Savitribai Phule Pune University

HISTORY

M.A. SYLLABUS FOR SEMESTER AND CREDIT PATTERN(M.A.PartI)
(From June 2019)

Rules and Regulations

General Information:

- The M.A. degree will be awarded to students who complete a total of 64 credits in a minimum of two years taking four courses per Semester (4X4=16 credits). Each course will be of 4 credits.
- A Student may take three courses (totalling to twelve credits) per semester from the parent department and therefore one course of four credits from any other department per semester. In case a student wishes to take all courses from the parent department he/she may also do so.
- All courses are open to all students from outside the department. Eligibility for registering for each course will be decided by the departmental committee.
- For the students doing M.A. degree in History the courses for divided into compulsory and Optional. Every student has to take three core courses and one elective course each semester.

I. Evaluation

- Each course will have 50% marks as 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 will be declared as failed, even if the combined total is over 40%.
- If a student misses an internal assessment examination he/she will have a second chance with the permission of the teacher concerned. Students who have failed for the entire course may reappear at the semester-end exam. Their internal marks will not change. They can also repeat during the 5th /the 6th semester whichever is applicable.
- The grading pattern is as follows:
<table>
<thead>
<tr>
<th>Marks Obtained</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>O: Outstanding</td>
<td>10</td>
</tr>
<tr>
<td>70-79</td>
<td>A+: Excellent</td>
<td>09</td>
</tr>
<tr>
<td>60-69</td>
<td>A: Very Good</td>
<td>08</td>
</tr>
<tr>
<td>55-59</td>
<td>B+: Good</td>
<td>07</td>
</tr>
<tr>
<td>50-54</td>
<td>B: Above Average</td>
<td>06</td>
</tr>
<tr>
<td>45-49</td>
<td>C: Average</td>
<td>05</td>
</tr>
<tr>
<td>40-44</td>
<td>P: Pass</td>
<td>04</td>
</tr>
<tr>
<td>0-39</td>
<td>F: Fail</td>
<td>0</td>
</tr>
<tr>
<td>--</td>
<td>Ab: Absent</td>
<td>0</td>
</tr>
</tbody>
</table>

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 (55 to 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 (50 to 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%)
COURSE STRUCTURE

SEMESTER I

Core Courses
1. History: Theory and Method
2. Evolution of Ideas and Institutions in Early India
3. Maratha Polity

Elective Courses:
1. History of the Deccan: Pre-History to Chalukya
2. Social Background of Dalit Movement in Maharashtra
3. Art and Architecture in Ancient India
4. History of Cinema in India
5. Gender and Indian History
6. History of West Asia
7. USA: From Isolation to Hegemony
8. History of Science and Technology in the West

SEMESTER II

Core Courses:
4. Approaches to History
5. Ideas and Institutions in Medieval India
6. Socio-Economic History of the Marathas

Elective Courses:
9. Marathas in 17th and 18th century: Power Politics
10. Nature of Dalit Movement in Maharashtra
11. History of Medieval Deccan: Rashtrakuta to Deccan Sultanate
12. Art and Architecture in Medieval India
13. Economic History of Medieval India
14. East Asia: China (1900-2000)
15. History of Southeast Asia
16. History of Science and Technology in India
Semester I: Core Paper No. 1

Credits: 4

Course Title: HS: CC - 1: History: Theory and Method

Objectives
The paper is designed to provide adequate conceptual base, bring better understanding of history and its forces, help interrogate existing paradigms and challenge the outdated, help in developing critique, help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain certain level of Interdisciplinary approach.

