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Estd. 1921

NEHRU INSTITUTE OF SOCIAL SCIENCES

STRUCTURE AND SYLLABUS

Credit Framework for the Two Years Master Degree Programme

Master of Arts (M.A.) in History

(As Per National Education Policy (NEP)-2020)

As Per the Government of Maharashtra Guidelines/Resolutions

With Effective from Academic Year 2024-2025

M.A. History -First Year

Semester-I

Sr. No.	Course/ Subject Type	Title and Code of Course/Subject	Subject Code	Credit	Marks	Internal	External
	Major Core-1	Study of Ideas and Institutions in Ancient India	HISMJC-101	4	100	40	60
	Major Core-2	Theory of History	HISMJC-102	4	100	40	60
	Major Core-3	Administrative History of the Marathas	HISMJC-103	4	100	40	60
	Major Core-4	Interdisciplinary Approach to Social Sciences with reference to concept of Swarajya –Part-1	HISMJC-104	2	50	50	--
	Major Electives	History of Dalit Movement in 19 th century in India OR History of China (1839-1935)	HISMJE-101 OR HISMJE-102	4	100	40	60
	Minor Stream (RM)	Research Methodology	HISRM-101	4	100	40	60
		Total		22	550	250	300

SYLLABUS OF M.A. HISTORY
(Semester System with Credit Base)

PART 1
SEMESTER I

Major Core -1

HISMJC-101- Ideas and Institutions in Ancient India

Objectives - The paper aims to provide a conceptual understanding of the Indian intellectual heritage. The paper tries to emphasize the ideological aspects of the past in an unconventional manner wherein chronological accounts are not articulated elaborately.

Course Outline

Module-1: Sources for Ancient India **1Credits (15 hours)**

- a. Archaeological
- b. Literary
- c. Epigraphical
- d. Numismatic
- e. Foreign Accounts

Module-2: Political and Administrative Ideas and Institutions: **1 Credits (15 hours)**

State Formation and Kingship

- Rig Vedic
- a. Janapadas, Mahajanapadas
 - b. From Mahajanapadas to Maurya
 - c. Kingship, Sabha, Samiti and Council of Ministers
 - d. Saptanga Theory

Module-3-Ideas and Institutions: Social: **1 Credits (15 hours)**

- a. Formation of Indian Society: Kin, Varna, Jati
- b. Emergence of Caste-based Society, Subordination and Marginalization
- c. Social Protest: Jainism, Buddhism

- a. Agriculture
- b. Trade
- c. Rise of Urban Centers
- d. Kautilya's Arthashastra

Other regions in India

- a. South India - The Sangam Age
- b. Deccan - The Satavahanas

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Major Core -2

HISMJC-102- Theory of History

Objectives - This paper aims to provide the students with basic information regarding the methodological aspects related to the discipline of history. It also aims to provide them with the theoretical background of the ideological base of the subject.

Course Outline

- | | |
|-----------------------------------------------------------------------------------|-----------------------------|
| Module-1-: Meaning and Scope of History | 1 Credits (15 hours) |
| a. Definition | |
| b. Nature | |
| c. Function | |
| d. Interaction with other branches of Knowledge
Humanities and Social Sciences | |
| Module-2-: Theory of History: Ancient Period | 1 Credits (15 hours) |
| a. Greco – Roman | |
| b. Ancient Indian | |
| c. Chinese | |
| Module-3-Theory of History: Medieval Period | 1 Credits (15 hours) |
| a. Church | |
| b. Arabic & Persian | |
| c. Medieval Indian | |
| Module-4:Theory of History: Modern Period | 1 Credits (15 hours) |
| a. Rationalist | |
| b. Romanticist | |
| c. Idealist | |
| d. Scientific – Ranke | |
| e. Positivist | |
| f. Marxist | |
| g. Annals | |

References:

1. Avineri S, Social and Political Thought of Karl Marx, Cambridge, 1968
2. B. Shaikh Ali, History: Theory and Method, Madras, 1972
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Major Core -3

HISMJC-103- Administrative History of the Marathas

Objectives - The paper aims to equip the student with the knowledge of administrative, social and economic history of the Marathas. It is not expected that the students relearn the political history but they should study the regional history from a different perspective.

