



SAVITRIBAI PHULE PUNE UNIVERSITY

Syllabus for Master of Arts (History) in Affiliated Colleges

Faculty of Humanities

History

2023

in accordance with National Education Policy 2020

PROGRAMME INTRODUCTION

History is a discipline based on a critical understanding of the past through the rigorous use of evidence, conventional and non-conventional, from the mainstream and the margins.

The main objective of the Master of Arts (History) course is to facilitate a critical understanding of history. It aims to help the students acquire a strong theoretical base to understand various issues and trends in the past societies at the global as well as local level. The current syllabus is structured to inculcate among the students a broad inter-disciplinary perspective so that they ask novel questions and explore newer ways to find the answers.

Programme Outcomes (POs):	
PO-1	Cultural Intelligence: The students develop a deep understanding of the multiple pasts which makes them uniquely equipped in the emerging field of cultural intelligence .
PO-2	Knowledge Construction: The students develop a logical understanding of the past which enables them to make sense of the current societal situations in their historical context. The students gather intimate knowledge of the genesis and evolution of the social, economic, cultural and political formations from the human past.
PO-3	Historical Research: Students learn historical research methods to generate knowledge about the various events and phenomena from the past.
PO-4	Conservation and Preservation: The course equips the student to understand the necessity of conservation and preservation of art, culture and heritage at the regional and global level.
PO-5	Application of Research methods: Students learn to select and apply appropriate methods, techniques, sources and modern ICT for generation and dissemination of historical knowledge.
PO-6	Historical understanding of society: Students learn to apply reasoning informed by the contextual knowledge of the human past to assess the current state of society, economy, environment, culture and other related areas.
PO-7	Career Prospects: The programme will enable the students to have a detailed knowledge of the past, which is useful for various domains of public service.
PO-8	Individual and team work: The programme is designed to let the students build knowledge effectively as an individual and a team member.
PO-9	Communication: The programme is designed to make the students excel in communicating the outcomes of their historical research in various media.
PO-10	Life-long learning: The learners acquire the capability of critically evaluating the past for a better understanding of the human past.

This syllabus has been designed in accordance with the National Education Policy 2020 and as per the guidelines given by the Maharashtra State Council for Higher Education and Savitribai Phule Pune University. It is hoped that it aligns with the academic needs of the time and enhances the employability of the students without compromising the intrinsic value of studying the past.

Savitribai Phule Pune University, Pune

Master of Arts (History)

Programme Specific Outcomes (PSOs)

At the end of this programme following outcomes are expected from the students:

1. Students will have the ability to apply historical methods to critically evaluate the past and how historians and others have interpreted it.
2. Students will be able to acquire basic historical research skills, including the effective use of Libraries, Archives and databases.
3. Students will be able to organize and express their thoughts clearly and coherently both orally and in writing.
4. Students will be able to demonstrate a broad knowledge of historical events, historical eras and their significance.
5. Students will be able to recognize how different individuals, groups, societies, cultures and nations have negotiated and consumed their history.
6. Students will develop capabilities to gainfully use their skills in the field of historical and traditional knowledge systems, tourism, archives and museums.
7. Students will develop an approach of tolerance about the differences and commonalities in the heritage and traditions of their own society as well as that of the others.
8. Students can become historians, museum curators, archivists, etc. and they may pursue higher education and research in the field of history.
9. They can become independent entrepreneurs or become employed in the heritage industry.
10. Students who complete this course are equipped with a knowledge of multiple cultural specificities and as such have a great future in the emerging field of cultural intelligence.

M. A. History Syllabus for Affiliated Colleges 2023

General Information:

- The M.A. degree will be awarded to students who complete a total of 88 credits in a minimum of two years as per this structure of the degree.
- A Student may elect up to 25 % credits from any other departments per SEMESTER. In case a student wishes to take all courses from the parent department they may also do so.
- Mandatory as well as Elective courses are open to all students from outside the department. Eligibility for registering for each course will be decided by the departmental committee on a case to case basis.

Evaluation for Theory Papers

- Each course will have 50% marks for SEMESTER end examination and 50% marks for INTERNAL assessment.
- The student has to pass in the combined total of INTERNAL assessment and SEMESTER END examination.
- In order to pass, a student shall have to get minimum **40%** marks (E and above on grade point scale) in each course. Any student getting less than 16 marks in each component of 50 marks will be declared as failed, even if the combined total is over **40%**.
- The Internal Assessment will be a continuous activity and at least **TWO** written tests (for 60-80% marks out of CA marks) must be conducted in addition to **ANY TWO** of the following mechanisms (for 20-40% marks out of CA marks) for a full course of 4/6 credits. -

Journal/Lecture/Library notes, Short Quizzes, Seminar presentation, Assignments, Extension Work, Open Book Test (book to be decided by the concerned teacher)/ Mini Research Project by an individual student or a group of students A teacher may also devise a **mechanism other** than written test in addition to above.

The method in which Internal Assessment will be carried out has to be **DECLARED** at the beginning of the SEMESTER by the concerned **TEACHER**.

- If a student misses an internal assessment examination they will have a second chance in the same SEMESTER with the permission of the teacher concerned. Students who have failed for the entire course may reappear for the SEMESTER END exam. Their internal marks will **NOT** change.
- Students can also reappear for the SEMESTER END exam during the 5th / 6th SEMESTER whichever is applicable

- The grading pattern is as follows:

Marks Obtained	Grade	Grade Point
80-100	O: Outstanding	10
70-79	A+: Excellent	09
60-69	A: Very Good	08
55-59	B+: Good	07
50-54	B: Above Average	06
45-49	C: Average	05
40-44	P: Pass	04
0-39	F: Fail	0
	Ab: Absent	0

The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80% and above) Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style.

A+: Excellent: Excellent analysis of the topic (70 to 79%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression

A: Very Good: Good analysis and treatment of the topic (60 to 69%) Almost accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression

B+: Good: Good analysis and treatment of the topic (55to 59%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression

B: Above Average: Some important points covered (50to 54%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression

C: Average: Some points discussed (45 to 49%) Basic knowledge of the primary material, some organization, acceptable language or expression

P: Pass: Any two of the above (40 to 44%)

F: Fail: None of the above (0 to 39%)

Evaluation for Field Project (FP)/ On Job Training (OJT)/ Research Project (RP)-

Contact hours will include the actual work done by the students on site including the commute time.

The examination of FP/ OJT/ RP shall consist of the following allotment of marks:

INTERNAL ASSESSMENT-

1. Proposal for FP/ OJT/ RP : - 10 Marks
2. Practical Record/ Field Notes : - 20 Marks
3. Oral Examination/ OJT Trainer's Recommendation Letter : - 20 Marks

SEMESTER END EXAMINATION-

1. FP/ OJT/RP Report : - 50 Marks

Savitribai Phule Pune University
M. A. History Syllabus for Affiliated Colleges 2023

Structure for Semester I

Year	Level	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Contact Hours
1	6.0	I	MM	HIS 506 MJ	Early India: Evolution of Ideas and Institutions	Theory	4	60
			MM	HIS 507 MJ	Welfare State Policies of Chhatrapati Shivaji Maharaj	Theory	4	60
			MM	HIS 508 MJ	History and Its Theories	Theory	4	60
			MM	HIS 509 MJ	Art and Architecture in Early India	Theory	2	30
			Elective	HIS 516 MJ	Early Maharashtra (up to 10 th Century)	Theory (Choose any one)	4	60
				HIS 517 MJ	Gender and Indian History			
				HIS 518 MJ	USA: From Isolation to Hegemony			
				HIS 519 MJ	History of Science and Technology in the West			
				HIS 520 MJ	Heritage Studies			
				HIS 521 MJ	History of West Asia in the 20 th Century			
			R M	HIS 510 RM	Research Methodology in History	Theory	4	60
Total							22	

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Structure for Semester II

Year	Level	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Contact Hours	
		II	MM	HIS 555 MJ	Medieval India: Evolution of Ideas and Institutions	Theory	4	60	
			MM	HIS 556 MJ	Socio-Economic History of the Marathas	Theory	4	60	
			MM	HIS 557 MJ	Approaches to Indian History	Theory	4	60	
			MM	HIS 558 MJ	Art and Architecture in Medieval India	Theory	2	30	
			Elective		HIS 566 MJ	Medieval Maharashtra	Theory (Choose any one)	4	60
					HIS 567 MJ	East Asia: China (1839-1976)			
					HIS 568 MJ	Socio-Economic History of Medieval India			
					HIS 569 MJ	History of Science and Technology in India			
					HIS 570 MJ	History and Tourism			
					HIS 571 MJ	Environmental History of India			
				FP OR OJT	HIS 583 FP HIS 584 OJT	Field Project On Job Training		4	60
					Total		22		

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Structure for Semester III

Year	Level	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Contact Hours
2	6.5	III	MM	HIS 605 MJ	Modern India (1857-1947)	Theory	4	60
			MM	HIS 606 MJ	Struggles for Equality in 19 th Century Maharashtra	Theory	4	60
			MM	HIS 607 MJ	Intellectual History of the Modern World	Theory	4	60
			MM	HIS 608 MJ	Art and Architecture in Modern India	Theory	2	30
			Elective	HIS 616 MJ	Constitutional Developments in India (1773-1892)	Theory (Choose any one)	4	60
				HIS 617 MJ	British Administrative Policies in India			
				HIS 618 MJ	Economic Thoughts in 19 th Century India			
				HIS 619 MJ	History of Ideas in Modern World			
				HIS 620 MJ	East Asia: Japan (1853-1952)			
				HIS 621 MJ	Peasant Movements in Modern India			
			RP	HIS 635 RP	Research Project		4	60
			Total					

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Structure for Semester IV

Year	Level	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Contact Hours
		IV	MM	HIS 654 MJ	Post-Independence India (1947-1991)	Theory	4	60
			MM	HIS 655 MJ	Dalit Movement in 20 th Century Maharashtra	Theory	4	60
			MM	HIS 656 MJ	Challenges and Perspectives in Indian History	Theory	4	60
			Elective	HIS 666 MJ	Constitutional Developments in India (1909-1950)	Theory (Choose any one)	4	60
				HIS 667 MJ	Ancient Civilizations of the World			
				HIS 668 MJ	Economic Thoughts in 20 th Century India			
				HIS 669 MJ	History of USSR (1904 -1991)			
				HIS 670 MJ	Social Movements in Maharashtra			
				HIS 671 MJ	Urban History			
			RP	HIS 685 RP	Research Project		6	90
					Total		22	

SEMESTER I: HIS 506 MJ

Credit – 4

Course Title: Early India: Evolution of Ideas and Institutions

Course Objectives:

1. The course intends to provide an understanding of the social, economic and political roots of early India.
2. It is based on the premise that an understanding of early Indian history is crucial to understand Indian history as a whole.

Course Outcomes:

1. Understand the gradual evolution of ideas and institutions in Early India.
2. Understand the changes and continuities in Ideas and Institutions in Early India
3. Know the sources for extrapolating knowledge about early Ideas and Institutions
4. Know how ideas and institutions evolve and give shape to political history and geography.