Course content

1. Philosophy, Nature and Functions of History

2. Scientific Method of Historical Research
   i. Formulation of Research Question
   ii. Stating the Hypotheses
   iii. Choosing a Research Design
   iv. Collection of Sources- Primary and Secondary sources
   v. Criticism of Sources – Internal and External
   vi. Analysis, Historical imagination and Interpretation
   vii. Conclusions
   viii. Report sharing – Footnotes and Bibliography

3. Early Theories of History
   i. Greek Thought – Quasi-Histories, Herodotus, Thucydides and Polybius
   ii. Roman Thought – Livy, Plutarch, Tacitus
   iii. Church- St Augustine’s method of Textual Interpretation, Eusebius’s chronological method
   iv. Indian Thought – Narrative method, Itihasa Purana Tradition
   v. Arab Thought- Ibn Khaldun’s Causes of Lies in History

4. Modern Theories of History
   i. Rationalist
   ii. Romanticist
   iii. Positivist
   iv. Historical Materialism

5. Post-war Theories of History
   i. Socio-Economic Theories
   ii. Structuralism and Post Structuralism
   iii. Post-Modernism
   iv. Total History
Select Readings

English


Marathi

Semester I: Core Paper No. 2

Credits: 4

Course Title: HS: CC - 2: Evolution of Ideas and Institutions in Early India

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

Course content

1. Defining Early India
   i. Historiography (colonial, nationalist)
   ii. Terminology (‘Hindu’, ‘Ancient’, ‘Early’)

2. Sources: Perceptions, Limitations, Range
   i. Archaeological
   ii. Literary sources: Sanskrit, Prakrit, Pali; Religious, non-religious; Tamil Inscriptions
   iii. Foreign accounts: Chinese, Roman

3. Political Ideas and Institutions: North and South India
   i. Lineage Polities
   ii. Pre-State formations in north and south India
   iii. Early State Formations: Mahajanapadas, Maurya, Deccan and South India
   iv. Administrative Institutions: Kingship, Administrative structures

4. Social ideas and institutions
   i. Kin and Lineage society
   ii. The emergence of caste based societies, marginalization and subordination
   iii. Social protest and the emergence of new social and religious forms
   iv. Social systems in the far south

5. Economy
   i. Pre-historic to Chalcolithic developments
   ii. Development of Agriculture and Trade
   iii. Expanding Trade Economy - guilds, crafts, coinage
   iv. Urbanisation

Select Readings

English


**Marathi**


Course Title: HS: CC 3: Maratha Polity

Objectives

The purpose of the course is to study the administrative system of the Marathas in an analytical way, to acquaint the student with the nature of Maratha Polity, to understand basic components of the Maratha administrative structure, to enable the student to understand the basic concepts of the Maratha polity.

Course content

1. Defining the term ‘Maratha Polity’
2. Nature of Sources: Perceptions, Limitations, Range
   i. Literary
   ii. Foreign
   iii. Archival
   iv. Miscellaneous
3. Maratha State
   i. Formation of the Maratha State
   ii. Nature
4. Administrative Structure
   i. Administrative Structure of the Deccani Kingdoms: a brief survey
   ii. Principles underlying Maratha Administration
   iii. Central: the institution of kingship, theory, problem of legitimacy, Ashta-PradhanMandal
   iv. Provincial and Village: administrative units
   v. Fiscal administration: Public income and expenditure
   vi. Military System: forts, infantry, cavalry, navy
5. Socio-Political Power Structure
   i. Religion
   ii. Caste
   iii. Gota
   iv. Watan
6. Administration of Justice
   i. Sources of law
   ii. Judicial structure - central, provincial
   iii. Judicial institutions - political, traditional
   iv. Crime and punishment - police
Select Readings

**English**


**Marathi**

Semester 1: Elective Course No.1

Credits: 4

Semester 1: HS: EC: 1: History of Deccan – Pre History to Chalukyas

Objectives: The paper is designed to make the student aware of the background of the history of the region. A broad survey of the pre-history which connects with the early history is aimed at emphasising the continuities and changes in terms of geographical and cultural conditions created by the rulers.

Course Content

1. Prehistory of Deccan – a brief survey
   i. Petroglyphs
   ii. Sites and Settlements: Jorwe, Inamagaon, Daimabad

2. Satavahana period
   i. Archaeological, Literary, Numismatic and Epigraphic sources
   ii. Reconstructing the political history
   iii. Society and economy
   iv. Religious practices – beginnings of land grants
   v. Cultural legacy: Gatha Sattasai

3. Vakataka period
   i. Archaeological, Literary, Numismatic and Epigraphic sources
   ii. Reconstructing the political history
   iii. Society and economy
   iv. Cultural legacy: Ajanta

