



PRATAP COLLEGE AMALNER
(Autonomous)

FACULTY OF ARTS

SYLLABUS FOR
M.A. HISTORY

To be implemented from 2019-2020

HISTORY

Syllabus for M.A (Ist & IInd Sem.)

Semester Pattern

CHOICE BASED CREDIT SYSTEM (CBCS) (P. G. Course)

(w.e.f. June – 2019-20)

- Course is divided in to TWO Semesters and each Semester Consists of one paper(one core Course)First Five Units For Teaching Paper Credits-06
- Each paper is of maximum 100 marks and the division of marks is 60 marks for university (external) Assessment and 40 marks for College (internal) Assessment OR paper is optional paper.

SEMESTER- I

Sr. No.		Code no.	Core Course (compulsory paper) PAPERS ARE CHOSE ANY ON FOR SEMESTER
01	CORE PAPER	HIS- 111	Trends in Historiography
02		HIS- 112	Evolution of Ideas and Institution in Ancient India
03		HIS- 113	Art and Architecture in India
04	OPTIONAL PAPER	HIS- 114 (A)	An Introduction to Tribal History
			OR
		HIS- 114(B)	Applied History- 21st Century

(60:40 PATTERN)

SEMESTER- II

01	CORE PAPER	HIS-121	Historiography, Tools, Method, and Theories
		HIS- 122	Evolution of Ideas and Institution in Medieval India
02		HIS- 123	19 Th Century History Of Maharashtra
03	OPTIONAL PAPER	HIS- 124 (A)	History of Dalit Movement
			OR
04		HIS- 124 (B)	An Introduction to Archives and Museum in India

HISTORY

MA I

SEMISTER -Ist

HIS- 111- Trends in Historiography

Course Code:HIS- 111

Total Marks-100

Credits:-06

External Marks-60

Total Period- 60

Internal Marks-40

Features of the Course-

As per the UGC guideline for CBCS- Learning Objectives-

1. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. Produce well researched written work that engages with both primary sources and the secondary literature.
4. Develop an informed familiarity with multiple cultures.
5. Employ a full range of techniques and methods used to gain historical knowledge.

Learning Outcome-

After the completion of the course, Students will be able to

1. Demonstrate knowledge of a range of pedagogical approaches for teaching History.
2. Design programs, construct assessment tasks, and develop lesson plans (including appropriate teaching strategies and technologies, and differentiated learning activities and resources) based on the requirements of the official 7-10 History and 11-12 Modern History syllabi.
3. Implement lesson sequences, assessment activities, and other requirements during a period of supervised professional experience.
4. Articulate the curriculum philosophies underpinning their selection of pedagogical practices.

Prerequisites-

The teachers are expected to make use of different ICT tools to acquaint the Students with the prescribed units

The teachers can take help of various online course, video clips, PPT available online by national international issues, treaty, resent political social & Strategic changes.

SEMESTER – 1

HIS- 111 TRENDS IN HISTORIOGRAPHY

Marks- 60 + 40 = 100

Total Periods - 60

Credits- 06

UNIT 1. UNDERSTANDING HISTORY

15

- a) Meaning, Nature and Scope of History
- b) Historicism
- c) Auxiliary disciplines of History

UNIT 2. ANCIENT HISTORIOGRAPHY

10

- a) Greco – Roman Traditions
- b) Chinese Traditions
- c) Ancient Indian Traditions

UNIT 3. MEDIEVAL HISTORIOGRAPHY

10

- a) Western Traditions
- b) Arabic and Persian Traditions
- c) Indian Traditions

UNIT 4. MODERN HISTORIOGRAPHY

15

- a) European – Enlightenment, Whig, Romanticist, Positivist, Marxist, and Annals, Cambridge school, Frankfort School
- b) Indian – Colonial, Nationalists, Marxist, History from Below, and Subaltern

UNIT 5. MARATHA HISTORIOGRAPHY

10

- a) European Traditions
- b) Nationalists Traditions
- c) Popular History- Problems and challenges

d) Alternative Traditions- Marxist, Secular, Anti Caste.