Course content

Contact Hours

Unit-1. Early India: Definitions and Sources	15
a) Historiography - colonial, nationalist	
b) Terminology - 'Hindu', 'Ancient', 'Early'	
c) Archaeological, Numismatic, Epigraphical sources	
d) Literary sources: Sanskrit, Prakrit, Pali, Tamil; Religious, non-religious; Inscriptions	
e) Foreign accounts: Greek, Chinese, Roman and Tibetan	
Unit- 2. Political Ideas and Institutions	15
a) Lineage Polities	
b) Pre-State formations in north and south India	
c) Early State Formations: Mahajanapadas, Maurya, Deccan and South India	
d) Kingship and Administrative structures	
Unit- 3. Social ideas and institutions	15
a) Kin and Lineage society	
b) The emergence of caste-based societies, marginalization and subordination	
c) Social protest and the emergence of new social and religious forms	
d) Social systems in the south	
Unit- 4. Economic Ideas and Institutions	15
a) Prehistoric to Chalcolithic developments	

- b) Development of Agriculture, Trade, sciences
- c) Expanding Trade Economy - guilds, crafts, coinage
- d) Urbanization

Select Readings English

1. Altekar, A.S., State and Government in Ancient India, Motilal Banarasidas, Delhi. 2016.
2. Gurukkal, R., Social Formations in Early South India, Oxford University Press, 2010.
3. Jha, D.N., Early India: A Concise History, Manohar, 2004.
4. Jha, D.N., Ancient India in a Historical Outline, Manohar, 3rd enlarged edition, 2015.
5. Parasher-Sen, Aloka (ed.), Subordinate and Marginal Groups in Early India, Oxford India Paperbacks, Second Edition, 2007.
6. Sahu, B.P. and Veluthat, K., History and Theory: The Study of State, Institutions and the Making of History, Orient BlackSwan, 2018.
7. Sastri, K.A.N., History of South India, Oxford University Press, 1975.
8. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999.
9. Sharma, R.S., Sudras in Ancient India, New Delhi, 1998.
10. Singh, Upinder, History of Ancient and Early Medieval India, Pearson Books, New Delhi. 2008.
11. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
12. Thapar, R., From Lineage to State, Oxford India Paperbacks, 1990
13. Thapar, R., Interpreting Early India, Delhi, 1995.
14. Thapar, R., Narratives and the Writing of History, Delhi, 2000.
15. Veluthat, K., The Early Medieval in South India, OUP, 2014.
16. Saletore, B.S., Ancient Indian Political Thought and Institutions, Asia Publishing House, 1963.
17. Nambiar, K.G., A Cultural History of India and Pakistan, 1957.
18. Sayyad, Abdul, Latif, An Outline of the Cultural History of India, The Institute of Indo Middle East Cultural studies, Hyderabad, 1958.

Marathi

1. Jha, D.N., Prachin Bharat, 2017.
2. Jha, D.N., (tr. G.B. Deglurkar), Mauryottar wa Guptakalin Rajasvpadhati, Diamond Publications, Pune, 2006.
3. Kosambi, D.D., (tr. Vasant Tulpule), Puranakatha ani Vastavata, LokavangmayaGruha, Mumbai, 1977.
4. Sharma, R.S., (tr. Ranade, P.), Prachin Bharatatil Rajkiya Vichar ani Sanstha, Diamond Publications, Pune, 2006.
5. Sharma, R.S, Prachin Bharat mein Rajnitik Vichar evam Sansthan,(Hindi), Rajkamal Prakashan, New Delhi, 1992.

SEMESTER I: HIS 507 MJ

Credits: 4

Course Title: Welfare State Policies of Chhatrapati Shivaji Maharaj

Learning Objectives: -

1. The course aims to help the student explore the benevolent nature of Monarchy in 17th century Maharashtra.
2. It hopes to familiarise the student with the policies regarding the state, economy and society under the reign of Chhatrapati Shivaji Maharaj.
3. It aims to make the students aware of the relevance of the policies of Chhatrapati Shivaji Maharaj in the present times.

Course Outcomes: -

1. Students will understand the concept of the Welfare State of Chhatrapati Shivaji Maharaj.
2. The student develops their own thought process about the policy of social harmony practised by Chhatrapati Shivaji Maharaj.
3. The student knows about the administrative necessity and the importance of the coronation of Chhatrapati Shivaji Maharaj.
4. The Student will understand the significance of the time-tested warfare techniques of Chhatrapati Shivaji Maharaj.
5. Students will gain a broader perspective of Chhatrapati Shivaji Maharaj's people-centric policies.

Course Content: -

Unit-1. Nature of Chhatrapati Shivaji Maharaja's Welfare state 12

- a) Definition of a Welfare State
- b) *Rajamudra*, State emblem: Nature and Importance
- c) Nature of Peoples' State - '*Rayateche Rajya*'
- d) Policies towards Social Harmony and Social Justice, Religious Tolerance, Respect for women, Regional Language and Culture, Education

Unit-2. Polity 16

- a) Indigenous Political Traditions- *Saptanga, Ashtapradhan*
- b) Administrative Policies, Relations with other powers
- c) Coronation: objectives and importance
- d) Management of Expeditions

Unit-3. Defence Policy 16

- a. Balancing defence and warfare with regional and foreign powers
- b. Guerilla Warfare- *Ganimi Kaawa*
- c. Military Systems – Cavalry and Infantry, Vision of Navy building

- d. Forts: military, political, economic significance

Unit-4. Economic Policy

16

- a. Agricultural policy in the Interest of Farmers
- b. Manufacturing and Trade Policy aimed at public interest
- c. Income – Expenditure of the state
- d. Mints and currency

Selected Readings English

1. Apte B.K., A History of the Maratha Navy and Merchant ships, State Board for Literature and Culture, Bombay, 1973.
2. Chandra, Satish, Medieval India (Society, the Jagirdari crisis and the village), Macmillan India Ltd., Madras, 1992.
3. Gune, V.T., Judicial System of the Marathas, Deccan College, Pune 1953.
4. Kulkarni, A.R., Maharashtra in the Age of Shivaji, Pune, 2002.
5. Kulke, Hermann (ed.), The State in India, 1000-1700, Oxford University Press, Mumbai, 1997.
6. Mahajan, T.T., Maratha Administration in the 18th century, Commonwealth Pub., 1990.
7. Ranade, M.G., Rise of the Maratha Power, Bombay, 1900.
8. Sen, S.N., Administrative System of the Marathas, Calcutta, 1976.
9. Sen, S.N., Military System of the Marathas, Calcutta, 1928.

Marathi

1. Apte D. V. and Oturkar R. V., Maharashtra Patrarup Itihasa, BISM, Pune, 1941.
2. Apte D. V., Maharashtra Itihasa Manjiri, Chitrashala Press, Pune, 1923.
3. Jadhav Kiran, Dorge Sachi, Maratha Rajtantra ani Marathyancha Samajik va Arthik Itihas, Vikas Prakashan, New Delhi, 2021.
4. Joshi S.N. (Ed.), Chhatrapati Shivaji Raje Yanchi Bakhar, Chitrashala, Pune, 1960.
5. Joshi, S.N, Arvachin Maharashtra Itihasa Rajyakarbharacha Abhyas, (1600-1680), Pune Vidyapeeth, Pune 1960.
6. Joshi, S.N. and Bhingare, L.M. (ed.), Adnyapatra ani Rajnatee, Pune, 1960.
7. Kulkarni A.R., Khare G.H. (ed.), Marathyancha Itihas, Vol. I to III, Continental, Pune, 1984 (Vol. I), 1985 (Vol. II), 1986 (Vol. III).
8. Kulkarni A.R., Shivkaleen Maharashtra, Rajahamsa, Pune, 1993.
9. Mehendale Gajanan B., Shree Raja Shiv Chhatrapati, Vol. I, part I, II, Pune, 1996.
10. Sardesai G. S., Aitihaasika Patrabodha, Samartha Sadan Prakashan, Mumbai, 1939.
11. Wad G. C, Mawaji P. V. and Parasnis D. B., Sanads and Letters, Mumbai, 1913.

SEMESTER I: HIS 508 MJ

Credits: 4

Course Title: History and Its Theories

Objectives

1. To orient the students about meaning, nature and scope of History.
2. To introduce an adequate theoretical base of History.
3. To introduce the students with different theories of History.
4. To help the students realise that different ways of studying History have evolved across different times.

COURSE LEARNING OUTCOMES

1. The student understands the importance of History as a discipline and its fundamental tenets, meaning definitions and scope.
2. Students develop an understanding of different theories of History.
3. The students learn the interactions between various kinds of critical Historical thought.

Course Content

Unit -1. History:	15
a. Definition	
b. Nature	
c. Functions	
d. Scope	
Unit -2. Ancient theories of History	15
a. Greek theories	
b. Roman theories	
c. Chinese Theories	
d. Indian theories	
Unit -3. Mediaeval theories of History	15
a. Church theories	
b. Arab theories	
c. Mediaeval Indian theories	
Unit 4. Modern theories of History	15
a. Rationalist, Romanticist, Idealist	
b. School of Scientific History	
c. Materialist theory of History	
d. Positivism	

REFERENCES: -

English

1. Arnold John H., *A Very Short Introduction to History*, OUP, 2000.
2. B. Sheikh Ali, *History: its theory and method*, Macmillan, (1978).
3. Bajaj Satish K., *Recent Trends in Historiography*, Anmol Publications Pvt. Ltd. New Delhi (2002)
4. Chiel van den Akker, *The Modern Idea of History and its Value*, Amsterdam University Press (2020)
5. Car E. H., *What is History*, MacMillan & Co., London (1994)
6. Chitnis K. N., *Research Methodology in History*, Pune (1979)
7. Collingwood R. G., *The Idea of History*, Oxford University Press, London, 1961
8. E. Sreedharan, *A textbook of Historiography*, Orient BlackSwan (2004)
9. Iggers Georg G, Edward Wang, *Global History of Modern Historiography*, Pearson (2010)
10. Goode W. J. and Hatt P. K., *Methods in Social Research*, McGraw Hill, New York (1952)

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11. Athavale, Sadasiva, *Itihasache tatvadnyan*, pradnya Prakashan ,wai, (1986)
12. Behre Suman, *samajik sanshodhan padhati*, Vidya Prakashan, Nagpur (1998).
13. Bodke, Santosh Dattatray, *Itihas Artha va Swarup*, Swatidhan International Publications, Nashik (2020)
14. Carr, E. H., (Anu. vi. go. Lele), *Itihas mhanje kay?* Continental Prakashan, Pune (1194).
15. Deshmukh, Prashant, *Itihasache tatvadnyan*, Vidya Book Publishers, Aurangabad (2005)
16. Dev, Prabhakar, *Itihasshastra, sanshodhan, adhyapan ani lekhanparampra* , Brain Tonic Prakashan gruha, Nashik, (2007)
17. Gaikwad R.D, Sardesai B.N, Hanmane V.N, *Itihas Lekhanshastra*, Phadke Prakashan, Kolhapur (1996).
18. Kothekar, Shanta, *Itihasa: Tantra ani Tatvadnyan*, Sri Sainath Prakashan , Nagpur (2012)
19. Malshe S. G., *Shodhnibandhachi Lekhan Paddhati*, Lokvangmay Prakashan, Mumbai (2000)
20. Morwanchikar R. S., *Itihasalekhanshastra va Itihasakara*, Vidya Books, Aurangabad, (1999)
21. Sardesai B.N, *Itihas Lekhan Paddhati*, Phadke Prakashan, Kolhapur (2005)
22. Satbhai Shrinivasa, *Itihasa Lekhanshastra*, Vidya Books, Aurangabad, (2011)
23. Zeena O Lehri, *sanshodhan prakalp ksa krava yababatche aavshyak margdarshna* , Seg Publications, vitarak Atharva Publications, Jalgaon (2018)

Hindi

24. Sreedharan E., *Itihas lekh :Ek pathyapustak*, Orient Blackswan,

SEMESTER I: HIS 509 MJ

Credits: – 2

Course Title: Art and Architecture in Early India

Course Objectives:

- 1) To understand the processes behind the emergence and development of Art and Architecture in early India.
- 2) To study the ancient Monuments in their Cultural context
- 3) To understand the developments in science and technology behind the art and architecture.
- 4) To study the influence of cultural and religious ideas on styles of Art and Architecture.

Course Outcomes:

- 1) Students will understand the processes of behind the various developments in Art and Architecture.
- 2) They will understand cultural changes as reflected in art and Architecture
- 3) They will know the technology behind early Indian art and architecture.
- 4) They will learn to appreciate historical monuments in their religious, regional and stylistic context.