4. Chalukya Period
   i. Archaeological, Literary, Numismatic and Epigraphic sources
   ii. Reconstructing the political history
   iii. Society and economy
   iv. Mobility and migration
   v. Cultural legacy: Aihole
Select Readings:

2. Alchin, F and B, *The Origins of Civilization in India and Pakistan*
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.
11. Majumdar, RC (ed.), *The Classical Age*, Bharatiya Vidya Bhawan, Bombay, 1954
13. Mujumdar, R.C., *History and Culture of the Indian People; Vols. III and IV.*

**Marathi**

1. Mirashi, Va., Vi., *Saattvahan ani Paschim KshatrapYanchalitihas ani KorivLekh*, Maharashtra Rajya Sanskriti Mandal, Mumbai

Online Article
Semester 2: Elective Course No. 2

Credits: 4

Course Title: HS: EC-2: Social Background of Dalit Movement in Maharashtra

Objectives:
This paper is designed to emphasise the background of the Dalit movement which flourished in the twentieth century. It highlights the earlier forms of protest from the ancient till the medieval period, which laid the foundations for social protest and dissent in the pre-Ambedkar period.

Course Content

1. Historical Development of caste system

2. Defining the term ‘Dalit’ and ‘Dalit consciousness’

3. Historical Background of Protest
   i. Early Manifestations- Lokayat, Buddhism, Jainism
   ii. Medieval Manifestations- Janabai, Chokhamela, Soyarabai, Karmamela, Banka and Bahinabai

4. Non-Dalit Contribution to the Dalit Movement
   i. Mahatma Phule, Savitribai Phule, Vitthal Ramji Shinde
   ii. Sayaji Maharaj, Rajarshi Shahu Maharaj

5. Pre-Ambedkar reformers and protest
   i. Gopal Baba Walangkar
   ii. Mukta Salve
   iii. Shivaram Janba Kamble
   iv. Kisan Faguji Bansode

Select Readings:

English:


Marathi:

1. Atre, Truimbak Narayan, Gav-Gada, Mumbai, 1959


11. Moon, Vasant, *Madhyaprant Varhadatil Ambedkarpurva Dalit Chalwal*

Semester 1: Elective Course No. 3

Credits: 4

Course Title: HS: EC-3: Art and Architecture in Early India

Objectives
The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture.

Course Content

1. Stone Age Art

2. Bronze Age art And Architecture: proto-historic settlement art and architecture
   i. Pre-Harappan settlements - Neolithic to Copper age
   ii. Harappan Age (3500BC - 2000 BC)

3. Early Indian Art and Architecture
   i. Mauryan art and architecture: Northern India, Eastern India
   ii. Sunga-Satavahana period art and architecture: Northern India, Eastern India,
       Western India, South India
   iii. Saka-Kushana art and architecture: Mathura School, Gandhara School, Amaravati School

4. Classical Indian Art and Architecture
   i. Gupta art: Mathura style, Sarnath style
   ii. Vakataka art
   iii. Early Chalukya art

5. Late Classical Indian Art and Architecture
   i. Rashtrakuta Art
   ii. Gurjara-Pratihara art
   iii. Pallava art
   iv. Pala art
Select Readings:

English

Marathi
1. Mate, M.S, *Prachin Bharatiya Kala*, Pune
2. Upadyaya, B.S. *Bhartiy Kala ka Itihas*, Peoples Publishing House
Semester 1: Elective Course No. 4

Credits: 4

Course Title: HS: EC-4: History of Cinema in India

Objectives
The course is designed to introduce the student to the role of popular culture and cinema in the study of History. It also aims at making the student aware of the social context of film, and its impact on society.

