



TILAK MAHARASHTRA VIDYAPEETH

Declared as Deemed to be University Under Section 3 of UGC Act 1956
Reaccredited by NAAC with 'B++' Grade
ISO 21001 : 2018 Certified



NEHRU INSTITUTE OF SOCIAL SCIENCES

STRUCTURE AND SYLLABUS

Credit Framework for the Two Years Master Degree Programme

Master of Arts (M.A.) in History

Part –I / Semester-I and II

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

As Per the Government of Maharashtra Guidelines/Resolutions

With Effective from Academic Year 2025-2026



M.A. History Programme Outcome

Programme Outcome (PO)

- **PO1.**It provides basic knowledge of History and improves the understanding of applied history.
- **PO2.**Students gets the various theories of History and it helps the students to do research in a broader view.
- **PO3.** Promote the teaching and research knowledge among the students.
- **PO4.**To enables students to critically assess issues of citizenship and nationalism through a holistic perspective.
- **PO5.**To develop a skill set applicable to a variety of careers, including teaching, curatorial work, archival management, journalism, and historical consulting.
- **PO6.**To enables the student to comprehend contemporary issues and phenomenon through various disciplinary lens.
- **PO7.**To encourages students to visualize the unity of knowledge.
- **PO8.**Students is able to critically assess cultural practices, traditions, and perspectives that promote gender discrimination and transform them into egalitarian spaces.
- **PO9.**Rising the interest and confidence among students to take up higher education leading to doctoral studies.
- **PO10.**To provides knowledge about emerging research avenues in the context of social sciences.
- **PO11.**It focuses on developing advanced research, analytical, and communication skills through the study of historical events and their interpretations.



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Program Specific Outcome (PSO)

- **PSO 1.**Employability in the field of government and non-government sector.
- **PSO2.**This programme encouraging students to do research in interdisciplinary perspective.
- **PSO3.**It promoting students to learn history in a wider view and update himself to modern world.
- **PSO4.**Apply historical methods to critically evaluate primary and secondary sources. This includes recognizing the origins, biases, and contexts of historical evidence.
- **PSO5.**Present research findings in professional settings, such as conferences or academic journals, and engage in scholarly debate.
- **PSO6.**Recognize and appreciate diversity in human experiences, understanding how factors like race, gender, class, and ethnicity have shaped history and are reflected in historical narratives.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES (N.I.S.S)

NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1st year	
SEMESTER	First semester	
NAME OF COURSE	Study of Ideas and Institutions in Ancient India	
COURSE CODE	HISMJC-101	
PAPER NO	1	
MARKING SCHEME	End-Semester (EXT):60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :4	Practical :NIL
TEACHING HOURS	Theory: 60 Hours	Practical: NIL

COURSE OBJECTIVES:

1. Understand a conceptual understanding of the Indian intellectual heritage.
2. To gain knowledge of ideological aspects of the past in an uncongenial manner where in chronological accounts are not articulated elaborately.
3. To Understand about ideas and institution in ancient India.
4. Illuminate the conceptual frameworks—dharma, artha, karma, moksha—that underpinned ancient Indian worldviews.
5. Analyze the formation and transformation of key institutions such as kingship, varna-jati systems, monastic orders, and educational centers.

COURSE OUTCOME:

1. Analyze key ideas such as dharma, artha, karma, moksha, and their evolution across Vedic, Upanishadic, Buddhist, and Jain traditions.
2. Evaluate the formation and transformation of institutions like kingship, sabhas and samitis, varna-jati systems, and guilds (śreṇis).
3. Critically read and contextualize sources such as the Vedas, Dharmashastras, epics, Buddhist Tripiṭaka, Jain Agamas, and inscriptions.



4. Explore the institutionalization of religious orders—Buddhist sanghas, Jain ganas, and Brahmanical schools.

5. Study the evolution of learning centers such as Takshashila, Nalanda, and Ujjain, and their curricular frameworks.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1- Sources for Ancient India a. Archaeological b. Literary c. Epigraphical d. Numismatic e. Foreign Accounts	15 hours	1 credit	-	10 Marks	15
2	Unit 2: Political and Administrative Ideas and Institutions: a. Janapadas, Mahajanapadas b. From Mahajanapadas to Maurya c. Kingship, Sabha, Samiti and Council of Ministers d. Saptanga Theory	15 hours	1 credit	-	10	15
3	Unit 3: Ideas and Institutions: Social: a. Formation of Indian Society: Kin, Varna, Jati b. Emergence of Caste-based Society, Subordination and Marginalization c. Social Protest: Jainism, Buddhism	15 hours	1 credit	-	10	15
4	Unit 4: Economy: From Pre-historic to Gupta	15 hours	1 credit	-	10	15



	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					
Total Hours	60 hours		4 credit	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: NIL

List of Reference Books:

1. Alavi Seema (ed.), The 18th Century in India, OUP, New Delhi, 2002.
2. Basham A. L. (ed.), Cultural History of India, OUP, New Delhi, 1975.
3. Basham A. L., Wonder That Was India, Rupa, Mumbai, 1971.
4. Bhandarkar D. R., Some Aspects of Ancient Hindu Polity, Eastern book House, Patna, 1988.
5. Chattopadhyay B. D., (ed.) Essays in Ancient Indian Economic History, MunshiramManoharlal, New Delhi, 1987.
6. Jha D. N., History of Ancient India, Manohar, New Delhi, 1998.
7. Karashima N., Towards a New Formation: South Indian Society Under Vijaynagar Rule, OUP, Delhi, 1992.
8. Kulke Hermann (ed.), State in India : 1000 to 1700 A. D., OUP, Delhi, 1995.
9. Marshall P. F., 18th century in India : Revolution or Evolution, New Delhi, 2003.
10. Nizami K. A., Some Aspects of Religion and Politics in India during Thirteenth Century, OUP, New Delhi, 2001.
11. Rizvi S.A.A., The Wonder That Was India Vol.II, Foundation Books, New Delhi 1993.
12. Sastri K. A. Nilkantha, The Cholas, University of Madras, 2002.
13. Sharma R. S., Light on early Indian Society and Economy, Manaktalas, Mumbai, 1966.
14. Shrimali K. M. (ed.), Essays in Indian Art, Religion and Society, MunshiramManoharlal, New Delhi, 1959.
15. Sharma R. S., Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarasidas, New Delhi, 1959.
16. Stein Burton, Peasant, state and Society in Medieval South India, OUP, New Delhi, 1980.
17. Thapar Romila, History and Beyond, OUP, New Delhi, 2000.
18. Thapar Romila, History of India: From earliest Times to A.D.1300, Penguin, New Delhi, 2000.
19. Veluthat Keshavan, Political Structure of Early Medieval South India, Orient Longman, New Delhi, 1993.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	First year	
NAME OF COURSE	Theory of History	
COURSE CODE	HISMJC-102	
PAPER NO	2	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :60	Practical : NIL
TEACHING HOURS	Theory: :60	Practical: NIL

COURSE OBJECTIVES:

1. To gain the knowledge of basic theories of history.
2. To understand information regarding the methodological aspects related to the disciplines of history.
3. To achieve the theoretical background of the ideological base of the research methodology.
4. Understand the evolution of historical thought across traditions and schools.
5. Analyze key debates on objectivity, interpretation, and the nature of historical truth.
6. Reflect on the relationship between history and memory, ideology, power, and identity.
7. Apply theoretical frameworks to evaluate historical writing and practice.

COURSE OUTCOME:

1. Define history as a discipline and distinguish it from myth, memory, and chronicle.
2. Examine classical traditions (Greek, Roman, Chinese, Indian) and their approaches to recording history.
3. Assess the role of sources, evidence, and interpretation in constructing historical knowledge.
4. Analyze how history is used to construct national, cultural, and ideological identities.



5. Understand interdisciplinary connections with philosophy, literature, anthropology, and sociology.
6. Formulate coherent arguments about historical theory and practice.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit -1-Meaning and Scope of History : a. Definition b. Nature c. Function d. Interaction with other branches of Knowledge Humanities and Social Sciences	15 hours	Theory	-	10	15
2	Unit-2-Theory of History: Ancient Period a. Greco – Roman b. Ancient Indian c. Chinese	15 hours	Theory	--	10	15
3	Unit: 3-Theory of History: Medieval Period a. Church b. Arabic and Persian c. Medieval Indian	15 hours	Theory	---	10	15
4	Unit-4-Theory of History: Modern Period a. Rationalist b. Romanticist c. Idealist d. Scientific – Ranke e. Positivist f. Marxist g. Annals	15 hours	Theory	---	10	15
Total Hours		60 Hours			40	60



LIST OF PRACTICAL TOPICS PER UNIT: NIL

List of Reference Books:

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.
6. Collingwood R. G., The Idea of History, Oxford University Press, New York, 1976.
7. Elton G. R., Practice of History, London, OUP.
8. Grewal J. S., History and Historians of Medieval India, Guru Nanak University, Amritsar.
9. David Cannadine – What is History Now?, Palgrave Macmillan, Basingstoke, 2002
10. Langlois and Seignobos, Introduction to the study of History, Barnes and Noble Inc. And Frank Cass and Co., New York, 1966.
11. Lemon, M. C., Philosophy of History: A Guide for Students, Routledge, New York, 2000.
12. Majumdar, R. C., Historiography in Modern India, Mumbai, 1970.
13. Patrick Gardiner (ed.), Theories of History, Collier Macmillan Ltd., London, 1959.
14. Phillips, C. H. (ed.), Historians of India, Pakistan and Ceylon, New York, 1961.
15. Evans Richard, In Defence of History, London, 1997.
16. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
17. Sen, S. P., (ed.), Histories and Historiography in Modern India, Calcutta, 1973.
18. Subramanian H., Historiography, Madurai, 1978.
19. Tikekar, S. R., On Historiography, Mumbai, 1964.
20. Wilkinson & Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002



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NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1st year	
SEMESTER	First Semester	
NAME OF COURSE	Administrative History of the Marathas	
COURSE CODE	HISMJC-103	
PAPER NO	3	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical :NIL
TEACHING HOURS	Theory: 60 Hours	Practical: NIL

COURSE OBJECTIVES:

1. To gain the knowledge of administrative history of the Marathas.
2. To understand the regional history from a different perspective.
3. Understand the knowledge of income and expenditure of Marathas.
4. Examine the foundational principles and practices of Maratha administration.
5. Analyze the interplay between central authority and regional autonomy.
6. Understand the socio-political and economic contexts that shaped Maratha governance.

COURSE OUTCOME:

1. Trace the rise of the Maratha polity under Shivaji and its expansion under the Peshwas.
2. Examine the structure and functions of the Ashta Pradhan, Peshwa system, and regional governance mechanisms.
3. Analyze the composition, recruitment, and logistics of the Maratha army.



4. Understand the dynamics of decentralization and regional autonomy within the Maratha confederacy.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit : 1-Sources a. Literary b. Archival c. Foreign d. Miscellaneous	15	Theory	-	10	15
2	Unit : 2-Maratha State a. Formation of the Maratha State b. Nature of 17 th & 18 th Century Maratha State c. Administrative Institutions d. Central – Kingship, Ashta Pradhan Mandal e. Provincial f. Local	15	Theory	-	10	15
3	Unit-3-Fiscal Administration and Judicial Administration 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	15	Theory	-	10	15



4	Unit -4-Military Administration a. Infantry b. Cavalry c. Navy d. Forts	15	Theory	-	10	15
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: NIL

List of Reference Books:

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 Medieval Indian Ideas and Institutions, 2nd ed., Pune, 1981.
3. Chitnis K.N., Glimpses of Maratha Socio-Economic History, Atlanta Publishers, New Delhi, 1994.
4. Choksey, R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai 1955.
5. Desai S.V., Social Life in Maharashtra under the Peshwas, Popular Prakashan, Bombay, 1962.
6. Fukazawa, Hiroshi, The Medieval Deccan - Peasant Social Systems and States - Sixteenth to Eighteenth Centuries, Oxford University Press, Delhi, 1991.
7. Kotani, Hiroyuki, Western India in Historical Transition – Seventeenth to Early Twentieth Century, Manohar, New Delhi, 2002.
8. Kotani, Hiroyuki, A Forgotten Literature, Popular Prakashan, Mumbai. 1994.
9. Kale, D.V., Social Life and Manners in Bombay Maharashtra (1750-1800), Bombay, 1927.
10. Kulkarni A.R and Khare G.H. (ed.), MarathyanchaItihas, Vol. I & II (Marathi), Continental Prakashan, Pune, 1984 & 1985.
11. Kulkarni A.R, Maharashtra in the Age of Shivaji (A Study in Economic History), Pune, 1969. (2nd Revised ed.2000)
12. Kulkarni A.R, Maharashtra: Society and Culture, Books & Books, New Delhi, 2000.
13. Mahajan, T.T., Industry, Trade and Commerce during the Peshwa Period, Jaipur, 1980.
14. Patwardhan, R.P. and Rawlinson H.G.(eds.), Source Book of Maratha History, K.P. Bagchi & Co., Calcutta, 1978, (first Published 1928)
15. Ranade, M.G., The Rise of Maratha Power, The Publication Division, 1961.
16. Sardesai, G.S., Main Currents of Maratha History, Dhavale, Bombay, 1923.
17. Sardesai G. S., New History of the Marathas, Vol. I, II, III, Phoenix, Bombay, 1946.
18. Sarkar, J.N., Shivaji and His Times, 6th ed., Calcutta, 1978.
19. Sen, S.N., Administrative System of the Marathas, Calcutta University, 1925.
20. Sen S.P.,(ed.), Sources of the History of India, Institute of Historical Studies, Calcutta, 1988.
21. Stewart, Gordon, Marathas and State Formation in Eighteenth Century India, Oxford University Press, Delhi, 1994.
22. Divekar, V.D., Socio-Economic Sources of the Maratha Period, Pune. 1981.



