

TILAK MAHARASHTRA VIDYAPEETH

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Estd. 1921

NEHRU INSTITUTE OF SOCIAL SCIENCES

STRUCTURE AND SYLLABUS

Credit Framework for the Two Years Master Degree Programme

Master of Arts (M.A.) in History

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

As Per the Government of Maharashtra Guidelines/Resolutions

With Effective from Academic Year 2025-2026

Tilak Maharashtra Vidyapeeth

Name of Department- NISS

Programme Structure For Academic Year 2025-26

Programme Name- M.A. History and Programme Code-580 -
Semester- I

Course Code	Course Name	Category	Credit			Theory Marks		Practical Marks		Total Marks
			Theory	Practical	Total	External	Internal	External	Internal	
HISMJC-101	Study of Ideas and Institutions in Ancient India	Core 1	4	-	4	60	40	-	-	100
HISMJC-102	Theory of History	Core 2	4	-	4	60	40	-	-	100
HISMJC-103	Administrative History of the Marathas	Core 3	4	-	4	60	40	-	-	100
HISMJE-101 OR HISMJE-102	History of Dalit Movement in 19th century in India OR History of China (1839-1935)	Core Electives	4	-	4	60	40	-	-	100
HISRM-101	Research Methodology	RM	4	-	4	60	40	-	-	100
		Total	20	-	20	300	200	-	-	500

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

PART 1
SEMESTER I

Core -1

HISMJC-101- Study of Ideas and Institutions in Ancient India

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

Course Outline

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

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

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

State Formation and Kingship - Rig Vedic

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

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

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

Module-4-Economy: From Pre-historic to Gupta

1 Credits (15 hours)

- 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

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.
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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.

Core -2

HISMJC-102- Theory of History

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

Course Outline

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

References:

1. Avineri S, Social and Political Thought of Karl Marx, Cambridge, 1968
2. B. Shaikh Ali, History: Theory and Method, Madras, 1972
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.
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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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19. Tikekar, S. R., On Historiography, Mumbai, 1964.
20. Wilkinson & Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002

Core -3

HISMJC-103- Administrative History of the Marathas

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

Course Outline

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

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

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

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

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

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

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

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

References:

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

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29. Wink, Andre., Land and Sovereignty in India - Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman; Bombay, 1986.

Core Electives –Paper-1

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

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

Course Outline

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

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

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

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

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

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

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

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

References:

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
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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
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10. Ambedkar B. R., Federation versus Freedom, Thacker & Co., Bombay 1939.
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30. Gavai R. S., The Caste war over Reservation: A Case before the People's Bari, Maharashtra State Republican Party, Bombay, 1981

Core Electives –paper -2

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

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

Course Outline

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

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

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

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

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

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

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

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

References:

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.

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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.
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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.

HISRM-101-Research Methodology

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

Course Outcome

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

Module-1 Introduction to Research Methods in Social Sciences 1 Credits (15 Hours)

- 1.1 Meaning, Objective and of Criteria of Good Research
- 1.2 Social Science research: Nature, importance, limitations and difficulties
- 1.3 Deductive Method, Inductive Method
- 1.4 Research Design: Meaning, objective and types
- 1.5 Review of Literature: meaning, significance and precautions
- 1.6 Research Problem: meaning, need and formulation
- 1.7 Research Process

Module-2 Collection of data and Analysis of Data 1 Credits (15 Hours)

- 2.1 Sources of data – Primary Data And secondary data
- 2.2 Questionnaire, Interview , Schedule and Observation
- 2.3 Types of Sampling Techniques
- 2.4 Analysis of Data- Classification, Tabulation and Graphical
- 2.5 Interpretation-meaning, significance and precautions
- 2.6 Mean, Medium and Mode

Module-3 Computer, Software and Internet in Social Research 1 Credits

(15 Hours)

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

Module-4

Research Report Writing

**1 Credits
(15 Hours)**

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

References:

- 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
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- 11) Banamati Mohanty (2015) 'Statistics for Behavioral and Social Sciences' Sage Texts
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- 13) Cooper Donald R. & Pamela S. Schindler (1999), "Business Research Methods", Tata

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New Age International Publications, 4th Edition

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STRUCTURE AND SYLLABUS

Credit Framework for the Two Years Master Degree Programme

Master of Arts (M.A.) in History

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

As Per the Government of Maharashtra Guidelines/Resolutions

With Effective from Academic Year 2025-2026

Programme Name- M.A. History and Programme Code-580 - Semester- II

Course Code	Course Name	Category	Credit			Theory Marks		Practical Marks		Total Marks
			Theory	Practical	Total	External	Internal	External	Internal	
HISMJC-201	Study of Ideas and Institutions in Medieval India	Core 1	4	-	4	60	40	-	-	100
HISMJC -202	Practice of History	Core 2	4	-	4	60	40	-	-	100
HISMJC-203	Socio-Economic History of the Marathas	Core 3	4	-	4	60	40	-	-	100
HISMJE-201 OR HISMJE-202	History of Dalit Movement in 20th century in India OR History of China (1936-1990)	Core Electives	4	-	4	60	40	-	-	100
HISINT-201	Internship	OJT	-	4	4	---	-	60	40	100
MIKS25	Indian Knowledge System (IKS)	IKS - Generic	2	--	2	---	50			50
		Total	18	4	22	240	210	60	40	550

