोकणची लोकसंस्कृती, पद्मगंधा प्रकाशन, पुणे.
4. दीक्षित लीला, (संपा.) कोकण: विविध दिशा आणि दर्शन, प्रतिमा प्रकाशन, पुणे, २०११.
5. धुरी श्याम, कोकणातील गावऱ्हाटी, जन्मभूमी सेवा संस्था, राठीवडे, २००२.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to Konkan	Lecture and thematic learning	10
Unit 2	Historical and Cultural Heritage	Lecture and thematic learning	10
Unit 3	Natural and Religious Heritage	Lecture and thematic learning	10

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	History of Emancipatory Movements in the Modern World
Class:	Diploma
Semester:	II
Course Code:	26_AHSET805
No. of Credits:	4
Nature:	Theory
Type:	Major: Elective

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

CO1- to demonstrate an understanding of the complexities of race, including its historical context and significant figures

CO2- to analyze the evolution of feminist movements across three waves, from the first wave to the third wave

CO3- to assess the multifaceted nature of caste, including its traditional, power-related and humiliating aspects, alongside exploring the anti-caste movements

CO4- to differentiate between Marxist and Neo-Marxist perspectives on class and understand the dynamics of labour movements as well as Indian tribal struggles

Syllabus:

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

Learning Resources recommended:

English-

1. Fredrickson, George M., Racism: A Short History, Princeton University Press, 2002.
2. Lodge, Tom, Mandela: A Critical Life, Oxford University Press, 2006.
3. Sarkar Sumit, Modern India 1885-1947, Macmillan Madras, 1985
4. Pathy Jagannath, Tribal Peasantry: Dynamics of Development, Inter-India, New Delhi, 1984.
5. DuBois, Ellen Carol, Suffrage: Women's Long Battle for the Vote, Simon & Schuster, 2020.
6. McMillen, Sally Gregory, Seneca Falls and the Origins of the Women's Rights Movement, Oxford University Press, 2008.
7. Cott, Nancy F. The Grounding of Modern Feminism. Yale University Press, 1987.
8. Ginzberg, Lori D. Women and the Work of Benevolence: Morality, Politics and Class in the Nineteenth-Century United States. Yale University Press, 1990.
9. Harvey, David, A Brief History of Neoliberalism, Oxford University Press, 2005.
10. Zelliott, Eleanor, Ambedkar's World: The Making of Babasaheb and the Dalit Movement, Navayana, 2013.

मराठी-

1. बोरसे सदानंद, मंडेला, राजहंस प्रकाशन, पुणे.
2. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
3. गायकवाड किशोर, घटनेचे शिल्पकार बाबासाहेब आंबेडकर, श्री गंधर्ववेद प्रकाशन, पुणे.
4. वांबुरकर जास्वंदी (संपा.), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे.
5. कदम मनोहर, नारायण मेघाजी लोखंडे-भारतीय कामगार चळवळीचे जनक, अक्षर प्रकाशन, मुंबई.
6. मंडेला नेल्सन, मोकाशी अशोक (अनु.), प्रदीर्घ वाटचाल: स्वाधीनतेकडे, लोकवाङ्मय गृह

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Race	Lecture, Thematic Learning & Timeline Method	15
Unit 2	Gender	Lecture, Thematic Learning & Timeline Method	15
Unit 3	Caste	Lecture, Thematic Learning & Timeline Method	15
Unit 4	Class and Tribes	Lecture, Thematic Learning & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	Recent Trends in History Writing
Class:	Diploma
Semester:	II
Course Code:	26_AHSET806
No. of Credits:	4
Nature:	Theory
Type:	Major: Elective

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

CO1- to analyze the foundational concepts of Cultural Marxism and "History from Below,"

CO2- to understand Spatial History through the work of Michel de Certeau, Michel Foucault and Natalie Zemon

CO3- to assess the Cultural and Linguistic Turn by examining the work of Clifford Geertz, Robert Darnton and Roger Chartier

CO4- to investigate New Local/Global History through Carlo Ginzburg, Dipesh Chakrabarty and Daniel Smail's work

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Cultural Marxism and "History from Below"	(a) Karl Marx and theorizing exploitation (b) Antonio Gramsci, "Hegemony, Relations of Force, Historical Bloc". (c) E.P. Thompson and The Making of the English Working Class
Unit 2	Spatial History	(a) Michel de Certeau, The practice of everyday life (b) M. Foucault, "Questions on Geography," in Power/Knowledge (c) Microhistory- Natalie Zemon Davis, The Return of Martin Guerre
Unit 3	The Cultural and Linguistic Turn	(a) C. Geertz, The interpretation of cultures (b) R. Darnton, The Great Cat Massacre. (c) R. Chartier, "Culture as Appropriation"
Unit 4	New Local/Global History	(a) Carlo Ginzburg, The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller. (b) Dipesh Chakrabarty, Provincializing Europe (c) Daniel Smail, On Deep History and the Brain

Learning Resources recommended:

English-

1. Sperber, Jonathan. Karl Marx: A Nineteenth-Century Life. Liveright, 2013.
2. Morton, Adam David. Revolution and State in Modern Mexico: The Political Economy of Uneven Development. Rowman & Littlefield Publishers, 2011.
3. Palmer, Bryan D. Objections and Oppositions: The Histories and Politics of E.P. Thompson. Verso, 2020.
4. Foucault, Michel. Power/Knowledge: Selected Interviews and Other Writings, 1972-1977. 2nd ed., Pantheon Books, 2002.
5. Davis, Natalie Zemon. The Return of Martin Guerre. Harvard University Press, 2001.
6. Geertz, Clifford. Available Light: Anthropological Reflections on Philosophical Topics. Princeton University Press, 2000.
7. Darnton, Robert. The Forbidden Best-Sellers of Pre-Revolutionary France. W.W. Norton & Company, 2002.
8. Chartier, Roger. Insurgent Histories: Reading, Writing and Politics in the Early Modern Era. Polity Press, 2021.
9. Ginzburg, Carlo. Threads and Traces: True False Fictive. University of California Press, 2012.
10. Chakrabarty, Dipesh. Provincializing Europe: Postcolonial Thought and Historical Difference. Princeton University Press, New Edition, 2008.
11. Smail, Daniel Lord. On Deep History and the Brain. University of California Press, 2008.

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1. वांबुरकर जास्वंदी (संपा.), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Cultural Marxism and “History from Below”	Lecture &Thematic learning	15
Unit 2	Spatial History	Lecture &Thematic learning	15
Unit 3	The Cultural and Linguistic Turn	Lecture &Thematic learning	15
Unit 4	New Local/Global History	Lecture &Thematic learning	15

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	History of USSR (1917 CE – 1991 CE)
Class:	Diploma
Semester:	II
Course Code:	26_AHSET807
No. of Credits:	4
Nature:	Theory
Type:	Major: Elective

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

CO1- to demonstrate the ideology of Bolsheviks and Mensheviks, comprehend the socialist ideals and assess the pivotal role of Lenin in shaping the Russian Revolution

CO2- to examine the social and political transformations under Joseph Stalin and his contribution that led to the formation of the Soviet Union

CO3- to evaluate Russia's role in World War II and the Cold War and explore the factors that led to the emergence of the USSR as a world power

CO4- to outline the factors that led to the disintegration of the USSR

Syllabus:

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

Learning Resources recommended:

English-

1. White, James D. Lenin: The Practice and Theory of Revolution. Palgrave, 2001.
2. Lamb, Peter. Socialism. Polity, 2021.
3. Service, Robert. Lenin: A Biography. Pan Macmillan, 2000.
4. Kotkin, Stephen. Stalin: Paradoxes of Power, 1878-1928. Penguin, 2014.
5. Davies, R. W. The Industrialisation of Soviet Russia Volume 5: The Years of Hunger: Soviet Agriculture, 1931-1933. Palgrave Macmillan, 2004.
6. Viola, Lynne. The War Against the Peasantry, 1927-1930: The Tragedy of the Soviet Countryside. Yale University Press, 2005.
7. Overy, Richard. Russia's War: A History of the Soviet Effort: 1941-1945. Penguin Books, 1998.
8. Taubman, William. Khrushchev: The Man and His Era. W. W. Norton & Company, 2003.
9. Gaddis, John Lewis. The Cold War: A New History. Penguin Books, 2005.
10. Zubok, Vladislav M. A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev. The University of North Carolina Press, 2007.
11. Brown, Archie. The Gorbachev Factor. Oxford University Press, 1996.
12. Kotkin, Stephen. Armageddon Averted: The Soviet Collapse, 1970-2000. Oxford University Press, 2008.

मराठी-

1. तळवलकर, गोविंद, सोव्हिएत साम्राज्याचा उदय आणि अस्त-खंड १ ते ४, मौज प्रकाशन.
2. मोडक अशोक, सोव्हिएत अंतरंग आणि सोव्हिएत भारत, मोरया प्रकाशन.
3. साधू अरुण, तिसरी क्रांती, राजहंस प्रकाशन, १९९१.
4. भुस्कुटे विनायक महादेव, लेनिन
5. जोन्स मायकेल, जोगळेकर प्रमोद-अनु., लेनिनग्राडचा वेढा, मेहता पब्लिशिंग हाऊस, २०१२.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background	Lecture, Source Method & Timeline Method	15
Unit 2	Joseph Stalin and the Emergence of the USSR	Lecture, Source Method & Timeline Method	15
Unit 3	Cold War	Lecture, Maps & Timeline Method	15
Unit 4	Disintegration of USSR	Lecture, Maps & Timeline Method	15

Syllabus for One Year PG Diploma in History Semester II for the year 2026-27

Nomenclature of the Course:	On-the-Job-Training
Class:	Diploma
Semester:	II
Course Code:	26_AHSJE808
No. of Credits:	4
Nature:	Practical
Type:	OJT

Guidelines and Evaluation Pattern for On-the-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 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

Scheme of Evaluation

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

SN	Method	20 Marks	40 Marks
1.	Written Test / In-class source-based analysis	10	20
2.	Home Assignments / Presentation-Based / Skill-Based Tasks	05	15
3.	Attendance and active participation in the classroom	05	05

- Assignment 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: 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: 18/04/2026

Place: Ratnagiri


Signature

BoS Chairperson and HoD

Head

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