

**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 Programme
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 Programme 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_AHSDT901	History of Indian Cinema and Social Realities	4	26_AHSDT001	History of the U.S.A. (1900 CE- 1990 CE)	4
26_AHSDT902	Social, Economic and Administrative History of the Marathas	4	26_AHSDT002	History of Modern Europe	4
26_AHSDT903	History of Contemporary World (1945 CE – 2000 CE)	4	26_AHSDT003	Evolution of Human Rights in the 20 th Century	4
26_AHSDT904	An Introduction to Indian Epigraphy and Numismatics	2	--	--	--
	Major: Elective (Select one course from below)			Major: Elective (Select one course from below)	
26_AHSET905	History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)	4	26_AHSET004	History of Modern Maharashtra (1818 CE - 1960 CE)	4
26_AHSET906	Thinkers of Modern Maharashtra		26_AHSET005	Marathi Language and History	
26_AHSET907	History of Asia in the 20 th Century		26_AHSET006	Intellectual History of Europe (1800 CE -1975 CE)	
26_AHSPE908	Research Project	4	26_AHSPE007	Research Project	6
Total Credits		22	Total Credits		22

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

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

Course Code	Semester I	Credits
	Major: Mandatory	
26_AHSDT901	History of Indian Cinema and Social Realities	4
26_AHSDT902	Social, Economic and Administrative History of the Marathas	4
26_AHSDT903	History of Contemporary World (1945 CE – 2000 CE)	4
26_AHSDT904	An Introduction to Indian Epigraphy and Numismatics	2
	Major: Elective (Select one course from below)	
26_AHSET905	History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)	4
26_AHSET906	Thinkers of Modern Maharashtra	
26_AHSET907	History of Asia in the 20 th Century	
26_AHSPE908	Research Project	4
Total Credits		22

**Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27**

Nomenclature of the Course:	History of Indian Cinema and Social Realities
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT901
No. of Credits:	4
Nature:	Theory
Type:	Major

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

CO1- to understand the historical development and current trends of Indian cinema in various regional contexts

CO2- to analyze films within social, cultural and political frameworks

CO3- to identify key cinematic movements in India and their socio-political impacts

CO4- to pen a summary of the effects of globalization and contemporary issues on Indian cinema

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to Indian Cinema	(a) Origins of Indian Cinema: the silent film era and transition to sound (b) Major films and filmmakers in the Golden Age (1940s to 1960s): Raj Kapoor, Guru Dutt and Bimal Roy (c) Nation-building, Partition and Cinema
Unit 2	Rise of Popular Cinema	(a) Commercial Cinema in the 1970s and 1980s: Iconic films and stars of the era (b) Music and dance in Indian Cinema (c) Parallel Cinema
Unit 3	Overview of Regional Cinema	(a) Bengali and Bhojpuri Cinema (b) Marathi and Tamil Cinema (c) Telugu and Malayalam Cinema
Unit 4	Globalization and Contemporary Issues	(a) Indian Cinema on Global Platforms (b) Reflections of Social Realities: Class, Gender, Violence and Communalism (c) Indian Cinema in the Digital Age

Learning Resources recommended:

English-

1. Athique, Adrian. Transnational Audiences: Media Reception on a Global Scale. Polity Press, 2016.
2. Bhaumik, Kaushik, The Emergent Indian Cinema: Films, Stars and Society from the Golden Age, Routledge, 2013.
3. Chakravarty, Sumita S. National Identity in Indian Popular Cinema, 1947-1987. University of Texas Press, 2011.
4. Dwyer, Rachel. Raj Kapoor: The Great Showman. Roli Books, 2002.
5. Gopal, Sangita and Sujata Moorti, Global Bollywood: Travels of Hindi Song and Dance, University of Minnesota Press, 2008.
6. Kabir, Nasreen Munni. Guru Dutt: A Life in Cinema. Oxford University Press, 2005.
7. Morcom, Anna. Hindi Film Songs and the Cinema. Ashgate Publishing, 2007.
8. Punathambekar, Aswin and Anandam P. Kavoori, editors. Global Bollywood. New York University Press, 2008.
9. Rajadhyaksha, Ashish. Indian Cinema in the Time of Celluloid: From Bollywood to the Emergency. Indiana University Press, 2009.
10. Sarkar, Bhaskar. Mourning the Nation: Indian Cinema in the Wake of Partition. Duke University Press, 2009.
11. Velayutham, Selvaraj. Tamil Cinema: The Cultural Politics of India's Other Film Industry. Routledge, 2008.

मराठी-

1. मुजावर इसाक, मुस्लीम सिनेमा समाज बुरख्यातला बुरख्याबाहेरचा, नवचैतन्य प्रकाशन, पुणे
2. मुजावर इसाक, गाथा मराठी सिनेमाची, प्रतीक प्रकाशन, पुणे.
3. पाडळकर विजय, 'देवदास' ते 'भुवन शोम' विसाव्या शतकातील हिंदी सिनेमाचा इतिहास, खंड १, मैत्रेय प्रकाशन, मुंबई, २०१५.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to Indian Cinema	Lectures, Film screenings and Class Discussions	15
Unit 2	Rise of Popular Cinema	Lectures, Film screenings and Class Discussions	15
Unit 3	Overview of Regional Cinema	Lectures, Film screenings and Class Discussion	15
Unit 4	Globalization and Contemporary Issues	Lectures, Film screenings and Class Discussion	15

**Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27**

Nomenclature of the Course:	Social, Economic and Administrative History of the Marathas
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT902
No. of Credits:	4
Nature:	Theory
Type:	Major

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

CO1- to create an understanding of the regional history

CO2- to evaluate the Deccan in the 17th century and scrutinize the factors that led to the rise of the Maratha power

CO2- to understand the socio-economic life and administration of the Marathas

CO3- to acquaint the students with different sources of Maratha history

CO4- to develop the ability to identify, analyze and evaluate the source

Syllabus:

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

Learning Resources recommended:

English-

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.

