

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

M.A. II History

(To be implemented from Academic Year 2023-24)

Course Code	Semester III	Credits	Course Code	Semester IV	Credits
	Core			Core	
PAHIS301	History of Indian Cinema and Social Realities	6	PAHIS401	History of Modern Maharashtra (1818 CE - 1960 CE)	6
PAHIS302	Social, Economic and Administrative History of the Marathas	6	PAHIS402	History of U.S.A (1900 CE- 1990 CE)	6
PAHIS303	History of Contemporary World (1945 CE – 2000 CE)	6	PAHIS403	Evolution of Human Rights in the 20th Century	6
PAHIS304	Sources in Historical Research	6	PAHIS404	Project	10
	Total Credits	24		Total Credits	28

SMART Criteria for Course Outcomes:

Specific: Each course outcome is specific, outlining the knowledge and skills students are expected to acquire in relation to the specific topics covered.

Measurable: Each outcome can be measured through assessments, tests, or projects to determine the level of understanding and proficiency achieved by the students.

Achievable: The outcomes are achievable within the duration of the course, considering the number of lectures allocated to each topic.

Relevant: The outcomes are relevant to the subject of financial services and capital market, addressing important concepts, types, and mechanisms involved.

Time-bound: The outcomes are expected to be achieved by the end of the course, providing a clear timeline for assessment and evaluation.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	History of Indian Cinema and Social Realities
Course Code	PAHIS301
Class	M.A.
Semester	III
No of Credits	6
Nature	Theory
Type	Core
Employability/ Entrepreneurship/ Skill Development	

History of Indian Cinema and Social Realities

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Indian Cinema	30/06/2023	Lecture & Timeline Method
Unit 2	Reflections of Social Realities	02/08/2023	Lecture, Timeline Method
Unit 3	Spatial Transformations and Cinema	01/09/2023	Lecture & Timeline Method
Unit 4	Trends in Indian Cinema	09/10/2023	Lecture, Timeline Method

Course Outcomes:

At the end of the Course, the Learner will be able

1. Trace the evolution of Indian Cinema
2. Understand and contextualize the socio-political realities as depicted through cinema
3. Study the impact of parallel cinema on society and understand the new trends emerging in Indian cinema

Curriculum:

Sr. No.	Modules / Units
1	Indian Cinema (15 Lectures) (a) Approaches to Cinema Studies (b) Brief History of Indian Cinema (c) Indian Nationalism, Partition and Cinema
2	Reflections of Social Realities (15 Lectures) (a) Caste and Class (b) Communalism (c) Gender
3	Spatial Transformations and Cinema (15 Lectures) (a) Representation of Village in Cinema (b) Urbanity and Slums (c) Globalization, Diaspora and Indian Cinema
4	Trends in Indian Cinema (15 Lectures) (a) Parallel Cinema (b) Biopics (c) Violence, Protest and Subversion

Learning Resources recommended:

A] Books and Textbooks:

1. Chakravarty Sumita, National Identity in Indian Popular Cinema: University of Texas Press, Austin, Texas ,1993
2. Deshpande Aniruddha, Class, Power & Consciousness in Indian Cinema & Television, Primus Books, 2013
3. Kabir Nasreen Munni, Bollywood: The Indian Cinema Story, Channel 4Books, 2002
4. Prasad Madhava Ideology of the Hindi Film: A Historical Construction, Oxford India,1998
5. Sarkar Kobita, Indian Cinema Today , Sterling Publishers, New Delhi, 1975
6. मुजावर इसाक, मुस्लीम सिनेमा समाज बुरख्यातला बुरख्याबाहेरचा, नवचैतन्य प्रकाशन, पुणे
7. मुजावर इसाक, गाथा मराठी सिनेमाची, प्रतीक प्रकाशन, पुणे.
8. पाडळकर विजय, 'देवदास' ते 'भुवन शोम' विसाव्या शतकातील हिंदी सिनेमाचा इतिहास, खंड १, मैत्रेय प्रकाशन, मुंबई, २०१५.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	Social, Economic and Administrative History of the Marathas
Course Code	PAHIS302
Class	M.A.
Semester	III
No of Credits	6
Nature	Theory
Type	Core
Relevance with Employability/ Entrepreneurship/ Skill development	