Selected Redings :-

HIS- 111 TRENDS IN HISTORIOGRAPHY

1. Bajaj Satish K- History - Its Philosophy, Theory and Methodology, Patiala, 1987.
2. Bajaj Satish K- Recent Trends in Historiography; Anmol Publication; New Delhi; 1998.
3. Carr, E. H. - What is History?; Macmillan: London. 2000.
4. Collingwood R. G.- The Idea of History, Oxford University Press, London, 1973
5. Guha Ranajit; (ed.)- Subaltern Studies, Vol I; Oxford University Press; N. Delhi; 1982.
6. Lambart P & Schofield P- Making History; Rutledge.
7. Lemon M.C.- Philosophy of History; Rutledge.
8. Lunia B. N.- Some Historians of Medieval India, Agra, 1967.
9. Majumdar R. C.- Historiography in Modern India, Bombay, 1970.
10. Marwick, Arthur - The Nature of History, London, Macmillan Rpt. 1971.
11. Mathur L. P. - Historiography and Historians of Modern India - Indian Publication, New Delhi, 1986.
12. Shaikh Ali B. - History - Its Theory and Method, Bombay - 1984.
13. Sreedharan E.- A Textbook of Historiography; Orient Longman; India, 2004.
14. आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्रज्ञापाठशाळा, वाई.
15. कार इ. एच., अनु. वि. गो. लेले, इतिहास म्हणजे काय, कॉन्टीनेन्टल, पुणे.
16. कुलकर्णी अ. रा. मराठ्यांचे इतिहासलेखन, डायमंड प्रकाशन, पुणे.
17. खोबरेकर वि. गो., महाराष्ट्रातील दफ्तरखाने, म.रा. सा. सं. मं, मुंबई.
18. सरदेसाई बी. एन. व इतर इतिहासलेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
19. गांता कोठेकर, इतिहास: तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन, नागपूर.
20. वांबूरकर जास्वंदी, इतिहासातील नवे प्रवाह, डायमंड, पुणे.
21. समाज प्रबोधन पत्रिका, इतिहास लेखन मिमांसा, लोकवाङ्मय गृह, मंबई.

SEMESTER - II**HIS– 121 HISTORIOGRAPHY- TOOLS, METHODS AND THEORIES**

Marks: 60+ 40 = 100

Total Periods: 60

Credits – 06

Learning Objectives–

1. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. Produce well researched written work that engages with both primary sources and the secondary literature.
4. Develop an informed familiarity with multiple cultures.
5. Employ a full range of techniques and methods used to gain historical knowledge.

Learning Outcome-

After the completion of the course, Students will be able to

- 1) be aware of historiography as a field of study in history
- 2) understand how historians use periodization and chronology
- 3) be capable of researching historical topics independently, using appropriate historical methodologies
- 4) be able to write clear, concise prose
- 5) be able to formulate and defend a thesis
- 6) be able to locate and analyze primary source materials
- 7) be able to use the Chicago Manual of Style “notes-bibliography” system for citations and bibliography

Prerequisites-

The teachers are expected to make use of different ICT tools to acquaint the Students with the prescribed units

The teachers can take help of various online course, video clips, PPT available online by national international issues, treaty, recent political social changes & Historical Investigation

UNIT 1. SOURCES AND ARCHIVES 12

- a) Sources – Meaning and Importance
- b) National Archives, N. Delhi
- c) Archives In Maharashtra- Brief Survey

UNIT 2. HISTORICAL METHODOLOGY-I 12

- a) Preliminary Operations -
 - i. Selection of the Topic
 - ii. Formula framing
- b) Hypothesis
- c) Preparation of the Outline
- d) How to taking Notes

UNIT 3. HISTORICAL METHODOLOGY-II 12

- a) External Criticism
- b) Internal Criticism
- c) Interpretation
- d) Concluding Operations
- e) Computer Application in Historical Research

UNIT 4. APPROACHES AND MEJOR THEORIES OF HISTORY- I 12

- a) Orientalism
- b) Nationalist
- c) Historical Materialism
- d) Annals

UNIT 5. APPROACHES AND MEJOR THEORIES OF HISTORY- II 12

- a) History Form Below; and Subaltern and Anti Caste
- b) Feminist and Gender Perspective
- c) Local and Oral History
- d) Post- Modernist Approach

Selected Redings :-

HIS– 121 HISTORIOGRAPHY- TOOLS, METHODS AND THEORIES

1. Bajaj Satish K- History - Its Philosophy, Theory and Methodology, Patiala, 1987.

2. Bajaj Satish K- Recent Trends in Historiography; Anmol Publication; New Delhi; 1998.
3. Carr, E. H. - Waht is History?; Macmillan: London. 2000.
4. Collingwood R. G.- The Idea of History, Oxford University Press, London, 1973
5. Guha Ranajit; (ed.)- Subaltern Studies, Vol I; Oxford University Press; N. Delhi; 1982.
6. Lambart P & Schofield P- Making History; Rutledge.
7. Lemon M.C.- Philosophy of History; Rutledge.
8. Lunia B. N.- Some Historians of Medieval India, Agra, 1967.
9. Majumdar R. C.- Historiography in Modern India, Bombay, 1970.
10. Marwick, Arthur - The Nature of History, London, Macmillan Rpt. 1971.
11. Mathur L. P. - Historiography and Historians of Modern India - Indian Publication, New Delhi
12. Shaikh Ali B. - History - Its Theory and Method, Bombay - 1984.
13. Sreedharan E.- A Textbook of Historiography; Orient Longman; India, 2004.
14. आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्रज्ञापाठ शाळा, वाई.
15. कार इ. एच., अनु. वि. गो. लेले, इतिहास म्हणजे काय, कॉन्टीनेन्टल, पुणे.
16. कुलकर्णी अ. रा. मराठ्यांचे इतिहासलेखन, डायमंड प्रकाशन, पुणे.
17. खोबरेकर वि. गो., महाराष्ट्रातील दफ्तरखाने, म.रा. सा. सं. मं, मुंबई.
18. सरदेसाई बी. एन. व इतर इतिहासलेखनशास्त्र, फडके प्रकाशन, कोल्हापूर.
19. भांता कोटेकर, इतिहास: तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन, नागपूर.
20. वांबूरकर जास्वंदी, इतिहासातील नवे प्रवाह, डायमंड, पुणे.
21. समाज प्रबोधन पत्रिका, इतिहास लेखन मिमांसा, लोकवाङ्मय गृह, मंबई.