2. Chitnis K.N., Glimpses of Maratha Socio-Economic History, Atlanta Publishers, New Delhi, 1994
3. Desai S.V., Social Life in Maharashtra under the Peshwas, Popular Prakashan, Bombay, 1962.
4. Eaton, Richard M. A Social History of the Deccan, 1300-1761: Eight Indian Lives. Cambridge UP, 2005.
5. Gordon, Stewart. Maratha Military Systems. Cambridge UP, 2003.
6. Gordon, Stewart. The Marathas 1600-1818. Cambridge UP, 2002.
7. Goyal, Shankar. History of the Marathas: Administration, Society and Culture. Rawat Publications, 2010.
8. Hawley, John Stratton and Mark Juergensmeyer, editors. Songs of the Saints of India. Oxford UP, 2007.
9. Kulkarni A.R., Maharashtra in the Age of Shivaji (A Study in Economic History), Pune, 1969.
10. Michell, George. The New Cambridge History of India: Architecture and Art of the Deccan Sultanates. Cambridge UP, 2008.
11. Mujumdar R. C. Ed. The Mughal Empire, Bombay, 1974.
12. Ranade M.G., The Rise of Maratha Power, The Publication Division, 1961
13. Sarkar, J. N. Shivaji and His Times, Calcutta, 1961.
14. Wink André. Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-Century Maratha Svarajya. Cambridge UP, 2009.

मराठी-

1. कुलकर्णी अ.रा., आणि खरे ग. ह. (संपा.), मराठ्यांचा इतिहास. खंड १-३, कॉन्टिनेन्टल प्रकाशन, पुणे.
2. गर्गे एस.एम., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, बॉम्बे, १९९४.
3. देशपांडे प्र. न., मराठ्यांचा उदय आणि उत्कर्ष, कॉन्टिनेन्टल प्रकाशन, पुणे.
4. शहा. मु. ब. संपा. इतिहासाचार्य वि. का. राजवाडे समग्र साहित्य, खंड १ ते १३, धुळे, १९९५-१९९८.
5. शेलवलकर, त्र्यं. शं. श्री शिवछत्रपति : संकल्पित शिवचरित्राची प्रस्तावना, आराखडा व साधने, मुंबई, १९६४.
6. सरदेसाई गो. स., मराठी रियासत, खंड १-६, पॉप्युलर प्रकाशन, मुंबई.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	The Deccan in the Seventeenth Century	Lecture, Source Method, Maps & Timeline Method	15
Unit 2	Social Structure	Lecture, Source Method & Timeline Method	15
Unit 3	Maratha Administration	Lecture, Source Method & Timeline Method	15
Unit 4	Economic and Cultural Development	Lecture, Source Method & Timeline Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27**

Nomenclature of the Course:	History of Contemporary World (1945 CE – 2000 CE)
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT903
No. of Credits:	4
Nature:	Theory
Type:	Major

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

CO1- to demonstrate the origins of the Cold War, crises across the globe and evaluate the factors contributing to the end of the Cold War

CO2- to assess the process of disintegration of the U.S.S.R., examine the emergence of the European Union and analyze the role of the U.S.A. as the dominant world power

CO3- to describe and analyze various transformations in Asia in the aftermath of the Second World War

CO4- to outline the major trends in the contemporary world

Syllabus:

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

Learning Resources recommended:

English-

1. Leffler, Melvyn P. and Odd Arne Westad, editors. The Cambridge History of the Cold War, Volume 1: Origins. Cambridge UP, 2010.
2. Gaddis, John Lewis. The Cold War: A New History. Penguin Books, 2006.
3. Kotkin, Stephen. Armageddon Averted: The Soviet Collapse, 1970-2000. Oxford UP, 2008.
4. Dinan, Desmond. Ever Closer Union: An Introduction to European Integration. 4th ed., Lynne Rienner Publishers, 2010.
5. Yetiv, Steve A. Crude Awakenings: Global Oil Security and American Foreign Policy. Cornell UP, 2004.
6. Vogel, Ezra F. Deng Xiaoping and the Transformation of China. Belknap Press of Harvard UP, 2011.
7. Logevall, Fredrik. Embers of War: The Fall of an Empire and the Making of America's Vietnam. Random House, 2012.
8. Stiglitz, Joseph E. Globalization and Its Discontents. W. W. Norton & Company, 2003.
9. Sachs, Jeffrey D. The Age of Sustainable Development. Columbia UP, 2015.
10. Freedman, Estelle B. No Turning Back: The History of Feminism and the Future of Women. Ballantine Books, 2003.

मराठी-

1. कदम य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर.
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.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	The Cold War and Its Legacies	Lecture & Timeline Method	15
Unit 2	Europe, U.S.S.R and U.S.A. (1985-2000)	Lecture, Timeline Method	15
Unit 3	Asia after the Second World War	Lecture, Timeline & Source Method	15
Unit 4	Major Trends in the Contemporary World	Lecture, Timeline & Source Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27**

Nomenclature of the Course:	An Introduction to Indian Epigraphy and Numismatics
Class:	Diploma
Semester:	I
Course Code:	26_AHSDT904
No. of Credits:	2
Nature:	Theory
Type:	Major

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-

1. Allan, John Andrew, Catalogue of Indian Coins in the British Museum: The Sultans of Delhi, British Museum, 1936.
2. Cribb, Joe. Indian Coinage: A Brief History. London: British Museum Press, 1999.
3. 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. Mitchiner, Michael. The Coinage and History of Southern India. London: Hawkins Publications, 1975.
8. Salomon, Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages, Oxford University Press, 1998
9. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, New Delhi, 2008.
10. Sircar D. C., Indian Epigraphy, 1965
11. Tiekens, 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. मिराशी, वा. वि. सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, मुंबई, १९७९.
6. सरकार दिनेशचंद्र, गोखले शोभना (अनु.), भारतीय लेखविद्या, 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	15
Unit 2	Key Aspects of Indian Epigraphy	Lecture, Source Method & Timeline Method	15
Unit 3	Indian Coinage: Main phases and features	Lecture, Source Method & Timeline Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27**