Course Outline

Module-1: Sources 1 Credits (15 Hours)

- a. Literary
- b. Archival
- c. Foreign
- d. Miscellaneous

Module-2 : Maratha State 1 Credits (15 Hours)

- a. Formation of the Maratha State
- b. Nature of 17th & 18th Century Maratha State
- c. Administrative Institutions
- d. Central – Kingship, Ashta Pradhan Mandal
- e. Provincial
- f. Local

Module-3Fiscal Administration and Judicial Administration 1 Credits (15 Hours)

- a. Sources of Public Income
- b. Items of Public Expenditure
- c. Judicial Administration
- d. Central, Provincial
- e. Political & Traditional Judicial Institutions
- f. Administration of Police
- g. Crime and Punishment

Module-4: Military Administration 1 Credits (15 Hours)

- a. Infantry
- b. Cavalry
- c. Navy
- d. Forts

References:

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
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Major Core -4-

2 Credits

HISMJC-104-Interdisciplinary Approach to Social Sciences with reference to concept of Swarajya –Part-1

Module-1-Interdisciplinary Approach and Social Sciences: 1 Credits (15 Hours)

- a. It's meaning.
- b. Need
- c. Importance
- d. Interdisciplinary Approach and Social Sciences –Economics, History, Sociology, Political Science

Module-2--Interdisciplinary Approach and Research Methodologies 1 Credits (15 Hours)

- a. Social Science Research Methodologies
- b. Interdisciplinary in Higher Education

References:

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2. Nissani.M.(1997): Ten cheers for Interdisciplinary: The case for Interdisciplinary knowledge and Research.
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Major Electives –Paper-1

HISMJE-101- History of Dalit Movement in 19th Century India

Objectives - The paper aims to introduce the student with contemporary social reality from caste perspective. A review of developments in Dalit is expected to make student realize the necessity of social cohesion.

Course Outline

Module-1: Background **1 Credits (15 Hours)**

- a. Concepts: Caste, Untouchability, Dalit and Dalit Consciousness
- b. Historiography of the Dalit Movement

Module-2: Origins of Caste System **1 Credits (15 Hours)**

- a. Varna and caste system
- b. merits and demerits of caste system

Module-3: Dalit Issues and Reform **1 Credits (15 Hours)**

- a. Missionary activities
- b. British Policies
- c. Socio-Religious Reform Movement

Module-4: Early Efforts for Emancipation **1 Credits (15 Hours)**

- a. Mahatma Jyotiba Phule
- b. Vitthal Ramji Shinde
- c. Rajarshi Shahu Maharaj
- d. Gopal Baba Walangkar
- e. Shivram Janba Kamble

References:

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30. Gavai R. S., The Caste war over Reservation: A Case before the People's Bari, Maharashtra State Republican Party, Bombay, 1981

Major Electives –paper -2

HISMJE-102- History of China (1839–1935)

Objectives - The paper aims to provide the student with a detailed knowledge of modern Chinese history. It is aimed that the student should get an international perspective as he studies the history of the Asian region.

Course Outline

Module-1: China in the 19th Century 1 Credits (15 Hours)

- a. Background – European Trading Companies and China
- b. Opium Trade and Impact of Opium Wars
- c. Taiping rebellion
- d. Hundred Days’ Reforms
- e. Boxer rebellion

Module-2: Revolution of 1911 1 Credits (15 Hours)

- a. Rise of Nationalism.
- b. Sun Yat Sen’s Philosophy
- c. Nature of Revolution of 1911.

Module-3: Kuo Min Tang Era 1 Credits (15 Hours)

- a. K.M.T. under Chiang-Kai-Shek
- b. Foreign Policy

Module-4: Rise and Growth of Communism 1 Credits (15 Hours)

- a. Impact of Russian Revolution on China
- b. May 4th Movement
- c. Formation of Chinese Communist Party
- d. C.C.P-K.M.T Conflict - Long March

References:

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30. Schwartz Benjamin, Chinese Communism and the Rise of Mao, Harvard University Press, Cambridge, 1964.
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31. Han Scyin, Wind in the Tower Mao Tse Tung and the Chinese Revolution 1949-1976.