Social, Economic & Administrative History of the Marathas

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	The Deccan in the Seventeenth Century	11/07/2023	Lecture & Timeline Method
Unit 2	Social structure	08/08/2023	Lecture, Timeline & Source Method
Unit 3	Maratha Administration	08/09/2023	Lecture & Timeline Method
Unit 4	Economic and Cultural Development	14/10/2023	Lecture, Timeline & Source Method

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Create an understanding of the regional history
2. Orient student with various sources of Maratha history
3. Understand the socio-economic life and administration of the Marathas
4. Acquaint the students with different sources of Maratha history
5. Develop ability to identify, analyze and evaluate the source.

Curriculum:

Sr. No.	Modules / Units
1	The Deccan in the Seventeenth Century (15 Lectures) (a) Sources and geographical influence on socio-economic life (b) Bhakti and Sufism (c) Village Communities
2	Social structure (15 Lectures) (a) Caste, Class, Slavery and Untouchables (b) Vethbegari (Bonded Labour) ,Condition of Peasantry (c) Position of Women
3	Maratha Administration (15 Lectures) (a) Central and provincial (b) Military and Judicial (c) Land revenue and Watandari System
4	Economic and Cultural Development (15 Lectures) (a) Industry, Trade and Commerce (b) Currency and Banking (c) Art and Architecture

Learning Resources recommended:

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Chitnis K.N., Glimpses of Maratha Socio-Economic History, Atlanta Publishers, New Delhi, 1994
3. Desai S.V., Social Life in Maharashtra under the Peshwas, Popular Prakashan, Bombay, 1962.
4. Kulkarni A.R., Maharashtra in the Age of Shivaji (A Study in Economic History), Pune, 1969.
5. Mujumdar R. C. Ed. The Mughal Empire, Bombay, 1974.
6. Ranade M.G., The Rise of Maratha Power, The Publication Division, 1961
7. Sarkar, J. N. Shivaji and His Times, Calcutta, 1961.
8. कुलकर्णी अ.रा., आणि खरे ग. ह. (संपा.), मराठ्यांचा इतिहास. खंड १-३, कॉन्टिनेन्टल प्रकाशन, पुणे.
9. गर्गे एस.एम., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, बॉम्बे, १९९४.
10. देशपांडे प्र. न., मराठ्यांचा उदय आणि उत्कर्ष, कॉन्टिनेन्टल प्रकाशन, पुणे.
11. शहा. मु. ब. संपा. इतिहासाचार्य वि. का. राजवाडे समग्र साहित्य, खंड १ ते १३, धुळे, १९९५-१९९८.
12. शेलवलकर, त्र्यं. शं. श्री शिवछत्रपति : संकल्पित शिवचरित्राची प्रस्तावना, आराखडा व साधने, मुंबई, १९६४.
13. सरदेसाई गो. स., मराठी रियासत, खंड १-६, पॉप्युलर प्रकाशन, मुंबई.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	History of Contemporary World (1945 CE – 2000 CE)
Course Code	PAHIS303
Class	M.A.
Semester	III
No of Credits	6
Nature	Theory
Type	Core
Relevance with Employability/ Entrepreneurship/ Skill development	

History of Contemporary World (1945 CE – 2000 CE)

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	The Cold War and Its Legacies	19/07/2023	Lecture & Timeline Method
Unit 2	Europe, U.S.S.R and U.S.A. (1985-2000)	17/08/2023	Lecture, Timeline Method
Unit 3	Asia after Second World War	16/08/2023	Lecture, Timeline & Source Method
Unit 4	Major Trends in the Contemporary World	21/10/2023	Lecture, Timeline & Source Method

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Trace some of the major historical developments in the post-World War II era
2. Understand the significance of these events.
3. Comprehend the ways in which events of the latter half of the twentieth century have influenced the present.