Nomenclature of the Course:	History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)
Class:	Diploma
Semester:	I
Course Code:	26_AHSET905
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 evolution of artisanal industries, the deindustrialisation debate and the rise of large-scale industries in India

CO2- to assess the labour migration patterns, workplace discrimination, wage differentials and living conditions

CO3- to outline the emergence of business communities, trade unions, nationalism, legislation and explore labour issues

CO4- to summarize various aspects of the business and labour in Independent India

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Industrialisation	(a) The Artisanal Industry (b) The Deindustrialisation Debate (c) Growth of Large Scale Industries in Major Cities
Unit 2	Migration, Workplace and Neighbourhood	(a) Labour Migration in British India (b) Workplace discrimination and Wages (c) Housing, Sanitation and Leisure
Unit 3	Workers, Employers and the Colonial State	(a) Emergence of Business Communities (b) Trade Unions, Nationalism and Legislation (c) Issues of Caste, Gender, Child and Informal Labour
Unit 4	Business and Labour in Independent India	(a) Trade Unionism and Major Strikes (b) Industry and State Legislation (c) Business in the Era of Globalization and Economic Liberalization

Learning Resources recommended:

English-

1. Roy, Tirthankar, The Crafts and Capitalism: Handloom Weaving Industry in Colonial India, Routledge, 2020.
2. Tripathi, Dwijendra, The Oxford History of Indian Business, Oxford University Press, 2004.
3. Fernandez, Leela, India's New Middle Class: Democratic Politics in an Era of Economic Reform, University of Minnesota Press, 2006.
4. Shyam Sundar, K.R, Trade Unions and Industrial Relations in India, Himalaya Publishing House, 2010.
5. Karnik, V.B; Indian Trade Unions: A Survey, Popular Prakashan, Bombay, 1966.
6. Karnik, V.B; Strikes in India, Manaktalas, Bombay, 1967.

मराठी-

1. कदम मनोहर, नारायण मेघाजी लोखंडे-भारतीय कामगार चळवळीचे जनक, अक्षर प्रकाशन, मुंबई.
2. आडारकर नीरा आणि मेमन मीना, कथा मुंबईच्या गिरणगावाची (गिरणी कामगारांचा मौखिक इतिहास), २००७.
3. दातार भ.ना., भारतीय कामगार १८८५-१९८५, १९८६.
4. चौसाळकर अशोक, कॉ. श्रीपाद अमृत डांगे, कॉ. गोविंद पानसरे अ.म.समिती, २०११.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Industrialisation	Lecture, Maps & Timeline Method	15
Unit 2	Migration, Workplace and Neighbourhood	Lecture, Source Method & Timeline Method	15
Unit 3	Workers, Employers and the Colonial State	Lecture, Source Method & Timeline Method	15
Unit 4	Business and Labour in Independent India	Lecture & Timeline Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27**

Nomenclature of the Course:	Thinkers of Modern Maharashtra
Class:	Diploma
Semester:	I
Course Code:	26_AHSET906
No. of Credits:	4
Nature:	Theory
Type:	Major Elective

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

CO1- to understand the intellectual contributions and societal impacts of key figures in Maharashtra from the 19th century

CO2- to assess the origins and development of liberal thought in India through the critique of traditional practices and advocacy for social reform

CO3- to examine the rise of counter-cultural movements and revivalist ideologies in response to Western influences and their role in shaping modern identity

CO4- to outline the intersection of anti-colonial sentiment, leftist ideologies and humanist philosophies in shaping resistance and reform movements in Maharashtra

CO5- to summarize the influence and application of Gandhian principles in modern Maharashtra

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Early Critics of Indian Society and Growth of Liberalism	(a) Balshastrri Jambhekar, Gopal Hari Deshmukh (b) Dadabhai Naoroji and Mahadev Govind Ranade (c) Gopal Ganesh Agarkar, Gopal Krishna Gokhale
Unit 2	The Idea of Counter Culture and Revivalism	(a) Savitribai Phule, Tarabai Shinde and Pandita Ramabai, Dhondo Keshav Karve (b) Mahatma Jyotiba Phule, Vithal Ramji Shinde, Chhatrapati Shahu Maharaj, Prabodhankar Thackeray and Dr. Bhimrao Ramji Ambedkar (c) Bal Gangadhar Tilak , Vishnubhava Brahmachari and Vishnushastri Chiplunkar
Unit 3	Critique of Colonialism; Philosophy of Left and Humanism	(a) Vinayak Damodar Savarkar and M.S.Golwalkar (b) M. N. Roy and Laxman Shashtri Joshi (c) Shripad Amrit Dange and Sharad Patil
Unit 4	The exponents of Gandhian thought and Indologists	(a) Shankar Dattatraya Javadekar and Vinoba Bhave (b) D. D, Kosambi (c) Dr. R.G. Bhandarkar and Dr. P.V. Kane

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. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
4. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
5. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
6. O'Hanlon Rosalind, Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Cambridge University Press, 1985.
7. Phadke, Y. D. Politics and Language, Mumbai, 1980.