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23. Eaton, Richard., Sufis of Biiapur, Princeton, 1978.
24. Elliot and Dowson, (eds.), The History of India as told by its own Historians, Vol. VI & VII, London, 1977.
25. Gokhale, B.G., Poona in the Eighteenth Century. An Urban Study, Oxford University Press, 1987.
26. Joshi, V.V., The Clash of Three Empires: A Study of British Conquests of India with Special reference to the Marathas, Kitabistan; Allahabad, 1941.
27. Majumdar, R.C. and Dighe, V.G.(eds.), The History and Culture of the Indian People, Vol. VII, The Maratha Supremacy, Bharatiya Vidya Bhavan, Bombay, 1977
28. Apte B. K., Pissurlencar P. S. (eds), Chhatrapati Shivaji Coronation Tercentenary Commemoration Volume, University of Bombay, 1974-75.
29. Wink, Andre., Land and Sovereignty in India - Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman; Bombay, 1986.



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NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	First year	
NAME OF COURSE	History of Dalit Movement in 19 th Century India	
COURSE CODE	HISMJE-101	
PAPER NO	4	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical : NIL
TEACHING HOURS	Theory: 60 hours	Practical: NIL

COURSE OBJECTIVES:

1. A review of developments in Dalit is expected to make student realize the necessity of social cohesion.
2. To encourage students to democracy and equality in the society.
3. To understand not to practice discrimination on the basis of caste, class and sex.
4. Analyze the early expressions of Dalit identity, agency, and collective mobilization.
5. Explore the role of education, print culture, and religious reform in shaping Dalit movements.

COURSE OUTCOME:

1. Analyze the socio-economic and political structures that sustained caste hierarchies in 19th-century India.
2. Explore the role of community leaders, poets, and educators in shaping collective resistance.
3. Compare nationalist, Marxist, and subaltern approaches to the study of Dalit history.
4. Utilize tools from sociology, anthropology, and cultural studies to deepen historical analysis.



COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit :1-Background a. Concepts: Caste, Untouchability, Dalit and Dalit Consciousness b. Historiography of the Dalit Movement	15 hours	Theory	-	10	15
2	Unit -2-Origins of Caste System c. Varna and caste system d. merits and demerits of caste system	15 hours	Theory	-	10	15
3	Unit-3-Dalit Issues and Reform a. Missionary activities b. British Policies c. Socio-Religious Reform Movement	15 hours	Theory	-	10	15
4	Unit -4: Early Efforts for Emancipation a. Mahatma Jyotiba Phule b. Vitthal Ramji Shinde c. Rajarshi Shahu Maharaj d. Gopal Baba Walangkar e. Shivram Janba Kamble	15 hours	Theory	-	10	15
Total Hours		60 Hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. Ahir D. C., Dr. Ambedkar's Pilgrimage to Buddhism, B. R. Publishing, 1994
2. Aloysius G. (Ed), No Freedom with caste: the Menace of Hindu Imperialism, Media House, Delhi, 2004



3. Aloysius G. (Ed), Religion of the Modern Buddhist (Lakshi Narasu), Wordsmith, Delhi, 2002
4. Aloysius G., Religion as emancipator Identity : A Buddhist Movement among the Tamils under Colonialism, New Age International Publishers, 1998
5. Aloysius G., Nationalism without a nation in India, OUP, New Delhi, 1998.
6. Ambedkar B. R., Annihilation of Caste System, (1st ed. 1936), Thacker and Company, Bombay 1946.
7. Ambedkar B. R., Caste in India, Thacker and CO., Bombay, 1916.
8. Ambedkar B. R., Communal Deadlock, A Way to Solve it, Bhim Patrika Publications, Jullundur (n.d.), First Pub. In 1945
9. Ambedkar B. R., Emancipation of the Untouchables, Thacker & Co., 1972
10. Ambedkar B. R., Federation versus Freedom, Thacker & Co., Bombay 1939.
11. Ambedkar B. R., Maharashtra as a Linguistic State, Thacker & Co., Bombay, 1948
12. Ambedkar B. R., Rise and Fall of Hindu Women, Thacker & Co., Bombay 1951
13. Ambedkar B. R., Mr Gandhi and the Emancipation of Untouchables, Thacker and Co Ltd., Bombay, 1943.
14. Ambedkar B. R. ,The Untouchables: who were they and How they became Untouchables?, Amrut Book Company, Delhi 1948
15. Ambedkar Savita B., Dr. AmbedkaranchyaSahwasat, Dr. Babasaheb Ambedkar Foundation, Mumbai 1990
16. Bailey F. G., Caste and Economic Frontier, Manchester University Press, London, 1957.
17. Bailey L. R. Public Services: Why Reservations?., Bheem Patrika Jullundur, 1979.
18. Beteille Andre, Caste, Class and Power, Oxford University Press, Bombay, 1969
19. Beteille Andre, The Backward Classes and the New Social Order, Oxford University Press, Bombay, 1969
20. Bhattacharya S. C., Some Aspects of Indian Society, Firma KLM, Calcutta, 1978
21. Bhattacharjee A (ed.) Social Justice & the Constitution, Indian Institute of Advanced Study, Shimla, 1997.
22. Bose N. K., The Structure of Hindu Society, Orient Longman Ltd., New Delhi 1975.
23. Dumont Louis, Homo-Hierarchicus:The Caste System and its Implications, Vikas, Delhi 1974
24. Dwarkin Ronald, Taking Rights Seriously, Harvard University Press, 1977
25. Dwarkin Ronald, What is Equality? Philosophy and Public Affairs, 1981
26. Fiske, Adele M., The Understanding of 'Religion' and 'Buddhism' among India's New Buddhist's in Ambedkar and Neo Buddhist Movement, Madras, 1972
27. Ganver Ratnakar, Non Brahmin Movement in Maharashtra, Segment Book Distributors, New Delhi, 1989
28. Gautam Munshilal, Dr. B. R. Ambedkar on National Unity and Integration, Sidhiratha G. S. & S. S. Samiti Alillgarh, 1991
29. Gautama Q. L., Dr. Babasaheb Ambedkar and Brahminism, B. R. Pub., Delhi 2002
30. Gavai R. S., The Caste war over Reservation: A Case before the People's Bari, Maharashtra State Republican Party, Bombay, 1981



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NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	First Semester	
NAME OF COURSE	History of China (1839–1935)	
COURSE CODE	HISMJE-102	
PAPER NO	4 (Elective)	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 Hours	Practical: Nil

COURSE OBJECTIVES:

1. To gain the knowledge of an international perspective of the Asian region.
2. Provide an opportunity to the student with a detailed knowledge of modern Chinese history.
3. To understand the knowledge of various Chinese historical issues.
4. Examine the impact of the Opium Wars, the fall of the Qing dynasty, the rise of nationalism, and the complex interplay between tradition and modernity.

COURSE OUTCOME:

1. Examine the causes and consequences of the Opium Wars and unequal treaties.
2. Understand the role of imperialism in shaping China's political and economic landscape.
3. Analyze the rise of the Republic of China and competing visions of national renewal.
4. Explore the role of literature, education, and youth activism in shaping modern Chinese identity.



COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit-1-China in the 19th Century 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	15	Theory	-	10	15
2	Unit -2- Revolution of 1911 a. Rise of Nationalism. b. Sun Yat Sen's Philosophy c. Nature of Revolution of 1911.	15	Theory	-	10	15
3	Unit-3- Kuo Min Tang Era a. K.M.T. under Chiang-Kai-Shek b. Foreign Policy	15	Theory	-	10	15
4	Unit-4-Rise and Growth of Communism a. Impact of Russian Revolution on China b. May 4 th Movement c. Formation of Chinese Communist Party d. C.C.P-K.M.T Conflict - Long March	15	Theory	-	10	15
Total Hours		60 Hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT:Nil

List of Reference Books:

1. A Doak Barnett, Communist China in Perspective, A. Praeger Pub., New York 1961.
2. An outline History of China - China knowledge series, Foreign Language Press ,Peking , 1958.
3. B. R. Chatterji, Modern China: A Short History, Meenakshi Prakashan, Meerut, 1969.
4. Barnett, A.D., Communist China and Asia Challenge to American Policy, Harper and Row, New York, 1960.



5. Beckmann, G. M., The Modernisation of China and Japan, Harper and Row, New York, 1962.
6. Belden Jack, China Shakes the World, Harper, New York, 1949.
7. Benewick & others; China in the 1990's, Macmillan, Houndmills, 1995.
8. Brescheider & others, Eastern Asia-Medieval Researches China-History; Central Asia – History-13th-17th century; Western Asia-History 13th-17th century, Routledge, 1888, London, 2000.
9. Fitzgerald C.P., China A Short Cultural History, The Cresset Press, London, 1954.
10. C. P. Fitzgerald, The Birth of Communist China, Penguin Books 1960.
11. Chalmers A. Johnson, Peasant Nationalism and Communist Power: The Emergence of Communist China, 1937-45, Stanford University Press, 1962.
12. Cheng Chu-Yuan, Communist China's Economy 1949-1962 Structural Changes and Crisis, New Jersey, Seton Hall University press, 1963.
13. Clubb O.E., Twentieth Century China, Columbia University Press, New York, 1964.
14. Dick Wilson, A quarter of Mankind: An Anatomy of China Today Penguin Books 1966.
15. Dietrich & others, People's China: A Brief History, Oxford University Press, New York, 1998.
16. Domes & others, China-Political History-1949 Chinese Politics After Mao, University College Cardiff Press Cardiff, 1979.
17. Franz Schurman & Orville Scheu, China Realings Imperial China 1. Penguin Books 1967.
18. Franz Schurman & Orville Schell, Republican China, Penguin Books 1967.
19. Harold C.Hinton, China's Turbulent Quest: China's Foreign Relations Since 1945, Indiana University Press, 1973
20. Harrison, S., The Story of Long March-The Untold Story, London, 1985.
21. Hensman, G.R., Sun Yat Sen, London 1971.
22. Hsu & others; China-History: Rise of Modern China, Oxford University Press New York 1995.
23. Jan Myrdal & Gun Kessle, China Revolution Continued, Penguin Books, 1970.
24. Jean –Pieere Brule, China comes of Age , Penguin Books 1971.
25. Joseph Barnes, Empire in the East, Kegapaul London 1934.
26. Latorette, The Chinese their History and Culture –Fourth Edition Revised –Macmillan Company New York, 1964.
27. Roy M. N., Revolution and Counter Revolution in China, Calcutta, 1966.
28. Gupte R.S., History of Modern China, Sterling Publishers Pvt. Ltd, Bangalore 1981.
29. Robert .S. Elegant, The center of the World Communist & the mind of China, A.H.Weeler & Co(p) Ltd, Elgin Road 1964.
30. Schwartz Benjamin, Chinese Communism and the Rise of Mao, Harvard University Press, Cambridge, 1964.
31. Selected Works of Mao Tse –Tung(Peking : Foreign Languages Press, vol.1-4, 1975; vol. 5, 1977.)
32. Han Scyin, Wind in the Tower Mao Tse Tung and the Chinese Revolution 1949-1976.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	First semester	
NAME OF COURSE	Research Methodology	
COURSE CODE	HISRM-101	
PAPER NO	5	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 Hours	Practical: Nil

COURSE OBJECTIVES:

1. Develop a nuanced understanding of research paradigms and methodological choices.
2. Critically evaluate sources, evidence, and scholarly arguments.
3. Apply appropriate tools and techniques for data collection and analysis.
4. Reflect on the ethical dimensions of research, including consent, and representation.
5. Communicate research outcomes effectively through academic writing and presentation.

COURSE OUTCOME:

1. This course is helpful to understand the background of research and enables the students to prepare proposals for the research and conduct research projects.
2. Enable the students to connect theory with practice and Open up for the students the universe of knowledge generation through research.



3. This course will help the learners/students conduct and implement a research project/ study
4. This course encourages the students to take up higher education leading to doctoral studies

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit- 1: Introduction a. Meaning, Objective and of Criteria of Good Research b. Social Science research: Nature, importance, limitations and difficulties c. Deductive Method, Inductive Method d. Research Design: Meaning, objective and types e. Review of Literature: meaning, significance and precautions f. Research Problem: meaning, need and formulation g. Research Process	15	Theory	Nil	10	15
2	Unit -2:Collection of data and Analysis of Data a. Sources of data – Primary Data And secondary data b. Questionnaire, Interview, Schedule and observation c. Types of Sampling Techniques d. Analysis of Data- Classification, Tabulation and Graphical e. Interpretation-meaning, significance and precautions f. Mean, Medium and Mode	15	Theory	Nil	10	15



3	Unit-3: Computer, Software and Internet in Social Research a. Use of Computer in social research b. Use of selected software in Social Research c. Introduction to Statistical Package for Social Sciences (SPSS) d. Use of Internet and e-journals e. Testing hypothesis: meaning, need and types f. Plagiarism: meaning, significance, methods and precautions	15	Theory	Nil	10	15
4	Unit-4: Report Writing a. Meaning and Features of an ideal research report b. Objective and Significant of report writing c. Steps in research report writing d. Layout/structure/components of the Research Report e. Types of Reports f. Precautions in research report writing	15	Theory	Nil	10	15
Total Hours		60 Hours	Theory	Nil	40	60

LIST OF PRACTICAL TOPICS PER UNIT: NIL

List of Reference Books:

1. Good William and Hatt Paul (1987), Methods in Social Research, Mc Graw Hill, London
2. Lal Das (2000), Practice of Social Research, Rawat Publication, Jaipur
3. Ghosh B.N. (1982) Scientific Methods & Social Research, Sterling Publishers Pvt. Ltd., New Delhi
4. Wilkinson and Bhandarkar (2002), Methodology and Techniques of Social Research, HPH



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5. Bhandarkar P.L. (1999), Samajik Sanshodhan Paddhati, Maharashtra Granthanirmiti Mandal, Aurangabad
6. Aaglave Pradeep (2000), Sanshodhan Paddhatishastravatanre, Vidya Prakashan, nagpur
7. Baily K.D. (1982), Methods of Social Research, Free press Publications, New York.
8. Bajpai S.R. 1969. Social Survey and Research, Kitab Ghar Publication, New Delhi
9. Gupta, S. C. (1981), Fundamentals of Statistics, Himalaya Publishing House, Bombay.
10. Kothari, C. R. (1992), An Introduction to Operations Research, Vikas Publishing House, New Delhi. 11) Rajaram,V, (1996), Fundamentals of Computers, Prentice Hall of India, New Delhi.
11. Banamati Mohanty (2015) 'Statistics for Behavioral and Social Sciences' Sage Texts
12. Bryman Alan (2018) 'Social research methods' OUP
13. Cooper Donald R. & Pamela S. Schindler (1999), "Business Research Methods", Tata McGraw-Hill Edition, New Delhi
14. Flick Uwe (2011) 'Introducing Research Methodology' Sage Publications
15. Kothari C. R, Gaurau Garg (2019) 'Research Methodology, Methods and Techniques', New Age International Publications, 4th Edition
16. Kumar Ranjit, (2012), "Research Methodology" 2nd Ed, Pearson Education
17. Wilkinson and Bhandarkar (2016) 'Methodology and Techniques of Social Science Research; HPH
18. Willson Jonathan (2017) 'Essentials of Business Research: A Guide to Doing Your Research Project' Sage Publications.