M.A. FIRST YEAR
M.A.HISTORY SECOND SEMESTER -2025-26

Core-1

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

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

Course Outline

Unit 1: Sources for Medieval India

- a. Persian
- b. Regional Languages
- c. Foreign – Travelers’ Accounts and Factory Records

Unit 2: Formation and Nature of the Medieval State

- a. State Formation: Sultanate, Chola, Vijayanagara, Mughal, Maratha
- b. Nature of Medieval State: Medieval Theories and Modern Theories

Unit 3: Administrative System

- a. Mughal State – Mansabdari System
- b. Maratha State – Watan and Saranjam System

Unit 4: Society in Medieval India

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

Unit 5: Medieval Economy

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

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.
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Core-2

HISMJC-202-Practice of History

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

Course Outline

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

Unit 2: Stages in Historical Research

- a. Hypothesis
- b. Heuristics
- c. Internal and External Criticism
- d. Hermeneutics

Unit 3: Recent approaches

- a. Structuralist and Post-Structuralist
- b. Post-Modern

Unit 4: Schools of Indian Historiography

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

Unit 5: Recent Tools of Historical Analysis

- a. Caste
- b. Class
- c. Gender
- d. Myth, Legend and Folklore

e. Memory

Unit 6: Writing a Research Article/Dissertation

References:

1. Avineri S, Social and Political Thought of Karl Marx, Cambridge, 1968
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Core-3

HISMJC-203- Socio-Economic History of the Marathas

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

Course Outline

Unit 1: Village Community

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

Unit 2: Social Structure

- a. Varna
- b. Caste
- c. Communities
- d. Tribes

Unit 3: System of Education

- a. Primary Education
- b. Higher Education

Unit 4: Agrarian System

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

Unit 5: Trade, Industry and Urbanization

- a. Trade and Commerce
- b. Industry
- c. Nature of Urbanization

Unit 6: Currency and Banking

- a. Currency
- b. System of Banking

References:

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

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

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

Course Outline

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

Unit 2: Other Anti-Caste Movements in India

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

Unit 3: Constitutional Developments

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

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

Unit 5: Globalisation and Dalits

References:

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Elective Paper – 2

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

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

Course Outline

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

References:

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28. Gupte R.S., History of Modern China, Sterling Publishers Pvt. Ltd, Bangalore 1981.
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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.

Semester-II

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

Course Outcome

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

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

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

Output of On-Job Training (OJT)

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

For the Details of internship student can access theUGClink given below-

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

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

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

Evaluation Method:

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

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

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

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

- i) A student shall give Viva Voce/Presentation of internship process/experience through offline or online mode

OR

- ii) A Student shall submit Final Report on Internship experienceandoutcomein2000-2500 words.

(MIKS25) - Indian Knowledge Systems (IKS) Generic

‘Application of Indian Knowledge Systems’

INTRODUCTION:

This course provides a comprehensive exploration of Indian Knowledge Systems (IKS), focusing on the historical, philosophical, cultural, and scientific contributions of ancient India. Through various topics and perspectives, this course aims to deepen the understanding of India's rich intellectual and cultural heritage. The course is structured to cover diverse areas, including Sanskrit literature, Indian philosophy, classical languages, education systems, arts, architecture, trade, medicine, yoga, astronomy, mathematics, agriculture, and metallurgy. By examining these aspects, students will gain an appreciation of how IKS has shaped global knowledge system.

COURSE OBJECTIVES:

- 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.
- 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.
- To connect the applications of IKS in contemporary society, fostering an appreciation for its relevance and contribution to modern-day practices.

COURSE OUTCOMES:

CO1. Demonstrate a comprehensive understanding of Indian Knowledge Systems (IKS) and their core concepts across various disciplines, including literature, philosophy, arts, and sciences.

CO2. Analyze the historical timeline of India and its influence on global thought, culture, civilization, and intellectual discourse. 39

CO3. Recognize and evaluate the contributions of ancient Indian philosophy, education systems, arts, architecture, and scientific advancements, including Ayurveda and mathematics, to modern society.

CO4. Examine the relevance and application of IKS in contemporary contexts, including modern business practices, medicine, agriculture, and industry.

This course is an **ONLINE COURSE**. Students shall register on

<https://tmvonline.org/tmvmooc/> and thereafter can access the course through videos uploaded.

An online exam will be taken for the course and the date will be informed by the department accordingly. For any assistance please contact only through email on: emooc@tmv.edu.in ; cc: tmvskt@gmail.com, sanskrit@tmv.edu.in

Syllabus

1. Introduction to IKS
2. Introduction to Ancient Indian Education Systems
3. Overview of Indian Arts: Performing Arts
4. Overview of Indian Arts: Visual Arts
5. Overview of Indian Architecture
6. Introduction to Indian Management Systems
7. Ancient Indian Trade and Commerce
8. Overview of Indian Medicine: Ayurveda
9. Introduction to Yoga
10. Introduction to Indian Astronomy and Mathematics
11. Overview of Indian Agriculture and Irrigation
12. Introduction to ancient Indian Chemistry and Metallurgy

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.
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