

F.Y.B.A. HISTORY

Under the Faculty of Humanities

Total Credits: 03

Semester-I Early India: From Prehistory to the Age of the Mauryas

Objectives:

The history of Early India is a crucial part of Indian history. It is a base for understanding the entire Indian history. The course is aimed at helping the student to understand the history of early India from the prehistoric times to the age of the Mauryas. It attempts to highlight the factors and forces behind the rise, growth and spread of civilization and culture of India along with the dynastic history. It also attempts to help the students to understand the contribution of Early Indians to polity, art, literature, philosophy, religion and science and technology. It also aims to foster the spirit of enquiry among the students by studying the major developments in early Indian history.

Unit I: Early India: Sources and Prehistory [12]

(a) Importance of Early History

(b) Sources and Tools of historical reconstruction – Archaeology (Material remains), Epigraphy (Inscriptions), Numismatics (Coins), Literary Sources, Foreign

Accounts

(c) Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures: A Brief Review

Unit II: Harappan Culture: Bronze Age Civilization [12]

(a) Geographical Extent, Town Planning, Trade, Religious Practices

(b) Art, Crafts and Technology: Pottery, Seals, Beads, Images, Terracotta Figurines
Metallurgy, Script and Decline

Unit III: Vedic Culture, Religious Protest: Jainism and Buddhism [12]

(a) Vedic and Later Vedic Culture: Original home, Tribal Polity, Social Divisions, Rituals and Philosophy

(b) Jainism and Buddhism: Causes of Origin, Doctrines, Contributions and Importance

Unit IV: Emergence of the Mahajanpadas and the Age of the Mauryas [12]

- (a) The Mahajanpadas, Rise and Growth of the Magadhan Empire
- (b) The Age of the Mauryas: Chandragupta, Ashoka and his policy of Dhamma
- (c) The Mauryan Administration, Economy, Decline and Significance

Semester-II

Early India: Post Mauryan Age to the Rashtrakutas

Objectives:

The history of India after the Mauryas is very important to understand the developments in early India after the Mauryas, which finally led to the transition to medieval India. The course is aimed at introducing the students to the developments in different parts of India through a brief study of regional kingdoms up to the tenth century C.E. It attempts to highlight the consequences of the foreign invasions, particularly on the polity, economy, society and art and architecture. The attempt is also to instill the spirit of enquiry among the students.

Unit I: Central Asian Contacts and the Age of the Shung-Satvahanas [12]

- (a) The Indo-Greeks, The Shakas, The Parthians, The Kushanas: Economy, Society, Religion and Culture
- (b) The Age of Shung-Satvahanas: Polity and Administration, Society, Economy, Culture

Unit II: Early History of South India [12]

- (a) Period of Sangam Literature –Society and Culture, early polities
- (b) Economy: Towns, Trade and Crafts

Unit III: North India: Gupta and Harshvardhan [12]

- (a) The Gupta Empire – Brief Political History, Administration, Society, Trade, Science and Technology
- (b) Harshvardhan: Administration, Religion, Education

Unit IV: Regional Kingdoms: A Brief History [12]

- (a) The Chalukyas, Pallavas, Pandya - Struggle for Supremacy over Peninsular India
- (b) Rashtrakutas, Palas, Parmaras- Tripartite Struggle
- (c) Literature, Religion, Art and Architecture

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From the Academic Year 2021-22

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Core Course 3 :(3 Credit)

Semester V: Course Title: - Indian National Movement (1885-1947)

Learning Objectives:

1. The course is designed to make the students aware about the making of Modern India and the struggle for independence.
2. To make the students aware of the multi-dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to be shaping of Indian Modernity.
4. To acquaint the students with various interpretative perspectives.

Learning Outcomes:

1. It will enable students to develop an overall understanding of Modern India.
2. It will increase the spirit of healthy Nationalism, Democratic Values and Secularism among the Students.
3. Students will understand various aspects of the Indian Independence Movement and the creation of Modern India.

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Unit I: Rise and Growth of Indian Nationalism 12

- a) Causes for the Rise of Indian Nationalism
- b) Foundation of Indian National Congress.
- c) Moderate Nationalists and Assertive Nationalists
- d) Revolutionary Nationalists.