Course Content
1. From ‘moving images’ to film
   i. Puppet theatre
   ii. Shadow images
   iii. The Lumiere brothers
2. Beginning of Cinema in India
   i. Early attempts at cinema making
   ii. Dadasaheb Phalke
   iii. Silent Movies
3. Cinema through history
   i. Major themes in early cinema
   ii. The Studio system
   iii. The growth of regional and parallel cinema
   iv. Technology and cinema - cameras, cinemascope, digitalisation
4. Social dimensions of Films and film making
   i. Popular Culture and History in Film
   ii. The ‘masala’ and the ‘art’ film
   iii. Historical themes in film: popularity, controversy, marketability
4. Globalisation of Indian film
   i. The global reach of Hindi and Indian Language films
   ii. Film festivals
   iii. The state and cinema - censor board, documentaries, National Film Archives of India
Select Readings:

9. Ramachandrappa, Baragur (2010) *Globalisation and Cinema, Souvenier,* Platinum Jubilee Celebrations, Karnataka Film Chamber of Commerce, Bangalore,
12. Thoraval, Y.V.E.S (2000) *The Cinemas of India,* Macmillian India Ltd, New Delhi,
Semester 1: Elective Course No. 5

Credits: 4

Course Title: HS: EC-5: Gender and Indian History

Objectives
The course is intended to be an introduction to issues and theories of gender, with specific reference to India.

Course Content
1. Defining gender
   i. Masculinity, Femininity
   ii. Historiography: special reference to the works of Gerda Lerner, Betty Friedan, Simone de Beauvoir, Uma Chakravarti, Kumkum Roy, Tanika Sarkar
   iii. Waves of feminism
2. Feminist Approaches: Liberal, Radical, Marxist, Postmodern
3. Caste and gender in India:
   i. Women in Indian Philosophy
   ii. Religion and gendered spaces
4. Women in Modern India
   i. 19th century reform
   ii. Education
   iii. Caste movements and role of women
   iv. National movement and women’s role
5. Developments after Independence
   i. Constitutional guarantees
   ii. Towards Equality report
   iii. Globalisation, liberalization and issues of gender

Select Readings:
1. Beauvoir, Simone, *the Second Sex.*
2. Chakravarti, Uma, *Gendering Caste.*

**Marathi**

Semester 1: Elective Course No. 6

Credits: 4

Course Title: HS: EC-6 History of West Asia

Objectives
The course is designed to help the student to understand the geopolitical dimensions of West Asia.

Course Content:

1. West Asia. The Cradle of World Religions
   i. Judaism
   ii. Christianity
   iii. Islam, Islamic State at Madina and its functions.

2. Disputes, Conflicts, and Wars
   i. Territorial Disputes & Its Consequences
   ii. Iraq-Iran War, Gulf War I and Gulf War II
   iii. Growing Influence of the British in the Arabian Peninsula
   iv. Colonial Methods of Creation of Israel, Arab-Israel Dispute & Wars

3. Oil and West Asia
   i. Energy Resources and Supplies
   ii. Oil its Significance and Politico-Economic Aspects
   iii. Oil Production Policies - Oil pricing; International Petroleum Market
   iv. 1973 Oil Crisis and OPEC

4. India’s Foreign Policy and West Asia
   i. Strategic and Security Priorities
   ii. Political and Diplomatic Priorities
   iii. Geo-Political and Commercial Priorities
   iv. Post Cold War Shift

Select Readings:
2. Blech Benjamin, Understanding Judaism
5. Issawi Charles, *The Economic History of the Middle East*.
7. Majeed Akhtar, *Encyclopaedia of West Asia*.
Semester 1: Elective Course No. 7

Credits: 4

Course Title: HS: EC-7: USA: From Isolation to Hegemony

Objectives
To make the student aware of the background, scope and various trends in U.S. Foreign Policy with a view to interpreting and analysing it and examining its effect on world politics.

Course Content
1. A brief survey of U.S. foreign policy, 1789-1914
   i. USA and Latin America
   ii. USA and Japan
   iii. USA and China
   iv. US foreign policy, 1901-1914

2. USA and World War I
   i. Fourteen points of Woodrow Wilson
   ii. Paris Peace Conference

3. From Isolation to Interventionism
   i. USA and the League of Nations
   ii. Washington Conference
   iii. The Depression Era
   iv. Pearl Harbour and World War II

4. USA after World War II
   i. USA and the formation of the UNO
   ii. Cold War Politics - Africa, Asia, South America
   iii. The end of the Cold War: unipolar world politics
Select readings:

**English**


**Marathi**

1. Bhaure, N.G. and Dev Pujari, *AmerikechaItihas*
Semester 1: Elective Course No. 8

Credits: 4

Course Title: HS: EC-8: History of Science and Technology in the West

Objectives
The course is specially designed to introduce the student to scientific achievements in various periods of history in the western world; to understand the relationship between science and various forms of technology; to create awareness of the interaction between science and society and the manner in which the spread of scientific knowledge moulded the pattern of human life and thought.