M.A. History
SEMESTER -I

HIS- 112 Evolution of Ideas and Institution in Ancient India

Course Code: - HIS- 112	Total Marks-100
Credits:-06	External Marks-60
Total Period- 60	Internal Marks-40

Learning Objectives;

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

Course Outcome

- 1) Understand of the social, economic and institutional bases of ancient India.
- 2) Understand ancient Indian history is crucial to understand Indian history as a whole.
- 3) Get acquainted with the administrative system of the Ancient India in an analytical way

Cha.1 Defining Ancient India

Cha 2. Nature of sources

- a) Archaeology and the study of ancient Indian history
- b) Literary sources
- c) Sanskrit sources: religious, non-religious, court
- d) Foreign accounts
- e) Sangam literature

Cha3. The nature of pre-historic societies

- a) Prehistoric sites in India (special reference to Neolithic sites in the Peninsula)
- b) The Indus Valley civilization: town planning, spread, decline, the Aryan debate

Cha 4. Vedic and post Vedic societies

- a) Lineage society
- b) The emergence of caste based societies, marginalization and subordination
- c) Social protest and the emergence of new social and religious forms

Cha 5. State formation

- a) Evolution of the institution of kingship
- b) The Saptanga theory of state, its changes
- c) Mahajanapadas
- d) The Mauryan State
- e) The Gupta Empire

Chapter 6. Post-Mauryan developments

- a) The emergence of states in the Deccan – the Satavahanas
- b) The concept of the Kaliyuga

Chapter 7. Developments in the South

- a) Nature of society as depicted in the Sangam literature
- b) Urbanisation and trade in the south

Select Readings

H.J.M and Skalnik, P, (ed.), *The Early State*, The Hague, 1978

Jha, D.N., *Early India A Concise History*, Manohar Parasher-Sen, Aloka (ed.), *Subordinate and Marginal Groups in Early India*, Oxford India Paperbacks, Second Edition, 2007

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999.

Sharma, R.S., *Sudras in Ancient India*, New Delhi, 1998.

Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint, 1996.

Thapar, R., *From Lineage to State*, Oxford India Paperbacks, 1990 Thapar, R., *Interpreting Early India*, Delhi, 1995.

Thapar, R., *Narratives and the Writing of History*, Delhi, 2000. Sastri, K.A.N., *History of South India*, Oxford University Press, 1975.

Marathi

Jha, D.N., *Prachin Bharat (in Hindi and Marathi)* Jha, D.N., tr. G.B. Deglurkar, *Mauryottar wa Guptakalin Rajasvpadhati*, Diamond Publications, Pune, 2006.

Kosambi, D.D. *Myth and Reality*, tr. Vasant Tulpule, *Puranakatha ani Vastavata*, Prakash Vishwasrao Lokavangmaya Gruha, Mumbai, 1977.

Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, tr. Pandharinath Ranade, Prachin Bharatatil Rajakiya Vichar ani Sanstha, Diamond Publications, Pune, 2006.

Sharma, R.S., Prachin Bharat mein Rajnitik Vichar evam Sanstha,(Hindi), Rajkamal Prakashan, New Delhi, 1992.

SEMESTER - II

HIS– 122 Evolution of Ideas and Institutions in Medieval India

Marks: 60+ 40 = 100

Total Periods: 60

Credits – 06

Learning 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

Learning Outcome

- 1) Survey the sources of History of medieval India.
- 2) Understand the social, economic, religious bases of medieval India.
- 3) Study medieval Indian art & architecture.

Chapter 1. Defining medieval India

- a) The Transition to the Medieval
- b) 'Medievalism',
- c) Historiography of the study of Medieval India

Chapter 2. Nature of Sources: Perceptions, Limitations, Range

- a) Persian sources
 - i. Literary
 - ii. Court Chronicles
 - iii. Archival
- b) Regional language sources
- c) Non-Indian sources: Travellers' accounts, factory records

Chapter 3. The state in medieval India: perceptions and practice

- a) Modern theories of the medieval state: Theocracy, Autocracy, Feudal, Segmentary, Patrimonial-Bureaucratic
- b) Medieval Theories of the State: Farabi, Ghazzali, Shukracharya, Barani, Abul Fazl, Ramachandrapant Amatya

Chapter 4. Medieval Indian society

- a) Social Mobility and Stratification in medieval India

- b) The emergence of new classes
- c) Administrative, agrarian and mercantile classes in medieval India
- d) Bhakti and social change

Chapter 5. Religious ideas and institutions

- a) Bhakti movement
- b) Sufism
- c) Towards a composite culture
- 6. Political and social formations in the south
 - a) The Cholas b) Vijayanagar

Chapter 7. Economic institutions

- a) Agrarian systems, north and south In India
- b) Trade, internal and externa
- c) Currency

Chapter 8 . The 18th century in India.