Unit II: Mass Movement 9

- a) Non Co-Operation Movement.
- b) Civil Disobedience Movement.
- c) Quit India Movement.

Unit III: Towards Independence and Partition. 12

- a) Two Nation Theory: Establishment of Muslim League and Hindu

Mahasabha, Growth of Communalism, Genesis of Pakistan.

b) Indian National Army.

c) Transfer of Power: The Cripps Mission, The Cabinet Mission, The Mountbatten Plan, Indian Independence Act and Partition.

Unit IV: Subaltern Movement. 12

a) Peasant Movement.

b) Workers Movement.

c) Dalit Movement.

d) Women's Movement.

e) Tribal Movement.

Reference Books:

English

1.Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, Panikkar K.N. and Mahajan Sucheta- India's struggle for Independence, Penguin Books(India),1990.

2.Chandra Bipan, Essays on Contemporary India, Har- Anand publication, New Delhi, 1993.

3.Chandra Bipan - The Rise and Growth of Economic Nationalism in India People's Publishing House, New Delhi,1966.

4.Desai A.R. - Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1984.

5.Dodwell H.H. - Cambridge History of India Vol V, VI

6.Dutt R.C. - Economic History of India Vol 1,2, London, 1901 reprint Government of India press, Nashik, 1960.

7.Guha Ramchandra (ed.), Makers of Modern India, Penguin group, New Delhi, 2010.

8.Gopal S. - British policy in India 1858-1905, Cambridge University Press, 1965.

9.Mujumdar R. C., History of the freedom movement in India, Vol. I-III.

10.Mujumdar R.C. (ed.) The History and Culture of the Indian People Vol. I - IX British paramountcy and Indian Renaissance Vol IX.

11.Menon V.P. - The Transfer of power in India Princeton University Press,1957.

12.Moon Vasant, Dr Babasaheb Ambedkar writing and speeches Government of Maharashtra, Bombay.

13.Sarkar Sumit, - Modern India :1885 - 1947, Macmillan India Ltd., Madras,

1986.

14.Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th &19th century (ICHR 1975).

15.Tara Chand - History of freedom Movement, Vol. I - IV publication
Division, Ministry of Information and Broadcasting, Government of India,
New Delhi,1983.

संदर्भग्रंथ- मराठी:

१. आंबेडकर बाबासाहेब, पाककस्तान अथाभत ्रारताची फाळणी, (अनु.दीपक पंचर्ई) प्रबुद्ध्रारत पुस्तकालय, नागपूर, २०१८.
२. कदम मनोहर, ्रारतीय कामगार चळवळीचेजनक: नारायण मेघाजी लोखंडे, अक्षर प्रकाशन, २००२.
३. के तकर कु मार, कथा स्वातंत्र्याची (महाराष्ट्र), पुणे, १९८५.
४. गगोस. मा., ्रारतीय समाज ववज्ञान कोश, खंड १ ते४ ,मेहता पवललशशंग हाऊस, पुणे,२००७ .
५. चपळगावकर नरेन्द्र, तीन न्दयायमूती आवण तयांचा काळ, मौज प्रकाशन,मुंबई , २०१०.
६. चंर वबपन, मुखजी, पण्णीकर, महाजन, इंवडयाज सगल फॉर इंवडपॅडेंस, (अनु.) काळेएम.व्ही.
्रारताचा स्वातंत्र्य संघर्भ, के. सागर पवललके शन्द्स, पुणे, २००३.
७. चौसाळकर अशोक, महातमा फु लेआवण शेतकरी चळवळ,लोकवाडमयगृह, मुंबई,२००७.
८. जावडेकर आचायभश.द., आधुवनक ्रारत, कॉवन्द्िनेन्द्िलि प्रकाशन, पुणे, १९९४.
९. तळवळकर गोशवंद, सत्ांतर :१९४७,मौज प्रकाशन, मुंबई, १९९७.
१०. दत् आर. पी. अनु. आविलीला, ्रारत आजचा आवण उद्याचा, लोकवांडमयगृह, मुंबई, १९८६ .
११. दत् आर. पी., इंवडया िड्दे अनु., देवधर य. ना., आजकालचा ्रारत, डायमंड पवललके शन,पुणे, २००६

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Discipline Specific Elective Courses (DSE-3C)- (3 Credit)

Semester –V Course Title: Introduction to Historiography

Objectives:

1. To orient students about how History is studied, written and understood.
2. To explain methods and tools of data Collection
3. To study the types of Indian Historiography.