मराठी-

1. सरदेसाई गो. स., ब्रिटिश रियासत खंड २, पॉप्युलर प्रकाशन, मुंबई.
2. कठारे अनिल, आधुनिक महाराष्ट्राचा इतिहास (१८१८-१९६०), तृतीय संस्करण, विद्या बुक्स, औरंगाबाद, २०१५.
3. कीर धनंजय, राजर्षी शाहू छत्रपती, पॉप्युलर प्रकाशन, मुंबई, पुनर्मुद्रण २००१
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	Early Critics of Indian Society and Growth of Liberalism	Lecture, Source Method & Timeline Method	15
Unit 2	The Idea of Counter Culture and Revivalism	Lecture, Source Method & Timeline Method	15
Unit 3	Critique of the Colonialism; Philosophy of Left and Humanism	Lecture & Source Method	15
Unit 4	The exponents of Gandhian thought and Indologists	Lecture & Source Method	15

Syllabus for One Year Post-Graduate Programme in History Semester I for the year 2026-27

Nomenclature of the Course:	History of Asia in the 20 th Century
Class:	Diploma
Semester:	I
Course Code:	26_AHSET907
No. of Credits:	4
Nature:	Theory
Type:	Major Elective

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

CO1- to understand the geographical diversity, cultural richness and various forms of colonialism shaping Asia in the 20th century

CO2- to comprehend the impact of Western education, the nature of nationalism and the strategies employed to achieve independence in Asian countries

CO3- to analyze the shift from traditional to modern economies in Asia, along with the economic reforms undertaken in the 20th century

CO4- to outline the different political systems, the structure of political administration and the influence of globalization on state dynamics in 20th-century Asia

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction	(a) Geography (b) Cultural Diversity (c) Form of Colonialism
Unit 2	National Movement	(a) Western Education (b) Nature of Nationalism (c) Achieving Independence
Unit 3	Economic Scenario	(a) Traditional Economy (b) Transition to Modern Economy (c) Economic Reforms
Unit 4	Political Systems	(a) Political Systems (b) Political and Administrative Structure (c) Globalisation and the State

Learning Resources recommended:

English-

1. Bellington Stanley, Malaysia and Singapore: The Building of New States, New York, 1978.
2. Brinnell J.H., Communism in South East Asia, Oxford University Press, 1969.
3. Brown Louise, T., War and Aftermath in Vietnam, Routledge, London, 1991.
4. Cady John F., The History of Post-war Southeast Asia, Athens, Ohio, 1974.
5. Fisher Charles A., South East Asia: A Social, Economic and Political Geography, London, 1954
6. Duara, Prasenjit, Rescuing History from the Nation: Questioning Narratives of Modern China, Chicago, 1995.

मराठी-

1. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
2. तळवलकर गोविंद, भारत आणि जग, मौज प्रकाशन गृह, मुंबई.
3. बाचल वि.मा., आंतरराष्ट्रीय संबंध, कॉन्टिनेन्टल प्रकाशन, पुणे.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction	Lecture, Maps & Timeline Method	15
Unit 2	National Movement	Lecture, Source Method & Timeline Method	15
Unit 3	Economic Scenario	Lecture, Source Method & Timeline Method	15
Unit 4	Political Systems	Lecture, Source Method & Timeline Method	15

Syllabus for One Year Post-Graduate Programme in History Semester I
for the year 2026-27

Nomenclature of the Course:	Research Project
Class:	Diploma
Semester:	I
Course Code:	26_AHSPE908
No. of Credits:	4
Nature:	Practical
Type:	RP

See: Guidelines for Research Project

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

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

Course Code	Semester II	Credits
	Major: Mandatory	
26_AHSDT001	History of the U.S.A. (1900 CE- 1990 CE)	4
26_AHSDT002	History of Modern Europe	4
26_AHSDT003	Evolution of Human Rights in the 20 th Century	4
	Major: Elective (Select one course from below)	
26_AHSET004	History of Modern Maharashtra (1818 CE -1960 CE)	4
26_AHSET005	Marathi Language and History	
26_AHSET006	Intellectual History of Europe (1800 CE -1975 CE)	
26_AHSPE007	Research Project	6
Total Credits		22

Syllabus for One Year Post-Graduate Programme in History Semester II for the year 2026-27

Nomenclature of the Course:	History of the U.S.A. (1900 CE- 1990 CE)
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT001
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 significant socio-political transformations in the United States during the turn of the 20th century

CO2- to evaluate the interplay between the Great Depression, the implementation of the New Deal, the outcomes of World War II on America and post-war developments during the era

CO3- to examine the multifaceted struggle for justice in the United States

CO4- to assess the evolution of American foreign policy across the 20th century

Syllabus:

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

Learning Resources recommended:

English-

1. Dallek, Robert. Franklin D. Roosevelt and American Foreign Policy, 1932-1945. Oxford University Press, 1995.
2. Daniels, Roger. Coming to America: A History of Immigration and Ethnicity in American Life. Harper Perennial, 2002.
3. Gaddis, John Lewis. The Cold War: A New History. Penguin Press, 2005.
4. Keene, Jennifer D. The United States and the First World War. Routledge, 2000.
5. Kennedy, David M. Freedom from Fear: The American People in Depression and War, 1929-1945. Oxford University Press, 1999.
6. LaFeber, Walter. The New Empire: An Interpretation of American Expansion 1860-1898. Cornell University Press, 1998.
7. Lewis, David Levering. When Harlem Was in Vogue. Penguin Books, 1997.
8. McElvaine, Robert S. The Great Depression: America, 1929-1941. Times Books, 1984.
9. McGerr, Michael. A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920. Oxford University Press, 2003.

