

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



**Faculty of Arts
Syllabus & Scheme of Evaluation for
M.A. (History)
(Semester I to IV)**

**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

M.A. I in History

(For Academic Year- 2026-27)

Course Code	Semester I	Credits	Course Code	Semester II	Credits
	Major: Mandatory			Major: Mandatory	
24_PAHIS101	Philosophy of History	4	24_PAHIS201	Sources in Historical Research	4
24_PAHIS102	Social, Economic and Administrative History of Early India (up to 1000 CE)	4	24_PAHIS202	Social, Economic and Administrative History of Modern India (1757 CE- 1947 CE)	4
24_PAHIS103	Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)	4	24_PAHIS203	History of Contemporary India (1947 CE – 2000 CE)	4
24_PAHIS104	An Introduction to Archaeology	2	24_PAHIS204	Heritage Tourism of Konkan	2
	Major: Elective (Select one course from below)			Major: Elective (Select one course from below)	
24_PAHIS105	Milestones in World History (1757 CE – 1945 CE)	4	24_PAHIS205	History of Emancipatory Movements in the Modern World	4
24_PAHIS106	Builders of Modern India		24_PAHIS206	Recent Trends in History Writing	
24_PAHIS107	Women's Movement in India		24_PAHIS207	History of USSR (1917 CE – 1991 CE)	
24_PAHIS108	Research Methodology	4	24_PAHIS208	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

M.A. II in History

(For Academic Year- 2026-27)

Course Code	Semester III	Credits	Course Code	Semester IV	Credits
	Major: Mandatory			Major: Mandatory	
24_PAHIS301	History of Indian Cinema and Social Realities	4	24_PAHIS401	History of the U.S.A. (1900 CE- 1990 CE)	4
24_PAHIS302	Social, Economic and Administrative History of the Marathas	4	24_PAHIS402	History of Modern Europe	4
24_PAHIS303	History of Contemporary World (1945 CE – 2000 CE)	4	24_PAHIS403	Evolution of Human Rights in the 20 th Century	4
24_PAHIS304	An Introduction to Indian Epigraphy and Numismatics	2			
	Major: Elective (Select one course from below)			Major: Elective (Select one course from below)	
24_PAHIS305	History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)	4	24_PAHIS404	History of Modern Maharashtra (1818 CE - 1960 CE)	4
24_PAHIS306	Thinkers of Modern Maharashtra		24_PAHIS405	Marathi Language and History	
24_PAHIS307	History of Asia in the 20 th Century		24_PAHIS406	Intellectual History of Europe (1800 CE -1975 CE)	
24_PAHIS308	Research Project	4	24_PAHIS407	Research Project	6
Total Credits		22	Total Credits		22

Master of Arts (M.A.) Programme
Under the Choice Based Credit System
Course Structure: MA Semester I

Course Code	Semester I	Credits
	Major: Mandatory	
24_PAHIS101	Philosophy of History	4
24_PAHIS102	Social, Economic and Administrative History of Early India (up to 1000 CE)	4
24_PAHIS103	Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)	4
24_PAHIS104	An Introduction to Archaeology	2
	Major: Elective (Select one course from below)	
24_PAHIS105	Milestones in World History (1757 CE – 1945 CE)	4
24_PAHIS106	Builders of Modern India	
24_PAHIS107	Women's Movement in India	
24_PAHIS108	Research Methodology	4
Total Credits		22

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

Nomenclature of the Course:	Philosophy of History
Class:	MA I
Semester:	I
Course Code:	24_PAHIS101
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of Early India (up to 1000 CE)
Class:	MA I
Semester:	I
Course Code:	24_PAHIS102
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 honouring 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 रायचौधरी, 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of Medieval India (1200 CE – 1700 CE)
Class:	MA I
Semester:	I
Course Code:	24_PAHIS103
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	An Introduction to Archaeology
Class:	MA I
Semester:	I
Course Code:	24_PAHIS104
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) Paleolithic 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: Paleolithic 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.
8. 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Milestones in World History (1757 CE – 1945 CE)
Class:	MA I
Semester:	I
Course Code:	24_PAHIS105
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. Bosher 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Builders of Modern India
Class:	MA I
Semester:	I
Course Code:	24_PAHIS106
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Women's Movement in India
Class:	MA I
Semester:	I
Course Code:	24_PAHIS107
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.
- 9.