Course Content
1. Defining Science and Technology

2. Science and Technology in Early and Classical civilizations
   i. Egypt
   ii. Mesopotamia
   iii. China
   iv. Greece
   v. Rome

3. Medieval Science
   i. The Church and Science
   ii. From alchemy to chemistry
   iii. Experiments in agriculture
   iv. Emerging texts on science and technology

4. The Copernican Revolution

5. Modern Science and the Scientific Method
   i. Leonardo da Vinci
   ii. Galileo
   iii. Newton
   iv. Laboratory Science and the growth of industrial technology
6. 20\textsuperscript{th} century developments
   i. Relativism
   ii. Reductionism and Revisionism

Select Readings:

   Butterfield, H., \textit{The Origins of Modern Science (1300-1800)}
7. Farrington, B., \textit{Greek Science: Thales to Aristotle}.
8. Larsen, Egon, \textit{A History of Invention}.
10. Sarton, G., \textit{A History of Science}.
13. Taylor, Sherwood, \textit{A Short History of Science}
**Semester 2: Core Paper No. 4**

**Credits: 4**

**Course Title: HS: CC - 4: Approaches to History**

**Objectives**
The paper is designed to make the student aware about the various approaches to the discipline of History. With its roots in Indian history, the paper provides a historical review of the salient approaches that have developed over the last few centuries. It is hoped that the student will become aware of the idea that the same set of historical source materials can be interpreted in different ways depending upon the approach one takes in studying them.

**Course content**

1. Many Worlds of Indian History
   i. Political, Economic, Social, Cultural Histories
   ii. Food History, Micro-History, Family History, History and Memory

2. Early Approaches to Historical Sciences-
   i. Colonial
   ii. Nationalist
   iii. Cambridge
   iv. Marxist

3. Later Approaches to Historical Sciences
   i. Annales
   ii. Subaltern
   iii. Dakar
   iv. Feminist

4. Recent Developments
   i. Myths, Folklore, Oral History
   ii. Textual Criticism
   iii. Cognitive and Cultural Turn
   iv. Dalit and Non-Brahminical
   v. Environmental
   vi. Digital Turn

**Select Readings:**


Marathi

Semester 2: Core Course No. 5

Credits: 4

Course Title: HS: CC - 5: Ideas and Institutions in Medieval India

Objectives
The course examines the nature of medieval Indian society, economy, state formations, and the main religious currents of the time. It is seen as a continuation of the course on ancient India. It is also seen to be crucial to an understanding of the nature of society, and the problems of the challenge to that society, through colonialism, at a later stage.

Course content
1. Defining medieval India

2. Sources: Perceptions, Limitations, Range
   i. Persian sources
   ii. Regional language sources
   iii. Foreign sources: Travellers’ accounts, European records

3. The state in medieval India: perceptions and practice
   i. Modern theories of the medieval state: Theocracy, Feudal, Segmentary, Patrimonial-Bureaucratic
   ii. Medieval Theories of the State: Farabi, Ghazzali, Shukracharya, Barani, Abul Fazl, Ramachandrapant Amatya
   iii. State formation in peninsular India - Chola, Bahamani, Vijayanagar

4. Administrative Systems
   i. Central and Provincial
   ii. Mansabdari
   iii. Agrarian systems

5. Society and Economy in Medieval India
   i. Social mobility and Stratification; the emergence of new classes: Administration, agrarian, mercantile
   ii. Religion and social change - Bhakti and Sufi
   iii. Trade - internal and external
   iv. Impact of the arrival of the Europeans
Select Readings

**English**


**Marathi**

Course Title: HS: CC - 6: Socio-Economic History of the Marathas

Objectives
The purpose of the course is to study socio-economic history of the Marathas in an analytical way, to acquaint the student with the components of social structure and their functions, to understand the relationship between religion, caste, customs, traditions, class in 17th and 18th century Maratha Society, to enable the student to understand aspects of economic life, to trace the determinants of changes in social and economic life.