HISRM-101-Research Methodology

Semester	Course Type	Course Title and Course Code	Credit	Total Marks	Internal Exam/ CIE	External/ Theory Exam
I	Minor Stream (RM)	Research Methodology ECORM-101	4	100	40	60

Course Outcome

- CO1) This course is helpful to understand the background of research and enables the students to prepare proposals for the research and conduct research projects.
- CO2) Enable the students to connect theory with practice and Open up for the students the universe of knowledge generation through research.
- CO3) This course will help the learners/students conduct and implement a research project/ study
- CO4) This course encourages the students to take up higher education leading to doctoral studies

Module-1	Introduction to Research Methods in Social Sciences	1 Credits (15 Hours)
	<ul style="list-style-type: none"> 1.1 Meaning, Objective and of Criteria of Good Research 1.2 Social Science research: Nature, importance, limitations and difficulties 1.3 Deductive Method, Inductive Method 1.4 Research Design: Meaning, objective and types 1.5 Review of Literature: meaning, significance and precautions 1.6 Research Problem: meaning, need and formulation 1.7 Research Process 	
Module-2	Collection of data and Analysis of Data	1 Credits (15 Hours)
	<ul style="list-style-type: none"> 2.1 Sources of data – Primary Data And secondary data 2.2 Questionnaire, Interview , Schedule and Observation 2.3 Types of Sampling Techniques 2.4 Analysis of Data- Classification, Tabulation and Graphical 2.5 Interpretation-meaning, significance and precautions 2.6 Mean, Medium and Mode 	
Module-3	Computer, Software and Internet in Social Research	1 Credits (15 Hours)

- 3.1 Use of Computer in social research
- 3.2 Use of selected software in Social Research
- 3.3 Introduction to Statistical Package for Social Sciences (SPSS)
- 3.4 Use of Internet and e-journals
- 3.5 Testing hypothesis: meaning, need and types
- 3.6 Plagiarism: meaning, significance, methods and precautions

Module-4

Research Report Writing

**1 Credits
(15 Hours)**

- 4.1 Meaning and Features of an ideal research report
- 4.2 Objective and Significant of report writing
- 4.3 Steps in research report writing
- 4.4 Layout/structure/components of the Research Report
- 4.5 Types of Reports
- 4.6 Precautions in research report writing

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Research Project' Sage Publications

Semester-II

Sr. No.	Course/ Subject Type	Title and Code of Course/Subject	Subject Code	Credit	Marks	Internal	External
	Major Core-1	Study of Ideas and Institutions in Medieval India	HISMJC-201	4	100	40	60
	Major Core-2	Practice of History	HISMJC-202	4	100	40	60
	Major Core-3	Socio-Economic History of the Marathas	HISMJC-203	4	100	40	60
	Major Core-4	Interdisciplinary Approach to Social Sciences with reference to concept of Swarajya –Part-2	HISMJC-204	2	50	20	30
	Major Electives (Any One)	History of Dalit Movement in 20 th century in India OR History of China (1936-1990)	HISMJE-201 HISMJE-202	4	100	40	60
	OJT/Field Project	Internship (Regular)	HISINT-201	4	100	40	60
		Total		22	550	220	330

M.A. FIRST YEAR

M.A.HISTORY SECOND SEMESTER -2024

Major Core-1

HISMJC-201- Study of Ideas and Institutions in Medieval India

Objectives - The paper aims to provide a conceptual understanding of the Indian intellectual heritage. The paper tries to emphasize the ideological aspects of the past in an unconventional manner wherein chronological accounts are not articulated elaborately.

Course Outline

Module-1: Sources for Medieval India **1Credits (15 hours)**

- a. Persian
- b. Regional Languages
- c. Foreign – Travellers' Accounts and Factory Records

Module-2: Formation and Nature of the Medieval State - **1Credits (15 hours)**

- a. State Formation: Sultanate, Chola, Vijayanagara, Mughal, Maratha
- b. Nature of Medieval State: Medieval Theories and Modern Theory.
- c. Administrative System
 - a. Mughal State – Mansabdari System
 - b. Maratha State – Watandari and Saranjam System

Module-3: Society in Medieval India **1Credits (15 hours)**

- a. Social Stratification and Social Mobility
- b. Bhakti Movement and Sufism
- c. Indo-Islamic Architecture
- d. Towards Composite Culture

Module-4 : Medieval Economy **1Credits (15 hours)**

- a. Agrarian
- b. Industries and Trade
- c. Banking

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Major Core-2

HISMJC-202-Practice of History

Objectives - This paper aims to provide the students with basic information regarding the methodological aspects related to the discipline of history. It also aims to provide them with the theoretical background of the ideological base of the subject.