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NEHRU INSTITUTE OF SOCIAL SCIENCES

STRUCTURE AND SYLLABUS

Credit Framework for the Two Years Master Degree Programme

Master of Arts (M.A.) in History

Part –I / Semester- II

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

As Per the Government of Maharashtra Guidelines/Resolutions

With Effective from Academic Year 2025-2026



M.A. History Programme Outcome

Programme Outcome (PO)

- **PO1.**It provides basic knowledge of History and improves the understanding of applied history.
- **PO2.**Students gets the various theories of History and it helps the students to do research in a broader view.
- **PO3.** Promote the teaching and research knowledge among the students.
- **PO4.**To enables students to critically assess issues of citizenship and nationalism through a holistic perspective.
- **PO5.**To develop a skill set applicable to a variety of careers, including teaching, curatorial work, archival management, journalism, and historical consulting.
- **PO6.**To enables the student to comprehend contemporary issues and phenomenon through various disciplinary lens.
- **PO7.**To encourages students to visualize the unity of knowledge.
- **PO8.**Students is able to critically assess cultural practices, traditions, and perspectives that promote gender discrimination and transform them into egalitarian spaces.
- **PO9.**Rising the interest and confidence among students to take up higher education leading to doctoral studies.
- **PO10.**To provides knowledge about emerging research avenues in the context of social sciences.
- **PO11.**It focuses on developing advanced research, analytical, and communication skills through the study of historical events and their interpretations.



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Program Specific Outcome (PSO)

- **PSO 1.**Employability in the field of government and non-government sector.
- **PSO2.**This programme encouraging students to do research in interdisciplinary perspective.
- **PSO3.**It promoting students to learn history in a wider view and update himself to modern world.
- **PSO4.**Apply historical methods to critically evaluate primary and secondary sources. This includes recognizing the origins, biases, and contexts of historical evidence.
- **PSO5.**Present research findings in professional settings, such as conferences or academic journals, and engage in scholarly debate.
- **PSO6.**Recognize and appreciate diversity in human experiences, understanding how factors like race, gender, class, and ethnicity have shaped history and are reflected in historical narratives.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	Second semester	
NAME OF COURSE	Study of Ideas and Institutions in Medieval India	
COURSE CODE	HISMJC—201	
PAPER NO	1	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical :NIL
TEACHING HOURS	Theory: 60 hours	Practical: NIL

COURSE OBJECTIVES:

1. The paper aims to provide a conceptual understanding of the Indian intellectual heritage.
2. The paper tries to emphasize the ideological aspects of the past in an unconventional manner wherein chronological accounts are not articulated elaborately.
3. Understand the broad historical, geographical, and cultural contours that defined the medieval period in India, recognizing its distinctiveness from ancient and modern eras.
4. Identify and critically analyze the major intellectual, philosophical, religious, and cultural currents that shaped medieval Indian society, including Sufism, Bhakti, various schools of Hindu thought, and Islamic theological developments.
5. Engage with and interpret a range of primary source materials (in translation) and relevant secondary scholarly works to construct historical arguments and deepen understanding.



COURSE OUTCOME:

1. Accurately identifies and describe the principal phases, dynasties, and significant events of medieval Indian history.
2. Explain the fundamental tenets and impact of prominent intellectual and religious movements like the Bhakti and Sufi movements, and their contributions to the composite culture of the period.
3. Detail the administrative, revenue, legal, and social structures prevalent in different medieval Indian states and explain their operational mechanisms.
4. Discuss the complex interplay of caste, class, gender, and religious identities in shaping social relations and power structures during the medieval period.
5. Analyze the causes and consequences of major political, economic, and social changes in medieval India, such as the establishment of new empires or the integration of diverse communities.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: Sources for Medieval India a. Persian b. Regional Languages c. Foreign – Travelers' Accounts and Factory Records	15	Theory	-	10	15
2	Unit 2: Formation and Nature of the Medieval State a. State Formation: Sultanate, Chola, Vijayanagara, Mughal, Maratha b. Nature of Medieval State:	15	Theory	-	10	15



	Medieval Theories and Modern Theories					
3	Unit 3: Administrative System a. Mughal State – Mansabdari System b. Maratha State – Watandari and Saranjam System	15	Theory	-	10	15
4	Unit 4: Society and Economy in Medieval India a. Social Stratification and Social Mobility b. Bhakti Movement c. Sufism d. Indo-Islamic Architecture e. Towards Composite Culture Medieval Economy a. Agrarian b. Industries and Trade c. Banking	15	Theory	-	10	15
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

References:

1. Alavi Seema (ed.), The 18th Century in India, OUP, New Delhi, 2002.
2. Basham A. L. (ed.), Cultural History of India, OUP, New Delhi, 1975.
3. Basham A. L., Wonder That Was India, Rupa, Mumbai, 1971.
4. Bhandarkar D. R., Some Aspects of Ancient Hindu Polity, Eastern book House, Patna, 1988.
5. Chattopadhyay B. D., (ed.) Essays in Ancient Indian Economic History, Munshiram Manoharlal, New Delhi, 1987.
6. Jha D. N., History of Ancient India, Manohar, New Delhi, 1998.
7. Karashima N., Towards a New Formation: South Indian Society Under Vijaynagar Rule, OUP, Delhi, 1992.
8. Kulke Hermann (ed.), State in India : 1000 to 1700 A. D., OUP, Delhi, 1995.
9. Marshall P. F., 18th century in India : Revolution or Evolution, New Delhi, 2003.
10. Nizami K. A., Some Aspects of Religion and Politics in India during Thirteenth Century, OUP, New Delhi, 2001.
11. Rizvi S.A.A., The Wonder That Was India Vol.II, Foundation Books, New Delhi 1993.
12. Sastri K. A. Nilkantha, The Cholas, University of Madras, 2002.



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13. Sharma R. S., Light on early Indian Society and Economy, Manaktalas, Mumbai, 1966.
14. Shrimali K. M. (ed.), Essays in Indian Art, Religion and Society, Munshiram Manoharlal, New Delhi, 1959.
15. Sharma R. S., Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarasidas, New Delhi, 1959.
16. Stein Burton, Peasant, state and Society in Medieval South India, OUP, New Delhi, 1980.
17. Thapar Romila, History and Beyond, OUP, New Delhi, 2000.
18. Thapar Romila, History of India: From earliest Times to A.D.1300, Penguin, New Delhi, 2000.
19. Veluthat Keshavan, Political Structure of Early Medieval South India, Orient Longman, New Delhi, 1993.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1st year	
SEMESTER	Second Semester	
NAME OF COURSE	Practice of History	
COURSE CODE	HISMJC-202	
PAPER NO	2	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :	Practical :Nil
TEACHING HOURS	Theory:	Practical: Nil

COURSE OBJECTIVES:

1. This paper aims to provide the students with basic information regarding the methodological aspects related to the discipline of history.
2. It also aims to provide them with the theoretical background of the ideological base of the subject.
3. The primary objective of this course is to equip students with a critical understanding of the methodologies, theoretical frameworks, and practical approaches employed by historians in their research, interpretation, and presentation of the past.
4. Students will develop the analytical skills necessary to engage with historical sources, construct historical arguments, and evaluate diverse historical narratives.

COURSE OUTCOME:



1. Critically evaluate primary and secondary historical sources for their origin, purpose, context, reliability, and bias, understanding their strengths and limitations in reconstructing the past.
2. Demonstrate an understanding of various historical methodologies and their appropriate application to different historical inquiries.
3. Formulate well-supported historical arguments by effectively synthesizing evidence from diverse sources and engaging with existing historiographical debates.
4. Identify and critically assess major historiographical trends, schools of thought, and interpretative disagreements within the discipline of history.
5. Design and execute a basic historical research project, including formulating research questions, locating and evaluating relevant sources, and organizing findings.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: Research Methodology 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	15	Theory	-	10	15
2	Unit 2: Stages in Historical Research a. Hypothesis b. Heuristics c. Internal and External Criticism d. Hermeneutics Recent approaches	15	Theory	-	10	15



	a. Structuralist and Post-Structuralist b. Post-Modern					
3	Unit 3: Schools of Indian Historiography a. Imperialist b. Nationalist c. Marxist d. Subaltern e. Regional, Local	15	Theory	-	10	15
4	Unit 4: Recent Tools of Historical Analysis a. Caste b. Class c. Gender d. Myth, Legend and Folklore e. Memory Writing a Research Article/Dissertation	15	Theory	-	10	15
Total Hours		60 hours	Theory	--	40	60

LIST OF PRACTICAL TOPICS PER UNIT: NIL

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.
6. Collingwood R. G., The Idea of History, Oxford University Press, New York, 1976.
7. Elton G. R., Practice of History, London, OUP.
8. Grewal J. S., History and Historians of Medieval India, Guru Nanak University, Amritsar.
9. David Cannadine – What is History Now?, Palgrave Macmillan, Basingstoke, 2002
10. Langlois and Seignobos, Introduction to the study of History, Barnes and Noble Inc. And Frank Cass and Co., New York, 1966.
11. Lemon, M. C., Philosophy of History: A Guide for Students, Routledge, New York, 2000.
12. Majumdar, R. C., Historiography in Modern India, Mumbai, 1970.
13. Patrick Gardiner (ed.), Theories of History, Collier Macmillan Ltd., London, 1959.
14. Phillips, C. H. (ed.), Historians of India, Pakistan and Ceylon, New York, 1961.
15. Evans Richard, In Defence of History, London, 1997.
16. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
17. Sen, S. P., (ed.), Histories and Historiography in Modern India, Calcutta, 1973.



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18. Subramanian H., Historiography, Madurai, 1978.
19. Tikekar, S. R., On Historiography, Mumbai, 1964.
20. Wilkinson & Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

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DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A.HISTORY

PROGRAM CODE: 580

YEAR--2025-2026

YEAR	1st year	
SEMESTER	Second semester	
NAME OF COURSE	Socio-Economic History of the Marathas	
COURSE CODE	HISMJC-203-	
PAPER NO	3	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical :NIL
TEACHING HOURS	Theory: 60 Hours	Practical: NIL

COURSE OBJECTIVES:

1. The paper aims to equip the student with the knowledge of administrative, social and economic history of the Marathas.
2. It is not expected that the students relearn the political history but they should study the regional history from a different perspective.
3. The primary objective of this course is to provide students with a comprehensive understanding of the socio-economic structures, transformations, and dynamics that shaped Maratha society and polity from the 17th to the early 19th centuries.
4. Critically analyze the interplay between economic forces, social hierarchies, and political developments within the Maratha Empire and its successor states.

COURSE OUTCOME:

1. Recognize and describe the major social groups, economic activities, land tenure systems, and revenue administration prevalent in Maratha society.



2. Evaluate the impact of key economic changes, such as the monetization of the economy, the rise of new trade networks, and changes in agricultural practices, on Maratha society.
3. Analyze the nature of social hierarchies, including caste, class, and religious communities, and understand the dynamics of power and conflict within Maratha society.
4. Critically assess how economic conditions and social structures influenced political developments, state formation, and military strategies during the Maratha period.
5. Engage with and interpret the primary and secondary sources relevant to the socio-economic history of the Marathas.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: Village Community and Social Structure a. Residents of the Village b. Balutedari System Social Structure a. Varna b. Caste c. Communities d. Tribes	15	Theory	-	10	15
2	Unit 2: System of Education a. Primary Education b. Higher Education	15	Theory	-	10	15
3	Unit 3: Agrarian System a. Land Tenure b. Types of Land, Principles of Land Assessment c. Methods of Land Revenue Collection	15	Theory	-	10	15
4	Unit -4-Trade, Industry and	15	Theory	-	10	15



	Urbanization a. Trade and Commerce b. Industry c. Nature of Urbanization Currency and Banking a. Currency b. System of Banking					
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: NIL

List of Reference Books:

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 Medieval Indian Ideas and Institutions, 2nd ed., Pune, 1981.
3. Chitnis K.N., Glimpses of Maratha Socio-Economic History, Atlanta Publishers, New Delhi, 1994.
4. Choksey, R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai 1955.
5. Desai S.V., Social Life in Maharashtra under the Peshwas, Popular Prakashan, Bombay, 1962.
6. Fukazawa, Hiroshi, The Medieval Deccan - Peasant Social Systems and States - Sixteenth to Eighteenth Centuries, Oxford University Press, Delhi, 1991.
7. Kotani, Hiroyuki, Western India in Historical Transition – Seventeenth to Early Twentieth Century, Manohar, New Delhi, 2002.
8. Kotani, Hiroyuki, A Forgotten Literature, Popular Prakashan, Mumbai. 1994.
9. Kale, D.V., Social Life and Manners in Bombay Maharashtra (1750-1800), Bombay, 1927.
10. Kulkarni A.R and Khare G.H. (ed.), Marathyancha Itihas, Vol. I & II (Marathi), Continental Prakashan, Pune, 1984 & 1985.
11. Kulkarni A.R, Maharashtra in the Age of Shivaji (A Study in Economic History), Pune, 1969. (2nd Revised ed.2000)
12. Kulkarni A.R, Maharashtra: Society and Culture, Books & Books, New Delhi, 2000.
13. Mahajan, T.T., Industry, Trade and Commerce during the Peshwa Period, Jaipur, 1980.
14. Patwardhan, R.P. and Rawlinson H.G.(eds.), Source Book of Maratha History, K.P. Bagchi & Co., Calcutta, 1978, (first Published 1928)
15. Ranade, M.G., The Rise of Maratha Power, The Publication Division, 1961.
16. Sardesai, G.S., Main Currents of Maratha History, Dhavale, Bombay, 1923.
17. Sardesai G. S., New History of the Marathas, Vol. I, II, III, Phoenix, Bombay, 1946.
18. Sarkar, J.N., Shivaji and His Times, 6th ed., Calcutta, 1978.
19. Sen, S.N., Administrative System of the Marathas, Calcutta University, 1925.
20. Sen S.P.,(ed.), Sources of the History of India, Institute of Historical Studies, Calcutta, 1988.