Select Readings

Alam, Muzaffar and Subrahmanyam, Sanjay, The Mughal State, Oxford India Paperbacks, 2000
Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002.

Anderson, P., Passages from Antiquity to Feudalism, London, 1981.

Chandra, Satish, Medieval India (2 vols.), Har-Anand Publications Pvt. Ltd., Third Edition, 2006
(also available in Hindi)

Chitnis, K.N., Aspects of Society and Economy in Medieval India, Pune, 1979.

Habib, I., Essays in Indian History – Towards a Marxist Perspective, Tulika, 1995.

Hasan, S. Nurul, Religion, State and society in Medieval India, Oxford University Press, 2005
Jha, D.N. (ed.), The Feudal Order, Manohar Publications, 2002

Kulke, H. (ed.), The State in India, 1000-1700, OUP, 1997.

Marshall, P.J. (ed.), The Eighteenth Century in Indian History: Evolution or Revolution?, OUP, New Delhi, 2003

Mukhia, H., Perspectives on Medieval India, Delhi, 1994

. Sharma, R.S., Early Medieval Indian Society: A Study in Feudalisation, Sangam Books Ltd., 2001

Marathi

Chitnis, K.N., Madhyayugin Bharatiya Sankalpana wa Sanstha, Bhalchandra Printing Press

Moreland, W.H., From Akbar to Aurangzeb, tr. Rajendra Banahatti, Akbar te Aurangzeb, Diamond Publications, Pune, 2006.

Moreland, W.H., India at the Death of Akbar, tr. Sunanda Kogekar, Akbarkalin Hindustan, Diamond Publications, Pune, 2006.

Sarkar, Jadunath, Aurangzeb, tr. S.G. Kolarkar, Aurangzeb, Diamond Publications, Pune, 2006.

Siddiqui, N.A., Land Revenue System under the Mughals, tr. P.L. Saswadkar, Mughalkalin Mahsul Padhati, Diamond Publications, Pune, 2006



**An Introduction to Tribal History
SEMISTER -I**

Course Code:- HIS- 114(A)

Credits:-06

Total Period- 60

Total Marks-100

External Marks-60

Internal Marks-40

HIS- 114 (A) An Introduction to Tribal History

Learning Objective

1. To train 'development facilitators' for working with tribal communities.
2. To develop adequate skills to prepare and implement integrated development plan & projects for tribal Communities
3. To develop understanding of good governance in the field of tribal development.
4. To develop trainees as competent change agent in the field of tribal development.

Learning Outcome

1. This course aims to help students to understand tribal society and its distinct cultural characteristics. It also intends to enhance the knowledge about current scenario of tribal society and its changing culture. This course aims to help students to identify & understand the major issues in tribal development such as socio-political, economic, cultural & infrastructural.
2. This course helps students to develop an ability to be a development facilitator through an understanding and training of various professional and intervention skills. The course will help students to equip with required skills as an tribal development facilitator.
3. This Course aims to help students to understand the concept, nature meaning and process of action research. This course also helps to identify tribal concerns in a tribal area and reflect on the efficacy of different approaches used in action research. Students will be able to Select and adapt appropriate strategies of action research and prepare a strategic plan of action based on the process of action research.
4. Various skills such as tribal community approach skills, tribal community understanding skills, problems identification skills, conversation and communication skill, intervention skill, research skill, programme planning skills, execution knowing skill, authority approach skill, entrepreneurship skill, resource management skill, project designing skill, program planning skill, research skill, observation skill etc. will be taught and given during the field work so that students will enable to work with tribal community as 'development facilitator'.

SEMESTER - II**HIS– 114 (A) AN INTRODUCTION TO TRIBAL HISTORY**

Marks: 60+ 40 = 100

Total Periods: 60

Credits – 06

1. UNDERSTANDING TRIBAL HISTORY	12
a) Sources	
b) Tribal Society; Culture; and Economy	
c) Tribal Backwardness- Causes	
2. HISTORIOGRAPHY OF TRIBAL STUDIES	12
a) Colonial	
b) Subaltern studies	
3. TRIBES UNDER THE COLONIAL RULE	12
a) Missionary Policies	
b) Impacts on Tribal Society, Economy, Religion and Culture	
4. HISTORY OF TRIBAL REVOLTS	12
a) Tribal revolts in Colonial Rule- Causes	
b) Tribal Revolts in Free India	
c) Tribal Movement in Maharashtra	
5. TOWARDS AWAKENING	12
a) Constitutional Safeguards	
b) Government's Welfare Policies for The Tribal People	
c) Indian Tribes and Globalization	

Books for Study and Reference:

1. Bose N.K.; Hindu mode of Tribal Absorption- Cultural Anthropology and other Essays
2. Ghurye G.S.;The Aborigines- so- called and Their Future; 1948.
3. Mahapatra L.K.;Social Movements among the Tribes in India.
4. Mishra R.N.,Nancy T.; Tribal Culture and Economy; Ritu Publication; N. Delhi.
5. Sarkar Sumit; Modern India(1885-1947); Macmillan, N.Delhi.
6. Shaha Ghanshyam;Social Movement in India; Sage Publication, N.Delhi.
7. Singh K.S.(ed.); Tribal Situation in India; The Indian Institute of Advanced Studies; Shimla, 1972
8. Sinha Surjit;Tribal Solidarity Movements in India: A Review.
9. Tripathy N.S.;Glimpses of Tribal Development; Discovery Publishing House; N. Delhi.