Course Content:

Unit 1- Introduction to Indian Art and Architecture	08
a) Prehistory	
b) Harappan Civilization	
c) Mauryan Period	
Unit 2 - Buddhist and Jain Architecture	10
a) Stupa Architecture – Sanchi, Bharhut, Amravati, Sarnath	
b) Monasteries and Chaityas	
c) Paintings in Buddhist and Jain Art	
Unit 3 - Sculptures, Paintings and Rock –Cut Architecture in India	12
a) Bhimbetaka	
b) Bagh, Ajanta, Ellora and Tanjore	
c) Symbolism of Temple Architecture	
d) Gandhara style, Mathura Style, Naagar Style, Dravid Style	

Recommended Readings:

1. Barua, B. 1934-37. Bharhut Vol. I-III. Calcutta: Indian Research Institute.
2. Cunningham, Alexander 1966. The Bhilsa Topes. Varanasi: Indological Book Corporation.
3. Cunningham, Alexander 1965. The Stupa of Bharhut. Varanasi: Indological Book Corporation.

4. Dallapiccola, L.S.Z. Lallemant. 1980. *The Stupa: Its Religious, Historical, and Architectural Significance*. Wiesbaden: Franz Steiner Verlag.
5. Dehejia, Vidya 1972. *Early Buddhist Rock Temples A Chronological Study*. London: Thames and Hudson.
6. Dehejia, Vidya 1997. *Discourse in Early Buddhist Art*, New Delhi: Munishiram Manoharlal Publishers Pvt. Ltd.
7. Dhavalikar, M.K. 1977. *Masterpieces of Indian Terracottas*. Bombay: D.B.Taraporevala Sons and Co. Pvt. Ltd.
8. Dhavalikar, M. K. 1985. *Late Hinayana Caves of Western India*. Pune: Deccan College.
9. Dhavalikar, M. K. 2004. *Satavahana Art*. Delhi: Sharada Publishing House.
10. Dwivedi, V.K.1976. *Indian Ivories*. New Delhi: Agam Kala Prakashan.
11. Ghosh, A.1967. *Ajanta Murals*. New Delhi: Archaeological Survey of India.
12. Gupta, S.P. 1980. *Roots of Indian Art*. New Delhi: B.R. Publishing Corporation.
13. Gupta, S.P. (ed.). 2003. *Kushana Sculptures from Sanghol*. New Delhi: National Museum.
14. Huntington, Susana. L. with John Huntington 1985. *The Art and Architecture of India*. New York: Weatherhill.
15. Joshi N.P. 1966. *Mathura Sculptures*. Mathura: Archaeological Museum.
16. Khandalwala, Karl(ed.) 1991. *Golden Age: Gupta Art Empire, Province and Influence*. Bombay: Marg Publications.
17. Knox, Robert 1992. *Amravati- Buddhist Sculpture from the Great Stupa*. London: BritishMuseum Press.
18. Marshall, John1960. *The Buddhist Art of Gandhara*. Cambridge: Cambridge University Press.
19. Meister, Michael W. and M.A. Dhaky (ed.) 1999. *Encyclopedia of Indian Temple Architecture*. Vol. II, Part 1, North India: Foundations of North Indian Style C 250 BC- AD 1100. Delhi: American Institute of Indian Studies and Oxford University Press.
20. Nagaraju, S. 1981. *Buddhist Architecture of Western India*. New Delhi: Agam Kala Prakashan.
21. Sharma, R.C. 1984. *Buddhist Art of Mathura*. New Delhi: Agam Kala Prakashan.
22. Sivaramamurti, C .1942. *Amaravati Sculptures in the Madras Government Museum*. Madras:Government Press.
23. Snodgrass, Adrian1992. *The Symbolism of the Stupa*. Delhi: Motilal Banarasidass.
24. Stone, Elizabeth Rosen 1994. *The Buddhist Art of Nagarjunkonda*. Delhi: Motilal Banarassidas Publisher Pvt. Ltd.
25. Williams, Joanna 1982. *The Art of Gupta Indian-Empire and Province*. New Jersey: Princeton

SEMESTER I: HIS 516 MJ

Credit: 4

Course Title: Early Maharashtra (up to 10th Century)

Course Objectives:

1. The paper is designed to make the student aware of the early history of Maharashtra.
2. To trace the continuities and changes in terms of geo- political conditions Maharashtra from the pre-historic to early historic period.
3. To know the contribution of various dynasties that ruled early Maharashtra.
4. To understand the cultural legacy of early Maharashtra.

Course Objectives:

1. After completing this course the students will know about the early history of Maharashtra.
2. The students will be able to trace out the continuities and changes in terms of geographical and political conditions in early Maharashtra.
3. The students will understand the contributions made by various dynasties in shaping early Maharashtra.
4. The student will learn the cultural legacy that people of Maharashtra have inherited.

Course Content:

- Unit-1. Prehistory** **15**
- a) Geoglyphs in Konkan regions: Nature and Importance
 - b) Jorwe, Inamgaon, Daimabad, Newasa: Origin, Changes and Continuity, Chiefdom Society and Decline
- Unit-2. Satavahanas** **15**
- a) Archaeological, Literary, Numismatic, and Epigraphic sources
 - b) Society, economy, and beginnings of land grants
 - c) Cultural legacy: Coins, Caves and Gaaha Sattasai
- Unit-3. Vakatakas** **15**
- a) Archaeological, Literary and Epigraphic sources
 - b) Political history: State formation, relation with Gupta and the question of Suzerainty
 - c) Society, economy and Religion
 - d) Cultural legacy: Ajanta, Mansar, Literature
- Unit-4. Chalukyas, Rashtrakuts, Kadambas, and Shilahars** **15**
- a) Archaeological, Literary, Numismatic, and Epigraphical sources
 - b) Political history
 - c) Society, economy, mobility and migration
 - d) Cultural legacy: Literature

Select Readings:

1. Alchin, FR, Neolithic Cattle keepers of South India - A Study of the Deccan Ash Mounds, 1963
2. Allchin, F and B, The Origins of Civilization in India and Pakistan
3. Ayyar, Subramanyam, Historical Sketch of Ancient Deccan, The modern printing works, Madras, 1917.
4. Bhandare, Shailen, Historical Analysis of the Satavahana Era: A Study of Coins,
5. Bhandarkar, RG, Early History of the Deccan down to the Muhammadan conquest, Bombay, 1884.
6. Burton, Stein, History of India, Wiley Blackwell, 1998
7. Fleet, J.F., Dynasties of Kanarese Districts; Bombay, 1896.
8. Ganguly, D.C., The Eastern Chalukyas; Banaras, 1937.
9. Jayaswal, K.P., Problems of Saka-Satavahana History; Patna, 1931.
10. K. Gopalchari, Early History of The Andhra Country, University of Madras, 1941
11. Majumdar, RC (ed.), The Classical Age, Bharatiya Vidya Bhawan, Bombay, 1954
12. Merade, G. M.: Kadamba Kula; Bombay, 1931.
13. Mujumdar, R.C., History and Culture of the Indian People; Vols. III and IV.
14. Murthy, Ramachandra, Megalithic Culture of the Godavari Basin, Delhi, 2000
15. Prasad, Durga, History of the Andhras upto 1565 A. D., P.G.Publishers, Guntur
16. Rama Rao, M., Satavahanas and their Successors, 1971
17. Ray, Niranjan, The Art and Architecture of Chalukya, D.B. Taraporewala Sons and Pvt. Ltd.
18. Sankalia, HD, Pre and Proto History of India and Pakistan, Deccan College, Poona
19. Satyasraya, Ranjit, Origin of the Chalukyas; Calcutta, 1937.
20. Shastri, Ajay, Age of Satavahana, Aryan Book International, 1993
21. Shukla, V.G., Satavahanas the Contemporary Kshatrapas.
22. Sircar, D. C., The Successors of the Satavahana in Lower Deccan; Calcutta, 1939.
23. Yazdani, G, Early History of the Deccan, OUP, 1982

Marathi

1. Dhawalikar, M.K., Maharashtra Kulkatha, Rajhans Publication, 2011
2. Dhawalikar, M.K., Puratatva Vidya, Maharashtra Rajya Sahitya Sanskriti Mandal, 1980.
3. Mirashi, Va. Vi., Saatvahan ani Paschim Kshatrap Yancha Itihas ani Koriv Lekh, Maharashtra Rajya Sanskriti Mandal, Mumbai
4. Mirashi, Va., Vi., Vakatak Nrupati ani Tyancha Kal, Nagpur Vishwavidyalay, 1957.
5. Morvanchikar, R.S., Pratishtan Te Paithan, Vidya Books, Aurangabad.
6. Morvanchikar, R.S., Saatvahanakalin Maharashtra, Pratima Prakashan.
7. Nagarajayya, Hamppa, Bahubali Ani Badami Chalukya, tr, by Rekha Jain, Darya Prakashan
8. Ranade Pandharinaath, Maharashtraatil Arthik Jadanghadan, Maharashtra Itihas Parishad, 1966
9. Sankaliya, H.D., Mate, M.S., Maharashtraatil Puratatva, Maharashtra Rajya Sahitya Sanskriti Mandal, 1976.

Online Articles

1. S.A. Jogalekar, Saatvahan ani Satkarni <https://www.jstor.org/stable/41688591>
2. Sharma, R.S., Satavahan Polity <https://www.jstor.org/stable/44140395>
3. Dhavalikar, M. K., Satavahana Chronology: Re-examination <https://www.jstor.org/stable/41702166>
4. Rao, Hanumantha, Religion, Politics, Society in Early Deccan <https://www.jstor.org/stable/44142769>
5. Mirashi, V., The Home of The Vakatakas. <http://www.jstor.org/stable/41784577>
6. Pradhan, Shruti, From Satavahan to Andhras and Andhra Bhritiy <https://www.jstor.org/stable/41694410>

SEMESTER I: HIS 517 MJ

Credit: 4

Course Title: Gender and Indian History

Objectives

1. The course is intended to be an introduction to issues and theories of gender, with specific reference to India.
2. To understand the Women in Indian Philosophy.
3. To know the sources for understanding gender history in India.
4. To understand the Caste movements and role of women in modern India.

Course outcomes:

1. Study the concept of Gender justice.
2. Highlight the achievements of Women Social Reformers.
3. Trace out the origin of the Women's Movement in India.
4. Understand Globalization, liberalisation and issues of gender.

Course Content

Unit-1. Defining Gender 15

- a) Masculinity, Femininity and Trans Gender
- b) Historiography: special reference to the works of Gerda Lerner, Betty Friedan,
- c) Simone de Beauvoir, Uma Chakravarti, Kumkum Roy, Tanika Sarkar
- d) Waves of feminism

Unit-2. Caste and Gender in India: 15

- a) Women in Indian Philosophy
- b) Religion and gendered spaces

Unit-3. Women in Modern India 15

- a) Reforms in the Nineteenth Century
- b) Education
- c) Caste movements and role of women
- d) National movement and the role of women

Unit-4. Developments after Independence 15

- a) Constitutional guarantees
- b) Towards Equality report
- c) Globalisation, liberalisation and issues of gender
- d) Towards sensitivity about LGBTQIA Plus people

Select Readings:

1. Beauvoir, Simone, the Second Sex.
2. Chakravarti, Uma, Gendering Caste
3. Chakravarti Uma, everyday Lives, Everyday Histories: Beyond the Kings and

- Brahmanas Of 'Ancient' India, New Delhi, Tulika Books, 2006.
2. Kelkar, Meena and Gangavane, Deepti (ed.), Feminism in Search of an Identity.
 3. Lerner, Gerda, On Patriarchy.
 4. Roy, Kumkum (ed.), Women in early Indian Societies.
 5. V. Geeta, Patriarchy, Stree Publication, 2007.
 6. Sangari, Kumkum and Chakravarti, Uma, From Myths to Markets.

Marathi

1. Bhagvat Vidyut, StrivaadiSamajikVichar, Diamond Publication
2. Rege Sharmila and Sonalkar Vandana, Pitrusatta Ani Jativyavstha, Krantisinha Nana
3. Patil academy.
4. Datar, Chhaya, Striyanche Nate Jamin Ani Panyashi, Generic Publication, 2011
5. Deshmukh, Sharda, Marathekalin ani Peshwaitil Stree Jivan, Anand Prakashan.
6. Bhagvat Vidyut, Striyanche Marathi Nibandh Lekhan, Sahitya academy.