4. To describe importance of Inter-Disciplinary Research.

5. To introduce Students to the basics of Research.

Course Outcomes:

1. Students will be introduced to the information and importance of Historiography.

2. Students will be introduced to the different Methods and Tools of data collection.

3. Students can study the interdisciplinary approach of History .

4. Students will learn about the usefulness of History in the 21st century, its changing perspectives, the new ideas that have been invented, and the importance of History in a competitive World.

5. This curriculum develops Research ability and process of Research Methodology in

History

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Course Content:

Unit -I: Meaning and Scope of History 11

a) Definition, Nature & Scope of History

b) History and Social sciences

(Political science, Geography, Economics, Sociology)

Unit -II: Sources of Historical Research 10

a) Primary, Secondary and Oral sources.

b) Written, Unwritten.

c) Importance of Sources.

Unit -III: Preliminary Operations 12

a) Problem Formulation

b) Objectives

c) Hypotheses, Research Methods

Unit -IV: Synthetic Operations 12

a) External Criticism

b) Internal Criticism

c) Interpretation, Foot Note

d) Organizing Research Work, Statistical Data, Outcomes and Bibliography.

Reference Books

English

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
3. Cannadinen David (Ed.), What is History Now? Palgrave Macmillan, Basingstoke, 2002.
4. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Chitnis K.N., Research Methodology in History
6. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
7. E. Shreedharan, A Textbook of Historiography 500 BC to AD 2000, Orient Black Swan, New Delhi.
8. Elton G.R., Practice of History, Blackwell, London, 2001.
9. Grewal J.S., History and Historians of Medieval India, Guru Nanak University, Amritsar, 2000.
10. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History,
11. Mujumdar R.C., Historiography in Modern India, 1970.
12. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
13. Sen S.P.(Ed.), Historians and Historiography in Modern India, Calcutta, 1973.
14. Shiekh Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1972.
15. Tikekar S.R., On Historiography, Mumbai, 1964.
16. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

मराठी

१. कार.ई.एच.,अनुवाद .प्रा.वव.गो.लेले ,इविहास म्हणजेकाय ,काँन्टीनेन्टल प्रकाशन ,पणु ,३०.
२. गगेस.मा ,इविहासाची साधने:एक शोध यात्रा ,प ाप्युलरप्रकाशन ,मुंबई ,१९९४.
३. कोठेकर शंुि ,इविहास ित्र आवण ित्वज्ञान,श्रीसाईनाथ प्रकाशन ,नागपूर ,२००५.
४. देव प्रभाकर ,इविहास एक शास्त्र ,कल्पना प्रकाशन ,नुंदडे ,माचच१९९७.
५. सरदेसाई बी.एन ,इविहास लेखनशास्त्र,फडकेप्रकाशन ,कोल्हापूर ,२००२.
६. दशे मखु प्रशंुि ,इविहासाचित्वज्ञान ,ववद्या बकु पवललशसच ,औरंगाबाद ,२००५.
७. गायकवाड ,सरदेसाई ,हनमाने ,ऐविहावसक कागदपत्रेव स्थळयुंचा अभ्यास ,फडकेप्रकाशन , कोल्हापूर,१९८९
८. वळसुंगकर कृ.ना,इविहास ववचारिरुंग ,काँन्टीनेन्टल प्रकाशन ,पणु ,१९७४.
९. ढवळीकर मधुकर ,परित्वववद्या ,म.रा.सा.सुं.मुं.मुंबई ,१९८०.

१०. खोबरेकर वव .गो .,महाराष्ट्रील दप्तरखाने ,महाराष्ट्र राज्य सावहत्य आवण सांस्कृतिक मुंडळ ,
मुंबई ,१९८८ .

११. राजदरेकर सुहास,इततहास लेखनशास्त्र, ववद्या प्रकाशन, नागपूर १९९८.

१२. बेंद्रे वा सी.साधन वचकीत्सा .