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 Choice Based Credit System
Course Structure: MA Semester II

Course Code	Semester II	Credits
	Major: Mandatory	
24_PAHIS201	Sources in Historical Research	4
24_PAHIS202	Social, Economic and Administrative History of Modern India (1757 CE-1947 CE)	4
24_PAHIS203	History of Contemporary India (1947 CE – 2000 CE)	4
24_PAHIS204	Heritage Tourism of Konkan	2
	Major: Elective (Select one course from below)	
24_PAHIS205	History of Emancipatory Movements in the Modern World	4
24_PAHIS206	Recent Trends in History Writing	
24_PAHIS207	History of USSR (1917 CE – 1991 CE)	
24_PAHIS208	On-the-Job-Training	4
Total Credits		22

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

Nomenclature of the Course:	Sources in Historical Research
Class:	MA I
Semester:	II
Course Code:	24_PAHIS201
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of Modern India (1757 CE- 1947 CE)
Class:	MA I
Semester:	II
Course Code:	24_PAHIS202
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 Changes (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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Contemporary India (1947 CE – 2000 CE)
Class:	MA I
Semester:	II
Course Code:	24_PAHIS203
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 कंटेम्प्ररी 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Heritage Tourism of Konkan
Class:	MA I
Semester:	II
Course Code:	24_PAHIS204
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 bird watching 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 गाव-हाटी, 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Emancipatory Movements in the Modern World
Class:	MA I
Semester:	II
Course Code:	24_PAHIS205
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 20 th 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Recent Trends in History Writing
Class:	MA I
Semester:	II
Course Code:	24_PAHIS206
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.

मराठी-

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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of USSR (1917 CE- 1991 CE)
Class:	MA I
Semester:	II
Course Code:	24_PAHIS207
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	On-the-Job-Training
Class:	MA I
Semester:	II
Course Code:	24_PAHIS208
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 postgraduate 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 second 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

Master of Arts (M.A.) Programme
Under Choice Based Credit System
Course Structure: MA Semester III

Course Code	Semester III	Credits
	Major: Mandatory	
24_PAHIS301	History of Indian Cinema and Social Realities	4
24_PAHIS302	Social, Economic and Administrative History of the Marathas	4
24_PAHIS303	History of Contemporary World (1945 CE – 2000 CE)	4
24_PAHIS304	An Introduction to Indian Epigraphy and Numismatics	2
	Major: Elective (Select one course from below)	
24_PAHIS305	History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)	4
24_PAHIS306	Thinkers of Modern Maharashtra	
24_PAHIS307	History of Asia in the 20 th Century	
24_PAHIS308	Research Project	4
Total Credits		22

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

Nomenclature of the Course:	History of Indian Cinema and Social Realities
Class:	MA II
Semester:	III
Course Code:	24_PAHIS301
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Social, Economic and Administrative History of the Marathas
Class:	MA II
Semester:	III
Course Code:	24_PAHIS302
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Contemporary World (1945 CE – 2000 CE)
Class:	MA II
Semester:	III
Course Code:	24_PAHIS303
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	An Introduction to Indian Epigraphy and Numismatics
Class:	MA II
Semester:	III
Course Code:	24_PAHIS304
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-

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

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

मराठी-

1. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, १९७५.
2. ढवळीकर म.के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, १९७५.
3. ढवळीकर, म. के. कोणे एकेकाळी सिंधु संस्कृती, पुणे, २००९.
4. तुळपुळे, शं. गो. संपा. प्राचीन मराठी कोरीव लेख, पुणे, १९६३.
5. थापर रोमिला, अर्ली इंडिया: प्रारंभापासून इ.स. १३०० पर्यंतचा प्राचीन भारताचा इतिहास, के सागर प्रकाशन, २०१६.
6. मिराशी, वा. वि. सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, मुंबई, १९७९.
7. सरकार दिनेशचंद्र, गोखले शोभना (अनु.), भारतीय लेखविद्या (इंडियन एपिग्राफी), कॉन्टिनेन्टल प्रकाशन, २०१०.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	An Overview of Indian Epigraphy and Numismatic	Lecture, Source Method & Timeline Method	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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)
Class:	MA II
Semester:	III
Course Code:	24_PAHIS305
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-

- Roy, Tirthankar, The Crafts and Capitalism: Handloom Weaving Industry in Colonial India, Routledge, 2020.
- 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Thinkers of Modern Maharashtra
Class:	MA II
Semester:	III
Course Code:	24_PAHIS306
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) Balshastri 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. Choksy, R.D., Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay, 1965.
4. David M.D., Bombay the City of Dreams (A History of the First City in India) Himalaya Publishing House, Bombay, 1995.
5. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
6. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
7. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
8. O'Hanlon Rosalind, Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Cambridge University Press, 1985.
9. Phadke, Y. D. Politics and Language, Mumbai, 1980.