SEMESTER I: HIS 518 MJ

Credit: 4

Course Title: USA: From Isolation to Hegemony

Objectives:

1. To familiarise the students with American policies in the 19th century.
2. To make the student aware of the background, scope and various trends in American foreign policy.
3. To analyse how the US became a world power through Historical timeline.

Course Outcomes:

1. Students will be able to analyse USA policies in the 19th century.
2. Students will be aware of the background, scope and various trends in US foreign policy.
3. Students will be able to analyse how the USA became a world power.

Course Content

Unit-1. A brief survey of U.S. foreign policy (1789-1914) 15

- a. USA and Latin America
- b. USA and Japan
- c. USA and China
- d. US foreign policy (1901-1914)

Unit-2. USA and World War I 15

- a. American intervention in the World War I
- b. Fourteen points of Woodrow Wilson
- c. Paris Peace Conference
- d. USA and League of Nations

Unit-3. From Isolation to Interventionism 15

- a) Washington Conference
- b) The Great Depression Era
- c) Pearl Harbour and World War II
- d) USA and the Formation of the UNO

Unit-4. USA and Cold War 15

- a) Cold War: Concept, Causes, Nature and Scope
- b) Regional Organizations and USA
- c) Space Race and Arms Race
- d) The end of the Cold War: Unipolar world politics

Select Readings:

English:

1. Bemis, Latin American Policy of U.S.A.
2. Blum, Johan & Other, The National Experience
3. Brewster, C., Seeing American Foreign Policy Whole, S.G. Wasani, Delhi, 1989.
4. Brokhampton, Dictionary of World History, Brokhampton Press, London, 1994.
5. Crank show Edward, New Cold War (1963)
6. Elson Henry William, History of the United States of America
7. Harlow & Blake, The United States from Wilderness of World Power
8. Harres, Owen (ed.), America's purpose: New vision of U.S. Foreign Policy, S.G. Wasani, New Delhi, 1991.
9. La Feber, Walter, America, Russia, and the Cold War, 1945-1990, Mc-Graw Hill In., 1991.
10. Robinson, W.I., Prompting Polyarchy : Globalisation, US Intervention and Hegemony, Cambridge University Press, Cambridge, 1996.

Marathi

1. Bhaure, N.G. and Dev Pujari, Amerikecha Itihas
2. Gore N.G., Amerikechya Sangh Rajyacha itihis
3. Kadam, Y.N., Adhunik Jag, Phadke Prakashan, Kolhapur, 2001
4. Kothekar, Shanta, Amerikechya Sanghrajyacha Itihas, Nagpur
5. Patil, M.P., Yuddhottar America: Truman te Bush, Mangal Prakashan, Kolhapur, 2002.
6. Wakkani N.A., Amerikyacha Itihas (1860 -1996) Nagpur, 1997.
7. Vaidya Suman, Adhunik Jag Bhag –I Nagpur, 1997.
8. Vaidya Suman & Kothekar Shanta, Adhunik Jag Bhag –II Nagpur, 2000

SEMESTER I: HIS 519 MJ

Credit – 4

Course Title: History of Science and Technology in the West

Course Objectives:

1. The course is designed to introduce the student to scientific achievements in various periods of history in the western world.
2. To understand the relationship between science and various forms of technology.
3. To create an awareness of the interaction between science and society and the manner in which the spread of scientific knowledge shaped the pattern of human life and thought.
4. To introduce the work done in science and technology by scientists.

Course outcomes:

1. It will enable the students to develop a holistic understanding of science and technology in the Western world.
2. This course develops the student's view of how science and technology developed in ancient, mediaeval and modern periods.
3. Students will be introduced to the achievements made in science by western scientists to enhance their thinking skills.
4. Students will be introduced to the discovery of information technology in the 20th century and its impact on society and climate.

Course content:

Unit 1- Science and Technology in Ancient Civilizations 15

- a) What is Science?
- b) Definition of Science and Technology, Scientific Method
- c) Philosophy of Science
- d) Civilizations: Egypt, Mesopotamia, Greece, Rome

Unit 2- Medieval Science 15

- a) The Church and Science
- b) From Alchemy to Chemistry
- c) Experiments in agriculture
- d) Emerging Texts on Science and Technology

Unit 3- The Modern Science and Scientific Method 15

- a) Nicolaus Copernicus
- b) Leonardo da Vinci
- c) Galileo Galilei
- d) Johannes Kepler
- e) Rene Descartes
- f) Robert Boyle
- g) Isaac Newton
- h) Laboratory Science and growth of Industrial technology

Unit 4- Science and Technology in the 20th Century

15

- a) Revolution in Food and Medicine
- b) Weapons of Mass Destruction and Atomic Energy
- c) Radio, Television, Computer, Internet and Space Science
- d) Impact of Science and Technology: intellectual, social, economic, Climate

Select Readings: English

1. Bernal, J.D., Science in History, vol., Harmondsworth, 1965.
2. Bhattacharya, S. and Redondi, P. (ed.), Techniques to Technology, New Delhi, 1990.
3. Butterfield H., The Origins of Modern Science (1300-1800), The Macmillan Company, New York, 1959.
4. Crombie, A.C., Augustine to Galileo, Vol. I., Harvard University Press, 1990.
5. Dampier, W.C. A History of Science, Cambridge, 1929.
6. Derry, T.K. and Williams, T.I., A Short History of Technology, OUP, 1975.
7. Farrington, B., Greek Science: Thales to Aristotle, Penguin Publisher, Delhi, 2010
8. Jeans, James, The Growth of Physical Science, 1947.
9. Larsen, Egon, A History of Invention. Phoenix House, 1961.
10. McClellan J. E., Dorn H., Science and Technology in world History. – Baltimore: The Johns Hopkins University Press, 2006.
11. Russell, B., The Impact of Science on Society, 1885.
12. Singer, Charles, A Short History of Scientific Ideas to 1900, Oxford University Press, 1959.
13. Spangenberg, Ray and Moser, Diane K., The History of Science, 5 vols. Universities Press, 1999.

SEMESTER I: HIS 520 MJ

Credit: 4

Course Title: Heritage Studies

Course Objectives:

1. To understand the concept and importance of Heritage Studies.
2. To connect the learners with Natural Heritage sites.
3. To inspire interest among learners about Historical and Cultural Heritage
4. Guidance for Application as policy maker, entrepreneur, employment and self – employment.

Course outcome:

1. Appreciate the cultural, social aspects of Heritage studies.
2. Understand the relations between India and the world.
3. Encourage the students to join commercial enterprises related to history and heritage.

Course Contents

Unit- 1. Introduction 15

- a) Concepts – Heritage and History
- b) Importance of Heritage
- c) Historical Timelines
- d) Tangible and Intangible Heritage

Unit- 2. Local and Regional Heritage 15

- a) Natural sites
- b) UNESCO sites
- c) Historical, Cultural and Religious sites
- d) Art, Culinary and Cultural Heritage

Unit- 3. National Heritage 15

- a) Natural sites
- b) Sustainability of Natural heritage
- c) Historical, Cultural and Religious sites
- d) Culture and Traditions

Unit -4. World Heritage Sites 15

- a) Natural sites
- b) UNESCO World Heritage Sites
- c) Museums and duties towards Heritage
- d) Impact on Local Communities

Books for Study/ Reference Material:

1. Agarwal Rajesh K & Nangia Sudesh, Economic & Employment potential of archaeological monuments in India. Birla Institute of Scientific research, New Delhi 1974.
2. Biswas Sachindra Sekhar, Protecting the cultural heritage. National legislations & international conventions. Aryan books international, New Delhi 1999.
3. Chainani, S., Heritage conservation, legislative and organisational policies for India. New Delhi: INTACH. 2007
4. Convention Concerning the Protection of the World Cultural and Natural Heritage (UNESCO 1972) URL: <https://whc.unesco.org/en/convention/>
5. Devdutt Patnaik, Indian Culture, Art and Heritage. Pearson Education. 2022
6. J.K. Chopra, Indian Heritage and Culture, Teach Yourself Series, Unique Publishers, 2014.
7. Kernal Balsar, The concept of the common heritage of Mankind, Vol. 30.
8. Nagar S.L, Protection, Conservation & preservation of India's monuments. Aryan books international, New Delhi 1998.
9. Neeraj Agarwal, Tourism and Cultural Heritage of India. Aman Publications, 2015.
10. UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage 2003 <https://ich.unesco.org/en/convention>
11. Nitin Singhania, Indian Art and Culture, McGraw Hill Education India Pvt. Ltd. Noida. 2021
12. Prof Sachin Ashok Dhende, Sanskritichalitihas- Maharashtra Sanskruti (Paperback)Bluerose Publishers Pvt. Ltd. 2022 (First edition)
13. Richard Harrison (ed), Manual of Heritage Management, Butterworth Heineman.
14. Rohit Chawla, Shikha Jain and Vinay Sheel Oberoi (ed.), India: UNESCO World Heritage Sites. Hirmer Verlag, 2021.
15. Romila Thapar, Indian Cultures as Heritage: Contemporary Pasts. Aleph Book Company. 2018
16. Sarkar, H., Museums and Protections of Monuments and Antiquities in India. Sundeep Prakashan.
17. Shikha Jain and Vinay Sheel Oberoi (ed.), Incredible Treasures: UNESCO World Heritage Sites of India, Mapin Publishing.
18. UNESCO & its programmes, protection of mankind's cultural heritage sites & monuments, UNESCO 1970.
19. UNESCO World Heritage website : <https://whc.unesco.org/>
20. UNESCO Intangible Cultural Heritage Website URL: <https://ich.unesco.org/>

SEMESTER I: HIS 521 MJ

Credit – 4

Course Title: History of West Asia in 20th Century

Course Objectives

1. To familiarise the students with the political and economic history of Asia.
2. Understand the transitions in 20th century Asia.
3. To provide students with a broad perspective of different movements and nationalist aspirations.

Program outcome:

1. Demonstrate knowledge on the West Asian region.
2. Appreciate the ethical, cultural, sociological aspects of West Asian Countries.
3. Students can easily understand the relations between India and West Asia.
4. Know research methods in area studies, Research design, data gathering and analysis.

Course contents

Unit 1: European Powers in the Region 15

- a) Growing Influence of the British in the Arabian Peninsula
- b) British Mandate
- c) French Mandate
- d) Struggle for Independence

Unit 2: Emergence of Ideologies 15

- a) Nationalism: Arab, Iranian and Turkish
- b) Pan-Islamism
- c) Zionism

Unit 3: Disputes, Conflicts, and Wars 15

- a) Territorial Disputes & Consequences
- b) Arab-Israeli Conflict
- c) Iraq-Iran War
- d) Gulf War- I
- e) Gulf War- II

Unit 4: Oil Politics and West Asia 15

- a) Oil: Discovery and Importance
- b) Quest for Nationalisation of Oil Resources
- c) Emergence of Oil Cartels
- d) Oil Crisis and OPEC

BOOKS:

1. A.S.Tritton -Islam, Belief and Practice (1951)
2. H.A.R.Gibb - Mohammedanism an Historical Survey (1953)
3. Asghar Ali Engineer - Rise & Development of Islam.
4. Bernard Lewis -The Arabs in History
5. Arthur Goldschmidt - A Concise History of the Middle East (2010)
6. Sir William Muir -The Caliphate, its rise, decline, and fall.
 - a) John Grant, Edinburgh, London-191 5

REFERANCE BOOKS:

1. E.J.Bull - The Encyclopedia of Islam (in 4 Vols. and Supplement)
2. S.N.Fisher - The Middle East, Rutledge and Kegan Paul, 1966
3. Phillip K. Hitti - History of the Arabs, Macmillan &Co, London 1960.

SEMESTER I: HIS 510 MJ

Credit – 4

Course Title: RM- Research Methodology in History

Objectives:

1. To understand the concepts and nature of historical research.
2. To explore the relationship between historical research and other branches of knowledge.
3. To familiarize students with various methods of historical research.
4. To acquaint the students with the techniques and methods of historical research.
5. To develop proficiency in scientific communication techniques and methods.

Course Outcomes:

1. Grasp the fundamental concepts and characteristics of historical research.
2. Insights into how historical research interconnects with other disciplines
3. Knowledge of wide array of research methodologies used in historical investigations,
4. Proficiency in conducting historical research and communicating it.