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21. Stewart, Gordon, Marathas and State Formation in Eighteenth Century India, Oxford University Press, Delhi, 1994.
22. Divekar, V.D., Socio-Economic Sources of the Maratha Period, Pune. 1981.
23. Eaton, Richard., Sufis of Biiapur, Princeton, 1978.
24. Elliot and Dowson, (eds.), The History of India as told by its own Historians, Vol. VI & VII, London, 1977.
25. Gokhale, B.G., Poona in the Eighteenth Century. An Urban Study, Oxford University Press, 1987.
26. Joshi, V.V., The Clash of Three Empires: A Study of British Conquests of India with Special reference to the Marathas, Kitabistan; Allahabad, 1941.
27. Majumdar, R.C. and Dighe, V.G.(eds.), The History and Culture of the Indian People, Vol. VII, The Maratha Supremacy, Bharatiya Vidya Bhavan, Bombay, 1977
28. Apte B. K., Pissurlencar P. S. (eds), Chhatrapati Shivaji Coronation Tercentenary Commemoration Volume, University of Bombay, 1974-75.
29. Wink, Andre., Land and Sovereignty in India - Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman; Bombay, 1986.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	Second Semester	
NAME OF COURSE	History of Dalit Movement in 20 th Century India	
COURSE CODE	HISMJE-201	
PAPER NO	4	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical :NIL
TEACHING HOURS	Theory: 60 hours	Practical: NIL

COURSE OBJECTIVES:

1. The paper aims to introduce the student with contemporary social reality from caste perspective.
2. A review of developments in Dalit is expected to make student realize the necessity of social cohesion.
3. The primary objective of this course is to provide students with a comprehensive and critical understanding of the historical trajectory, diverse ideologies, key figures, and significant achievements of the Dalit movement in 20th Century India.
4. Analyze the various strategies employed by Dalit communities to challenge caste-based discrimination, advocate for social justice, and assert their identity, while also examining the internal complexities and regional variations within the movement.

COURSE OUTCOME:

1. Identify and describe the different phases, turning points, and ideological shifts within the Dalit movement across the 20th century.



2. Critically evaluate the contributions and intellectual legacies of prominent Dalit leaders and the diverse ideologies that shaped the movement.
3. Analyze the socio-political and economic conditions that gave rise to and sustained the Dalit movement, including the impact of colonial rule, nationalist politics, and post-independence policies.
4. Assess the various strategies adopted by the Dalit movement, such as social reform, political representation, cultural assertion, religious conversion, and grassroots mobilization.
5. Recognize the significant regional differences in the Dalit movement across India and understand the internal debates, divisions, and solidarities within Dalit communities.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: Dr. B. R. Ambedkar's efforts 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	15	Theory	---	10	15
2	Unit 2: Other Anti-Caste Movements in India a. South India b. North India c. Contribution of Harijan Sevak Sangh	15	Theory	---	10	15
3	Unit 3: Constitutional Developments	15	Theory	---	10	15



	a. Southborough Commission b. Round Table Conference c. Communal Award and Poona Pact d. The constitutional Provisions and Reservation Policy					
4	Unit 4: Political Movement in Post Independence Period a. Republican Party of India b. Dalit Panther c. Dravida Munnetra Kazhagam (DMK) d. Bahujan Samaj Party e. Globalisation and Dalits	15	Theory	---	10	15
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

References:

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2. Aloysius G. (Ed), No Freedom with caste: the Menace of Hindu Imperialism, Media House, Delhi, 2004
3. Aloysius G. (Ed), Religion of the Modern Buddhist (Lakshi Narasu), Wordsmith, Delhi, 2002
4. Aloysius G., Religion as emancipator Identity : A Buddhist Movement among the Tamils under Colonialism, New Age International Publishers, 1998
5. Aloysius G., Nationalism without a nation in India, OUP, New Delhi, 1998.
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8. Ambedkar B. R., Communal Deadlock, A Way to Solve it, Bhim Patrika Publications, Jullundur (n.d.), First Pub. In 1945
9. Ambedkar B. R., Emancipation of the Untouchables, Thacker & Co., 1972
10. Ambedkar B. R., Federation versus Freedom, Thacker & Co., Bombay, 1939
11. Ambedkar B. R., Federation versus Freedom, Thacker & Co., Bombay 1939.
12. Ambedkar B. R., Maharashtra as a Linguistic State, Thacker & Co., Bombay, 1948
13. Ambedkar B. R., Rise and Fall of Hindu Women, Thacker & Co., Bombay 1951
14. Ambedkar B. R., Mr Gandhi and the Emancipation of Untouchables, Thacker and Co Ltd., Bombay, 1943.
15. Ambedkar B. R. , The Untouchables: who were they and How they became Untouchables?, Amrut Book Company, Delhi 1948



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17. Bailey F. G., Caste and Economic Frontier, Manchester University Press, London, 1957.
18. Bailey L. R. Public Services: Why Reservations?, Bheem Patrika Jullundur, 1979.
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20. Beteille Andre, The Backward Classes and the New Social Order, Oxford University Press, Bombay, 1969
21. Bhattacharya S. C., Some Aspects of Indian Society, Firma KLM, Calcutta, 1978
22. Bhattacharjee A (ed.) Social Justice & the Constitution, Indian Institute of Advanced Study, Shimla, 1997.
23. Bose N. K., The Structure of Hindu Society, Orient Longman Ltd., New Delhi 1975.
24. Dumont Louis, Homo-Hierarchicus: The Caste System and its Implications, Vikas, Delhi 1974
25. Dwarkin Ronald, Taking Rights Seriously, Harvard University Press, 1977
26. Dwarkin Ronald, What is Equality? Philosophy and Public Affairs, 1981
27. Fiske, Adele M., The Understanding of 'Religion' and 'Buddhism' among India's New Buddhist's in Ambedkar and Neo Buddhist Movement, Madras, 1972
28. Ganver Ratnakar, Non Brahmin Movement in Maharashtra, Segment Book Distributors, New Delhi, 1989
29. Gautam Munshilal, Dr. B. R. Ambedkar on National Unity and Integration, Sidhiratha G. S. & S. S. Samiti Alillgarh, 1991
30. Gautama Q. L., Dr. Babasaheb Ambedkar and Brahminism, B. R. Pub., Delhi 2002
31. Gavai R. S., The Caste war over Reservation: A Case before the People's Bari, Maharashtra State Republican Party, Bombay, 1981
32. Gedam T. V., Untouchables and Its Origin, Yugantar, Nagpur, 1999.
33. Ghurye G. S., Caste and Class in India, Popular Book Depot, Bombay, 1957
34. Gokhale B. G., Buddhism in Maharashtra: A History, Popular Prakashan, Bombay, 1976
35. Hunter W. W., Caste in India, Oxford University Press, Bombay, 1977
36. Inschik, Eugene F., Politics and Social Conflict in South India, VCI Press, 1969
37. Jogdant P. G., and Michael S. M., Globalisation and Social Movements Struggle for Human Society, Rawal, Jaipur, 2004
38. John Stuart Mill, On Liberty (Republished in 1974) Utilitarianism, London, 1961
39. John Rawls, A Theory of Justice, OUP, 1972
40. Jondhale S. and Blets Johannes, Reconstructing the World: B. R. Ambedkar and Buddhism in India, Oxford University Press, New Delhi, 2004
41. Joshi, Barbara R., Democracy in search of Equality: Untouchable Politics and Indian Social Change, Hindustan Publishing, Delhi, 1982
42. Kamble J. R., Rise and Awakening of Depressed Classes in India, National Publishing House, New Delhi, 1979
43. Kamble N. D., Deprived Caste and their Struggle for Equality, Ashish Publishing House, New Delhi, 1979
44. Kaul Krishna Prasad, The Position of Women in Indian Society, Krishan Mehta Leader Press, Allahabad, 1938
45. Kavelkar K. K., Political Ideas and Leadership of Dr. Ambedkar, Vishwanil Publications, Pune 1989



46. Kenny Gujrani, Dr. B. R. Ambedkar and Emancipation of Indian Woman, Unpublished M.Phil Dissertation, Dept of History, University of Mumbai 1994
47. Kshirsagar R. K., Dalit Movement in India and its leader (1857-1956), M. D. Publication, Delhi, 1994
48. Mandavdhare S. M., Caste and Land Relations in India, Uppal Publishing House, New Delhi, 1989
49. Mar Galanter, Competing Equalities: Law and the Backward Classes in India, OUP, 1991
50. Murugkr Lata, Dalit Panther Movement in Maharashtra: A Sociological Appraisal, Popular Prakashan, Bombay, 1991
51. Omvedt Gail, Ambedkar: Towards an Enlightened India, Penguin/Viking, 2004
52. Omvedt Gail, Cultural revolt in Colonial Society, The Non Brahmin Movement in Western India, Scientific and Socialist Trust, Bombay, 1976.
53. Omvedt Gail, Dalit and Democratic Revolution, Sage Publication, New Delhi, 1994
54. Omvedt Gail, Dalit Visions, Orient Longman, 1995
55. Ram Nandu, Beyond Ambedkar; Essays on Dalits in India, Hari-Hind Publications, New Delhi, 1995
56. Rambo Lewis R., Understanding Religious Conversion, Yale University Press, Haven, 1993
57. Ramteke D. L., Revival of Buddhism in Modern India, Deep & Deep Publications, New Delhi, 1995
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61. Sen B. P. (ed) Social and Religious Reform Movements in the 19th and 20TH Centuries, Institute of Historical Studies, Calcutta, 1979
62. Shetty, V. T. Rajashekhar, Dalit Movements in Karnataka, Christian Institute Press, Bangalore, 1978
63. Srinivas M. N., Social Change in Modern India, Orient Longman Ltd, Delhi, 1977
64. Thurston Edgar, Caste and Tribes of Southern India, Government Press, 1909
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66. Zelliott Eleanor Mae, Gandhi and Ambedkar – A study in Leadership, Triratna Granthamala, Pune 1983.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1st year	
SEMESTER	Second Semester	
NAME OF COURSE	History of China (1936–1990)	
COURSE CODE	HISMJE-202	
PAPER NO	5	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :	Practical : NIL
TEACHING HOURS	Theory: 60 hours	Practical: NIL

COURSE OBJECTIVES:

1. The paper aims to provide the student with a detailed knowledge of Modern Chinese history.
2. It is aimed that the student should get an international perspective as he studies the history of the Asian region.
3. The primary objective of this course is to provide students with a comprehensive understanding of the major political, socio-economic, and cultural transformations that shaped China from the eve of the Second Sino-Japanese War through the reform era of the late 20th century.
4. Analyze the complex interplay of internal dynamics and external forces that led to the establishment of the People's Republic of China, the challenges of nation-building, and the profound shifts in Chinese society and governance during this tumultuous period.



COURSE OUTCOME:

1. Explain the causes, key events, and consequences of the Second Sino-Japanese War and the subsequent Chinese Civil War, including their impact on the rise of the Chinese Communist Party (CCP).
2. Describe the key policies, challenges, and achievements of the early People's Republic of China (1949-1957), including land reform, industrialization, and political consolidation.
3. Critically assess the origins, implementation, and profound societal impacts of major political campaigns such as the Great Leap Forward and the Cultural Revolution.
4. Examine the evolving relationship between China and the Soviet Union, and analyze China's role and foreign policy within the broader context of the Cold War.
5. Explain the rationale, key policies and socio-economic consequences of Deng Xiaoping's reform era beginning in the late 1970s.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: China and World War II a. Japanese Aggression and United Front b. China and the Western Powers	15	Theory	-	10	15
2	Unit 2: Peoples' Republic of China a. Civil War and Triumph of Communists b. Reconstruction Programme - Agriculture and Industry c. Cultural Revolution	15	Theory	-	10	15
3	Unit 3: Foreign Policy	15	Theory	-	10	15



	a. U.S.S.R. b. U.S.A. c. Asia d. India					
4	Unit 4: China's New Order a. Free Market Economy and Globalisation b. Pro-Democracy Demonstrations – Tiananmen Square Incident	15	Theory	-	10	15
Total Hours		60 hours	Theory	Nil	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. A Doak Barnett, Communist China in Perspective, A. Praeger Pub., New York 1961.
2. An outline History of China - China knowledge series, Foreign Language Press, Peking, 1958.
3. B. R. Chatterji, Modern China: A Short History, Meenakshi Prakashan, Meerut, 1969.
4. Barnett, A.D., Communist China and Asia Challenge to American Policy, Harper and Row, New York, 1960.
5. Beckmann, G. M., The Modernisation of China and Japan, Harper and Row, New York, 1962.
6. Belden Jack, China Shakes the World, Harper, New York, 1949.
7. Benewick & others; China in the 1990's, Macmillan, Houndmills, 1995.
8. Brescheider & others, Eastern Asia-Medieval Researches China-History; Central Asia – History-13th-17th century; Western Asia-History 13th-17th century, Routledge, 1888, London, 2000.
9. Fitzgerald C.P., China A Short Cultural History, The Cresset Press, London, 1954.
10. C. P. Fitzgerald, The Birth of Communist China, Penguin Books 1960.
11. Chalmers A. Johnson, Peasant Nationalism and Communist Power: The Emergence of Communist China, 1937-45, Stanford University Press, 1962.
12. Cheng Chu-Yuan, Communist China's Economy 1949-1962 Structural Changes and Crisis, New Jersey, Seton Hall University press, 1963.
13. Clubb O.E., Twentieth Century China, Columbia University Press, New York, 1964.
14. Dick Wilson, A quarter of Mankind: An Anatomy of China Today Penguin Books 1966.
15. Dietrich & others, People's China: A Brief History, Oxford University Press, New York, 1998.
16. Domes & others, China-Political History-1949 Chinese Politics After Mao, University College Cardiff Press Cardiff, 1979.
17. Franz Schurman & Orville Scheu, China Realings Imperial China 1. Penguin Books 1967.
18. Franz Schurman & Orville Schell, Republican China, Penguin Books 1967.
19. Harold C.Hinton, China's Turbulent Quest: China's Foreign Relations Since 1945, Indiana University Press, 1973
20. Harrison, S., The Story of Long March-The Untold Story, London, 1985.
21. Hensman, G.R., Sun Yat Sen, London 1971.