HIS– 124 (A) HISTORY OF DALIT MOVEMENT

Marks: 60+ 40 = 100

Total Periods: 60

Credits – 06

Learning Objectives

- 1) Understand the meaning of dalit movement in India;
- 2) To identify the issues/problems involved in the dalit movement
- 3) To know various forms of dalit movement
- 4) To know phases through which the dalit movement has passed; and
- 5) To Analyse the role of dalits and their organisations in the electoral politics.

Learning Outcome

- 1) Get acquainted with a relatively neglected part of social history and the history of the oppressed.
- 2) Understand various concepts.
- 3) Get knowledge of the caste system and evil practices like untouchability and its rigidification in ancient and medieval times.
- 4) To Know the Discrimination through Social system.

UNIT 1. PRE-AMBEDKAR DALIT MOVEMENT

12

- a) Dalit Problem: Socio-Economic Background
- b) Social Transformation Under the Colonial Rule
- c) Mahatma Phule- Ideology and Achievements
- d) Role of Gopalbaba Walangkar, Shivram Janaba Kamble and Kisan Fagoji Bandsod
- e) Contribution of Shahu Maharaj and Maharshi Shinde

UNIT 2. DR. BABASAHEB AMBEDKAR – LIFE AND CAREER

12

- a) Leadership of Dr. Babasaheb Ambedkar
- b) Struggle for Social-Economic Justice
- c) Struggle for Political Identity
- d) Architect of Indian Constitution
- e) Revival of Buddhism

UNIT 3. DR. BABASAHEB AMBEDKAR- A RADICAL PHILOSOPHER

12

- a) Social Philosophy
- b) Economic Philosophy
- c) Educational Thought
- d) Religious Ideas and thoughts on Buddhism
- e) Political Philosophy

UNIT 4. POST-AMBEDKAR DALIT MOVEMENT

12

- a) Rise and Disintegration of RPI
- b) Dadasaheb Gaikwad- Satyagraha of Landless People
- c) Phase of Dalit Panther Movement
- d) Dalit Women fights against Patriarchy and discrimination.

UNIT 5 DEBATES IN DALIT STUDIES**12**

- a) On Marks-Ambedkar
- b) On Gandhi-Ambedkar
- c) On Savarkar-Ambedkar
- d) On Bahujanvaad
- f) On Dalits and Globalization

Suggested Reading List (History of Dalit Movement) :

1. Ambedkar B.R. (editor, Moon Vasant), Dr. Babasaheb Ambedkar Writing And Speeches, (Vol. 1 to 19), Education Department, Government of Maharashtra, Mumbai.
2. Gore M.S., The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage Publications, N. Delhi, 1993.
3. Jafrelot Khristopher, Dr. Ambedkar and Untouchability: Analysing and Fighting Caste, Permanent Black, N. Delhi, 2005.
4. Kadam K.N., Dr. Babasaheb Ambedkar and the Significance of his Movement, Popular Prakashan, Bombay, 1993.
5. Kadam K.N., The Meaning of the Ambedkarite Conversion to Buddhism and Other Essays, Popular Prakashan, Mumbai, 1997.
6. Jogdand P.G., Dalit Movement in Maharashtra, Kanak Publications, N. Delhi, 1991
7. Mani Brajranjan, Debrahmanising History, Manohar Publishers, N. Delhi.
8. O'Hanlon Rosalind, Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Orient Longman, N. Delhi, 1985
9. Omvedt Gail, Ambedkar: Towards an Enlightened India, Penguin Books, India, 2004.
10. Omvedt Gail, Cultural Revolt in a Colonial Society: The Non Brahman Movement in Western India, 1873 to 1930, Scientific Socialist Education Trust, Poona, 1976
11. Omvedt Gail, Dalits and Democratic Revolution: Dr. Ambedkar and the Dalit Movement in colonial India, Sage Publication, N. Delhi, 1994.
12. Omvedt Gail, Buddhism in India: Challenging Brahmanism and Caste, Sage Publications, N. Delhi, 2003
13. Omvedt Gail, Dalit Vision, Orient longman press, N. Delhi.
14. Zeliot Elenor, From Untouchable to Dalit: Essays on the Ambedkar Movement, N. Delhi: Manohar Publishers, 2001.