Course Content:

Unit 1- Historical Research: Concepts and Nature	15
a) Research: Definition, Nature and Importance	
b) Research in Science and Humanities: Nature, Similarities and Differences	
c) Types of Research: Philosophical, Applied, Descriptive and Case study	
d) Qualities of a Good Researcher	
Unit 2- Historical Research and other Branches of Knowledge	15
a) Auxiliary Sciences: Archaeology, Numismatics, Iconography, Epigraphy, Museology, Paleography, Genetics	
b) Allied Sciences: Political Science, Economics, Sociology, Anthropology, Geography, Linguistics, Computer	
Unit 3 – Type of Sources and Data Collection	15
a) Sources: Primary and Secondary	
b) Sources: Archaeological, Numismatic, Epigraphical, Literary, Digital	
c) Data Collection methods	
i. Archival Studies	
ii. Field Work	
iii. Survey and Questionnaire	
iv. Interviews	
Unit 4 – Historical Research Method	15

- a. Selection of Problem and its appropriateness (objectives, Scope, Importance and Limitations)
- b. Review of Literature
- c. Formulation of Hypotheses
- d. Research Proposal
- e. Data Collection and organisation of Data
- f. Data Analysis- Internal and External Criticism
- g. Classification, Collation and Interpretation of data
- h. Report Writing- Technique and method of scientific communication

Selected Readings:

1. Barzon Jacques and Henry Graff, (1970), The Modern Research, New York, Harcourt Car E. H. (1971) What is History? Penguin Books, Harmondsworth.
2. Chitnis K.N., (1979), Research Methodology in History. Pune.
3. Collingwood R.G. (1976), The Idea of History, Oxford University Press, New York.
4. Galbraith V.H., The Historian at Work, BBC Publication.
5. Kothari C.R., Research Methodology, Methods and Technique, New Delhi, Wiley Eastern Ltd.
6. Langlois Ch. V. and Ch. Seignobos, (1966), Introduction to the Study of History, New York, Barnes and noble Inc. and Frank Cass and Co.
7. Pauline V. Young, Scientific Social Survey and Research.
8. Shaikh Ali, (1978), History, its Theory and Method, Madras, Macmillan India Ltd.
9. Thakur Devendra, Research Methodology in Social Sciences, Deep and Deep Publication, New Delhi.
10. Bajaj Satish, History - Theory and Method.

Marathi

1. आठवले सदाशिव (१९६७). इतिहासाचे तत्वज्ञान, वाई, प्राज्ञ पाठशाळा.
2. आगलावे प्रदीप (२०००), संशोधन पद्धती शास्त्र व तंत्र, नागपूर, विद्या प्रकाशन.
3. कहाडे बी. एम. (२००७), शास्त्रीय संशोधन पद्धती, नागपूर, पिंपळापुरे अँड पब्लिशर्स.
4. गायकवाड, हनमाने आणि सरदेसाई (१९९६), इतिहास लेखनशास्त्र, कोल्हापूर, फडके प्रकाशन.
5. कोठेकर शांता (२००५), इतिहास तंत्र आणि तत्त्वज्ञान, नागपूर, श्री साईनाथ प्रकाशन.
6. देव प्रभाकर (२००७) इतिहासशास्त्र संशोधन, लेखन परंपरा व अध्यापन, नाशिक, ब्रेन टॉनिक प्रकाशन
7. धारणकर सरल, इतिहासाचा अभ्यास आणि संशोधन, नाशिक, बिना प्रकाशन.
8. पत्की श्री. ना. (१९८७). इतिहास अध्यापन पद्धती व तंत्र, औरंगाबाद, मिलिंद प्रकाशन.
9. जोशी लक्ष्मणशास्त्री (संपा.), मराठी विश्वकोश, खंड १४, वाई, प्राज्ञ पाठशाळा.
10. खरे.ग. ह. (१९६०). संशोधकाचा मित्र, पुणे, भारत इतिहास संशोधन मंडळ
11. राजदेरकर सुहास (१९९८), इतिहास लेखनशास्त्र, नागपूर विद्या प्रकाशन.

Semester II: HIS 555 MJ

Credits: 4

Core Paper I: Mediaeval India: Evolution of Ideas and Institutions

Course Objectives:

1. To examine the nature of mediaeval Indian society
2. To study the economy of mediaeval Indian society.
3. To understand the process of the state formation and nature of administration during mediaeval India.
4. To know administration, society and economy in Medieval India.

Course Outcomes:

1. Understanding socio-cultural bases of mediaeval Indian society.
2. Understanding various aspects of economic life in mediaeval India
3. Learning about the state formation in mediaeval India.
4. Students will know the main religious currents in Medieval India.

Course content

Unit -1. Definition and Sources	15
a) Defining Mediaeval India	
b) Sources	
i. Persian sources	
ii. Regional language sources	
iii. Foreign sources: Travellers' accounts, European records	
Unit -2. The state in Medieval India: Perceptions and Practice	15
a) Modern theories of the mediaeval state: Theocracy, Feudal, Segmentary, Patrimonial-Bureaucratic and Successor States	
b) Mediaeval Theories of the State: Farabi, Ghazzali, Shukracharya, Barani, Abul Fazl, Ramachandrapant Amatya	
c) State formation in peninsular India - Bahamani, Vijayanagar, Marathas	
Unit -3. Administrative Systems	15
a) Central and Provincial	
b) Mansabdari	
c) Agrarian systems	
Unit -4. Society and Economy	15

- a) Social mobility and Stratification; the emergence of new classes: Administration, agrarian, mercantile
- b) Educational Institutions
- c) Religion and social change - Bhakti and Sufi
- d) Trade - internal and external
- e) Arrival of the Europeans

Select Readings

English

1. Alam, Muzaffar and Subrahmanyam, Sanjay, The Mughal State, Oxford India Paperbacks, 2000
2. Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002. Anderson, P., Passages from Antiquity to Feudalism, London, 1981.
3. Chandra, Satish, Medieval India (2 vols.), Har-Anand Publications Pvt. Ltd., Third Edition, 2006 (also available in Hindi)
4. Chitnis, K.N., Aspects of Society and Economy in Medieval India, Pune, 1979.
5. Habib, I., Essays in Indian History - Towards a Marxist Perspective, Tulika, 1995.
6. Hasan, S. Nurul, Religion, State and society in Medieval India, Oxford University Press, 2005 Jha, D.N. (ed.), The Feudal Order, Manohar Publications, 2002
7. Kulke, H. (ed.), The State in India, 1000-1700, OUP, 1997.
8. Marshall, P.J. (ed.), The Eighteenth Century in Indian History: Evolution or Revolution, OUP, New Delhi, 2003
9. Mukhia, H., Perspectives on Medieval India, Delhi, 1994.
10. Sharma, R.S., Early Medieval Indian Society: A Study in Feudalisation, Sangam Books Ltd., 2001

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1. Chandra Satish, Madhyayugeen Bharat, 2 Vols., K'SagarPrakashan Pune
2. Chitnis, K.N., Madhyayugin Bharatiya Sankalpana wa Sanstha, Bhalchandra Printing Press Pvt. Ltd., Bombay, 3rd Reprint, 2003.30
3. Habib Irfan, Madhyakalin Bharat, NBT, Delhi. 2007.
4. Moreland, W.H., From Akbar to Aurangzeb, tr. Rajendra Banahatti, Akbar te Aurangzeb, Diamond Publications, Pune, 2006.
5. Moreland, W.H., India at the Death of Akbar, tr. Sunanda Kogekar, Akbarkalin Hindustan, Diamond Publications, Pune, 2006.
6. Pagdi Setumadhavrao, Sufi Sampraday Tattvadnyaan ani Karya, Parchure Prakashan, Mumbai. 1953.
7. Sarkar, Jadunath, Aurangzeb, tr. S.G. Kolarkar, Aurangzeb, Diamond Publications, Pune, 2006.
8. Siddiqui, N.A., Land Revenue System under the Mughals, tr. P.L. Saswadkar, Mughalkalin Mahsul Padhati, Diamond Publications, Pune, 2006.

Semester II: HIS 556 MJ

Credits: 4

Course Title: Socio-Economic History of the Marathas

Objectives:

1. To study socio-economic history of the Marathas in an analytical way.
2. To know the social structure and its functions in the Maratha period.
3. To recognize the relationship between religion, caste, customs, traditions, class in the Maratha Society.
4. To understand aspects of economic life and be able to trace the determinants of change in social and economic life.

Course outcomes

1. Evaluate socio-economic history of the Marathas in an analytical way.
2. Critical analytical thinking about the social structure and functions in the Maratha period.
3. Know the relationship between religion, caste, customs, traditions and class in Maratha Society.
4. Know the aspects of economic life and be able to trace the determinants of change in social and economic life.

Course Content

- 1. Socio-Economic History and Sources** **15**
 - a) Defining Socio-Economic History
 - b) Sources:
 - i. Literary- Indian and Foreign languages
 - ii. Numismatic
 - iii. Archival
 - iv. Miscellaneous

- 2. Social institutions** **15**
 - a) Village community *Gaongada*
 - b) *Balutedari* system
 - c) Position of women
 - d) Varna and caste
 - e) Fairs and festivals
 - f) Education

- 3. Agrarian System** **15**
 - a) Types of land
 - b) Assessment of land
 - c) Methods of land revenue collection

- d) Sources of Expenditure and Income
- e) Roll of *Kamavisdari*

4. Trade, Industries and handicraft

15

- a) Centres of trade- *Kasba, Bazar*
- b) Trade routes
- c) Major and minor industries
- d) Mints and coins
- e) Banking houses

Selective Readings

English

1. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic, Delhi, 2002.
2. Chitnis, K. N., Glimpses of Medieval Indian Ideas and Institutions; Pune, 1981.
3. Chitnis, K. N., Socio-Economic aspects of Medieval India; Pune, 1979.
4. Desai, Sudha, Social life in Maharashtra under the Peshwas Period; Bombay, 1980.
5. Desai, Sudha, Social life in Maharashtra under the Peshwas, Bombay, 1980
6. Divekar, V. D., Survey of Material in Marathi on the Economic and Social History of India.
7. Fukazawa, H., "State and Caste system (jati) in the eighteenth century Maratha Kingdom" in Integration in India (ed.); by Sinha, M. R. Bombay, 1971.
8. Fukazawa, H., Land and peasant in the eighteenth-century Maratha Kingdom Histotahubashi Journal of Economics; VI (I), P, Pune, 1976.
9. Fukazawa, H., Rural Servants in the eighteenth Century Maharashtrian Village :Hitotsubashi Journal of Economics; XII (2), 1972.
10. Gokhale, B. G., Poona in the Eighteenth Century : An Urban Study; Oxford, 1987
11. Joshi, S. N. and Bhingare, L. M. (eds.) Ajnapatra Ani Rajnoti; Pune, 1960.
12. Kulkarni A.R., Explorations in the Deccan History, Pragati & ICHR, Delhi, 2006.
13. Kulkarni A.R., Maharashtra: Society and Culture, Books & Books, Delhi, 2000.
14. Kulkarni, A. R., Maharashtra in the Age of Shivaji; Pune, 1969.
15. Kulkarni, A.R., Medieval Maharashtra, Books and Books, New Delhi, 1996
16. Kulkarni, A.R., Medieval Maratha Country, Books and Books, New Delhi, 1996.
17. Kumar, Dharma (ed.), The Cambridge Economic History of India, Vol. II, Orient Longman, in association with OUP, Delhi, 2005.
18. Mahajan T.T., Trade, Commerce and Industries under the Peshwas, Pointer Publishers, Jaipur, 1989.
19. Mahajan, T. T., Industry, Trade and Commerce during the Peshwa Period; Jaipur, 1980.
20. Raychaudhuri, Tapan and Habib, Irfan (ed.), Cambridge Economic History of India, Vol. I, Orient Longman, in association with OUP, Delhi, 2005.
21. Wink, Andre, Land and Sovereignty in India,

Marathi

1. Avalaskar. S. D., Nagaon, GIPE, Pune.
2. Atre, Trimbak Narayan, Gav-Gada, Varada, Pune, 1995
3. Bhave, V.K., Peshwekalin Maharashtra, Varada, Pune, 1998.
4. Chapekar, N.G., Peshwaichya Savlit, Pune, 1936.
5. Mehendale Gajanan B., Shree Raja Shiv Chhatrapati, Vol. I, part I, II, Mehendale, Pune, 1996.
6. Joshi, S.N., Marathekalin Samaj Darshan, Anath Vidyarthi Gruha, Pune, 1960.
7. Oturkar, R.V., Peshwekalin Samajik Va Aarthik Patravayavahar, BISM, Pune, 1950.
8. Gavali, P.A., Peshwekalin Asprushyata
9. Gavali, P.A., Peshwekalin Gulamgiri
10. Gavali, P.A., Peshwekalin Jatisangharsh
11. Oturkar, R.V., Maharashtracha Patrarupi Itihas

Semester II: HIS 557 MJ

Credits: 4

Course Title: Approaches to Indian History

Course Objectives: -

1. To make the students aware about various approaches to discipline of History and Indian History.
2. To highlight the Historiographical Outline of Indian History.
3. To understand the importance of rewriting history in view of academic and popular writing in the current scenario.