Curriculum:

Sr. No.	Modules / Units
1	The Cold War and Its Legacies (15 Lectures) (a) Origins of Cold War and Security Pacts (b) Cold War Crises in Western & Eastern Europe, Asia and Latin America (c) The End of the Cold War
2	Europe, U.S.S.R and U.S.A. (1985-2000) (15 Lectures) (a) Glasnost and Perestroika, Disintegration of U.S.S.R (b) Emergence of the European Union (EU) in Western Europe (c) U.S.A. as the dominant world power
3	Asia after Second World War (15 Lectures) (a) West Asia: Oil Politics and Arab-Israel conflicts (b) The rise of China and Japan (c) Developments in Southeast Asia, Vietnam War
4	Major Trends in the Contemporary World (15 Lectures) (a) Economic and Cultural Globalisation (b) Environmental Challenges and Sustainable Development (c) Women's Liberation Movements

Learning Resources Recommended:

A] Books and Textbooks:

1. Barraclough Geoffery, An Introduction To Contemporary History, Pelican, London, 1977.
2. Cady John F., The History of Post-war Southeast Asia, Athens, Ohio, 1974.
3. E.J. Hobsbawm, The Age of Extremes, 1914 – 1991, New York, Vintage, 1996
4. J. Nathan and J. Oliver, United States Foreign Policy and World Order, New York, 1989.
5. Kashikar, Mohan, SAARC, Its Genesis, Development and Prospects, Himalaya Publishing House, 2000.
6. Kirk George E., Contemporary Arab Politics, Praegar, New York, 1961
7. Norman Lowe, Mastering Modern World History, and London: Palgrave Macmillan
8. कदम य. ना., विसाव्या शतकातील जगाचा इतिहास, फडके प्रकाशन, कोल्हापूर.
9. डॉ. आचार्य धनंजय, विसाव्या शतकातील जग, श्री साईनाथ प्रकाशन, नागपूर.
10. तळवलकर गोविंद, भारत आणि जग, मौज प्रकाशन गृह, मुंबई.
11. बाचल वि.मा., आंतरराष्ट्रीय संबंध, कॉन्टिनेन्टल प्रकाशन, पुणे.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	Sources in Historical Research
Course Code	PAHIS304
Class	M. A.
Semester	III
No of Credits	6
Nature	Theory
Type	Core
Relevance with Employability/ Entrepreneurship/ Skill development	

Sources in Historical Research

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Introduction	25/07/2023	Lecture & Source Method
Unit 2	Historical Sources	25/08/2023	Lecture & Source Method
Unit 3	Conceptual Framework	03/10/2023	Lecture & Source Method
Unit 4	Analysis of Sources	28/10/2023	Lecture & Source Method

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Understand the historiography and theory related to historical research, writing, and presentation.
2. Develop ability to identify, analyze and evaluate the source.
3. Acquaint the students with different sources of history.

Curriculum:

Sr. No.	Modules / Units
1	Introduction (10 Lectures) (a) Meaning, Scope and Nature of History (b) Authenticity, Credibility and Relevance of Sources (c) Repositories of Sources
2	Historical Sources (10 Lectures) (a) Classification and Organisation (b) Primary sources, Secondary sources ; Unconventional Sources (c) Citation Methods and Bibliography
3	Conceptual Framework (5 Lectures) (a) Marx and Gramsci (b) Foucault , Postmodernism, Post-Structuralism (c) Cultural Anthropology and Interdisciplinary Approaches
4	Analysis of Sources (5 Lectures) (a) Difference between History, Memory and Biography (b) Difference between History and Fiction (c) Difference between History and Antiquarianism