Course Outline

Module-1: Research Methodology 1Credits (15 hours)

- a. Meaning of historical research
- b. Sources – Primary and Secondary
- c. Types of Sources - 1) Archaeological 2) Epigraphical 3) Numismatic
4) Literary 5) Archival 6) Oral

Module-2: Stages in Historical Research and Recent approaches 1Credits (15 hours)

- a. Internal and External Criticism
- b. Recent approaches-Structuralist and Post-Structuralist
- c. Post-Modern

Module-3: Schools of Indian Historiography 1Credits (15 hours)

- a. Imperialist
- b. Nationalist
- c. Marxist
- d. Subaltern
- e. Regional, Local

Unit 4: Recent Tools of Historical Analysis 1Credits (15 hours)

- a. Caste and Class
- b. Gender
- c. Myth, Legend and Folklore
- d. Memory
- e. Writing a Research Article/Dissertation

References:

1. Avineri S, Social and Political Thought of Karl Marx, Cambridge, 1968
2. B. Shaikh Ali, History: Theory and Method, Madras, 1972
3. Barnes, H. E., History of Historical Writing, Dover, New York, 1963
4. Barry Peter, Beginning Theory, An Introduction to Literary and Cultural Theory, Manchester University Press, New York, 1995.
5. Carr E. H., What Is History? Penguin Books, Harmondsworth, 1971.
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Major Core-3

HISMJC-203- Socio-Economic History of the Marathas

Objectives - The paper aims to equip the student with the knowledge of administrative, social and economic history of the Marathas. It is not expected that the students relearn the political history but they should study the regional history from a different perspective.

Course Outline

Module-1: Village Community **1Credits (15 hours)**

- a. Residents of the Village
- b. Balutedari System

Module-2 :Social Structure **1Credits (15 hours)**

- a. Varna
- b. Caste
- c. Communities
- d. Tribes
- a. System of Education- Primary Education and Higher Education

Module-3: Agrarian System **1Credits (15 hours)**

- a. Land Tenure
- b. Types of Land, Principles of Land Assessment
- c. Methods of Land Revenue Collection

Module-4: Trade, Industry and Urbanization **1Credits (15 hours)**

- a. Trade and Commerce
- b. Industry
- c. Nature of Urbanization
- d. Currency and Banking
- e. System of Banking

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1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
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Major Core-4

HISMJC-204-Interdisciplinary Approach to Social Sciences with reference to concept of Swarajya –Part-2

Module-1 -Interdisciplinary Approach with special reference to Swarajya

1Credits (15 hours)

- a. Concept of Swarajya put by Lokmanya Tilak
- b. Four-fold programme of Lokmanya Tilak
- c. Swarajya and Nationalism

Module-2-Contemporary Relevance of Swarajya concept in Independent India

1Credits (15 hours)

- | | |
|-------------------|-----------------|
| a.) Social | e.) Educational |
| b.) Economic | f.)Cultural |
| c.) Political | g.)Legal |
| d.) Philosophical | h.) Media |

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1. Athalye, D V, *Life of Lokmanya Tilak*, Annasaheb Chiploonkar, Poona, 1921.
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Major Electives paper -1

HISMJE-201--History of Dalit Movement in 20th Century India

Objectives - The paper aims to introduce the student with contemporary social reality from caste perspective. A review of developments in Dalit is expected to make student realize the necessity of social cohesion.

Course Outline

Module-1: Dr. B. R. Ambedkar's efforts **1Credits (15 hours)**

- a. His views on Indian Society
- b. Chavdar Tank Satyagraha at Mahad
- c. Kala Ram temple entry Satyagraha at Nasik
- d. Schedule Castes Federation
- e. Mass Conversion to Buddhism

Module-2: Other Anti-Caste Movements in India **1Credits (15 hours)**

- a. South India
- b. North India
- c. Contribution of Harijan Sevak Sangh

Module-3: Constitutional Developments **1Credits (15 hours)**

- a. Southborough Commission
- b. Round Table Conference
- c. Communal Award and Poona Pact
- d. The constitutional Provisions and Reservation Policy

Module-4: Political Movement in Post Independence Period **1Credits (15 hours)**

- a. Republican Party of India
- b. Dalit Panther
- c. Dravida Munnetra Kazhagam (DMK)
- d. Bahujan Samaj Party
- e. Globalisation and Dalits

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Manor Elective Paper – 2

HISMJE-202-History of China (1936–1990)

Objectives - The paper aims to provide the student with a detailed knowledge of modern Chinese history. It is aimed that the student should get an international perspective as he studies the history of the Asian region.