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22. Hsu & others; China-History: Rise of Modern China, Oxford University Press New York 1995.
23. Jan Myrdal & Gun Kessle, China Revolution Continued, Penguin Books, 1970.
24. Jean –Pieere Brule, China comes of Age , Penguin Books 1971.
25. Joseph Barnes, Empire in the East, Kegapaul London 1934.
26. Latorette, The Chinese their History and Culture –Fourth Edition Revised –Macmillan Company New York, 1964.
27. Roy M. N., Revolution and Counter Revolution in China, Calcutta, 1966.
28. Gupte R.S., History of Modern China, Sterling Publishers Pvt. Ltd, Bangalore 1981.
29. Robert .S. Elegant, The center of the World Communist & the mind of China, A.H.Weeler & Co(p) Ltd, Elgin Road 1964.
30. Schwartz Benjamin, Chinese Communism and the Rise of Mao, Harvard University Press, Cambridge, 1964.
31. Selected Works of Mao Tse –Tung (Peking : Foreign Languages Press, vol.1-4, 1975; vol. 5, 1977.)
31. Han Scyin, Wind in the Tower Mao Tse Tung and the Chinese Revolution 1949-1976.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1 st year	
SEMESTER	Second Semester	
NAME OF COURSE	Internship	
COURSE CODE	HISINT-201	
PAPER NO	6	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :	Practical : YES
TEACHING HOURS	Theory:	Practical: YES

COURSE OBJECTIVES:

1. This course will help the students to understand the work culture and work process in the organization
2. This course enables the students to learn the new skill and practice, which shall be helpful to broaden the academic sphere
3. This course shall be helpful to students to learn the professional ethics, work culture, time management, accountability, work visualization etc.
4. The primary objective of this internship course is to provide students with practical, hands-on experience in applying historical knowledge, methodologies, and research skills within a professional setting, such as archives, museums, historical societies, research institutions, or related cultural heritage organizations.

COURSE OUTCOME:

1. Students will gain an understanding of how historical scholarship is conducted, managed, preserved, and disseminated outside the traditional academic classroom, while also developing professional competencies relevant to careers in history and related fields.



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COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Internship	--	-		40	60
Total Hours						

Output of On-Job Training (OJT)

1. OJT experienced personnel will perform their tasks and the trainee/student will observe it to learn job-relevant skills and abilities.
2. 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



TILAK MAHARASHTRA VIDYAPEETH
DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	1st year	
SEMESTER	Semester	
NAME OF COURSE	Indian Knowledge Systems (IKS) Generic	
COURSE CODE	MIKS25	
PAPER NO	8	
MARKING SCHEME	End-Semester (EXT):	Continuous evaluation (INT): 50
CREDITS	Total:2	
	Theory : 2	Practical :Nil
TEACHING HOURS	Theory: 30 hours	Practical: Nil

COURSE OBJECTIVES:

1. To explore the historical, cultural, intellectual, and philosophical evolution of India, and examine the contributions of classical languages (Sanskrit, Pali, and Prakrit) to literature and philosophy.
2. To analyse key aspects of ancient Indian education systems, arts, architecture, trade, medicine, and scientific advancements, and understand their significance in shaping global knowledge systems.
3. To connect the applications of IKS in contemporary society, fostering an appreciation for its relevance and contribution to modern-day practices.

COURSE OUTCOMES:

1. Demonstrate a comprehensive understanding of Indian Knowledge Systems (IKS) and their core concepts across various disciplines, including literature, philosophy, arts, and sciences.
2. Analyze the historical timeline of India and its influence on global thought, culture, civilization, and intellectual discourse.



3. Recognize and evaluate the contributions of ancient Indian philosophy, education systems, arts, architecture, and scientific advancements, including Ayurveda and mathematics, to modern society.
4. Examine the relevance and application of IKS in contemporary contexts, including modern business practices, medicine, agriculture, and industry.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit-1: IKS a. Introduction to IKS b. Introduction to Ancient Indian Education Systems c. Overview of Indian Arts: Performing Arts d. Overview of Indian Arts: Visual Arts e. Overview of Indian Architecture f. Introduction to Indian Management Systems g. Ancient Indian Trade and Commerce	15	Theory	-	15	-
2	Unit-2: Overview of Indian Medicine: a. Ayurveda b. Introduction to Yoga c. Introduction to Indian Astronomy and Mathematics d. Overview of Indian Agriculture and Irrigation e. Introduction to ancient Indian Chemistry and Metallurgy	15	Theory	-	15	-
Total Hours		30 hours	Theory	-	30	



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LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. Bhalerao, Manjiri & Puranik, Manisha (Eds). 2024. *An Overview of Indian Knowledge Systems*. Pune: Tilak Maharashtra Vidyapeeth
2. Mahadevan, B. 2022. *Introduction to Indian Knowledge System: Concepts and Applications*. Delhi: PHI Learning Private Limited.
3. Basham, A. L. 1967. *The Wonder That Was India*. Reprint. New Delhi: Rupa & Co.
4. Singh, Upinder. 2008. *A History of Ancient and Early Medieval India*. New Delhi: Pearson Longman .



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DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Third Semester	
NAME OF COURSE	History of the Modern World (1870 – 1945)	
COURSE CODE	HISMJC-301	
PAPER NO	1	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 hours	Practical: Nil

COURSE OBJECTIVES:

1. Understand the knowledge of World history.
2. To gain a broad overview of the fundamental changes that have taken place in the world in modern times.
3. To gain the overall knowledge of Changing World Affairs.
4. Foster analytical skills to interpret historical change through multiple lenses: political, economic, social, and cultural.



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COURSE OUTCOME:

CO1-Examine the political, economic, and social transformations that shaped the modern world between 1870 and 1945.

CO2 Assess the expansion of European empires and the global impact of colonial rule.

CO3-Utilize insights from political science, economics, literature, and visual culture to deepen understanding of historical phenomena.

CO4-Investigate the role of ideology, propaganda, and total war in shaping 20th-century geopolitics.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1:Legacy of the Nineteenth Century and a. Growth of Capitalism and Imperialism b. Liberalism and Socialism c. Nationalism	15	Theory	-	10	15
2	Unit 2-First World War a. Background –Secret Diplomacy, Aggressive nationalism, Balkan Wars b. Nature, Consequences, Peace Settlements c. League of Nations	15	Theory	-	10	15
3	Unit -3-The Russian Revolution a. Background	15	Theory	-	10	15



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	b. Revolution of 1905 c. Lenin and the Bolshevik Revolution d. Stalin					
4	Unit-4-World between the Two World Wars a. Modernization of Turkey and Kemal Pasha b. Great Depression and its International Implications d. Totalitarian Ideologies -Nazism , Fascism e. Second World War- a. Causes b. Nature and Consequences c. The united Nations : Objectives, Organizations and Achievements	15	Theory	-	10	15
Total Hours		60 hours	Theory	Nil	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. Anderson, Pery, Lineages of the Absolutist State, Routledge, 1974.
2. Barraclough, G., An Introduction to Contemporary History, Penguin, 1968.
3. Carr. E. H., The Bolshevik revolution, 1917-1923, 3 Vols, Macmillan, 1950, 51, 53.
4. Cipolla, Carlo (ed.), The Pelican History of Europe – Vol. III and Vol. IV.
5. Davies, H. A., Outline History of the World, 1968.
6. Fisher H. A. L., History of Europe (Vol. II), Surjeet Publishers, New Delhi, 2000.
7. Grant and Temperley, Europe in the 19th Century (Vol. I) and Europe in the 20th Century (Vol. II)
8. Hazen C. D., Modern Europe Upto 1945, S. Chand & co., New Delhi, 1956.
9. Hinsley, F. H. (ed.), Modern History : Material Progress and World Wide Problems
10. Joll, James, Europe since 1870 : An International History, Harrow, 1973.
11. Ketelby C. D. M., A History of Modern Times 1838 - 1918, (5th Ed.), New Delhi, OUP.



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TILAK MAHARASHTRA VIDYAPEETH
DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR 2025-2026

YEAR	2nd year	
SEMESTER	Third Semester	
NAME OF COURSE	History of Modern India (1857 -1947)	
COURSE CODE	HISMJC-302	
PAPER NO	2	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 Hours	Practical: Nil

COURSE OBJECTIVES:

1. Understand the knowledge of the political, social economical conditions of Modern India.
2. To initiate an in-depth study of the dynamics of various changes that took place in India in this period
3. To gain knowledge of the National movement in India.
4. Reflect on Historiographical debates and methodological approaches to modern Indian history.



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5. Appreciate the role of memory, identity, and resistance in shaping India's modern political and cultural landscape.

COURSE OUTCOME:

CO1.Examine the administrative, economic, and legal mechanisms of British colonial rule.

CO2.Evaluate the causes, course, and consequences of the 1857 uprising.

CO3.Analyze key phases of the freedom struggle: Moderate, Extremist, Gandhian, and Leftist movements.

CO4.Explore debates on caste, gender, education, and religious identity in colonial India.

CO5.Highlight the roles of Dalit, Adivasi, women's, and peasant movements in shaping modern Indian history.

CO6.Compare colonial, nationalist, subaltern, and postcolonial interpretations of key events and processes.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end- sem)
1	Unit.1- Understanding Modern India a. Indian Modernity b. Approaches and Interpretations c. Ideological impact of the West. d. Resistance to the Colonial Rule- a. Nature and forms of Resistance	15	Theory	-	10	15



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	b. Peasant, Tribal and Cultural resistance					
2	Unit 2- Revolt of 1857 a. Causes b. Course c. Consequences	15	Theory	-	10	15
3	Unit -3-The New Awakening a. Social Reformism b. Economic Critique of Colonialism c. Indian Nationalism d. Institutionalization of Political Awakening e. Emergence of Indian National Congress	15	Theory	-	10	15
4	National Movement and Transfer of Powers a. The Moderate Phase b. The Extremist Phase c. Gandhian Movement d. Revolutionary Activities e. Transfer of Power- a. Communal Politics b. Constitutional Deadlock c. Independence and Partition	15	Theory	-	10	15
Total Hours		60 Hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: NIL

List of Reference Books:

1. Bipan Chandra India after Independence, Penguin, New Delhi.
2. Chand tara, History of Freedom Movement in India, Vol. I., New Delhi, 1961.
3. Chandra Bipan India's Struggle for Independence, Penguin, New delhi, 1988.
4. Dalton Dennis, Gandhi's Power, Non-Violence In Action, OUP, New Delhi, 2001.
5. Desai A. R. Social Background Of Indian Nationalism, Popular Prkashan, Mumbai, 1959.
6. Fisher Michael H., Politics of British Administration in India, 1757-1857, OUP, New Delhi.
7. Heehs peter, India's Freedom Struggle 1857 - 1947, OUP, New Delhi.



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8. Nanda b. R., Gandhi : Pan-Islamism, Imperialism & Nationalism in India, OUP, New Delhi, 1001.
9. O. P. Mehra, Dictionary of Modern Indian History
10. Page David, Singh A. I., Moon Penderel & Khosla G. D., The Partition Omnibus, OUP, New Delhi, 2000.
11. S. R. Mehrotra, Rise of the Indian National Congress
12. Sarkar Sumit, Modern India, 1885-1947, Macmillan, New dlehi, 1983.
13. Sethi R. r. & Mahajan V. D., Constitutional history of India, S. Chand & Co., New Delhi, 1956.



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TILAK MAHARASHTRA VIDYAPEETH
DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Third semester	
NAME OF COURSE	History of Modern Maharashtra in 19th century	
COURSE CODE	HISMJC-303	
PAPER NO	3	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 hours	Practical: Nil

COURSE OBJECTIVES:

1. Understand the regional history of Modern Maharashtra in 19th century.
2. To gain knowledge of social, administrative, and economic changes in 19th century.
3. Understand the regional dynamics of colonialism and modernization in Maharashtra.
4. Analyze the interplay between tradition and reform in shaping social and political consciousness.
5. Appreciate the contributions of Maharashtra's thinkers, activists, and institutions to broader national and global currents.
6. Integrate marginalized voices and interdisciplinary perspectives to reconstruct a more inclusive narrative of 19th-century Maharashtra.



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COURSE OUTCOME:

CO1.Analyze British administrative, legal, and economic policies and their effects on agrarian structures, urbanization, and education.

CO2.Study the emergence of reformist organizations such as the Prarthana Samaj and the Satyashodhak Samaj.

CO3.Investigate the development of print culture, vernacular journalism, and literary movements in Marathi.

CO4.Trace the beginnings of political awakening and the formation of early nationalist associations.

CO5.Highlight the voices and struggles of Dalits, women, peasants, and workers in 19th-century Maharashtra.

CO6.Compare colonial, nationalist, Marxist, and subaltern interpretations of Maharashtra's modern history.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1-Understanding Modern and Conditions on the eve of the British conquest a. Maharashtra and Regional history Perspective b.Modern Maharashtrians Identity Conditions on the eve of the British conquest a. Social b.Economic c.Political d.Potentials of Social Mobility	15	Theory	-	10	15



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2	Unit 2- Administrative Changes a. Administrative structure and bureaucracy b.Changes in Judiciary c.Changes in Land relations	15	Theory	-	10	15
3	Unit 3-Renaissance in Maharashtra a. Nature b.Missionary Activities : Response and c.Reaction d.New education f.Role of middle class g.Press, literature and arts	15	Theory	-	10	15
4	Unit -4-Social Reform movements (19th Century) a. Institutional Efforts-Paramahansa Sabha, Prarthana Samaj, Satyashodhak Samaj b. Emancipation of women c. Anti-caste movements	15	Theory	-	10	15
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. Ballhatchet Kenneth, Social policy and Social Change in Western India (1817 - 1830), OUP, 1957.
2. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in 19th Century Western India, Cambridge University Press, Cambridge, 1985.
3. Cultural Revolt in Colonial Society : Non-Brahmin Movement in Western India : 1873 - 1930, Scientific Socialist Education Trust, Mumbai, 1976.
4. Desai, A. R. Social Background Of Indian Nationalism, Popular Prakashan, Bombay, 1959.
5. Deshpande A. M., John Briggs In Maharashtra : 1817-1835, District Administration under Early British Rule, Rawat Publishers, New Delhi, 1987.
6. Grover Verinder (ed.), Bhimrao Raoji Ambedkar, Deep & Deep Publications, New Delhi, 1998.
7. Heimsath Charles, Indian Nationalism and Hindu Social Reform, Princeton, 1964.