Learning Resources recommended:

1. Agarwal, R. S., Important Guidelines on Research Methodology, Delhi, 1983.
2. Brothwell, D. & Pollard, A. M. Eds., Handbook of Archaeological Science, 2004.
3. Carr, E. H. What is History? Macmillan, London [1964] 1983.
4. Collingwood, R. G. The Idea of History, Ed. T. M. Knox (Oxford University Press, London, 1973
5. K. N. Chitnis – Research Methodology in History, Pune, 1979.
6. Majumdar, R. C., Historiography in Modern India, Bombay, 1970.
7. कोठेकर शांता, इतिहास आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २०१६
8. गायकवाड, डॉ. सरदेसाई, हनमाने, इतिहास लेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
9. ढवळीकर म. के., पुरातत्व विद्या, महाराष्ट्र राज्य साहित्य आणि संस्कार मंडळ, मुंबई, १९८०.
10. ढवळीकर म. के., प्राचीन भारतीय नाणकशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई, २०१३.
11. संत दु. का. संशोधन पद्धती प्रक्रिया अंतरंग
12. सदाशिव आठवले, इतिहासाचे तत्त्वज्ञान, प्राज्ञ प्रकाशन, वाई.
13. सरदेसाई बी. एन., इतिहास लेखन पद्धती, फडके प्रकाशन, कोल्हापूर.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	History of Modern Maharashtra (1818 CE -1960 CE)
Course Code	PAHIS401
Class	M.A.
Semester	IV
No of Credits	6
Nature	Theory
Type	Core
Relevance with Employability/ Entrepreneurship/ Skill development	

History of Modern Maharashtra (1818 CE -1960 CE)

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	Background	09/12/2023	Lecture, Timeline & Source Method
Unit 2	Reforms and Resistance	12/01/2024	Lecture, Timeline & Source Method
Unit 3	Social Protest	09/02/2024	Lecture, Timeline & Source Method
Unit 4	Nationalism and Linguistic Reorganization of States	11/03/2024	Lecture, Timeline & Source Method

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint students with the efforts of intellectuals against the British rule
2. Understand the efforts made towards the emancipation of women and lower caste
3. Understand the role of Maharashtra in the Revolt of 1857 and the Indian National Movement.
4. Acquaint the students with different sources of modern history of Maharashtra

Curriculum:

Sr. No.	Modules / Units
1	Background (15 Lectures) (a) Maharashtra on the eve of British conquest (b) Education and Press, Law and Administration, and Christian Missionaries (c) Transport and Communication
2	Reforms and Resistance (15 Lectures) (a) Intellectual Resistance to British colonial rule (b) Rise of Economic Nationalism (c) Religious Dissent (Gopal Hari Deshmukh, Dadoba Pandurang Tarkhadkar)
3	Social Protest (15 Lectures) (a) Emancipation of Women, and liberation of lower castes (b) Mahatma Jotirao Phule (c) Vithal Ramji Shinde, Chattrapati Shahu Maharaj and Dr. B.R. Ambedkar
4	Nationalism and Linguistic Reorganization of States (15 Lectures) (a) Indian National Congress: Moderates, Extremists (b) Revolutionary Nationalists (c) Gandhian Movements (c) Samyukta Maharashtra Movement

Learning Resources recommended:

A] Books and Textbooks:

1. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966.
2. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
3. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
4. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
5. Sunthankar B.R. Nineteenth Century History of Maharashtra 1818-1857, Popular Book Bombay, 1988
6. कदम मनोहर, नारायण मेघाजी लोखंडे-भारतीय कामगार चळवळीचे जनक, अक्षर प्रकाशन, मुंबई.
7. जावडेकर शं.द. आधुनिक भारत, कॉन्टिनेंटल प्रकाशन, पुणे.
8. दीक्षित राजा, एकोणिसाव्या शतकातील महाराष्ट्र : मध्यमवर्गाचा उदय, डायमंड प्रकाशन, पुणे.
9. पाध्ये प्रभाकर , टिकेकर रामचंद्र , आजकालचा महाराष्ट्र, भारत गौरव ग्रंथमाला, मुंबई.
10. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, खंड. १ ते ५, श्रीविद्या, मौज प्रकाशन.
11. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि जाति-वर्ण व्यवस्था, सुगावा प्रकाशन, पुणे.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	History of U.S.A (1900 CE- 1990 CE)
Course Code	PAHIS402
Class	M.A.
Semester	IV
No of Credits	6
Nature	Theory
Type	Core
Relevance with Employability/ Entrepreneurship/ Skill development	

History of U.S.A (1900 CE- 1990 CE)

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	The U.S. A. at the turn of the 20th Century	15/12/2023	Lecture & Timeline Method
Unit 2	World War II and its Aftermath	19/01/2024	Lecture, Timeline & Source Method
Unit 3	Struggle for Justice	17/02/2024	Lecture & Timeline Method
Unit 4	American Foreign Policy	19/03/2024	Lecture, Timeline & Source Method

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint Students about the rise and development of the USA as a world power
2. Explore the evolution of American culture and society

Curriculum:

Sr. No.	Modules / Units
1	The U.S. A. at the turn of the 20th Century (15 Lectures) (a) Progressive Movement (1900-1919) (b) Imperial America (c) World War I and U. S. A. as a World Power (1900-1919)
2	World War II and its Aftermath (15 Lectures) (a) Great Depression, New Deal and World War II (b) The USA and Reconstruction (c) Development of Science and Technology
3	Struggle for Justice (15 Lectures) (a) Civil Rights Movement (b) Cultural Revolution: Fashion, Art, Literature, the Harlem Renaissance (c) American Industry and workers, Immigration and Ethnicity
4	American Foreign Policy (15 Lectures) (a) World War I (b) World War II (c) Cold War and End of Non-Entanglement

Learning Resources Recommended:

A] Books and Textbooks:

1. Beshloss, M. R. Kennedy and Rossevelt, Norton, 1980.
2. Franklin John H., From Slavery to Freedom, A History of Negro Americans, Random House, New York, 1969.
3. Morison Samuel Eliot, The Oxford History of the American people, Oxford University Press, 1965.
4. Patterson James T., America in the Twentieth Century, A History, Harcourt Brace Jovanovich, New York, 1976.
5. Stanley, Peter W., A Nation in the Making: The Philippines and the United States, 1974
6. करंदीकर, शि. ल. अमेरिकेचे स्वराज्य व सुराज्य, पुणे, १९६६.
7. मीडोक्राफ्ट, एनिड ला माँटे अनु. रेगे, पंढरीनाथ, स्वतंत्र लोकांची भूमी, मुंबई, १९६६.
8. लेले ,ज्योत्स्ना ,फ्रँकलिन रूझवेल्ट .पुणे ,प्रकाशन राजहंस ,

***Syllabus of Courses of Master of Arts (M.A.) Programme at
Semester III & IV with Effect from the
Academic Year 2023-2024***

Name of the Course	Evolution of Human Rights in the 20th Century
Course Code	PAHIS403
Class	M.A.
Semester	IV
No of Credits	6
Nature	Theory
Type	Core
Relevance with Employability/ Entrepreneurship/ Skill development	

Evolution of Human Rights in the 20th Century

Teaching Plan

Unit	Title	Expected date of completion	Teaching methods
Unit 1	History of Human Rights	20/12/2023	Lecture & Timeline Method
Unit 2	Issues and Mechanisms	25/01/2024	Lecture, Timeline & Source Method
Unit 3	Human Rights Organisations	23/02/2024	Lecture & Timeline Method
Unit 4	Issues of Human Rights in India	27/03/2024	Lecture, Timeline & Source Method