Course Outline

- Module-1: China and World War II** **1Credits (15 hours)**
- a. Japanese Aggression and the United Front
 - b. China and the Western Powers
- Module-2: Peoples' Republic of China** **1Credits (15 hours)**
- a. Civil War and Triumph of Communists
 - b. Reconstruction Programme - Agriculture and Industry
 - c. Cultural Revolution
- Module-3: Foreign Policy** **1Credits (15 hours)**
- a. U.S.S.R.
 - b. U.S.A.
 - c. Asia
 - d. India
- Module-4: China's New Order** **1Credits (15 hours)**
- a. Free Market Economy and Globalisation
 - b. Pro-Democracy Demonstrations – Tiananmen Square Incident

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Semester-II

Sr. No	Course Type	Course Title	Course Code	Credit	Total Marks	Internal Marks	External Marks
6	OJT	Internship	HISINT-201	4	100	40	60

Course Outcome

- CO1) This course will help the students to understand the work culture and work process in the organization
- CO2) This course enables the students to learn the new skill and practice, which shall be helpful to broaden the academic sphere
- CO3) This course shall be helpful to students to learn the professional ethics, work culture, time management, accountability, work visualization etc.

General Structure of Internship/On-Job Training (OJT)

In accordance with the NEP-2020, the UGC framed a new student-centric “Curriculum and Credit Framework” incorporating a flexible choice-based credit system, multiple entry and exit options, and a multidisciplinary approach. An internship is gaining first-hand experience by an individual besides comprehending the way of working in an organisation, leading to improve the skill aptitude for a specific job or job role and building research capabilities with learning opportunities. Internships should be such organized that benefits the research intern as well as the internship providing organization. In an internship course students require to participate in a work experience or professional activity, or cooperative education activity with an entity external to the education institution, under the supervision of an expert from the given external entity. A prime aspect of the internship/research internship is induction into actual work situations. Internships includes working with government or private organizations, higher education institutions, universities, research and development labs/research organisations/non-government organisations, museums, archives, historical institutions, libraries , Tourist centres, Heritage organisations ,enterprises, centres involved in research, innovativeness and entrepreneurship, business organizations local industry, artists, craftspeople, and similar other entities for providing opportunities to students for active engagement in on-site experiential learning.

Output of On-Job Training (OJT)

- i) OJT experienced personnel will perform their tasks and the trainee/student will observe it to learn job-relevant skills and abilities.
- ii) OJT enhances accountability for both trainers and trainees.

For the Details of internship student can access the UGC link given below-

https://www.ugc.gov.in/pdfnews/0063650_Draft-Guidelines-for-Internship-and-Research-Internship-for-Under-Graduate-Students.pdf

As per NEP-2020 Guidelines, An enrolled student is expected to complete on-job-training or internship in the any one of the following area-

1. Archives
2. Museums
3. Academic research centers
4. Heritage manager organizations
5. Historic buildings inspector/conservation officer
6. Museum education offices
7. Gallery Curator
8. Museum/gallery exhibitions officers
9. Historical institutions
10. Journalism centers
11. Corporate Institutes
12. Non-Governmental Organizations
13. Educational Institutes
14. Research Institutes
15. Libraries
16. Any other Legal Entity, which is rendering its service in the field of education, research, tourist, journalist, media, editor, translator and documentation specialist etc.

Evaluation Method:

Part A	Physical Completion of Internship and Submission Certificate	60 Marks
Part B	Viva-Voce/Presentation/Final Report on the Internship	40 Marks

Part A- Physical Completion of Internship and Submission Certificate (60 Marks)

After the Completion of the on-job-training or internship, Student has to submit Internship Completion Letter issued by the Agency/Institute/Organization/Firm duly signed and sealed by the appropriate authority

Part B- Viva-Voce/Presentation/Report on the Internship (40 Marks)

- i) A student shall give Viva Voce/Presentation of internship process/experience through offline or online mode
OR
- ii) A Student shall submit Final Report on Internship experience and outcome in 2000-2500 words.