Course outcomes: -

1. The course intends to provide understanding of the ideological processes of history writing.
2. The students may think on their own about popular history and develop their thought process.
3. Equip the students to offer the scientific view and disambiguate the misrepresentations of History in popular media.

Course content

Unit-1. Approaches to Historical Sciences 15

- a) Emergence of Historical Consciousness in India
- b) Orientalist and Imperialist Approach
- c) Nationalist Approach
- d) Marxist Approach

Unit-2. Later Approaches to Historical Sciences 15

- a) Annals
- b) Subaltern
- c) Feminist
- d) Local History
- e) Democratisation of History writing and Historiography

Unit-3. Recent Developments 15

- a) Myths, Folklore and Oral History
- b) Textual Criticism
- c) Environmental
- d) Digital Turn

Unit-4. Rewriting of History and Historical Awareness 15

- a) Rewriting and revision of History
- b) Use and abuse of History
- c) New Media on History and Academic and Popular History
- d) Historical Sensitivity and Historiographical Awareness

Select Readings:

English Books: -

1. Abrams, Lawrence, and Knoblauch, Kaleb, ed., *Historians without Borders: New Studies in Multidisciplinary History*, Routledge, 2018.
2. Elton, Geoffrey, *The Practice of History*, Methuen, 1967.
3. Ferro, Marc, *The Use and Abuse of History*, Routledge, 2003.
4. Sreedharan, E., *A Textbook of Historiography*, Orient Blackswan, 2004.
5. Tamm, Marek, and Burke, Peter, ed., *Debating New Approaches to History*, Bloomsbury, 2014.
6. Woolf, D.R., ed., *A Global Encyclopaedia of Historical Writing*, Routledge, 2014.

Marathi Books: -

1. Athavale, Sadashiv, *Itihasache Tattvadnyaan, Praadnya Pathshala, Wai.*, 1986.
2. Bagade Umesh, *Dalit Janivanche Dvandva*, Sugawa Prakasham Pune.
3. Bagade Umesh, *Maharashtrateel VargaJatiPrabhtva*, Sugawa Prakashan, Pune.
4. Bedekar D. K., *Dharmachintan, Loka Vangmaya Gruha, Mumbai.*
5. Bedekar D. K., *Lalit Chintan, Loka Vangmaya Gruha, Mumbai.*
6. Bedekar D. K., *Samaj Chintan, Loka Vangmaya Gruha, Mumbai.*
7. Bhagwat Vidyut, Pratima Pardeshi, *Abrahmani Streevadi Itihasa Lekhan*, Sugawa Prakashan, Pune.
8. Carr, E.H., (tr. V.G. Lele), *Itihas Mhanaje Kay?*, Continental Prakashan, Pune, 1998.
9. Dahake, Vasant Abaji, et.al (ed.) *Marathi Vangmayeen Sandnya- Sankalpana Kosh*, G.R Bhatkal Foundation, Mumbai, 2001.
10. Deo, Prabhakar, *Itihas: Eka Shastra*, Brain Tonic Prakashan, Nashik, 2007
11. Feldhaus Anne, *Nadi ani Streetva, Padmagandha, Pune.*
12. Gode P. K., *Studies in Cultural History*, 1960.
13. *Itihas Lekhana Mimansa, Loka Vangmaya Gruha, Mumbai. 2010.*
14. Joshi Laxman Narayan, *Mansashana Paak Siddhi Prayoga*, Mumbai, 1930.
15. Kasbe Raosaheb, *Manavi Jeevan Pravaha Ani Dharma Chintan*, Sugawa Prakashan, Pune.
16. Kosambi Da. Dha., *Purankatha Ani Vastavata, Lok Vangmaya Gruha Mumbai.*
17. Kothekar, Shanta, *Itihas: Tantra ani Tatvadnyana*, Sainath Prakashan, Nagpur, 2005.
18. Lonkar Ravindra, *Yuropateel Arambheechya Vidyapeethancha Uday*, Diamond, Pune. 2019.
19. Morje Gangadhar, *Loksahtya: Ek Swatantra Abhyaskshetra*, Dastane, Pune, 1985.
20. PatoleShahu, *Anna he Apoornabrahma, Janashakti*, 2015.
21. Saatbhai S., *Itihas Lekhansahstra*, Vidya Books Publication, 2015.
22. Sardesai, B.N., *Itihas Lekhan Shastra*, Phadke Prakashan, Kolhapur, 2002.
23. Urmila Pawar, *Meenaxi Moon, Amhihi Itihas Ghadavila*, Sugawa Prakashan, Pune.
24. Wamburkar Jaswandi, *Itihasa Lekhanateel Nave Pravaha*, Diamond Prakashan, Pune.

Semester II: HIS 558 MJ

Credit – 2

Course Title: Art and Architecture in Medieval India

Course Objectives:

- 1) Students will be introduced to emergence and development of Art and Architecture in Medieval India
- 2) Students studied Medieval Monuments in their Cultural context
- 3) Students will be understanding development of science and Technology behind the Art and Architecture
- 4) It will help the students to understand changes in the style of Art and Architecture according to the culture of different sects.

Course Outcomes:

- 1) understand the process of development in Mediaeval Art and Architecture
- 2) understand cultural changes according Development in Art and Architecture
- 3) Knowledge of Technology behind medieval Architecture
- 4) Understand the Monuments in their religious, Regional and Stylistic context

Course Content:

- | | |
|--|-----------|
| Unit 1 - Introduction to Medieval Indian Art and Architecture | 10 |
| a. Technique of making Arches and domes | |
| b. Quwwat-ul-Islam Masjid | |
| c. Tomb of Iltumish | |
| d. Qutub Minar | |
| e. Alai Darwaza | |
|
 | |
| Unit 2 - Emergence and Development of Deccan Art & Architecture | 08 |
| a. Bahamani | |
| b. Vijaynagar | |
| c. Maratha | |
|
 | |
| Unit 3 - Development of Sur and Mughal Art & Architecture | 12 |
| a) Qila-i-Kuhna Masjid, Tombs of Hasan Sur and Sher Shah | |
| b) Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahore forts | |
| c) Jahangir: Sikandara, Tomb of Itmad-ud-Daula | |
| d) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid | |
| e) Mughal Paintings | |
| f) Regional Art & Architecture | |

Recommended Readings:

- 1) Indian Culture and Heritage, NIOS Press, Delhi,
- 2) J. C. Harle, The Art and Architecture of the Indian Subcontinent, 2nd edn. Yale University Press Pelican History of Art, 1994.
- 3) Jyotindra Jain (ed.), Kalighat Painting: Images from a Changing World, Mapin Publication Pvt. Ltd., Ahmadabad, 1999.
- 4) N. Padmanabhan, Medieval India: Society, Culture and Religion, University of Calicut press, Kerala, 2014.
- 5) Partha Mitter, Indian Art, Oxford University Press, Oxford, 2001.
- 6) Rhoads Murphey, 2006, A History of Asia, Pearson Education press, Inc., New York, 2006.
- 7) V. Dehejia Harsha, The Advita of Art, Motilal Banarsidass Press, Delhi, 2000.
- 8) Percy Brown: Indian Architecture (Islamic period), Mumbai 1997
- 9) Percy Brown: Indian Painting, New Delhi, 1965
- 10) R.Nath : History of Sultanate Architecture, Delhi, 1978
- 11) Catherine B. Asher: The New Cambridge History of India, Mughal Architecture.
- 12) Satish Grover: The Architecture of India (Islamic Period) Delhi, 1981
- 13) Ebba Koch: The Mughal Architecture: An outline of its History and Development, Primus Books, Delhi, 2014
- 14) S.P.Verma : Art and Material Culture in the Paintings of Akbars Court, Delhi 1978
- 15) K.Khandalwal : Documents on Indian Painting, Bombay 1969
- 16) M.C.Beach : The Cambridge History of India :Mughal and Rajput Paintings, Cambridge University Press 1992
- 17) Surendra Sahai: Indian Architecture, Islamic period
- 18) Z.A.Desai : Indo-Islamic Architecture, Publication Division, Ministry of Information and Broadcasting, Govt. of India , Delhi 1970
- 19) Daljeet: Mughals and Deccan Paintings, From the collection of National Museum, New Delhi 1999
- 20) Ziauddin Desai : Indo-Islamic Architecture, Delhi 1970
- 21) Subhash Parihar : Some aspect of Indo-Islamic Architecture, Delhi 1999
- 22) Abha Narain Lambah & Alka Patel: The Architecture of the Indian Sultanates, Marg publication, 2006

Semester II: HIS 566 MJ

Credits: 4

Course Title: Medieval Maharashtra

Objectives:

1. Understanding the political history of Medieval Maharashtra, from the 11th to the 18th century.
2. Examine the Cultural landscape of Medieval Maharashtra and explore the influence of different faiths on the region's development.
3. Analyse the socio-economic structure of Medieval Maharashtra, including its society and economy, to comprehend the factors shaping life during that era.
4. Explore the cultural legacy of Medieval Maharashtra, encompassing literature, art, architecture, and its impact on the region's identity.
5. Develop critical skills to assess and interpret historical sources pertaining to Medieval Maharashtra, ensuring a comprehensive and accurate understanding of the period.

Course Outcome:

1. Understand the complex political history of Medieval Maharashtra, gaining insights into major dynastic changes, key events, and the significant contributions of rulers during the specified period.
2. Analyse the diverse cultural landscape of Medieval Maharashtra, evaluating the influence of different faiths on the region's cultural, social, and political evolution.
3. Interpret and evaluate the socio-economic structure of Medieval Maharashtra, comprehending the factors that moulded society, economy, and livelihoods during that era.
4. Explore and appreciate the diverse cultural legacy of Medieval Maharashtra, examining its literature, art, architecture, and their profound impact on the region's identity and heritage.
5. Develop critical skills to assess historical sources related to Medieval Maharashtra, honing the ability to identify biases, contextualise information, and draw accurate conclusions about the historical events and developments of the period.