Course Outcomes:

At the end of the Course, the Learner will be able to

1. Acquaint students about evolution and importance of Human Rights

Curriculum:

Sr. No.	Modules / Units
1	History of Human Rights (15 Lectures) (a) Evolution of Human Rights (b) Theories of Human Rights (c) Role of Western Democracies in the protection of Human Rights
2	Issues and Mechanisms (15 Lectures) (a) Mechanisms for protection of Human Rights (b) World War- I and League of Nations (c) World War II and United Nations Organization, Universal Declaration of Human Rights in 1948 –Human Rights Commission
3	Human Rights Organisations (15 Lectures) (a) Governmental Human Rights Organizations (b) Non-Government Human Rights Organisations (c) Civil Society and Human Rights Movement
4	Issues of Human Rights in India (15 Lectures) (a) Issues of Caste Discrimination, Minority Rights (b) Gender Discrimination, Issues of Tribals (c) Indian Constitution and protection of Human Rights

Learning Resources recommended:

A] Books and Textbooks:

1. Desai Neera, Women in Modern India, Vora Publishers, Bombay, 1977.
2. Dreze Jean and Amartya Sen, India: Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1995.
3. Freedman, Michael, Human Rights: An Interdisciplinary Approach, Polity, Oxford, 2002.
4. Gorman, Robert F. and Edward S. Mihalkanin, eds. Historical Dictionary of Human Rights and Humanitarian Organizations (2007)
5. Beitz, Charles R, The idea of human rights. Oxford: Oxford University Press, 2009
6. व्होरा, राजेंद्र; पळशीकर, सुहास, राज्याशास्त्रकोश, पुणे.
7. कुलकर्णी पी. के. मानवी हक्क आणि सामाजिक न्याय, डायमंड पब्लिकेशन्स, पुणे.

***Syllabus of Courses of Master of Arts (M.A.) Programme at
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Name of the Course	Project
Course Code	PAHIS404
Class	M. A.
Semester	IV
No of Credits	10
Nature	Practical
Type	On Job Training/ Field Project
Relevance with Employability/ Entrepreneurship/ Skill development	

Guidelines and Evaluation pattern for On Job Training/ Field Project (100 Marks)

Introduction:

Inclusion of On Job Training/ Field Project in the course curriculum of the M.A. programme is one of the ambitious aspect in the programme structure. The main objective of inclusion of On Job Training/ Field Project is to inculcate ability to interpret particular aspect of the study in his/ her own words.

Guidelines for On Job Training

On-the-Job Training/Field Project: Students will be required to undertake a designated project or tasks in an organization or industry relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

Course Objectives:

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

1. Develop a research project in preparation for the final year dissertation
2. Design and conduct an archive-based research project
3. Formulate, sustain and justify a historical argument
4. Evaluate evidence critically from a range of primary sources to support their argument
5. Abstract the main arguments/concepts/ideas embedded in scholarly writings in History

Course Duration:

Minimum 20 days / 100 hours of On Job Training with an Organization/ NGO/ Charitable Organization/ Private firm.

- The theme of the internship should be based on any study area of the Major course
- Project Report should be of minimum 40 pages
- Experience Certificate is Mandatory

Evaluation: The final project report will be evaluated out of 50 marks by the guide, 30 marks by any other teacher in the Department, and 20 marks by an external examiner (minimum 5 years of teaching experience of the subject or research expert) by way of viva voce or PPT presentation.

Report Structure:

The students will be required to submit a comprehensive report at the end of the On-the-Job Training/Field Project. A project report has to be brief in content and must include the following aspects:

a) Title Page:

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

b) Certificate of Completion:

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

c) Declaration:

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

d) Acknowledgments:

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

e) Table of Contents:

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

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category.

g) Introduction on the Company:

A Concise representation of company/ organization defining its scope, products/ services and its SWOT analysis.

h) Your Role in the Organization during the on Job Training:

The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.

i) Challenges:

The challenges confronted while churning out theoretical knowledge into practical world.

j) Conclusion:

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

Course Outcomes:

1. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
2. Develop practical skills and competencies necessary for successful professional engagement.
3. Demonstrate effective problem-solving, decision-making, and critical thinking abilities in a work environment.