Course Content

1. Defining socio-economic history

2. Sources: Perceptions, Limitations, Range
   i. Literary
   ii. Foreign
   iii. Archival
   iv. Miscellaneous

3. Social institutions
   i. Village community
   ii. Social stratification and mobility
   iii. Caste and community
   iv. Marriage and family
   v. Fairs and festivals
   vi. Education

4. Agrarian System
   i. Types of land
   ii. Assessment of land
   iii. Methods of land revenue collection

5. Trade, Industries and handicraft
   i. Centres of trade
   ii. Trade routes
   iii. Major and minor industries
   iv. Types of coins
   v. Banking houses
Select Readings

English
21. Wink, Andre, *Land and Sovereignty in India*,

Marathi
Semester 2: Elective Course No. 09

Credits: 4

Course Title: HS: EC - 09: Marathas in 17th and 18th Century: Power Politics

Objectives

The course intends to study the role played by the Marathas in the context of India, the changing nature of Maratha State, to understand and analyse the Maratha expansionism and its significance in various spheres.

Course Content

1. Origin and Basis of Maratha political power

2. Ideologies and Institutions of the Marathas
   i. Maharashtra Dharma
   ii. Swarajya
   iii. Watan
   iv. Saranjam

3. Nature of Maratha State
   i. State in the 17th century
   ii. State in the 18th century
   iii. Excursus of theories on the state

4. Maratha Confederacy
   i. Concept
   ii. Nature

5. Maratha Expansionism
   a) Conquest and Stay
      i. Malwa
      ii. Bundelkhand
      iii. Gujarat
      iv. North Karnataka
      v. Orissa
   b) Sphere of Influence
      i. Bengal and Orissa
      ii. Rajasthan
      iii. Antarveda

6. Incorporation of Maratha State into colonial state
Select Readings

English

1. Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002

Marathi

Semester 2: Elective Course No. 10

Credits: 4

Course Title: HS: EC - 10: Nature of Dalit Movement in Maharashtra

Objectives

The paper is developed to analyze the ideology and organization of the Dalit Movement in Maharashtra. Dr. Babasaheb Ambedkar led the Dalit Movement and achieved many kindsof justices to Dalits. He had to fight against inequality and atrocities imposed due to socio-economic and political structure of Hindu society. He had to fight on various fields at the same time such as political, social, economic, religious etc. The attempt here is to help students to understand the details of the most important and neglected socio-religious reform movement in Maharashtra with its root causes. The paper attempts to help students to understand the ideology of Dr. Babasaheb Ambedkar who was the unchallenged leader of the Dalit Movement.

Course Content

1. Ambedkarism: The Theory of Dalit Liberation- Dr. Babasaheb Ambedkar’s Ideology
   i. Educational Thoughts of Dr. Babasaheb Ambedkar
   ii. Socio-religious Thoughts of Dr. Babasaheb Ambedkar
   iii. Political Thoughts of Dr. Babasaheb Ambedkar
   iv. Economic Thoughts of Dr. Babasaheb Ambedkar

2. Dalit Movement under the leadership of Dr. Babasaheb Ambedkar
   i. Newspapers: Mooknayak, Bahishkrut Bharat, Janata, Prabuddha Bharat
   ii. BahishkrutHitkarini Sabha, SamajSamta Sangh and People’s Education Society
   iii. Mahad Satyagraha and Burning of Manusmruti
   iv. Kalaram Temple Entry Satyagraha

3. The Dalit Movement and Politics
   i. Southborough Committee on Franchise
   ii. Simon Commission
   iii. Round Table Conferences
   iv. Poona Pact
   v. Gandhi-Ambedkar Debate

4. Political Development of Dalit Movement
   i. Independent Labour Party
   ii. Scheduled Caste federation
   iii. Republican Party of India
5. Dr. Babasaheb Ambedkar in the Constituent Assembly and as Law Minister of India
   i. Role of Dr. Babasaheb Ambedkar in making of Indian Constitution
   ii. Safeguards for Scheduled Castes and Scheduled Tribes
   iii. Hindu Code Bill

   i. Announcement of Conversion
   ii. Conversion to Buddhism

   i. Republican Party of India
   ii. KarmveerDadasaheb Gaikwad
   iii. Dalit Panther
   iv. Relevance of Dalit Movement