मराठी-

1. करंदीकर, शि. ल. अमेरिकेचे स्वराज्य व सुराज्य, पुणे, १९६६.
2. कहाते अतुल, अमेरिकी राष्ट्रपती, मेहता पब्लिशिंग हाऊस, २०१६.
3. कहाते अतुल, युद्धखोर अमेरिका, रोहन प्रकाशन, २०१८.
4. गोरे ना. ग., अमेरिकेच्या संघराज्याचा इतिहास, १९६०.
5. मीडोक्राफ्ट, एनिड ला माँटे अनु. रेगे, पंढरीनाथ, स्वतंत्र लोकांची भूमी, मुंबई, १९६६.
6. लेले, ज्योत्सना, फ्रँकलिन रूझवेल्ट, राजहंस प्रकाशन, पुणे.
7. वाघमारे जनार्दन, अमेरिकन नीग्रो, १९७८.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	The U.S. A. at the turn of the 20 th Century	Lecture & Timeline Method	15
Unit 2	World War II and its Aftermath	Lecture, Timeline & Source Method	15
Unit 3	Struggle for Justice	Lecture & Timeline Method	15
Unit 4	American Foreign Policy	Lecture, Timeline & Source Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester II
for the year 2026-27**

Nomenclature of the Course:	History of Modern Europe
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT002
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 causes, events and consequences of the French Revolution and the Metternich Era

CO2- to evaluate the socio-economic transformations in Europe

CO3- to outline and examine the processes and factors involved in the formation of nation-states in Europe

CO4- to assess the causes, course and outcomes of World War I and World War II

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	French Revolution and Metternich Era	(a) The French Revolution of 1789 (b) Napoleon Bonaparte- Domestic and Foreign Policy (c) Congress of Vienna and Revolution of 1848
Unit 2	Socio-Economic Transformation	(a) Agrarian Revolution (b) Industrial Revolution (c) Development of Socialism (Utopian and Marxist)
Unit 3	Formation of Nation States	(a) Unification: Italy and Germany (b) Greek War of Independence (c) Crimean War and Russo-Turkish War
Unit 4	World War I and II	(a) World War I and Paris Peace Conference (b) Russian Revolution of 1917 and the rise of dictatorship (c) World War II

Learning Resources recommended:

English-

1. Doyle, William. The Oxford History of the French Revolution. 2nd ed., Oxford University Press, 2003.
2. Dwyer, Philip. Napoleon: The Path to Power. Yale University Press, 2008.
3. Chapman, Tim. The Congress of Vienna 1814-1815. Routledge, 1998.
4. Overton, Mark. Agricultural Revolution in England: The Transformation of the Agrarian Economy 1500-1850. Cambridge University Press, 1996.
5. More, Charles. Understanding the Industrial Revolution. Routledge, 2000.
6. Hobsbawm, Eric. The Age of Revolution: 1789-1848. Vintage Books, 1996.
7. Craig, Gordon A. Germany, 1866–1945. Oxford University Press, 1978.
8. St Clair, William. That Greece Might Still Be Free: The Philhellenes in the War of Independence. Open Book Publishers, 2008.
9. Figes, Orlando. The Crimean War: A History. Metropolitan Books, 2010.
10. Keegan, John. The First World War. Vintage, 2000.
11. MacMillan, Margaret. Paris 1919: Six Months That Changed the World. Random House, 2003.
12. Service, Robert. The Russian Revolution 1917-1932. Oxford University Press, 1986.
13. Beevor, Antony. The Second World War. Little, Brown and Company, 2012.
14. Kershaw Ian, To Hell and Back: Europe 1914–1949 Penguin Books, 2015

मराठी-

1. रॉबर्ट्स अँड्र्यू, कुलकर्णी जयंत-अनु., दुसऱ्या महायुद्धाचे वादळ, मधुश्री पब्लिकेशन, २०२२.
2. वैद्य सुमन, कोटेकर शांता, आधुनिक जग, खंड १ आणि २, श्रीसाईनाथ प्रकाशन, नागपूर, २०००.
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. तळवलकर गोविंद, सोव्हिएत साम्राज्याचा उदय आणि अस्त, खंड १, मौज प्रकाशन गृह, मुंबई.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	French Revolution and Metternich Era	Lecture, Source Method & Timeline Method	15
Unit 2	Socio-Economic Transformation	Lecture, Source Method & Timeline Method	15
Unit 3	Formation of Nation States	Lecture, Source Method & Timeline Method	15
Unit 4	World War I and II	Lecture, Source Method & Timeline Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester II
for the year 2026-27**

Nomenclature of the Course:	Evolution of Human Rights in the 20 th Century
Class:	Diploma
Semester:	II
Course Code:	26_AHSDT003
No. of Credits:	4
Nature:	Theory
Type:	Major

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

CO1- to analyze and evaluate the evolution of human rights tracing the historical developments and significant milestones

CO2- to summarize the genesis of the mechanisms for protection of Human Rights

CO3- to examine the influence and contributions of Governmental and non-governmental organizations

CO4- to understand issues of Human Rights in India and state the provisions of the Indian Constitution that safeguard human rights

Syllabus:

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

Learning Resources recommended:

English-

1. Alston, Philip and Ryan Goodman. International Human Rights. Oxford University Press, 2013.
2. Austin, Granville. The Indian Constitution: Cornerstone of a Nation. Oxford University Press, 1966.
3. Beitz, Charles R, The idea of human rights. Oxford: Oxford University Press, 2009
4. Desai Neera, Women in Modern India, Vora Publishers, Bombay, 1977.
5. Dreze Jean and Amartya Sen, India: Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1995.
6. Freedon, Michael, Human Rights: An Interdisciplinary Approach, Polity, Oxford, 2002.
7. Gorman, Robert F. and Edward S. Mihalkanin, eds. Historical Dictionary of Human Rights and Humanitarian Organizations (2007)
8. Ishay, Micheline R. The History of Human Rights: From Ancient Times to the Globalization Era. University of California Press, 2008.
9. Morsink, Johannes. The Universal Declaration of Human Rights: Origins, Drafting and Intent. University of Pennsylvania Press, 1999.
10. Nickel, James. Making Sense of Human Rights. 2nd ed., Wiley-Blackwell, 2007.