4. Adapt to and navigate organizational dynamics and work culture in the chosen industry.
5. Prepare a comprehensive report documenting the training/project experience, findings, and recommendations.

Guidelines for Field Project

The Field Project for Master of Arts is designed to provide students with hands-on learning experiences in understanding different socio-economic contexts. The project aims to expose students to development-related issues in both rural and urban settings. It offers opportunities for students to observe and study actual field situations related to socio-economic development, policies, regulations, organizational structures, and programmes that guide the development process. Additionally, students will explore innovative practices to address complex socio-economic problems in the community.

Course Objectives:

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

1. Gain exposure to development-related issues in rural and urban contexts.
2. Analyze and observe actual field situations related to socio-economic development.
3. Understand policies, regulations, organizational structures, and programmes guiding the development process.
4. Identify complex socio-economic problems in the community and propose innovative solutions.

Course Duration: One Semester Minimum 20 days / 100 hours of field project work.

Course Outline:

1. Introduction to Field Project (2 weeks)

Understanding the significance of field-based learning in socio-economic development.
Identifying the objectives and expected outcomes of the field project.
Selecting suitable rural and urban settings for the project.

2. Field Visits and Observations (6 weeks)

Organizing field visits to selected rural and urban areas. Observing and documenting the socio-economic conditions, challenges, and opportunities in the community.
Engaging with local stakeholders and understanding their perspectives.

3. Research and Data Collection (4 weeks)

Designing research methodologies and data collection tools. Collecting primary and secondary data related to development issues. Analyzing and interpreting the data to identify key challenges and potential solutions.

4. Understanding Policies and Programmes (3 weeks)

Exploring government policies and programmes related to socio-economic. development.
Studying the role of various organizations in implementing development initiatives.

5. Identifying Innovative Solutions (4 weeks)

Brainstorming and ideating innovative practices to address identified socio-economic problems. Developing action plans for implementing proposed solutions.

Rubrics for Field Project Report Evaluation:

1. Content (40 Points)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Introduction and Objectives	Clear and well-defined	Clearly stated	Adequately stated	Vaguely stated	Not stated or unclear
Literature Review	Comprehensive and relevant	Relevant and adequate	Limited relevance	Inadequate or missing	Not included
Field Visits and Observations	Thorough and detailed	Adequate information	Limited data collection	Incomplete or lacking detail	No field observations made
Data Analysis	In-depth analysis	Analyzed effectively	Some analysis performed	Superficial or incomplete	No data analysis conducted
Understanding of Policies and Programmes	Strong understanding	Adequate understanding	Limited understanding	Inadequate or inaccurate	No understanding displayed
Identified Socio-Economic Problems	Comprehensive and clear	Clearly identified	Some problems identified	Inadequate or vague	No problems identified
Conclusion	Concise and conclusive	Clear and summarized	Somewhat conclusive	Unclear or missing	No conclusion provided

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Recommendations	Well-developed and feasible	Feasible and relevant	Partially feasible	Infeasible or lacking detail	No recommendations given

2. Presentation (20 points):

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Structure and Organization	Well-structured and logical	Clear organization	Adequate organization	Lacks structure	Disorganized and unclear
Language and Clarity	Clear, concise, and fluent	Fluent language	Some clarity issues	Difficult to understand	Incoherent and unclear
Visual Presentation	Professional and engaging	Neat and presentable	Some visual aids used	Minimal use of visuals	No visuals used
Grammar and Spelling	No errors in grammar/spelling	Minor errors	Some errors	Frequent errors	Numerous errors