8. Dalit Consciousness and other Modes of Expression
   i. Dalit Literature
   ii. Press
   iii. AmbedkariJalse
   iv. Dalit Rangbhumi

Select Readings

English


**Marathi:**

1. Atre, Truimbak Narayan, Gav-Gada, Mumbai, 1959
4. Dandge, Manorama, PrachinwaMadhyayuginBharatchaItihas, Amaravati, 2004
9. Khairmode, ChangdevBhagvanrao, Dr. Bhimrao Ramji AmbedakrCharitra, Vols. 1-9, Mumbai
12. Moon, Vasant, MadhyaprantVarhadatiAmbedkarpurva Dalit Chalwal
Semester 2: Elective Course Paper No. 11

Credits : 4

Course Title: HS: EC- 11: History of Medieval Deccan: Rashtrakuta to Deccan Sultanate

Objectives
The course aims at making the student aware of the developments in the region, and to locate the history of Medieval Deccan in the context of regional history.

Course Content

1. Rashtrakuta period
   i. Sources
   ii. Reconstructing political history
   iii. Religion, Society and Economy
   iv. Cultural Legacy: Kailasha Temple

2. Yadav period
   i. Sources
   ii. Political conflict with Delhi Sultanate
   iii. Religion, Society and Economy
   iv. Cultural Legacy: Mahanubhaav

3. Reddy and Faruqui Period
   i. Sources
   ii. Reconstructing Political History
   iii. Religion, Society and Economy
   iv. Cultural Legacy: Kondaveedu Fort and Faruqui Textiles and Urban Centers

4. Vijayanagar period
   i. Sources
   ii. Nature of State: Segmentary state model
   iii. Economy and Merchant guilds
   iv. Cultural Legacy: Hampi

5. Bahamani and Deccan Sultanate period
   i. Sources
   ii. Political Factions
   iii. Religion, Society and Administration,
   iv. Cultural Legacy: Domes and Qanat, Dakhani Language

Select Readings

2. Bhandarkar, RG, *Early History of, the Deccan down to the Muhammadan conquest*, Bombay, 1884.

**Marathi**

2. Bendre V. S. *GovalkondyachiQutbshahi*, BISM, Pune. 1934
Semester 2: Elective Course No. 12

Credits: 4

Course Title: HS: EC - 12: Art and Architecture in Medieval India

Objectives
The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. This paper is a continuation of the earlier paper on art and architecture.

Course Content
1. Developments in architectural styles and techniques
   a) Dravida
   b) Nagara
   c) Vesara
   d) Hemadpanthi

2. Regional developments in art and architecture
   a) North India
      i. Paramara
      ii. Chandela
   b) Western India
      i. Chalukya, Solanki
      ii. Western Indian Manuscript Painting
   c) Eastern India
      i. Pala
      ii. Konark
      iii. Gaur-Pandua
   d) South India
      i. Chola
      ii. Pandya
      iii. Hoysala
      iv. Vijayanagar
      v. Kakatiya
3. Art and Architecture under the Sultanates
   a) Delhi
      i. Qutb Complex
   ii. Seven cities of Delhi
   b) Regional styles
      i. Deccan
      ii. Gujarat
      iii. Malwa
      iv. Rajasthan
      v. Bengal

4. Mughal Art and Architecture
   a) Developments in Architectural forms: Fort, Mosque, Tomb
   b) Painting
      i. Miniature
      ii. Composite
      iii. Manuscript
      iv. Artists
      v. Schools of Art
      vi. European influence

5. 18th century developments in art and architecture
   a) Painting - Rajasthani, Deccan, Kangra, Baramahi, Ragamala
   b) Architecture - i. Observatories - Jantar Mantar ii. European style

Select Readings

Marathi
1. Mate Madhukar Shripad, *Bharateeya Kala Ani Sthapatya*,
2. Mate Madhukar Shripad, *Madhyayugeen Sthapatya Kala*,
Semester 2: Elective Course No. 13

Credits: 4

Course Title: HS: EC - 13: Economic History of Medieval India

Objectives
The paper is designed to help understand the nature, structure and potential of Medieval Indian economy.