Course Content:

Unit-1. Yadav period

15

- a) Sources
- b) Polity and Economy
- c) Religion and Society
- d) Cultural Legacy: Architecture, Literature, Folk Arts

Unit-2. Faruqi and Bahamani Period **15**

- a) Sources
- b) Polity and Economy
- c) Religion and Society
- d) Cultural Legacy: Textiles of Burhanpur and Rise of Composite Culture

Unit-3. Deccan Sultanate Period **15**

- a) Sources
- b) Polity and Economy
- c) Religion and Society
- d) Cultural Legacy: Domes and Qanat, Dakhani Language

Unit-4. Maratha period **15**

- a) Sources
- b) Polity and Economy
- c) Religion and Society
- d) Culture Legacy- Architecture, Literature, Folk Arts

Readings

1. Altekar, AS, The Rashtrakutas and their Times, Oriental Book Agency, Poona, 1934
2. Bhandarkar, RG, Early History of the Deccan down to the Muhammadan conquest, Bombay, 1884.
3. Desai, P.B. (ed.), A History of Karnatak, 1970.
4. Gopal, BR, The Rashtrakutas of Malkhed, Studies in their History and Culture, Geetha Book House, Mysore, 1994
5. Husain Agha M., Khandesh in New Light; 1963.
6. J. N. Chaudhary-Malik Amber.
7. Kulkarni, A.R., (ed.), Medieval Deccan, P.M. Joshi Felicitation volume, 2003.
8. Majumdar, RC (ed.), The Classical Age, Bharatiya Vidya Bhawan, Bombay, 1954
9. Narasimha Murthy, AV, The Sevunas of Devagiri, Mysore, 1971.
10. Nilkanta Sastry, K. A., A History of South India; 4th Edition Delhi, 1976.
11. Nizami, K.A., A Comprehensive History of India, Vol. V., Delhi, 1970.
12. Radhey Shyam, The Kingdom of Ahmednagar, Motilal Banarsidas, Delhi, 1966
13. Ram sharma M. H., The History of the Vijaynagar Empire; Vol. I and II Bombay, 1978
14. Sherwani, H.K., and Joshi, P.M., (ed.) History of Medieval Deccan, Vol. I and II, Hyderabad
15. Sherwani, H.K., Cultural Trends in Medieval India, Asia Publishing House, Bombay, 1968
16. Sherwani, H.K., The Bahmanis of the Deccan, Hyderabad, 1953.
17. Shyam, Radhey, The Kingdom of Khandesh, Idarah-i-Adabiyat-i-Delli, Delhi.
18. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Publication, New Delhi, 2016
19. Sinha, S. K., Medieval History of the Deccan; Vol. I, Bahamins, Hyderabad, 1964.

20. Varma, O.P., The Yadavas and their Times; Nagpur, 1970.
21. W. Haig, Historical Landmarks of the Deccan; Allahabad, 1907.
22. Yazdani, G, Early History of the Deccan, OUP, 1982

Marathi

1. Bendre.V.S. Ahmadnagarchi Nizamshahi. BISM, Pune. 1934.
2. Bendre V. S. Govalkondyachi Qutbshahi, BISM, Pune. 1934
3. Bendre V. S. Vijapurchi Adilshahi, Mumbai. 1968.
4. Mahajan, T.T., Khandeshcha Samajik v SanskritikItihas.
5. Panase M. G., Yadavkalin Maharashtra, Mumbai Marathi Grantha Sangrahalaya 1963.
6. Sardesai G. S., Musalmani Riyasat, Ganesh Mahadeo & Co. Pune. 1927.

SEMESTER II: HIS 567 MJ

Credit – 4

Course Title: EAST ASIA: CHINA (1839-1976)

Objectives:

1. To understand the historical developments in modern China.
2. To study Western influence on Chinese society.
3. To understand the social origin of the Revolution of 1911 by tracing the growth of nationalism in China
4. Analyse primary and secondary sources and construct original arguments regarding the history of modern Chinese society and culture

Course Outcomes

1. Introduction to key concepts of, approaches to, and debates about the study of modern China;
2. Examine various aspects of Chinese society with the understanding of its complex history
3. Know China's relation with other powers; China's economic and military resurgence; and the impact on world politics.

UNIT: 1 - Western Influence on China 15

- a) China's relations with Europe- First Opium War 1839-42
- b) Taiping Rebellion 1850
- c) Second Opium War 1856-58
- d) Hundred days of reforms 1893
- e) Sino-Japanese conflict 1894-95
- f) Open Door Policy

UNIT: 2 - Revolution of China and aftermath 15

- a) The Revolution of 1911
- b) Dr. Sun-Yat-Sen
- c) First World War and China
- d) May Fourth Movement 1919
- e) Washington Conference

UNIT: 3 - Kuo-Min-Tang and Communist struggle 15

- a) Formation of the Communist Party
- b) Mao-Tse- Tung: long March
- c) Rise and fall of Kuo-Min- Tang, Chiang- Kai- Sheik
- d) Second Sino-Japanese War 1937-45
- e) China and the Second World War
- f) Western Interests

- a) Communist revolution 1949 and Establishment of the People's Republic of China
- b) Achievements of the Communist Party after 1949
- c) Great Leap forward, Cultural Revolution
- d) Foreign Policy- Relations with Russia, America, Tibet and India.
- e) Modernization of agriculture, science and technology, industry, Military

BOOKS FOR REFERENCE:

1. Ahmed L.L - A Comprehensive History of the Far East, S. Chand & co Ltd 1981
2. David. D - Rise and Growth of Modern China – Himalaya Publishing House,1986
3. Harold.M. Vinacke - History of the Far East in Modern times, Kalyani Publications New Delhi, 1982
4. Immanuel C. Y. Hsü , The Rise of Modern China. Oxford University Press: New York, 1970.
5. Paul N. Clayde Burton. F. Beers -The Far East - Prentice Hall of India Private Ltd, New Delhi 1985
6. Rao B.V - History of Asia from Early Times to 2000A.D, Sterling Publishers Pvt Ltd,2000
7. Choneaux , Jean – China- The People's Republic, Harvester Press, 1979.
8. Fitzgerald, C.P. - The Birth of Communist China, Pelican books, 1971.
9. McAleavy, B. – Modern History of China. Snow. Edgar – Red Star over China. Walker,
10. R.L. China under Communism, London, 1956.
11. Choneaux, Jean – China- The People's Republic, Harvester Press, 1979.
12. Fitzgerald, C.P. - The Birth of Communist China, Pelican books

SEMESTER II: HIS 568 MJ

Credit: 4

Course Title: Socio Economic History of Medieval India

Course Objectives:

1. To acquaint the student with the component of social structure and their functions.
- 2 To understand the relationship between religions, caste, customs, traditions and classes in medieval Indian society.
3. To enable the student to understand the aspects of economic life.
4. To trace the causes of change in social and economic life.

Course Outcomes:

1. understand social structure and functions during Medieval India.
2. know the relationship between religion, caste and class in mediaeval Indian society.
3. understand different aspects of economic life.
4. know the causal elements for the changes in socio economic life.

Course Content

Unit-1. Definition and Sources **10**

Unit-2. Social Institutions **20**

- a) Caste and Community
- b) Social Stratification and Mobility
- c) Position of Women in Society
- d) Slavery and Bonded Labour System
- e) Educational Institutions
- f) Bhakti and Sufi Movement

Unit-3. Agrarian Systems and Taxation **15**

- a) Types of Land and Assessment of Land
- b) Iqta, Todarmal's Bandobast
- c) Land Grants and Jagirdari System
- d) Custom, Duties and Tolls

Unit-4. Trade and Commerce **15**

- a) Industries: Textile, Ship Building, Metallurgy
- b) Centre of Trades and Trade Routes
- c) Currency and Banking
- d) Internal and External Trade
- e) Urbanisation

Select Readings English

1. Champakalakshmi, R., Trade, Ideology and Urbanisation, Delhi, 1999.
2. Chitnis, K. N., Socio Economic History of Medieval India, Atlantic Publication, New Delhi, 2015.
3. Curtin, P., Cross-Cultural Trade in World History, Cambridge, 1984
4. Das Gupta, A. and Pearson, M.N., India and the Indian Ocean, 1500-1800, Calcutta, 1987.
5. Habib, I. and Raychaudhuri, T., Cambridge Economic History of India, Vol. I, 1982.
6. Habib, I., Agrarian System of Mughal India, revised edition, Delhi, 1999.
7. Moreland, W.H., Agrarian System of Moslem India, Delhi, 1968.
8. Rashid, A., Society and Culture in Medieval India, Calcutta, 1969.
9. Sherwani, H. K., and P. M. Joshi (ed.), History of Medieval Deccan (1295-1724), Vol. I & II, Hyderabad, 1973 & 1974.
10. Subrahmanyam, S., Political Economy of Commerce, Southern India, 1550-1650, Cambridge University Press, 1990.
11. Yasin, Mohammad, A Social History of Islamic India, Lucknow, 1958.
12. Radhika Seshan and Ryuto Shimada (ed.), Merchants and Ports in the Indian Ocean World Across Sea and Land, Routledge Publication, New York, June 2023.

Marathi

1. Chitnis, K.N., Madhyayugin Bharatiya Sankalpanawa Sanstha, Bhalchandra Printing Press Pvt. Ltd., Bombay, 3rd Reprint, 2003.
2. Moreland, W.H., From Akbar to Aurangzeb, tr. Rajendra Banahatti, Akbar te Aurangzeb, Diamond Publications, Pune, 2006.
3. Moreland, W.H., India at the Death of Akbar, tr. Sunanda Kogekar, Akbarkalin Hindustan, Diamond Publications, Pune, 2006.
4. Pagadi, S. M., Sufi Sampradaya (in Marathi), Bombay, 1953.
5. Sarkar, Jadunath, Aurangzeb, tr. S.G. Kolarkar, Aurangzeb, Diamond Publications, Pune, 2006.
6. Siddiqui, N.A., Land Revenue System under the Mughals, tr. P.L. Saswadkar, Mughalkalin Mahsul Padhati, Diamond Publications, Pune, 2006.

SEMESTER II: HIS 569 MJ

Credit: 4

Course Title: - History of Science and Technology in India

Course Objectives:

1. To acquaint the student with the scientific progress made by Indians through the ages.
2. To analyse the nature of Indian science and technology and its social implications and to assess the role of scientific progress in the process of modernization of India.
3. To understand the influence of western science and technology in India.
4. To introduce scientific organisations working for the promotion of science.

Course outcome:

1. Know different patterns of scientific and technological knowledge at various historical stages.
3. understand information about science and technology in popular media.
4. understand the latest contributions in the field from the specialised institutions.

Unit 1 - Ancient Indian Science and Technology 15

- a) Science and Scientific Thought in Ancient India
- b) Technology in the Harappan Civilization
 - i) Astronomy,
 - ii) Mathematics
 - iii) Medicine
- iv) Metallurgy- Copper, Bronze, Zinc, Iron and Steel Technology in India

Unit 2 - Technological Change in Medieval India 15

- a) Scientific Thought in Medieval India
- b) Contribution of Sawai Jaisingh of Jaipur
- c) Agriculture and industry

Unit 3 - Modern Indian Science and Technology 15

- a) Impact of Western Science and Technology in India
- b) Science Policy under the British
- c) Science and Technology in Popular Media

Unit 4- Science and Technology in Post – Independence 15

- a) Nehruvian Policy of Science and Technology
- b) Developments in Science and Technology
 - i. Agriculture
 - ii. Atomic
 - iii. Space
 - iv. Medicine
 - v. Defense

- vi. Computer and Internet
C) Science Institutions and their impact: intellectual, socio-economic, Climate

Select Readings:

English

1. Bag A.K. (Ed.), History of Technology in India, Indian National Science Academy Publisher, New Delhi, 1997.
2. Bose, D.M., Sen, S.N. and Subbarayappa, B.V. (ed.), A concise History of Science in India, New Delhi, 1971.
3. Bunch B., Hellemans A., The History of Science and Technology. – Boston New York: Houghton Milfin, 2004.
4. Chattopadhyay, D.D., History of Science and Technology in Ancient India: The Beginnings, Calcutta, 1986.
2. Dagli Vadilal, Science and Technology in India, New Delhi, 1982.
3. Dharmpal, Indian Science and Technology in the 18th Century, Delhi, 1971.
4. Gupta S.P., Modern India and Progress in Science and Technology, Delhi, 1979.
5. Gyan Prakash, Another Reason: Science and the Imagination of Modern India, Oxford University Press, New Delhi, 2000.
6. Jaggi O.P, History of Science and technology in India, Volum One: Dawn of India Technology, Pre-and Proto-Historic period, Delhi, 1969.
7. Kuppuram. G., History of science and technology in India; Science, Sandeep prakashan, New Delhi, 1990.
8. Paulami Guha Vishwas, History of Science and Technology, Vikas Publishing House Pvt. Ltd., New Delhi, 1975.
9. Panikar K.N., Indigenous Medicine and Cultural Hegemony, New Delhi, 1995.
10. Roy, A and Bagchi, S.K. (eds.), Technology in Ancient and Medieval India, Delhi, 1986.