मराठी-

1. कुलकर्णी पी. के. मानवी हक्क आणि सामाजिक न्याय, डायमंड पब्लिकेशन्स, पुणे, २०१३.
2. जाधव तुकाराम, महेश शिरापूरकर, मानवी हक्क, युनिक फीचर्स, २०१५.
3. व्होरा, राजेंद्र; पळशीकर, सुहास, राज्यशास्त्रकोश, पुणे.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	History of Human Rights	Lecture, Thematic Learning & Timeline Method	15
Unit 2	Issues and Mechanisms	Lecture & Thematic learning	15
Unit 3	Human Rights Organisations	Lecture, Source Method & Timeline Method	15
Unit 4	Issues of Human Rights in India	Lecture & Thematic learning	15

**Syllabus for One Year Post-Graduate Programme in History Semester II
for the year 2026-27**

Nomenclature of the Course:	History of Modern Maharashtra (1818 CE -1960 CE)
Class:	Diploma
Semester:	II
Course Code:	26_AHSET004
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 social, economic and political conditions and transformations in Maharashtra in the 19th century

CO2- to evaluate the various forms of intellectual resistance to British colonial rule

CO3- to outline the social protests in Maharashtra and assess its significance

CO40 to examine the role of nationalism in Maharashtra's history

CO5- to analyze the linguistic reorganization of states, with a focus on the Samyukta Maharashtra Movement and its implications for Maharashtra's identity

Syllabus:

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

Learning Resources recommended:

English-

1. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966.
2. Deshpande, Prachi. Creative Pasts: Historical Memory and Identity in Western India, 1700-1960. Columbia University Press, 2007.
3. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
4. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
5. Kosambi, Meera. Women, Education and Politics: The Women's Movement and Delhi's Indraprastha College. Oxford University Press, 2002.
6. Kumar, Ravinder. Western India in the Nineteenth Century: A Study in the Social History of Maharashtra. Routledge & Kegan Paul, 1968.
7. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
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. Omvedt, Gail. Cultural Revolt in a Colonial Society: The NonBrahman Movement in Western India, 1873-1930. Scientific Socialist Education Trust, 1976.
10. Sunthakar B.R. Nineteenth Century History of Maharashtra 1818-1857, Popular Book Bombay, 1988

मराठी-

1. सरदेसाई गो. स., ब्रिटिश रियासत खंड २, पॉप्युलर प्रकाशन, मुंबई.
2. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र : मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे.
3. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ५, श्रीविद्या, मौज प्रकाशन.
4. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि जाति-वर्ण व्यवस्था, सुगावा प्रकाशन, पुणे.
5. सहस्रबुद्धे, पु.ग. महाराष्ट्र संस्कृति, पुणे, १९८०.
6. खानोलकर, गं. दे. संपा. एकोणिसाव्या शतकातील महाराष्ट्र, औरंगाबाद, १९७५.
7. मालशे, स. गं. विधवा विवाह चळवळ १८००-१९००, मुंबई, १९७८.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background	Lecture, Source Method & Timeline Method	15
Unit 2	Reforms and Resistance	Lecture, Source Method & Timeline Method	15
Unit 3	Social Protest	Lecture, Source Method & Timeline Method	15
Unit 4	Nationalism and Linguistic Reorganization of States	Lecture, Source Method & Timeline Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester II
for the year 2026-27**

Nomenclature of the Course:	Marathi Language and History
Class:	Diploma
Semester:	II
Course Code:	26_AHSET005
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 origin and development of the Marathi language, including its historical context and linguistic evolution

CO2- to analyze and interpret the significance of Marathi literature produced during the medieval period

CO3- to evaluate the key literary movements and significant literary figures of the nineteenth century in Marathi literature

CO4- to critically engage with the literary debates and progressive movements that shaped Marathi literature in the twentieth-century

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Origin of the Marathi Language	(a) The Beginning – Prakrut, Apbhransh, Marathibhasha (b) Sources of Marathi’s earliest existence (c) Debate on the first Text in Marathi
Unit 2	Literature of Saints and Bakhars	(a) The Mahanubhava Literature and The Varkari poets (b) Panditi and Shahiri compositions (c) Bakhar Literature
Unit 3	Marathi Literature in the Nineteenth Century	(a) Canonisation and Formalisation of the Marathi language (b) Significant essays and translations (c) Works of European Scholars; Rise of new literary forms – Novel, Biography and Poetry
Unit 4	Literary Debates and Progressive Movements in the Twentieth Century	(a) Relationship between Social Transformations and Marathi Literature; Rise of Feminist Literature; Literature of Depressed Classes and Tribal communities (b) Pre-Independence Period: Literature as an Art or Expression of Experiences; Gandhism, Dalit Movement and Literature (c) Post-Independence Period: Little Magazine Movement, Dalit Panther Movement and Women’s Movement

Learning Resources recommended:

English-

1. Deshpande, Prachi. Creative Pasts: Historical Memory and Identity in Western India, 1700-1960. Columbia University Press, 2007.
2. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
3. O'Hanlon, Rosalind. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. Cambridge University Press, 1985.
4. Omvedt, Gail. Cultural Revolt in a Colonial Society: The NonBrahman Movement in Western India, 1873-1930. Scientific Socialist Education Trust, 1976.