HIS-114 (B) Applied History In 21st Century

Marks: 60+ 40 = 100

Total Periods: 60

Credits – 06

Learning Objective

- 1) To Learn the Application of History and Historical Investigation
- 2) To study the relation in History and other Sciences and Social Sciences
- 3) Able to student learn Historical heritage places, and Develop the skill of tourist Guide
- 4) To develop the Archaeological Knowledge

Learning Outcomes:

- 1) This will be an introductory module giving the basis of applied history. This will give an overview of tourism industry and various organizations.
- 2) The students will understand the conceptual meaning and differentiation between Travel agency and Tour operation. Further they will understand formalities and documentation needed to set up these units.
- 3) The module gives information of countries tourist places of national and international importance and it helps students to know the background elements of tourism resources.
- 4) Student able to expose about the Tourism policy of India and of a few tourism states of the country.

UNIT-1. APPLIED HISTORY AND 21st CENTURY 12

- a) Applied History: Meaning and Application
- b) Application of History In various subject
- c) Co- relation between Past and Present
- d) Contemporary History: Meaning and Nature

UNIT-2. TOURISM AND HISTORY 12

- a) Tourism: Meaning and Scope
- b) Factors responsible for the development of Tourism
- c) Types of Tourism
- d) Tourist and Tourist guide
- e) Opportunities in Tourism

UNIT-3. MASS MEDIA AND HISTORY 12

- a) Mass media: Meaning and Types
- b) Printing Press and Print media: Establishment and growth India,
- c) Newspaper in India and Maharashtra - A brief survey
- d) Electronic media – Radio, Television and e-media

UNIT- 4. MUSEUM AND HISTORY 12

- a) Museum: Meaning and Scope
- b) Types of Museum
- c) Museums: Preservation and Conservation
- d) Historical importance of Museums and Museology

UNIT -5. HISTORICAL RESEARCH**12**

- a) Archeology and Archives: Definition and Scope
- b) Importance of Archaeology and Archival Studies
- c) Development of archaeology and archives in India

Selected Redings:

1. Webster John C. B.- An Introduction to History
2. Bajaj Satish K- Research Methodology in History, Amol Publication, Delhi
3. Chitnis K. N.- Research Methodology
4. Collingwood R. G.- The Idea of History, Oxford University Press
5. Peter Vergo- The New Museology, Reaktion Books, London
6. Eilean Hooper and Greenhill (Edi.)- Museum, Media, Massage, Routledge, London
7. Andrea Witcomb- Re-Imagining the Museum: Beyond the Mausoleum, Routledge, London
8. Raghunathan S. R.- Documentation and Its Facts
9. Virendra Kaul- Tourism in India
10. Selvam M.- Tourism Industry in India, Himalaya Publishing House, Bombay
11. Puja Shobita- Museums of India
12. Ghose Sailan, Archives in India: History and Assets

HIS 124 (124 B) An Introduction to Archives and Museums in India

Marks: 60+ 40 = 100

Total Periods: 60

Credits – 06

Learning Objective

- 1) To produce highly competent professionals in the field of Archives records management, conservation, reprography and other related fields of Archival Science.
- 2) To understand the principles and methods of description of archival materials according to standards adopted by the archival community in India and abroad and to familiarize with various perspectives concerning the nature and purpose of archival description.
- 3) 3) To impart technical know how to the students in application of information technology in the management and preservation of archival documents.
- 4) To acquaint them with the records management practices

Learning Outcome

Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students.

Students to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through project and visit to Museum and Archives.

Chapter 1 Archives and Museums 12

- a) Definition
- b) History of Development in India
- c) Importance as source of History
- d) Archives , Museums and Society

Chapter 2 Management of Archives 12

- i) Classification of Records
- ii) Conservation and Preservation of Records
- iii) Digital Archives

Chapter 3 Management of Museums 12

- i) Methods of collection and Conservation of Objects in Museums
- ii) Role of Cureter
- iii) Types of Museums

Chapter 4 Some Famous Archives And Museums In India 12

- a) National Archives , New Delhi
- b) Peshwa Daftar , Pune
- c) Bombay Archives , Mumbai

- d) Itihassacharya V.K.Rajwade Sanshodhan Mandal , Dhule
- e) Kolhapur Daftar, Kolhapur

Chapter 5 Museums In India

12

- a) National Museum, New Delhi
- b) Chhatrapati Shivaji Maharaj Museum , Pune
- c) Raja Dinkar Kelkar Museum ,Pune
- d) Cenral Museum (Ajab Bangla) , Nagpur
- e) Mudra Sangrahalaya, Anjaneri

Selected Readings:

- A Guide to the National Museum. National Museum. Janpath. New Delhi, 1997.
- Agrawal, O.P. Essentials of Conservation and Restoration and Museology. Delhi, 2006.
- Choudhary, R.D. Museums of India and their Maladies. Calcutta: Agam Kala Prakashan, 1988.
- Guha, T. Tapati, Monuments , Objects, Histories: Institution of Art in Colonial India. New York 2004
- Kathpalia, Y.P. Conservation and Restoration of Archive Material. UNESCO, 1973.
- Mathur, S. India by design: Colonial History and Cultural Display. University of California, 2007.
- Nair, S.N. Bio-Deterioration of Museum Materials. Calcutta: Agam Kala Prakashan, 2011.
- Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal, 2004
- इतिहासाचार्य व. का. राजवाडे संशोधन मंडळ , धुळे , कै . भा . वा . भट स्मारक राजवाडे स्मृती - शलाका , १९९२
- खोबरेकर व . गो . - महाराष्ट्रातील दफ्तारखाने , वर्णन आ ण तंत्र , महाराष्ट्र राज्य साहित्य व संस्कृती मंडळ , मुंबई , १९९८
- केतकर श . म . - संग्रहालय परिचय .
- खांडगे मंदा - पुण्यातील संग्रहालये , संस्कृती प्रकाशन , पुणे .
- गायकवाड , हनमाने ,सरदेसाई , - इतिहास लेखन पद्धत व ऐतिहासिक स्मारके यांचा अभ्यास , फडके प्रकाशन , कोल्हापूर , २०००.
- ढवळीकर मधुकर - पुरा भलेख वद्या
- महाजन शांताराम गजानन - दफ्तारखाने व वस्तुसंग्रहालये , वद्यार्थी गृह प्रकाशन , पुणे , २००७.
- राजा दिनकर केळकर संग्रहालय - ए वर्ल्ड ऑफ वंडर्स , पुणे, १९९८ .
- देसाई संजीव प , - अ भलेख व्यवस्थापन मार्गदर्शिका , संपा . भास्कर धाटावकर , मुंबई , पुरा भलेख वभाग , महाराष्ट्र शासन , १९८८

- पुणे पुरा भलेखागार (पेशवे दफतर) - इमारत शताब्दी स्मरणका, १ सप्टेंबर १९९१, मुंबई, पुरा भलेख वभाग, महाराष्ट्र शासन, १९९१.
- सावंत बी. एस., जाधव व्ही. के. - मराठ्यांचा प्रशासकीय आणि सामाजिक, आर्थिक, इतिहास, वदया प्रकाशन, नागपूर, १९९७

SEMESTER – 1

HIS- Arts and Architecture in India

Marks- 60 + 40 = 100

Total Periods - 60

Credits- 06

Learning Objective

- 1) To produce highly competent professionals in the field of Archives records management, conservation, reprography and other related fields of Archival Science.
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- 3) 3) To impart technical know how to the students in application of information technology in the management and preservation of archival documents.
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Learning Outcome

Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students.

Students to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through project and visit to Museum and Archives.

Unit 1. Background	08
(a) Geography	
(b) Sources	
(c) Theory and concept of Indian Art and Architecture	
Unit 2. Rise and Growth of Chaitya & Stupa	12
(a) Bedsa and Pitalkhora	
(b) Karla and Bharhut	
(c) Sanchi & Amaravati	
Unit 3. Sculpture and Painting	10
(a) Un-iconic and Iconic Buddha	
(b) Sculpture and Myths (Shiva, Vishnu)	
(c) Ellora Complex, Ajanta, Ellora and Sittavabasal paintings	
4. Rise and Growth of Temple Architecture North India	10
(a) Pallava Temple Architecture	
(b) Chola Temple Architecture	

(c) Nagar, Vesar and Dravida Temples	
Unit 5. Interaction and Assimilation	10
(a) Rajput Paintings: Rag - Ragini and Pahari Paintings	
(b) Early Islamic Art – Patterns and Design	
(c) Manuscript Painting and Indian Miniatures	
Unit 6 Mughal Period	10
(a) Painters and Paintings during Akbar's times	
(b) Painters and Paintings during Jahangir's times	
(c) Themes and Interpretation of Mughal Paintings	

Selected Readings :

- 1) Ale V.M., *Social and Religious Life in Bramhsutra*, Ahmadabad, 1939.
 - 2) Amita Ray, *Villages, Towns and Secular Buildings in Ancient India*, Calcutta 1964.
 - 3) Barua D.K. *Vihars in Ancient India*, Calcutta, 1969.
 - 4) Birdwood Sir George, *Industrial Art in India*, London,1975.
- Brown Percy, *Indian Artitecture,Buddhist and Hindu*,1965.
 Benoy K.Behel, *The Ajanta Caves: Ancient Caves of Buddhist India*, Singapore, 1998.
 Bhattacharya, V.R., *Wisdom of Cultural Heritage of India*, Metropolitan Publisher,1989.
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 Jas Burges, *The Ancient Monument, Temples and Sculptures of India*, London, 1897.
 Misra Shiva Sheikhar ,*Fine Arts of Technical Sciences in Ancient India*, Krishndas Academy, Varansi, 1982.
 Purthi Raj,Kumar and Devi Rameshwari, *Art Archeology and Cultural Heritage of India*, Mangal Deep Publications,2004.
 Rama Shankar Tripathi, *History of Ancient India*, Motilal Banarsidas, New Delhi, 1960.
 Rustam J.H. *Master Pieces of India Sculpture*,Delhi, 1968.
 Subramanyam K.V. *Historical Sketches of Ancient Deccan*, Madras, 1917.
 Susan L.Huntington, *Ancient Sculpture from India: Buddhist, Hindu,Jain*, Weather Hill, New York,1985
- Agrawala, P.K. *Studies in Indian Iconography*, Publication Scheme., Jaipur, 1994.
 Agrawala, Urmila. *North Indian Temple Sculpture*, Munshiram Manoharlal, New Delhi 1995.
 Bakkar, Hans, *The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series)*, Egbert, Groningen,1997
 Banerjee, J.N. *Development of Hindu Iconography*, Munshiram Manoharlal, New Delhi: 1974.
 Bhattacharya A.K., *Historical Development of Jaina Iconography*, Delhi, 2010.
 Bhattacharya, A.K., *Historical Development of Jaina Iconography (A comprehensive study)*, Bharatiya Kala Prakashan, Delhi, 2010.
 Bhattacharya, B. *Indian Buddhist Iconography*, K.L.Mukhopadhyaya, Calcutta,1958.
 Bhattacharya, D. *Iconology of Composite Images*, Munshiram Manoharlal Publications, New Delhi, 1980.
 Desai, Kalpana, *Iconography of Vishnu*, Abhinav Publications, New Delhi ,1973.
 Forsten, *Buddhist Iconography*. Tibet House, New Delhi,1989.