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8. Jones K. W., Socio-religious reform Movements in British India, Orient Longman, New Delhi, 1989.
9. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
10. Kumar Ravinder, Western India In 19th Century, London, 1968.
11. Lederle Mathew, Philosophical trends in Modern Maharashtra, Popular Prakashan, Mumbai, 1976.
12. Patil P. G., The Bountiful Banyan : Biography of Karmaveer Bhaurao Patil, Vol. I & II, Macmillan, Mumbai, 2002.
13. Phadke Y. D., Social Reformers of Maharashtra, Maharashtra Information Centre, New Delhi, 1975.
14. Sunthankar B. R., History of Maharashtra – Vol. I and II, Popular Prakashan, Mumbai, 1993.
15. Tucker Richard, Ranade and the Roots of Indian Nationalism, Popular Prakashan, Mumbai, 1977.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year I	
SEMESTER	Third Semester	
NAME OF COURSE	History of Japan (1853-1914)	
COURSE CODE	HISMJE-301	
PAPER NO	5 Elective	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 Hours	Practical: Nil

COURSE OBJECTIVES:

- 1.To Learn an International Perspective to the study of Asian History.
2. To gain the knowledge of Japan after Second World War.
3. Understand overall development of Japan.
- 4.Reflect on Japan's role in regional and global geopolitics during the late 19th and early 20th centuries.

COURSE OUTCOME:

CO1.Examine the significance of Commodore Perry's arrival and the unequal treaties in reshaping Japan's foreign policy.



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- CO2. Assess the political, economic, and social reforms initiated during the Meiji era.
 CO3. Analyze the role of zaibatsu, technology transfer, and state-led economic planning.
 CO4. Investigate Japan's expansionist policies, including the Sino-Japanese War (1894–95) and Russo-Japanese War (1904–05).

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1-Background a. Historical Background b. Feudal Japan: Tokugawa Shogunate c. Traditional Society	15	Theory	-	10	15
2	Unit 2- Tokugawa Japan and the Western Powers a. Opening of Japan b. Treaties with Foreign Powers c. End of the Tokugawa Shogunate	15	Theory	-	10	15
3	Unit-3	15	Theory	-	10	15



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	The Meiji Era and Modernization of Japan (1867-1914) a.Meiji Restoration b.Meiji Constitution c.Emperor's Ideology and nationalism Modernization of Japan (1867-1914)– a. Political b. Economic c. Social					
4	Unit-4- Expansion of Japan a. Sino-Japanese War b.Anglo-Japanese Treaty c.Russo-Japanese War d.The Annexation of Korea	15	Theory	-	10	15
Total Hours		60 Hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT:

NIL



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List of Reference Books:

1. Asakawa, K.I.-The Russo-Japanese Conflict.
2. Backmann, G.M. -Modernisation of China and Japan
3. Beaseley , W.C.-Meiji Restoration.
4. Beasley ,W.G.(Ed) -Modern Japan, George Aleen and Unwin Ltd., London , 1975.
5. Bordon ,Hugh(Ed)-Japan, Cornell University Press, NEW York, 1951.
6. Brown, Delmer M-Nationalism in Japan.
7. Buss, Claude,A-Asia in the Modern World, Macmillan, 1964.
8. Clyde P.H.-The Far East.
9. David, H., James-The Rise and Fall of the Japanese Empire. London, 1951.
10. David, M.D.-Rise and Growth of Modern Japan.
11. Dunas, Peter-The Rise of Japan, Boston, 1976.
12. Holland, D.L.-Asian Nationalism and the West.
13. Jan Romein-Asian Country
14. Liaingstone I., MooreJ.etc.(ed)-Imperial Japan(1800-1945),Penguin Books.



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NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Third Semester	
NAME OF COURSE	Pune through the Ages	
COURSE CODE	HISMJE-302	
PAPER NO	5 –Elective	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 Hours	Practical: Nil

COURSE OBJECTIVES:

- 1.To introduces the student to the Cultural history of an urban centre incorporating the heritage aspect with Urban and regional history.
- 2.To understand the Local history and its importance
3. To know the Pune contribution to write the regional and national history
4. Analyze the city's changing spatial, political, and cultural landscapes.
- 5.Engage with diverse sources including archival records, oral histories, monuments, and literature.



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COURSE OUTCOME:

CO1. Identify early settlements and dynastic influences, including the Yadavas, Bahmani Sultanate, and the rise of the Marathas.

CO2. Investigate the impact of British colonialism on Pune's urban planning, education, and socio-political institutions.

CO3. Explore the intersections of caste, gender, and education in shaping Pune's reformist legacy.

CO4. Study monuments, museums, and commemorative practices as sites of historical negotiation.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit -1Ancient and Medieval Pune: a. Antiquity, geography and importance of Pune b. Ancient Pune through archaeological and Epigraphical sources c. The nomenclature of Pune Medieval Pune: a. Yadav period b. Sultanate period c. Nizamshahi and	15	Theory	-	10	15



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	Adilshahi d. Bhakti movement and Pune					
2	Unit-2-Pune in the Age of pre-Shivaji , Shivaji and Peshwa period Pune in the Age of Pre-Shivaji and Shivaji period a. Marathas under the Deccan rulers b. Shahaji c. Pune in the Age of Shivaji: d. Mughal challenge c. Main constructions: e.g. Kasaba Ganapati ,Lal Mahal Pune under the Peshwas a. Pune: seat of political power b. Urban growth and cultural development c. Buildings, temples and monuments, e.g., Shaniwarwada, Parvati, Vishrambaughwada, Shinde's Chhatri.	15	Theory	-	10	15



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3	Unit-3-Pune and Renaissance a. Growth of education b. Socio-religious reform movement c. Press, literature and culture d. Institutionalization of social life and political awakening	15	Theory	-	10	15
4	Unit 4-Pune and Freedom Movement a. Revolutionary activities b. Moderate phase and c. Extremist phase with special reference to Lokmanya Tilak d. Gandhian Phase e. Modern Pune f. Pune: Tourists' attraction	15	Theory	-	10	15
Total Hours		60 hours	Theory	-	10	15

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. Diddee Jaymala and Gupta Samita, Pune : Queen of the Deccan, Elephant Design Pvt, Ltd, Pune, 2000.
2. Gadgil D.R., Poona: A Socio-economic survey, 2 parts, Gokahale Institute of Politics and Economics, Pune, 1945/ 1952.



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3. Gokahle B.G., Poona in the Eighteenth Century: An Urban History, OUP, Delhi , 1998.
4. Kosambi Meera, Bombay and Poona: A Socio-ecological study to two Indian cities: 1650-1900, Stockholm, 1980.
5. Mahajan Dr. S.G., Pune city: Its History, Growth and Development (758 to 1998 A.D.) : A Bibliography of Information Sources, ManasanmanPrakashan ,Pune , 2000.
6. Poona District Gazetteers, Bombay State Gazatteer, Poona District, Vol. XX, District series, Govt, Central Press , Bombay, 1954.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Third semester	
NAME OF COURSE	Research Project -I	
COURSE CODE	HISRP-301	
PAPER NO	6	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory :	Practical :Yes
TEACHING HOURS	Theory: 60 Hours	Practical:

COURSE OBJECTIVES:

1. To develop a historically grounded research question and formulate a coherent research design using appropriate methodologies.
2. To engage critically with primary and secondary sources, demonstrating awareness of source provenance, bias, and interpretive frameworks.
3. To Apply Historiographical analysis to situate their research within existing scholarly debates and identify gaps in the literature.
4. Cultivate academic writing and presentation skills, including citation practices, argumentation, and narrative structure.
5. Reflect on ethical considerations in historical research, including representation, positionality, and the use of oral and community-based sources.

COURSE OUTCOME:

CO1.Design and execute an original research project that demonstrates methodological rigor and historical insight.



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CO2. Analyze and interpret diverse types of historical evidence, including archival documents, oral histories, visual materials, and digital sources.

CO3. Articulate a clear thesis and support it with well-structured arguments grounded in evidence and Historiographical context.

CO4. Demonstrate proficiency in academic writing, including the use of footnotes, bibliographies, and scholarly conventions.

CO5. Present research findings in oral and/or visual formats, engaging peers in constructive dialogue and critique.

Module	Title of the Module with Detailed Content	No. of Teaching Hours	Credits		Marks Scheme	
			Theory	Practical /Research Project	Internal Exam (CIE)/ Viva Voce	Project Report Assessment
	Research Project-I	-	-	4	40	60
	- Selection of Research Topic shall be done at the beginning of the Semester - Final Submission of Research Report one month before the end of semester-III					



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	Followed by Assessment of Research Project and Viva-Voce					
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Process of Research Project-1

1. Topic Selection and Approval:

Faculty-Provided Topics:

At the commencement of the third semester, faculty members within the History Department will present students with a selection of 6 to 10 broad research topics. These topics will align with the core disciplines of History. This provides students with a foundational starting point.

Student-Proposed Topics:

Students are also encouraged to develop their own dissertation topics. This fosters independent thought and allows students to pursue areas of particular interest. However, student-proposed topics must undergo a rigorous approval process by the department's faculty. This ensures that the proposed research is academically sound, feasible, and relevant to the field of History.

Outline Submission and Approval:

- Once a student has chosen a topic (either faculty-provided or student-proposed), they must create and submit a detailed research outline to the department.
- This outline will typically include:
 - A clear statement of the research question or hypothesis.
 - A preliminary literature review.
 - A proposed research methodology.



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- An anticipated timeline.

- The department will review these outlines to assess their suitability.

Finalization:

- Following the outline approval process, a definitive list of approved dissertation topics, along with accompanying reading lists, will be made available to students. This ensures that all students have access to the necessary resources.

2. Project Committee and Guidance:

- **Project Committee Formation:**

- The department will establish a project committee responsible for overseeing the dissertation process.
- This committee will consist of the Head of the History Department (serving as the chairperson) and three additional faculty members.

- **Faculty Guidance:**

- Faculty members within the department will serve as guides for the students' dissertation projects.
- **Student-Guide Allocation:**
 - The project committee will be responsible for matching students with appropriate faculty guides, considering the students' chosen research topics, and the faculty members' area of expertise.

3. Project Development and Submission:

- **Preliminary Presentation:**

- Students are required to deliver a preliminary presentation of their research proposal to the project committee. This presentation serves as an early checkpoint, allowing the committee to provide feedback and guidance.
- **Dissertation Development:**



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- Students will conduct in-depth research, gather and analyze data, and write a dissertation of 5000-8000 words.
- Formatting and Style:
 - The dissertation must adhere to APA style guidelines.
 - The document must be typed with one and half-line spacing.
- Plagiarism Policy:
 - Strict plagiarism policies are enforced. Any dissertation with more than 25% plagiarism will require the student to rewrite the document.
- Dissertation Format:
 - The dissertation must include the following sections:
 - Title Page
 - Abstract
 - Introduction
 - Review of Literature
 - Research Methodology
 - Analysis and Interpretation
 - Conclusion/Findings/Suggestions
 - Bibliography
 - Appendices(if applicable)
- **Title Page:** This is the first page and should contain the title of your project, your name, your institution, and other relevant information.
- **Abstract:** A brief, one-paragraph summary of your entire study. It should state your research question, methodology, key findings, and conclusions.
- **Introduction:** This section provides context for your research. It should introduce the topic, provide background information, and clearly state your research question or hypothesis.
- **Review of Literature:** This is where you summarize and critique existing research on your topic. It shows that you understand the current state of knowledge and identifies the gap your research will fill.
- **Research Methodology:** Explain how you conducted your research. This section should
Detail your research design, data collection methods, and analytical techniques.



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- **Analysis and Interpretation:** Present and analyze the data you collected. This section should be objective and focus on what your data shows.
- **Conclusion/Findings/Suggestions:**
 - Summarize your key findings and discuss what they mean in relation to your research question. You can also offer suggestions for future research.
- **Bibliography:**

A complete list of all the sources you cite deny our dissertation formatted according to APA style guidelines.
- **Appendices (if applicable):** This is for supplementary materials that are too long to include in the main body of the paper, such as raw data, surveys, or interview transcripts.
- **Final Submission:**
 - Students must submit a bound hardcopy of their dissertation, along with a digital copy (CD/DVD), to the department by the designated deadline.
 - The final submission of dissertation shall be in the 12th to 14th week of the semester, followed by final presentation

4. Evaluation and Presentation:

- **Dissertation Evaluation:**
 - The student's faculty guide will evaluate the dissertation, assigning a grade out of 60 marks.
- **Final Presentation:**
 - Students will deliver a final presentation of their research to the project committee.

Criteria of Evaluation

Research Project(I)	60 marks	Introduction (5), Problem Statement & Objectives (5), Literature Review(5),Methodology &Research Design(10),Data Analysis & Interpretation (15), Findings/Conclusion (5), Structure (5), References(5) Originality(5)
Viva Voce(I)	40 marks	Content &Structure(10),Analysis &Understanding(10), Presentation Skills (10), Visual Aids (5), Q&A (5)



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NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Third semester	
NAME OF COURSE	History of Science Technology and Medicine in Ancient India	
COURSE CODE	HISIKS-301	
PAPER NO	7	
MARKING SCHEME	End-Semester (EXT): 0	Continuous evaluation (INT):50
CREDITS	Total:2	
	Theory :	Practical :
TEACHING HOURS	Theory:	Practical:

Course Objectives

- To explore the development of scientific thought and technological advancements in Ancient India.
- To analyze primary sources and historical perspectives on indigenous knowledge systems.
- To understand the socio-economic and cultural impacts of scientific developments.