मराठी-

1. जोग, रा. श्री. संपा. मराठी वाङ्मयाचा इतिहास, खंड ३ (१६८० ते १८००), पुणे, १९७३.
2. देशपांडे, अ. ना. प्राचीन मराठी वाङ्मयाचा इतिहास, भाग १ ते ५, १९६६- ८२
3. पेंडसे, शं. दा. महाराष्ट्राचा सांस्कृतिक इतिहास, नागपूर, १९५१.
4. भावे, वि. ल. महाराष्ट्र सारस्वत, (आवृ. ६ वी), खंड १, मुंबई, १९८२.
5. भावे, वि. ल. महाराष्ट्र सारस्वत, (आवृ. ६ वी), खंड २, पुरवणी, तुळपुळे, शं. गो. मुंबई, १९८३.
6. मालशे, स. गं. संपा. मराठी वाङ्मयाचा इतिहास, खंड – २, भाग दुसरा, (१३५० ते १६८०), पुणे, १९८२.
7. मालशे, स. गं. संपा. मराठी वाङ्मयाचा इतिहास, खंड -२, भाग पहिला, (१३५० ते १६८०), पुणे, १९८२.
8. सरदार, गं. बा. संतवाङ्मयाची सामाजिक फलश्रुती, पुणे, १९५०.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Origin of the Marathi Language	Lecture, Source Method & Timeline Method	15
Unit 2	Literature of Saints and Bakhars	Lecture, Source Method & Timeline Method	15
Unit 3	Marathi Literature in the Nineteenth Century	Lecture, Source Method & Timeline Method	15
Unit 4	Literary Debates and Progressive Movements in the Twentieth Century	Lecture, Source Method & Timeline Method	15

**Syllabus for One Year Post-Graduate Programme in History Semester II
for the year 2026-27**

Nomenclature of the Course:	Intellectual History of Europe (1800 CE -1975 CE)
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS406
No. of Credits:	4
Nature:	Theory
Type:	Major Elective

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

CO1- to trace major trends in European intellectual thought

CO2- to evaluate the impact of European intellectual ideologies on modernism and the world

CO3- to explain and assess the intellectual movements in the 20th century

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Idealism, Positivism and Utilitarianism	(a) George Wilhelm, Freidrich Hegel and August Comte (b) Jeremy Bentham (c) John Stuart Mill and Herbert Spencer
Unit 2	Socialism, Scientific Revolution and Development of Economic Ideas	(a) Marxism and Leninism (b) Darwinism and Albert Einstein (c) Adam Smith, Malthus, Ricardo and Keynes
Unit 3	Totalitarianism, Existentialism, Secular thought and Modernism	(a) Nietzsche (b) Jean Paul Sartre and Albert Camus (c) Robert Owen and Bertrand Russell
Unit 4	20 th Century Intellectual Movements	(a) Deconstruction and Jacques Derrida, Post Structuralism and Michael Foucault (b) Annales School- Marc Bloc and Fernand Braudel, (c) Orientalism-Edward Said, Feminism-Emmeline Pankhurst and Simone de Beauvoir

Learning Resources recommended:

English-

1. Dosse, François. History of Structuralism: The Rising Sign, 1945–1966. University of Minnesota Press, 1997.
2. Woods, Alan. Bolshevism: The Road to Revolution. Wellred Publications, 1999.
3. Desmond, Adrian and James Moore. Darwin's Sacred Cause: Race, Slavery and the Quest for Human Origins. Houghton Mifflin Harcourt, 2009.
4. Berlin, Isaiah. The Roots of Romanticism. Edited by Henry Hardy, Princeton University Press, 2001.
5. Blanning, Tim. The Romantic Revolution: A History. Modern Library, 2011.
6. Burrow, J. W. The Crisis of Reason: European Thought, 1848-1914. Yale University Press, 2000.
7. Gay, Peter. The Enlightenment: An Interpretation - Volume 2: The Science of Freedom. W.W. Norton & Company, 1977.
8. Hobsbawm, Eric. The Age of Revolution: Europe 1789-1848. Weidenfeld & Nicolson, 1962.
9. Israel, Jonathan I. Revolutionary Ideas: An Intellectual History of the French Revolution from The Rights of Man to Robespierre. Princeton University Press, 2014.
10. Kohn, Hans. The Idea of Nationalism: A Study in Its Origins and Background. Transaction Publishers, 2008.
11. Mosse, George L. The Crisis of German Ideology: Intellectual Origins of the Third Reich. Schocken Books, 1981.
12. Outram, Dorinda. The Enlightenment. 3rd ed., Cambridge University Press, 2013.

मराठी-

1. मार्क्स, कार्ल तुळपुळे, वसंत, अनु. भांडवल (कॅपिटल) : मांडवली उत्पादनाची मूलगामी मीमांसा, खंड १-३, पुणे, १९७०-८०.
2. गर्गे, स. मा. अनु. समाजवादी समाजरचना, पुणे, १९५६.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Idealism, Positivism and Utilitarianism	Lecture & Thematic learning	15
Unit 2	Socialism, Scientific Revolution and Development of Economic Ideas	Lecture & Thematic learning	15
Unit 3	Totalitarianism, Existentialism, Secular thought and Modernism	Lecture & Thematic learning	15
Unit 4	20 th Century Intellectual Movements	Lecture & Thematic learning	15

Syllabus for One Year Post-Graduate Programme in History Semester II
for the year 2026-27

Nomenclature of the Course:	Research Project
Class:	Diploma
Semester:	II
Course Code:	26_AHSPE007
No. of Credits:	6
Nature:	Practical
Type:	RP

See: Guidelines for Research Project

Guidelines for Research Project

The Research Project for the Master of Arts (One Year Post-Graduate Programme in History) is designed to provide students with hands-on learning experiences while guiding them through the process of conducting a substantial original research study. The course emphasizes experiential learning and engages students with the practical aspects of historical research, including topic selection, comprehensive data collection, and analysis under the guidance of a faculty mentor. Students will identify a local historical site, event, or community tradition and undertake research using primary sources, interviews, and on-site visits. The project aims to deepen students' understanding of local or regional history through direct engagement with historical processes and materials.

Course Outcomes:

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

1. Develop skills in archival research, oral history and other methods of historical data collection.
2. Demonstrate the ability to collect, analyze and scrutinize primary and secondary sources.
3. Learn report writing skills and prepare a report.
4. Understand the relationship between local history and broader historical narratives.
5. Engage with the community and understand ethical considerations in historical research.
6. To produce a well-structured and original research report based on empirical or archival work.