G.H Khare, *Ganjifa the Indian Card Game* in Saryu Doshi(ed) Shivaji and Facets of Maratha Culture, Bombay, 1982.

Gopinath Rao, T.A. (2nd ed.) *Elements of Hindu Iconography*, Motilal Banarasidas, Varanasi:1985.

Gupte, R.S., *Iconography of Hindus, Buddhists and Jainas*, D.B. Taraporewala Sons and Co. Bombay, 1971.

M Abdulla Chaghatai, *Painting During the Sultanate Period(712-1575)*, Lahore, 1963

SEMESTER – II

HIS-123 19th Century History of Maharashtra

Marks- 60 + 40 = 100

Total Periods - 60

Credits- 06

Learning Objectives

The purpose of the course is to enable the student to study the history of modern Maharashtra from an analytical perspective; to point out to them the dialectical relationship between continuity and change in Maharashtra; to highlight the ideas, institutions, forces and movements that contributed to the structural changes in Maharashtra; to acquaint the student with various interpretative perspectives; to help them in articulating their own ideas and views leading to orientation for research; to introduce the student to regional history within an international framework

Learning Outcome

1. Learn the history of modern Maharashtra from an analytical perspective.
2. Understand the dialectical relationship between continuity and change in Maharashtra.
3. Get knowledge of the ideas, institutions, forces and movements that contributed to the structural changes in Maharashtra.
4. Get acquainted with various interpretative perspectives and ability to articulate their own ideas and views leading to orientation for research.
5. Get introduced to regional history within an international framework

Chapter 1. Background of the 19th Century Maharashtra 10

Chapter 2. Impact of the West 08

a. Administrative Impact

b. Ideological Impact

Chapter 3. Renaissance in Maharashtra 14

a. Nature of Renaissance in Maharashtra

b. Contribution of Intellectuals

c. Institutional Impact

i. Paramahansa Mandali

ii. Poona Sarvajanik Sabha

iii. Prarthana Samaj

iv. Satya Shodhak Samaj

Chapter 4. Social stratification and caste-class consciousness 12

a) Deccan Riots

b) Non-Brahman consciousness

- c) Rise of middle class and its hegemonic role
- d) Beginning of working class movement

Chapter 5. Rise and Growth of National consciousness - Nature of Nationalism in Maharashtra **06**

Chapter 6. Economic Transformation **10**

- a. Commercialization of Agriculture
- b. Trade and Commerce
- c. Industrial Growth

Selected Readings

- 1) Ballhatchet, Kenneth, Social Policy and Social Change in Western India: 1817-1830, Oxford University Press, London, 1961.
- 2) Kumar, Ravinder, Western India in the Nineteenth Century, Routledge and KeganPaul, London, 1968.
- 3) Paranjpe, Shrikant, Dixit, Raja and Das, C.R. (ed.), Western India: History, Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune, 1997.
- 4) Stokes, Eric, English Utilitarians in India, Oxford University Press, New Delhi, 1989

Marathi

- 5) Bagade Umesh, Maharashtra teel Varga Jati Prabodhan, Lokvangmay Gruha.
- 6) Dixit Raja, Itihas, Samajvichar ani Keshavsut, Lokavangmaya Gruha, Mumbai, 2nd edn., 2005.
- 7) Dixit Raja, Ekonisavya Shatakateel Maharashtra – Madhyamavargacha Uday, Diamond Publications, Pune. 2008
- 8) Pandit Nalini, Maharashtra teel Rashtravadacha Vikas, Modern Book Depot Prakashan, Pune, 1972.
- 9) Phadke Y.D., Visavya Shatakateel Maharashtra, Vol. I., Saswad Ashram Vishvashta Mandal, Saswad, 1989.
- 10) Sardar G.B., Ranadepranit Samajika Sudharanechi Tatvamimamsa, Pune University, Pune, 1973.