Course Outcome

- Explain the philosophical and epistemological foundations of science in ancient Indian traditions.
- Critically analyze major scientific advancements in mathematics, astronomy, and medicine.



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- Assess the contributions of ancient Indian scholars to the development of zero, algebra, astronomical computation, and surgical techniques.
- Develop research aptitude by engaging with historiographical debates on science and technology in ancient India.
- Apply historical perspectives to understand the contemporary relevance and revival of traditional scientific knowledge systems.

• **COURSE DETAILS:**

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit -1 Foundations of Science in Ancient India • Concept of Knowledge (Jñāna) and Science (Vijñāna) in Indian Traditions • Vedic and Post-Vedic Scientific Thought • Role of Religious and Philosophical Texts (Upanishads, Jain & Buddhist Contributions) • Early Schools of Logic and Empirical Observation	15	Theory	-	25	-
2	Unit 2: Part -1-Mathematics, Astronomy, and	15	Theory	-	25	



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	Medicine • Development of Numeral System, Zero, and Algebra (Āryabhaṭa, Brahmagupta, Bhāskara I & II) • Astronomical Theories: Planetary Movements, Calendrical Computations (SūryaSiddhānta, JyotiṣaŚāstra) • Ayurveda: Evolution of Medical Knowledge (Charaka, Suśruta, and Rasashāstra) • Surgery and Pharmaceuticals in Ancient India Part-2: Science, Technology, and Society • Role of Guilds and Educational Institutions (Takṣaśilā, Nālandā, and Indigenous Learning Centers) • Transfer of Indian Scientific Knowledge to the World (China, Arabia, and Europe) • Patronage and Decline of Scientific Inquiry under Different Dynasties • Contemporary					
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	Relevance and Revival of Ancient Scientific Knowledge					
Total Hours		30 hours	Theory	-	50	-

Assessment Methods:

- Written Examinations & Research Papers
- Seminar Presentations & Debates
- Comparative Analysis of Ancient and Modern Scientific Innovations
- Field Visits (Museums, Archaeological Sites, and Manuscript Archives)

References

- Adas, M. - Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance, Oxford University Press, New Delhi, 1992.
- Anderson, R.S.,- Building Scientific Institutions In India: Saha and Bhabha, McGill University, Montreal, 1976.
- Arnold, D. - Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India, University of California Press, Berkeley, 1993.
- Chattopadhyay, D (ed). - Studies in the History of Science in India, Vol. I, Firma KLM, Calcutta, 1986.
- Jaggi, O.P., History of Science, Technology and Medicine in India, Vols. 12,13, 14, 15 Atma Ram and Sons, New Delhi, 1979.
- Kumar, D (ed), Science and Empire: Essays in the Indian Context, 1700-1947, Anamika Prakashan, New Delhi, 1991.
- Kuppuram, G et al (eds)., History of Science and Technology in India, 12 Volumes, New Delhi, 1990.
- Nanda, B. R., Science and Technology in India, Vikas Publishing House, New Delhi, 1977.
- Rahman, A., et al., Science and Technology in India, NISTADS, New Delhi, 1984.



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NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Fourth Semester	
NAME OF COURSE	History of Modern World (1945-1990)	
COURSE CODE	HISMJC-401	
PAPER NO	1	
MARKING SCHEME	End-Semester (EXT):	Continuous evaluation (INT):
CREDITS	Total:4	
	Theory :4	Practical :Nil
TEACHING HOURS	Theory: 60 Hours	Practical: Nil

COURSE OBJECTIVES:

1. The purpose of this paper is to acquaint the student with a broad overview of the fundamental changes that have taken place in the world in modern times.
2. Analyze the processes and consequences of decolonization across continents.
3. Examine the Cold War's influence on domestic and international politics.
4. Explore the rise of new nations, ideologies, and global institutions.
5. Reflect on the cultural, technological, and intellectual currents that shaped modernity.

COURSE OUTCOME:

1. CO1-Explain the Post-War Global Order and its impact.
2. CO2- Analyze the geopolitical consequences of World War II and the formation of the United Nations.



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3. CO3-Understand the emergence of the U.S. and USSR as superpowers and the ideological divide.
4. CO4-Examine key events such as the Berlin Crisis, Cuban Missile Crisis, Korean and Vietnam Wars.
5. CO5-Trace the decline of European empires and the rise of independent states in Asia, Africa, and the Middle East.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end- sem)
1	Unit 1:The Cold War The Cold War a. Ideologies and Political Basis b. Pacts and treaties	15	Theory	-	10	15
2	Unit 2:New Political Order a. Nationalist Movements and Decolonization b. Communist Revolution in China and its impact c. Non – aligned Movement	15	Theory	-	10	15
3	Unit 3: Age of Progress a. Science and Technology, Communication and Information Revolution	15	Theory	-	10	15



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	b. Human rights, Civil Rights Movement, Apartheid, Feminism					
4	Unit 4: From Bipolar to Unipolar World Order a. Disintegration of USSR b. End of Cold War c. Age of Globalization a. Meaning and Nature b. Impact on human Life	15	Theory	-	10	15
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

- Keylor William, 20th century World ; An international History (3rd Edition), OUP, New york, 1996.
- Palmer, R. A. And Cotton, Joel, A History of the Modern World, 6th (ed.) McGraw, 1982.
- Parks, H. B., The United States of America
- Rao B. V., World History, sterling, New Delhi, 1988.
- Smith Joseph, Cold War: 1945-1965, Blackwell publishing House, cambridge, 1989.
- Taylor, A. J. P, The Struggle for Mastery in Europe, OUP, 1954.
- Taylor, A. J. P., The Origins of the Second World War, OUP.
- Thompson, David, Europe Since Napoleon, Penguin, 1966.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	HISMJC-402	
NAME OF COURSE	History of Modern India (1947-1990)	
COURSE CODE	HISMJC-402	
PAPER NO	2	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical :Nil
TEACHING HOURS	Theory: 60 hours	Practical: Nil

COURSE OBJECTIVES:

1. The paper aims to initiate an in-depth study of the dynamics of various changes that took place in India in this period. As the students are already familiar with the facts, an analytical approach is expected to be taken.
2. Understand the processes of political consolidation and constitutional development.
3. Analyze the impact of planned economy, agrarian reforms, and industrialization.
4. Examine movements for social justice, regional autonomy, and cultural assertion.
5. Reflect on India's foreign policy and its position in Cold War geopolitics

COURSE OUTCOME:

1. CO1-Analyze the making of the Constitution and the institutionalization of democracy.
2. CO2-.Assess the impact of Five-Year Plans, land reforms, and industrial strategies.
3. CO3 .Study the rise of Dalit, tribal, feminist, and regional movements.
4. CO4-Examine key political events such as the Emergency rise of coalition politics, and electoral shifts.



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COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end- sem)
1	Unit 1: Indian Society a. Social Composition b. Women : Status, Property Rights, Reform c. Legislation, Political Participation d. Colonial Intervention, Modern education, e. Rise of the middle classes f. Tradition and Modernity	15	Theory	-	10	15
2	Unit 2: India after Independence a. Integration of Princely States b. Reorganization of States	15	Theory	-	10	15
3	Unit 3: Indian constitution and foreign Policy a. Indian constitution b. Foreign Policy of India	15	Theory	-	10	15
4	Unit 4: Making of the Indian State a. Beginnings of Planned Economy b. Industrial Policy and Land Question c. Education, health d. Science and technology	15	Theory	-	10	15
Total Hours-		60 Hours	Theory	-	40	60



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LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

- Bipan Chandra et al, India after Independence, Penguin, New Delhi.
- Chand tara, History of Freedom Movement in India, Vol. I., New Delhi, 1961.
- Chandra Bipan et.al., India's Struggle for Independence, Penguin, New delhi, 1988.
- Dalton Dennis, Gandhi's Power, Non-Violence In Action, OUP, New Delhi, 2001.
- Desai A. R. Social Background Of Indian Nationalism, Popular Prkashan, Mumbai, 1959.
- Fisher Michael H., Politics of British Administration in India, 1757-1857, OUP, New Delhi.
- Heehs peter, India's Freedom Struggle 1857 - 1947, OUP, New Delhi.
- Nanda b. R., Gandhi : Pan-Islamism, Imperialism & Nationalism in India, OUP, New Delhi, 1001.
- O. P. Mehra, Dictionary of Modern Indian History
- Page David, Singh A. I., Moon Penderel & Khosla G. D., The Partition Omnibus, OUP, New Delhi, 2000.
- Sarkar Sumit, Modern India, 1885-1947, Macmillan, New dlehi, 1983.
- Sethi R. r. & Mahajan V. D., Constitutional history of India, S. Chand & Co., New Delhi, 1956.
- Spear Percival, Oxford history of Modern India 1740 - 1975, OUP, New delhi, 1995.



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NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2 nd year	
SEMESTER	Fourth semester	
NAME OF COURSE	History of Modern Maharashtra in 20 th century	
COURSE CODE	HISMJC-403	
PAPER NO	3	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total: 4	
	Theory : : 60 hours	Practical :NIL
TEACHING HOURS	Theory: 60 hours	Practical: NIL

COURSE OBJECTIVES:

1. The paper aims to analyse the constant interplay of various factors in the interaction between different ideas, institutions and individuals that led to the evolution of the modern Marathi identity.
2. To understand Maharashtra's role in anti-colonial struggles and post-independence nation-building.
- 3.To analyze the development of social reform movements, political ideologies, and cultural expressions.
- 4, To examine the formation of Maharashtra as a linguistic state and its implications for regional identity.
- 5.To reflect on the intersections of caste, gender, labor, and urbanization in shaping modern Maharashtra.

COURSE OUTCOME:

1. CO1.Examine the contributions of leaders, organizations, and movements from Maharashtra to India's nationalist movement.



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2. CO2. Study the legacy of reformers such as Jyotirao Phule, Savitribai Phule, Shahu Maharaj, and Dr. B.R. Ambedkar.

3. CO3. Trace the formation of Maharashtra as a linguistic state in 1960 and the Samyukta Maharashtra Movement.
4. CO4. Investigate the role of Marathi literature, theatre, cinema, and journalism in shaping public discourse.
5. CO5. Understand labour movements, cooperative institutions, and rural development initiatives.



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Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: 19th Century Thinkers a. Balshastrri Jambhekar b. Lokahitawadi c. Mahatma Phule d. Justice Ranade e. Agarkar	15	Theory	-	10	15
2	Unit 2:History from Below and Political Movements History from Below a. Tribal revolts, b. Peasant movements, Labour movement, Leftist Movements c. Political movement a. Bombay Association and Pune Sarvajanik Sabha b. Birth of Indian National Congress and Constitutionalist phase c. Tilak Era d. Gandhian Phase e. Revolutionary Movement f. Parallel government –1942	15	Theory	-	10	15
3	Unit 3:Progressive movements in the 20th century a. Early phase – Maharshi Shinde, Rajarshi Shahu and Karmavir Bhaurao Patil b. Non-Brahmin movement – Prabodhankar Thakarey, c. Jedhe, Javalkar, Shankarrao More and Bhaskarrao Jadhav d. Royist movement e. Dr. B. R. Ambedkar and Dalit movement	15	Theory	-	10	15



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4	Unit 4: Economic and political developments a. Urbanization and industrialization b. Co-operative movement c. Samyukta Maharashtra movement	15	Theory	-	10	15
Total Hours		60 Hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT:

Nil

List of Reference Books:

- Ballhatchet Kenneth, Social policy and Social Change in Western India (1817 - 1830), OUP, 1957.
- Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in 19th Century Western India, Cambridge University Press, Cambridge, 1985.
- Cultural Revolt in Colonial Society : Non-Brahmin Movement in Western India : 1873 - 1930, Scientific Socialist Education Trust, Mumbai, 1976.
- Desai, A. R. Social Background Of Indian Nationalism, Popular Prakashan, bombay, 1959.
- Deshpande A. M., John Briggs In Maharashtra : 1817-1835, District Administration under Early British Rule, Rawat Publishers, New Delhi, 1987.
- Grover Verinder (ed.), Bhimrao Raoji Ambedkar, Deep & Deep Publications, New Delhi, 1998.
- Heimsath Charles, Indian Nationalism and Hindu Social Reform, Priceton, 1964.
- Jones K. W., Socio-religious reform Movements in British India, Orient Longman, New Delhi, 1989.
- Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
- Kumar Ravinder, Western India In 19th Century, London, 1968.
- Lederle Mathew, Philosophical trends in Modern Maharashtra, Popular Prakashan, Mumbai, 1976.
- Patil P. G., The Bountiful Banyan : Biography of Karmaveer Bhaurao Patil, Vol. I & II, Macmillan, Mumbai, 2002.
- Phadke Y. D., Social Reformers of Maharashtra, Maharashtra Information Centre, New Delhi, 1975.
- Sunthankar B. R., History of Maharashtra – Vol. I and II, Popular Prakashan, Mumbai, 1993.
- Tucker Richard, Ranade and the Roots of Indian Nationalism, Popular Prakashan, Mumbai, 1977.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Fourth semester	
NAME OF COURSE	History of Japan (1914-1990)	
COURSE CODE	HISMJE-402	
PAPER NO	4	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT):40
CREDITS	Total:4	
	Theory : 60 hours	Practical :Nil
TEACHING HOURS	Theory: 60 hours	Practical: Nil

COURSE OBJECTIVES:

1. The paper aims to provide the student with detailed information on Modern Japan and its emergence as a first World nation. It also aims to provide an international perspective to the study of Asian History.
2. Examine Japan's transformation from imperial expansionism to post-war reconstruction, situating it within global and regional contexts.
3. Analyze the socio-political and economic shifts in Japan during the Taishō, Shōwa, and early Heisei periods, with attention to internal reform and external pressures.
4. Explore the impact of militarism, World War II, and the U.S. Occupation on Japan's national identity, governance, and international relations.
5. Investigate Japan's post-war economic miracle, technological innovation, and cultural diplomacy as part of its re-emergence on the global stage.
6. Engage with diverse historiographical debates, including perspectives from marginalized communities, gendered narratives, and transnational frameworks.