3. Research Methodology (10 points):

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Appropriate Method Selection	Highly appropriate	Mostly appropriate	Adequate method choice	Inappropriate methods	No clear method used

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Data Collection and Analysis	Thorough data collection	Adequate data analysis	Limited analysis	Incomplete or weak analysis	No data analysis done

4. Creativity and Innovation (10 points):

Criteria	Excellent (10)	Good (8)	Satisfactory (6)	Needs Improvement (4)	Unsatisfactory (2)
Innovation in Problem Solving	Highly innovative	Innovative solutions	Some creativity shown	Lacks creativity	No innovative solutions

5. Overall Impression (10 points):

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Overall Quality	Exceptional quality	High quality	Acceptable quality	Below acceptable	Poor quality
Contribution and Learning	Outstanding contribution	Significant contribution	Some contribution	Limited or no learning	No contribution or learning

Conclusion:

The Field Project for Master of Arts in History provides students with historical thinking skills, research, enquiry of the historical documents, and developing understanding and interpretation the past. Through field visits, research, and innovative thinking, students gain practical insights into addressing complex challenges and contributing to the socio-economic development of communities.

The rubrics for evaluation ensure a comprehensive assessment of students' learning and contributions during the project.

a) Title Page:

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

b) Certificate of Completion:

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

c) Declaration:

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

d) Acknowledgments:

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

e) Table of Contents:

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

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category. A brief overview of the project, its objectives, and key findings should be mentioned

g) Introduction:

Background information about the field project and its significance. Objectives and scope of the project.

h) Literature Review:

Overview of relevant literature and studies related to the chosen field and development issues.

i) Methodology:

Description of the research methods used for data collection, such as interviews, surveys, or observations. Explanation of the data analysis techniques employed.

j) Field Visits and Observations:

Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

k) Data Analysis:

Presentation and interpretation of the data collected during the field visits. Charts, graphs, or tables to illustrate the findings.

i) Understanding Policies and Programmes:

Explanation of relevant government policies and programmes related to the identified development issues. Assessment of how these policies are implemented in the field context.

ii) Identified Socio-Economic Problems:

Detailed description of the complex socio-economic problems observed in the community. Analysis of the root causes and implications of these problems.

l) Innovative Solutions:

Presentation of innovative practices proposed to address the identified problems.

Description of the action plans to implement these solutions

m) Conclusion & Recommendations:

Summary of the key findings and outcomes of the field project. Reflections on the overall experience and learning during the project. Specific recommendations for policymakers, organizations, or stakeholders to address the identified issues.

n) References & Appendices:

List of all sources cited in the project report. Additional supporting materials, such as interview transcripts, survey questionnaires, or field visit notes can be attached as appendices

The project report based on ‘On Job Training/ Field Project’ shall be prepared as per the broad guidelines given below:

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

(Format)

1 st page (Main Page)

Title of the problem of the Project

A Project Submitted

to

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce Autonomous College

for partial completion of the degree

of

Master in Arts

in special Group History

Under the Faculty of Arts

By

Name of Student

Under the Guidance of

Name of the Guiding Teacher

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

Month and Year

On separate page
Index

Chapter No	Title of the Chapter	Page No.
01		
02		
03		
04		
05		

On separate page

Declaration by learner

I the undersigned Miss/Mr. _____

[Name of the learner] here by, declare that work embodied in this project work titled _____ forms my own contribution to the research work carried out under the guidance of [Name of the guiding teacher] _____ is a result of my own research work and has not been previously submitted to any other University for any other Degree/ Diploma to this or any other University.

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

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

Name and Signature of the learner

Certified by

Name and signature of the Guiding Teacher

On separate page

Acknowledgment

(Model structure of the acknowledgement)

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

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I take this opportunity to thank the college for giving me chance to do this project.

I would like to thank my Principal, _____ for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Coordinator _____, for his moral support and guidance.

I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

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

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