Marathi

1. Dr. A.P.J. Abdul Kalam, Agnipankh, Rajahans Prakashhan, 2014.
2. Ghate Niranjana, Apalya Purvajanche Tantradnyan, Mehta Publicating House, Pune, 2008.
3. Ghate Niranjana, Aanvik Apghat Aani Anvastre, Saket Prakashan, 2023.
4. Gune V.G., Ayurvediya Aushadhi Guna Dharma Shastra, Choukhamba Sanskrut Pratishthan, Pune, 2019.
5. Vibhute Snuil, (ed.), Vismaykari Vidnyankatha, Multiversity Prakashan, 2019.

SEMESTER II: HIS 570 MJ

Credit: 4

Course Title: History and Tourism

Course Objectives:

1. To provide an insight into History, Heritage, Culture and Tourism
2. To acquaint students with the knowledge of the past and present of India and the World
3. Understanding of Tourism and hospitality industry
4. Provide domain expertise for application in industry.
5. Imparting value orientation and moral education.

Course Outcome:

1. Enabling students to understand various aspects of Tourism
2. Students will be acquainted with varied types of Tourism
4. Students will be aware of potential of Tourism Industry
5. Students will understand the relationship between history and Tourism.

Course Contents

Unit-1: Tourism Meaning and Significance	15
a) Types of Tourism	
b) Growth of Tourism in India and Abroad	
c) Factors influencing Growth of Tourism	
d) Tourism Planning and Development: Government's Role	
Unit -2. Classifications of Tourism	15
a) Historical and Cultural Tourism	
b) Pilgrimage and Religious	
c) Business Tourism	
d) Eco-Wildlife Tourism	
e) Medical and Pleasure Tourism	
f) Sports, Entertainment, Education	
Unit-3: Tourism Industry	15
a) Components of Tourism	
b) Tourism and National Economy	
c) Social Significance of Tourism	
d) Social and Economic Factors in Tourism	
Unit-4: Scopes in Tourism for History Learners	15

- a) Tourist Products – Creations and Sales
- b) Tourist Guide and Tourist Industry
- c) Offline and Online Activities
- d) Scope in Promotion and Marketing
- e) Preservation, Conservation and Infrastructure Development
- f) Hospitality and Stay Options
- g) Museums
- h) Food Tourism
- i) Contribution in Policy and Planning Making, International Cooperation

Books for Study/ Reference Material:

1. Bhatia A.K., 2002, 'Tourism Development. Principles and Practices', Sterling Publishers Pvt. Ltd., New Delhi.
2. Chand, M.N., 2009, Travel Agency Management, Anmol Publications, New Delhi.
3. David Timothy Duval, 2007, Tourism and Transport Modes, Networks and Flows, Channel View Publications, U.S.A.
4. Kaul R.N, 1985, 'The Dynamics of Tourism- A Trilogy', Sterling Publishers Pvt. Ltd., New Delhi.
5. Lawrence Stevens, 1990, Guide to Starting and Operating a Successful Travel Agency, Delmar Publications Inc., New York.
6. Negi, J., 2008, Travel Agency and Tour Operation, Concepts and Principals, Kaniksha Publishers, New Delhi.
7. Praveen Sethi, 2004, Handbook of Hospitality and Tourism, Anmol Publications, Delhi.
8. Ratan Deep Singh, 2006, 'Dynamics of Modern Tourism' Kanishka Publications, Delhi.
9. Seth Pranath, 1987, 'Successful Tourism Management' Sterling Publishers Pvt. Ltd., New Delhi.
10. Sinha R.K, 2008, 'Growth and Development of Modern Tourism' Wisdom Press, New Delhi.
11. . Pran Nath Seth: Successful Tourism Management. Vol., -I & II
12. Ram Acharya: Civil Aviation and Tourist Administration in India.
13. A.K. Bhatia: Tourism Development. 4. Philip Kotler: Marketing Management.
14. Cooper, Fletcher: Tourism principles and practices.
15. Mil and Marrison: The Tourism system: An introductory Text. M.T.M

Semester II: HIS 571 MJ

Credits :4

Course Title: Environmental History of India

Course Objectives:

1. To understand the concepts, various environmental perspectives, and the importance of environmental history.
2. To examine the environmental aspects of pre-colonial India.
3. To analyse the colonial influence on the environment in India.
4. Know the environmental movements in India.

Course Outcomes:

After completing the course "Environmental History of India," students will:

1. Get comprehensive information on environmental history.
2. Gain knowledge of the environmental aspects of pre-colonial India.
3. Analyse and critically evaluate the influence of colonial rule on the environment in India.
4. Be able to Investigate and comprehend the historical context and impact of environmental movements in India

Course Content

- Unit-1. Concept and Importance** **15**
- a) Ecology, Environment and Environmental History,
 - b) *Annals* Tradition and Environmental History, Ecological Imperialism, Green History, *Eco-feminism*
 - c) Geographical Zones of India: a. Physical, b. Climatic
- Unit-2. Brief Survey of Pre-colonial India and Environment** **15**
- a) Early India: Pastoralism, Neolithic Agriculture Revolution, Harrapan Civilization and Climatic Change, Belief System and Environment
 - b) Medieval India: Use of animals, Agricultural inventions, Natural Calamities
 - c) Cultural aspects of Conservation of Environment, Sacred Groves
- Unit-3. Colonial Rule and Environment** **15**
- a. Forest Acts, Policy and impact
 - b. Industrialization, Urbanization and impact
 - c. Railways and deforestation
 - d. Debate about colonial impact
- Unit-4. Environmental Movements in India** **15**
- a) Bishnoi Movement, Chipko Movement, Silent Valley Movement
 - b) Narmada Bachao Andolan (NBA)
 - c) Dam Affected Peoples' Movement in Maharashtra

Selected Readings:

1. Agrawal, Arun, *Environmentalism*, Oxford University Press, 2005
2. Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, OUP, New Delhi, 1995.
3. Dodson, Michael, and Dhulipala, Venkat (eds.). *India's Environmental History: From Ancient Times to the Colonial Period*, Pearson Education India, New Delhi, India, 2003.
4. Dutt, Bahar, *Green Wars: Dispatches from a Vanishing World*, HarperCollins, New Delhi, India. 2017
5. Fisher Michael, *An Environmental History of India*, Cambridge University Press, New Dehli, 2018.
6. Gadgil, Madhav, and Guha, Ramachandra, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Penguin Books India, New Delhi, India, 1995.
7. Gadgil, Madhav and Guha, Ramachandra, *This Fissured Land*, OUP, 1993
8. Ghosh, Amitav, *The Great Derangement: Climate Change and the Unthinkable*, University of Chicago Press, Chicago, USA, 2016.
9. Grove, Richard H. "Environment and Empire." Oxford University Press, 1996. Oxford, UK.
10. Grove, Richard, Damodaran, Vinita, and Sangwan, Satpal (eds.). "Nature and the Orient: The Environmental History of South and Southeast Asia." Oxford University Press, New Delhi, India, 1998.
11. Grove, Richard, *Ecology, Climate and Empire*, OUP, 1998
12. Guha, Ramachandra, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Oxford University Press, New Delhi, India, 2000.
13. Guha Ramchandra (2014): *Environmentalism: A Global History*, Delhi; Penguin Books, India
14. Guha, Sumit, *Environment and Ethnicity in India*, Cambridge University Press, 1999
15. Habib Irfan, *Man and Environment: The Ecological History of India*, People's History of India, Vol.-36, Tulika Books, India, 2015.
16. Moench, Marcus, and Dixit, Ajay. "The Political Ecology of Climate Change Adaptation: Livelihoods, Agrarian Change and the Conflicts of Development." Routledge, Abingdon, UK, 2015.
17. Mukerjee, Madhusree. "The Land of Naked People: Encounters with Stone Age Islanders." HarperCollins India, 2003. New Delhi, India.

18. Rangarajan, Mahesh. "Nature's Spokesman: M. Krishnan and Indian Wildlife." Permanent Black, Ranikhet, India, 2006.
19. Saberwal, Vasant, and Rangarajan, Mahesh (ed.), *Battles over Nature*, Permanent Black, 2005.
20. Sivaramkrishnan, K., *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India*, Stanford University Press, 1990.
21. Skaria, Ajay, *Hybrid Histories*, OUP, 1999.
22. Vaidyanathan, A., *India's Water Resources*, OUP, 2006.
23. Carson Rachel, *Silent Spring*, Houghton Mifflin, 1962.

Research Articles:

24. ढवळीकर मधुकर, पर्यावरण आणि इतिहास, नवभारत, जुलै-सप्टेंबर, १९९४.
25. पाटील अवनीश, ब्रिटीश कालीन पर्यावरण विषयक इतिहासलेखन त्यातील काही प्रश्न, संशोधन पत्रिका, शिवाजी विद्यापीठ इतिहास परिषद, इतिहास विभाग, कोल्हापूर, २०१०.
26. घुमटकर अभिधा,(अनु.), अनाल्स परंपरा व पर्यावरणाचा इतिहास, इतिहासातील नवे प्रवाह, वाम्बुरकर जास्वंदी(संपा.), डायमंड प्रकाशन, पुणे, २०१४.
27. बिराजदार भीमाशंकर, पर्यावरणीय इतिहास की हरित इतिहास?, परिवर्तनाचा वाटसरू, वर्ष २१, अंक ९, १ ते १५ सप्टेंबर, २०२१.
28. पाटील कृष्णा, महाराष्ट्रातील धरणग्रस्त चळवळीची फलश्रुती, समाज प्रबोधन पत्रिका, कोल्हापूर, महाराष्ट्र, वर्ष ५७, अंक २२७, जुलै-सप्टेंबर २०१९.

Semester II: HIS 583 MJ

Credit: 4

Course Title: Field Project

Objectives:

- a) Understand and analyse the historical inquiry techniques
- b) To analyse the events in the past.
- c) To verify information about the historical events and their interconnections.
- d) To study in detail and remove imaginative element and bring forth the truth.

Learning outcomes:

- a) Be able to design and conduct a field project based on Primary Sources.
- b) Identify, assess and interpret sources to the chosen topic.
- c) Write an independent field project based on primary sources, adhering to the discipline's conventions in the use of sources, citations and referencing
- d) Have a general understanding of academic communication.

Course content

Students are expected to conduct historical enquiry and identify and study primary source materials available in the field. The topic of the history project has to be different from the topic of the student's master thesis- that is to say it should engage with a different body of scholarly literature, utilise different primary sources and study a different empirical case.

The field project should be based on Primary sources of any time or type. Students may visit archives and libraries, they may visit historical sites and museums, they may collect memories and oral historical evidence. The choice of subject may be done in consultation with the subject teacher.

There will be NO LECTURES for these courses. Contact hours will include the actual work done by the students on site including the commute time.

The examination of FP/ OJT/ RP shall consist of the following allotment of marks:

INTERNAL ASSESSMENT-

Proposal for FP/ OJT/ RP	: - 10 Marks
Practical Record/ Field Notes	: - 20 Marks
Oral Examination/ OJT Trainer's Recommendation Letter	: - 20 Marks

SEMESTER END EXAMINATION-

FP/ OJT/RP Report	: - 50 Marks
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Semester II: HIS 584 MJ

Credit: 4

Course Title: On Job Training

The course will be conducted in collaboration with educational / cultural / professional institutions in allied areas of History. The 4 credits will be designed on a case to case basis in consultation with concerned institutions.

There will be NO LECTURES for these courses. Contact hours will include the actual work done by the students on site including the commute time.

The examination of FP/ OJT/ RP shall consist of the following allotment of marks:

INTERNAL ASSESSMENT-

Proposal for FP/ OJT/ RP	: - 10 Marks
Practical Record/ Field Notes	: - 20 Marks
Oral Examination/ OJT Trainer's Recommendation Letter	: - 20 Marks

SEMESTER END EXAMINATION-

FP/ OJT/RP Report	: - 50 Marks
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