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

1. Develop a research proposal and project in preparation for the final-year dissertation
2. Design and conduct an archive-based or field-based research project
3. Formulate, sustain and justify a historical argument
4. Conduct thorough literature reviews and critically analyze both primary and secondary sources.
5. Apply appropriate historical methods and theoretical frameworks to their research.
6. Communicate historical arguments and evidence clearly and effectively in written form.
7. Demonstrate ethical research practices, including proper citation and respectful handling of historical subjects and materials.

Guidelines for Preparation of Research Project Work

1. The Research Project (RP) can be undertaken on any major or interdisciplinary subject.
2. RP can be based on primary data or secondary data.
3. RP should be prepared under the guidance of the Project Guide. The student must select a topic in consultation with the assigned guide.
4. The topic should be historically relevant, researchable and preferably connected to local, regional or national themes.

5. A proposal (300–500 words) outlining objectives, research questions and sources must be submitted for approval.
6. Suggested Structure for RP report and dissertation: Introduction – Rationale, research questions, objectives and methodology, Review of Literature, Main Chapters/Thematic Sections, Conclusion – Summary of findings and suggestions for further research, Bibliography/References, Appendices – Maps, transcripts, images, etc. (if applicable)
7. Project Work will be done by the student individually. Project Work, which is interdisciplinary in nature or has a higher level of research activity, can be done by a group of students with the prior permission of their respective Head of Departments.
8. One copy of typed Research Projects should be submitted through the department as per the schedule provided by the college.
9. All P.G. Teachers under the Department / Faculty are eligible to work as Project Guides.
10. All P.G. teachers will share the responsibility of guiding the projects in proportion.
11. For the Semester I- 26_AHSPE908 course, students are expected to submit a typed and properly referenced report of 3,000 to 4,000 words, while a detailed research dissertation of 6,000 to 8,000 words is required for the Semester II 26_AHSPE007 course.
12. For the 26_AHSPE908 course, the Research Project Report will carry 60 marks (evaluated by the Internal Examiner) and the Viva-Voce will carry 40 marks (jointly evaluated by Internal and External Examiners).
13. For the Semester II - 26_AHSPE007 course, the Research Project Dissertation will carry 90 marks (assessed by the Internal Examiner) and the Viva-Voce will carry 60 marks (evaluated jointly by Internal and External Examiners).
14. The viva voce examination shall be conducted by the panel of examiners as per the schedule of the College.

Evaluation for 26_AHSPE908: Maximum 100 Marks

SN	Component	Method	Marks
1.	Internal Evaluation	Research Proposal, Viva / Oral Presentation Participation and Attendance	40
2.	External Evaluation	Research Project Report	60

Evaluation for 26_AHSPE007: Maximum 150 Marks

SN	Component	Method	Marks
1.	Internal Evaluation	Research Proposal, Viva / Oral Presentation Participation and Attendance	60
2.	External Evaluation	Research Dissertation	90

Conclusion:

The Research Project for the Master of Arts Master of Arts: One Year Post-Graduate Programme in History provides students with historical thinking skills, research, enquiry of the historical documents and developing understanding and interpretation of the past.

a) Title Page:

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

b) Certificate of Completion:

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

c) Declaration:

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

d) Acknowledgments:

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

e) Abstract:

Summary of the research topic, methods, main findings and conclusions (200-300 words).

f) Table of Contents:

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

g) Introduction:

Introduction to the research question and its significance, overview of the historical context, objectives of the research, outline of the report structure.

h) Literature Review:

Discussion of existing research related to the topic, identification of gaps in the current literature and how the current research contributes to the existing historical knowledge.

i) Methodology:

Detailed description of research methods used, justification for the choice of methods, sources (primary and secondary) used in research.

j) Analysis & Interpretation:

Presentation of the research findings, a detailed examination of the evidence about the research question and use of historical methods to interpret the evidence.

k) Discussion:

Interpretation of findings in the context of the research question, comparison with the existing literature and discussion of the implications of the findings.

l) Conclusion:

A brief overview of findings and reiteration of how the findings contribute to the field of history.

m) Bibliography and Appendices (if necessary):

List of all sources cited in the project report. Formatted according to the appropriate academic style guide. Additional supporting materials, such as maps, charts, photographs, transcripts of interviews, survey questionnaires, or field visit notes can be attached as appendices.

The project report based shall be prepared as per the broad guidelines given below:

- English Font: Times New Roman 12-For content, 14-for Title
- Marathi Font: Kokila 16-For content, 20-for Title
- Line Space: 1.5 for content and 1 for in-table work
- Paper Size: A4
- Margin: in Left-1.5, Up-Down-Right-1
- The Project Report shall be bounded.

(Format of cover page)

Title of the Project

A Project Submitted

to

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

for partial completion of the degree

of

Master of Arts

One Year Post-Graduate Programme

in special Group History

Under the Faculty of Arts

By

Name of Student

Under the Guidance of

Name of the Guiding Teacher

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

Month and Year

(On separate page)

Declaration

I the undersigned Miss/Mr. (**___Name of the learner___**) hereby, declare that the work embodied in this project work titled (**___Project Title___**) forms my contribution to the research work carried out under the guidance of (**___Name of the guiding teacher___**) is a result of my research work and has not been previously submitted to any other University for any other Degree/ Diploma to this or any other University.

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

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

Name:

Signature of the learner:

Class & Semester:

Date:

Place:

Certified by

Signature of the Guiding Teacher:

(On separate page)

Acknowledgement

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

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project. I take this opportunity to thank the college for giving me a chance to do this project.

I would like to thank my Principal _____ for providing the necessary facilities required for completion of this project. I take this opportunity to thank our Coordinator _____, for his moral support and guidance. I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

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

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

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