मराठी-

1. 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. खानोलकर, गं. दे. संपा. एकोणिसाव्या शतकातील महाराष्ट्र, औरंगाबाद, १९७५.
5. जावडेकर शं. द. आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे, पुनर्मुद्रण १९७९
6. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे, २००९.
7. पेंडसे, लालजी, संयुक्त महाराष्ट्राचे महामंथन, मुंबई, १९६५.
8. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ८, श्रीविद्या प्रकाशन, पुणे व मौज प्रकाशन, मुंबई.
9. भावे, वा. कृ. पेशवेकालीन महाराष्ट्र, आयसीएचआर, दिल्ली १९७६.
10. लेले के आर, मराठी वृत्तपत्रांचा इतिहास, कॉन्टिनेंटल पब्लिशर्स, पुणे, १९८४.
11. 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 & Timeline Method	15
Unit 4	The exponents of Gandhian thought and Indologists	Lecture, Source Method & Timeline Method	15

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

Nomenclature of the Course:	History of Asia in the 20 th Century
Class:	MA II
Semester:	III
Course Code:	24_PAHIS307
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. Brinmell 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Research Project
Class:	MA II
Semester:	III
Course Code:	24_PAHIS308
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: MA Semester IV

Course Code	Semester IV	Credits
	Major: Mandatory	
24_PAHIS401	History of the U.S.A. (1900 CE- 1990 CE)	4
24_PAHIS402	History of Modern Europe	4
24_PAHIS403	Evolution of Human Rights in the 20 th Century	4
	Major: Elective (Select one course from below)	
24_PAHIS404	History of Modern Maharashtra (1818 CE -1960 CE)	4
24_PAHIS405	Marathi Language and History	
24_PAHIS406	Intellectual History of Europe (1800 CE -1975 CE)	
24_PAHIS407	Research Project	6
Total Credits		22

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

Nomenclature of the Course:	History of the U.S.A. (1900 CE- 1990 CE)
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS401
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 20th 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, ज्योत्स्ना, 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Modern Europe
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS402
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. Figs, 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, कोठेकर 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Evolution of Human Rights in the 20 th Century
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS403
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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	History of Modern Maharashtra (1818 CE -1960 CE)
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS404
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. Hardiman, David. Gandhi in His Time and Ours: The Global Legacy of His Ideas. Columbia University Press, 2003.
5. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
6. Kosambi, Meera. Women, Education and Politics: The Women's Movement and Delhi's Indraprastha College. Oxford University Press, 2002.
7. Kumar, Ravinder. Western India in the Nineteenth Century: A Study in the Social History of Maharashtra. Routledge & Kegan Paul, 1968.
8. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
9. O'Hanlon, Rosalind. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. Cambridge University Press, 1985.
10. Omvedt, Gail. Cultural Revolt in a Colonial Society: The NonBrahman Movement in Western India, 1873-1930. Scientific Socialist Education Trust, 1976.
11. Seal, Anil. The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. Cambridge University Press, 1968.
12. Sunthakar B.R. Nineteenth Century History of Maharashtra 1818-1857, Popular Book Bombay, 1988
13. Wolpert, Stanley. Tilak and Gokhale: Revolution and Reform in the Making of Modern India. University of California Press, 1962.

मराठी-

1. सरदेसाई गो. स., ब्रिटिश रियासत खंड २, पॉप्युलर प्रकाशन, मुंबई.
2. कदम मनोहर, नारायण मेघाजी लोखंडे-भारतीय कामगार चळवळीचे जनक, अक्षर प्रकाशन, मुंबई.
3. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र : मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे.
4. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ५, श्रीविद्या, मौज प्रकाशन.
5. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि जाति-वर्ण व्यवस्था, सुगावा प्रकाशन, पुणे.
6. सहस्रबुद्धे, पु. ग. महाराष्ट्र संस्कृति, पुणे, १९८०.
7. खानोलकर, गं. दे. संपा. एकोणिसाव्या शतकातील महाराष्ट्र, औरंगाबाद, १९७५.
8. 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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Marathi Language and History
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS405
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, Apbhrash, 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 Master of Arts in History 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.
13. Scruton, Roger. Fools, Frauds and Firebrands: Thinkers of the New Left. Bloomsbury, 2015.

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 Master of Arts in History for the year 2026-27

Nomenclature of the Course:	Research Project
Class:	MA II
Semester:	IV
Course Code:	24_PAHIS407
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 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. Two Copies 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 II- 24_PAHIS208 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 IV 24_PAHIS407 course.
12. For the 24_PAHIS208 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 IV-24_PAHIS407 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 24_PAHIS208: 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 24_PAHIS407: 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 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
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