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COURSE OUTCOME:

1. CO1.Critically assess Japan's role in global conflicts and its imperial ambitions, using primary and secondary sources.
2. CO2.Articulate the complexities of Japan's wartime experience and post-war recovery, integrating political, economic, and cultural dimensions.
3. CO3.Demonstrate an understanding of Japan's constitutional reforms, democratization, and the legacy of the U.S. Occupation.
4. CO4.Evaluate Japan's rise as an economic superpower and its influence on global trade, technology, and soft power diplomacy.
5. CO5.Apply interdisciplinary approaches to analyze Japan's historical trajectory, incorporating perspectives from international relations, cultural studies, and memory politics.
6. CO6.Present informed arguments in written and oral formats, reflecting historiographical rigor and inclusive analysis.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1:Rise of Japan as World Power a. World War I and Twenty One	15	Theory	-	10	15



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	Demands b. Paris Peace Conference c. Washington Conference					
2	Unit 2: Inter War Japan a. Failure of Parliamentary Democracy b. Rise of Militarism and the role of Zaibatsu c. Japan, Manchuria and Concept of “Great East Asia Co-prosperity Sphere”	15	Theory	-	10	15
3	Unit 3: Japan and World War II a. War with China. b. War with Allied Powers SCAP Administration. a. New Constitution and Political Parties b. Socio-Economic and Educational Changes	15	Theory	-	10	15



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4	Foreign relations US-Japan Security Treaty a.Foreign Policy of US The Economic Regeneration a.Industry & Agriculture b.Growth of Trade	15	Theory	-	10	15
Total Hours		60 hours	Theory	-	40	60

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

- Ray F. Downs(ed).-Japan Yesterday and Today, Toronto, 1971.
- Reischauer, E.O.and Craig, A.M.-Japan Tradition and Transformation, Boston, 1973.
- Samson, G.B.-The Western World and Japan, London, 1950.
- Scheiner Irwin-Modern Japan, Macmillan, NEW York, 1974.
- Storry Richard-History of Japan,Penguin , 1975.
- Vinacke, H.M.-History of the Far East in Modern Times
- Webb, Hersche, An Introduction to Japan, Columbia University Press New York, 1955.



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NAME OF THE PROGRAM: M.A. History

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Fourth Semester	
NAME OF COURSE	Women in Indian History	
COURSE CODE	HISMJE-402	
PAPER NO	4	
MARKING SCHEME	End-Semester (EXT): 60	Continuous evaluation (INT): 40
CREDITS	Total:4	
	Theory :	Practical :Nil
TEACHING HOURS	Theory: 60 hours	Practical: Nil

COURSE OBJECTIVES:

1. The course aims to introduce the students with the concept of gender as an analytical category.
2. It analyses the known sources and explores the attitude of various ideas, institutions, texts and political movements to investigate the “absences” of women in the history and historiography of India.
3. Trace the historical roles, representations, and contributions of women across different periods of Indian history—from ancient to contemporary times.
4. Critically examine the intersection of gender with caste, class, religion, and region in shaping women’s experiences and agency.
5. Analyze the impact of socio-religious reform movements, colonial policies, and nationalist discourses on women’s lives and identities.

COURSE OUTCOME:



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1. CO1.Demonstrate a nuanced understanding of women's roles in political, economic, cultural, and social spheres across historical epochs.
2. CO2.Articulate the contributions of women reformers, freedom fighters, and intellectuals, situating them within broader historical movements.
3. CO3.Apply intersectional frameworks to analyze how gendered experiences were shaped by structures of power and resistance.
4. CO4.Reflect on historiographical debates surrounding women's history and contribute to rethinking dominant historical paradigms.
5. CO5.Communicate historical insights through analytical writing, presentations, and collaborative projects that foreground inclusive and empathetic scholarship.

COURSE DETAILS:

Unit No	Title of unit with detailed content	No of teaching-learning hours	Theory	Practical	Marks Weightage	
					INT (continuous evaluation)	EXT (end-sem)
1	Unit 1: Feminist Approaches a. Liberal b. Socialist c. Marxist d. Radical e. Post-modern	15	Theory	-	10	15
2	Unit 2: Sources a. Archival – Government Files, Official Reports, Census, Private Papers, etc. b. Non-archival – sacred and non-sacred texts, epigraphs, diaries,	15	Theory	-	10	15



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	memoirs, autobiographies, fiction, songs, folklore, photographs, paintings, oral history					
3	Unit 3: Women in Indian Religion and reform movement a. Brahmanical and non-Brahmanical b. Jainism c. Buddhism d. Islam e. Sikhism f. Christianity b.Reform Movements and Women a. Ancient period b. Medieval period c. Women in Social Reform Movements in Modern India d. Women and National Movement	15	Theory	-	10	15
4	Unit 5: Customary and Legal Status and women and culture a. Ancient India b. Medieval India c. Colonial India d. Post-independence e. Tribal Societies Women and Culture	15	Theory	-	10	15



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	a. Literature b. Art and Sculpture c. Music and Dance d. Theatre, Films and Media					
Total Hours	60 hours	Theory	-	40	60	

LIST OF PRACTICAL TOPICS PER UNIT: Nil

List of Reference Books:

1. Altekar, A. S., The Position of Women in Hindu Civilisation, 2nd ed. Motilal Banarasidas, Delhi, 1978.
2. Basu, A. And Ray, B. ,Women's Struggle: A History of the All India Women's Conference 1927 – 1990. Delhi, Manohar, 1990.
3. Borthwick, M. ,The Changing Role of Women in Bengal 1849-1905, Princeton University Press, Princeton, 1984.
4. Chakravarti Uma and Kumkum Roy, “Breaking Out of Invisibility: Rewriting the History of Women in Ancient India”, in Kleinberg, S. Jay, Retrieving Women's History : Changing Perceptions of the Role of Women in Politics and Society, UNESCO, Berg. 1988.
5. Dehejia, Vidya, Representing the Body: Gender Issues in Indian Art, Kali for Women, Delhi, 1997.
6. Desai Neera, Women in Modern India, Vora, Mumbai, 1957.
7. Everett, Jana M., Women and Social Change in India, Heritage Publishers, Delhi, 1981.
8. Forbes, Geraldine, Women in Modern India, Cambridge University Press, Cambridge, 1996.
9. Hiltebeitel Alf, Draupadi Among Rajputs, Muslims & Dalits : Rethinking India's Oral & Classical Traditions, OUP, New Delhi, 1999.
10. Jayawardena, Kumari, Feminism and Nationalism in the Third World, London, Zed Books, 1986.
11. Krishnamurty, J., (ed.), Women in Colonial India: Essays on Survival, Work and the State, OUP, Delhi, 1989.
12. Liddle, J., and Rama Joshi, Daughters of Independence: Gender, Caste and Class in India, Zed Books, London, 1986.
13. Mani, Lata, Contentious Traditions: The Debate on Sati in Colonial India, University of California Press, Berkley, 1998.
14. Mazumdar Vina, Symbols of Power: Studies on the Political Status of women in India, Allied, Delhi, 1979.
15. Minault Gail, The Extended Family: Women and Political Participation in India and Pakistan, South Asia Books, Columbia, 1981.
16. Minault Gail, Secluded Scholars : Women's Education and Muslim Social Reform in Colonial India, OUP, Delhi, 1998.



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17. Misra, Rekha, Women in Mughal India (1526-1748 A. D.), MunshiramManoharlal, Delhi, 1967.
18. Nair, Janaki, Women and Law in Colonial India : A Social History, Kali for Women, Delhi, 1996.
19. Nanda, B. R., Indian Women: From Purdah to Modernity, Vikas, Delhi, 1976.
20. Ray, Bharati and Basu, Aparna, (eds.), From Freedom to Independence : Women and Fifty Years of India's Independence, OUP, Delhi, 1999.



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TILAK MAHARASHTRA VIDYAPEETH DEPARTMENT OF NEHRU INSTITUTE OF SOCIAL SCIENCES

NAME OF THE PROGRAM: M.A. HISTORY

PROGRAM CODE: 580

YEAR: 2025-2026

YEAR	2nd year	
SEMESTER	Fourth semester	
NAME OF COURSE	Research Project -II	
COURSE CODE	HISRP-401	
PAPER NO	6	
MARKING SCHEME	Internal Examination/Presentation/VivaVoce- 50 marks	External//Research Project Assessment-100 marks
CREDITS	Total:6	
	Theory :	Practical :Yes
TEACHING HOURS	Theory:	Practical:

COURSE OBJECTIVES:

1. To develop a historically grounded research question and formulate a coherent research design using appropriate methodologies.
2. To engage critically with primary and secondary sources, demonstrating awareness of source provenance, bias, and interpretive frameworks.
3. To Apply historiographical analysis to situate their research within existing scholarly debates and identify gaps in the literature.
4. Cultivate academic writing and presentation skills, including citation practices, argumentation, and narrative structure.
5. Reflect on ethical considerations in historical research, including representation, positionality, and the use of oral and community-based sources.



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COURSE OUTCOME:

1. CO1.Design and execute an original research project that demonstrates methodological rigor and historical insight.
2. CO2.Analyze and interpret diverse types of historical evidence, including archival documents, oral histories, visual materials, and digital sources.
3. CO3.Articulate a clear thesis and support it with well-structured arguments grounded in evidence and historiographical context.
4. CO4.Demonstrate proficiency in academic writing, including the use of footnotes, bibliographies, and scholarly conventions.
5. CO5.Present research findings in oral and/or visual formats, engaging peers in constructive dialogue and critique.

Course Details

Module	Title of the Module with Detailed Content	No. of Teaching Hours	Credits		Marks Scheme	
			Theory	Practical /Research Project	Internal Exam (CIE)/ Viva Voce	External Project Report Assessment
	Research Project-II	-	-	6	50	100
	• Selection of Research Topic shall be done at the beginning of the Semester • Final Submission of Research Report one month before the end of semester-IV • Followed by Assessment of Research Project and Viva- Voce					



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Process of Research Project-II

1. Topic Selection and Approval:

Faculty-Provided Topics:

At the commencement of the third semester, faculty members within the History Department will present students with a selection of 6 to 10 broad research topics. These topics will align with the core disciplines of History. This provides students with a foundational starting point.

Student-Proposed Topics:

Students are also encouraged to develop their own dissertation topics. This fosters independent thought and allows students to pursue areas of particular interest. However, student-proposed topics must undergo a rigorous approval process by the department's faculty. This ensures that the proposed research is academically sound, feasible, and relevant to the field of History.

Outline Submission and Approval:

- Once a student has chosen a topic (either faculty-provided or student-proposed), they must create and submit a detailed research outline to the department.
- This outline will typically include:
 - A clear statement of the research question or hypothesis.
 - A preliminary literature review.
 - A proposed research methodology.
 - An anticipated timeline.
- The department will review these outlines to assess their suitability.



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Finalization:

- Following the outline approval process, a definitive list of approved dissertation topics, along with accompanying reading lists, will be made available to students. This ensures that all students have access to the necessary resources.

2. Project Committee and Guidance:

- **Project Committee Formation:**
 - The department will establish a project committee responsible for overseeing the dissertation process.
 - This committee will consist of the Head of the History Department (serving as the chairperson) and three additional faculty members.
- **Faculty Guidance:**
 - Faculty members within the department will serve as guides for the students' dissertation projects.
 - Student-Guide Allocation:
 - The project committee will be responsible for matching students with appropriate faculty guides, considering the students' chosen research topics, and the faculty members' area of expertise.

3. Project Development and Submission:

- **Preliminary Presentation:**
- Students are required to deliver a preliminary presentation of their research proposal to the project committee. This presentation serves as an early checkpoint, allowing the committee to provide feedback and guidance.
- **Dissertation Development:**



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- Students will conduct in-depth research, gather and analyze data, and write a dissertation of 5000-8000 words.
- **Formatting and Style:**
 - The dissertation must adhere to APA style guidelines.
 - The document must be typed with one and half-line spacing.
- **Plagiarism Policy:**
 - Strict plagiarism policies are enforced. Any dissertation with more than 25% plagiarism will require the student to rewrite the document.
- **Dissertation Format:**
 - The dissertation must include the following sections:
 - Title Page
 - Abstract
 - Introduction
 - Review of Literature
 - Research Methodology
 - Analysis and Interpretation
 - Conclusion/Findings/Suggestions
 - Bibliography
 - Appendices(if applicable)
- **Title Page:** This is the first page and should contain the title of your project, your name, your institution, and other relevant information.
- **Abstract:** A brief, one-paragraph summary of your entire study. It should state your research question, methodology, key findings, and conclusions.
- **Introduction:** This section provides context for your research. It should introduce the topic, provide background information, and clearly state your research question or hypothesis.
- **Review of Literature:** This is where you summarize and critique existing research on your topic. It shows that you understand the current state of knowledge and identifies the gap your research will fill.
- **Research Methodology:** Explain how you conducted your research. This section should
Detail your research design, data collection methods, and analytical techniques.
- **Analysis and Interpretation:** Present and analyze the data you collected. This section should be objective and focus on what your



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data shows.

- **Conclusion/Findings/Suggestions:**
- Summarize your key findings and discuss what they mean in relation to your research question. You can also offer suggestions for future research.
- **Bibliography:**
A complete list of all the sources you cite deny our dissertation formatted according to APA style guidelines.
- **Appendices (if applicable):** This is for supplementary materials that are too long to include in the main body of the paper, such as raw data, surveys, or interview transcripts.
- **Final Submission:**
 - Students must submit a bound hardcopy of their dissertation, along with a digital copy (CD/DVD), to the department by the designated deadline.
 - The final submission of dissertation shall be in the 12th to 14th week of the semester, followed by final presentation

4. Evaluation and Presentation:

- **Dissertation Evaluation:**
 - The student's faculty guide will evaluate the dissertation, assigning a grade out of 60 marks.
- **Final Presentation:**
 - Students will deliver a final presentation of their research to the project committee.

Criteria of Evaluation

Research Project(II)	100 marks	Introduction (5), Problem Statement & Objectives (5), Literature Review(5),Methodology &Research Design(10),Data Analysis & Interpretation (15), Findings/Conclusion (5), Structure (5), References(5) Originality(5)
Viva Voce(II)	50 marks	Content &Structure(10),Analysis &Understanding(10), Presentation Skills (10), Visual Aids (5), Q&A (5)