Course Content
1. Defining economic history

2. Agrarian systems
   i. Early medieval systems: land grants
   ii. Agrarian systems of the sultanate: land revenue policies, the iqta system
   iii. Mughal land revenue systems
   iv. Jagirdari system, the zamindars

3. Trade
   i. Intra-regional, inter-regional, external trade
   ii. Trade routes
   iii. Banjaras and internal trade
   iv. The south Indian guilds
   v. Impact of the Europeans
   vi. Currency and banking, hundis
   vii. Urbanisation

4. Industries
   i. Textile Industry
   ii. Dyeing industry
   iii. Saltpetre industry

5. Taxation
   i. Customs duties
   ii. Tolls
Select Readings

English


Marathi

Semester 2: Elective Course No. 14

Credits: 4

Course Title: HS: EC - 14: East Asia: China, 1900 - 2000

Objectives
The course is specially designed to help the student to know Chinese history; China’s relation with other powers; China’s economic and military resurgence; and the impact of all this on world politics.

Course content
1. China in the 19th century: a brief survey

2. The Nationalist Revolution and early 20th century political developments
   i. Sun-Yat Sen
   ii. Chiang Kai-Sheik and Kuomintang
   iii. The Chinese Communist Party

3. China from 1949 till 2000
   i. Establishment of the Communist Republic of China
   ii. Establishment of the People Republic of China
   iii. Cultural Revolution
   iv. Liberalization of Economy
   v. Pro-Democracy Movements - Tiananmen incident

4. Chinese Foreign Policy
   i. USA
   ii. USSR
   iii. India
   iv. Taiwan
   v. Japan

5. Modernisation of China
   i. Agriculture
   ii. Science and Technology
   iii. Industry
   iv. Military
Select readings.
4. Hsiu Emmanuel, *The Rise of Modern China*

Hindi

Semester 2: Elective Course No. 15

Credits: 4

Course Title: HS: EC-15: History of Southeast Asia

Objectives
To enable the student to understand the historic and the current global context of Southeast Asia.

Course Content
1. Defining the region in history and geography

2. A brief survey of the pre-Colonial political history

3. Culture and Society
   i. Impact of religion and its diffusion
   ii. Ethnic and religious minorities
   iii. Migration patterns

4. Nationalism and anti-colonial movements

5. Post-colonial developments: Southeast Asia and the Global economy

Select Readings:

2. Reid, Anthony, *Southeast Asia in the Age of Commerce*, 2 volumes, Yale, 1988
Semester 2: Elective Course No. 16

Credits: 4

Semester II- HS: EC-16 History of Science and Technology in India

Objectives
The paper aims to acquaint the student with the scientific attitudes nurtured and developed by Indian scientists through the ages. It is hoped that the student will learn to analyse the philosophical background of science, its implications in terms of technology and to assess the role of scientific progress in the process of modernisation of India.

Course Content

1. Early Indian attitudes towards Science and Technology
   i. Astronomy
   ii. Mathematics
   iii. Medicine
   iv. Technology: Metallurgy, Architecture and craft

2. Medieval Indian attitudes towards Science and Technology
   i. Astronomy: Sawai Jaisingh
   ii. Medicine
   iii. Technology: Agriculture, Textile, Metallurgy, paper making

3. Colonial attitudes towards Science and Technology
   i. Colonial Knowledge
   ii. Colonial Policies and Indian Responses
   iii. Science and Technology in popular media

4. Independent India’s attitudes towards Science and Technology
   i. Nehruvian Era
   ii. Atomic Energy- BARC
   iii. Indian Institutes of Technology
   iv. Hydro-Electric Power Generation
   v. Green Revolution
   vi. ISRO
   vii. The Konkan Railway
Select Readings:

2. Barnett L. D. *Antiquities of India*.
10. Garratt G. T., *The legacy of India*.
23. Satya Prakash, *Founders of Sciences in Ancient India*.

Marathi And Hindi