PRATAP COLLEGE AMALNER
(Autonomous)

FACULTY OF ARTS

SYLLABUS FOR
M.A. HISTORY

To be implemented from 2019-2020
HISTORY
Syllabus for M.A (1st & 2nd Sem.)

Semester Pattern

CHOICE BASED CREDIT SYSTEM (CBCS) (P. G. Course)
(w.e.f. June – 2019-20)

- Course is divided into 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

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Code no.</th>
<th>Core Course (compulsory paper)</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>HIS- 111</td>
<td>Trends in Historiography</td>
</tr>
<tr>
<td>02</td>
<td>HIS- 112</td>
<td>Evolution of Ideas and Institution in Ancient India</td>
</tr>
<tr>
<td>03</td>
<td>HIS- 113</td>
<td>Art and Architecture in India</td>
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<tr>
<td>04</td>
<td>HIS- 114 (A)</td>
<td>An Introduction to Tribal History</td>
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<tr>
<td></td>
<td>HIS- 114(B)</td>
<td>Applied History- 21st Century</td>
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(60:40 PATTERN)
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<tr>
<th></th>
<th>CORE PAPER</th>
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<tbody>
<tr>
<td>01</td>
<td>HIS-121</td>
<td>Historiography, Tools, Method, and Theories</td>
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<tr>
<td></td>
<td>HIS-122</td>
<td>Evolution of Ideas and Institution in Medieval India</td>
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<tr>
<td>02</td>
<td>HIS-123</td>
<td>19th Century History of Maharashtra</td>
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<tr>
<td>03</td>
<td>HIS-124 (A)</td>
<td>History of Dalit Movement</td>
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<tr>
<td>04</td>
<td>HIS-124 (B)</td>
<td>An Introduction to Archives and Museum in India</td>
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</table>
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

<table>
<thead>
<tr>
<th>UNIT 1. UNDERSTANDING HISTORY</th>
<th>15</th>
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</thead>
<tbody>
<tr>
<td>a) Meaning, Nature and Scope of History</td>
<td></td>
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<tr>
<td>b) Historicism</td>
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<tr>
<td>c) Auxiliary disciplines of History</td>
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<thead>
<tr>
<th>UNIT 2. ANCIENT HISTORIOGRAPHY</th>
<th>10</th>
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<tbody>
<tr>
<td>a) Greco – Roman Traditions</td>
<td></td>
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<tr>
<td>b) Chinese Traditions</td>
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<tr>
<td>c) Ancient Indian Traditions</td>
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<table>
<thead>
<tr>
<th>UNIT 3. MEDIEVAL HISTORIOGRAPHY</th>
<th>10</th>
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<tbody>
<tr>
<td>a) Western Traditions</td>
<td></td>
</tr>
<tr>
<td>b) Arabic and Persian Traditions</td>
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<tr>
<td>c) Indian Traditions</td>
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</tbody>
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<table>
<thead>
<tr>
<th>UNIT 4. MODERN HISTORIOGRAPHY</th>
<th>15</th>
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<tbody>
<tr>
<td>a) European – Enlightenment, Whig, Romanticist, Positivist, Marxist, and Annals, Cambridge school, Frankfort School</td>
<td></td>
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<tr>
<td>b) Indian – Colonial, Nationalists, Marxist, History from Below, and Subaltern</td>
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<tr>
<th>UNIT 5. MARATHA HISTORIOGRAPHY</th>
<th>10</th>
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<tbody>
<tr>
<td>a) European Traditions</td>
<td></td>
</tr>
<tr>
<td>b) Nationalists Traditions</td>
<td></td>
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<tr>
<td>c) Popular History- Problems and challenges</td>
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</tbody>
</table>
d) Alternative Traditions- Marxist, Secular, Anti Caste.

Selected Redings :

HIS- 111 TRENDS IN HISTORIOGRAPHY

5. Guha Ranajit; (ed.)- Subalterm Studies, Vol I; Oxford University Press; N. Delhi; 1982.
7. Lemon M.C.- Philosophy of History; Rutledge.
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, resent political social changes & Historical Investigation
UNIT 1. SOURCES AND ARCHIVES

a) Sources – Meaning and Importance

b) National Archives, N. Delhi

c) Archives In Maharashtra- Brief Survey

UNIT 2. HISTORICAL METHODOLOGY-I

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

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

a) Orientalism

b) Nationalist

c) Historical Materialism

d) Annals

UNIT 5. APPROACHES AND MEJOR THEORIES OF HISTORY- II

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

5. Guha Ranajit; (ed.) - Subaltern Studies, Vol I; Oxford University Press; N. Delhi; 1982.
7. Lemon M.C. - Philosophy of History; Rutledge.
11. Mathur L. P. - Historiography and Historians of Modern India - Indian Publication, New Delhi

14. आवाहन सदाशिव, इतिहासकार तत्ववाद, प्राकाश प्रकाश, वार्षिक.
15. कार इ. एच., अनु. वि. गो. लेने, इतिहास मण्डल काय, कॉन्टीनेंट, पुणे.
16. कुलकर्णी अ. रा. मराठियांचे इतिहासलेखन, डायमंड प्रकाश, न. पुणे.
17. खोबरकर वि. गो., महारा. ट्रालील दंकस्ताव, म.सा. सं. मं. मुंबई.
18. सरदेसाई इ. एच. व इतर इतिहासलेखनशास्त्र, फंकेंट प्रकाश, न. कोलापुर.
19. भावतांडे, कोठरी, इतिहास: तंत्र आणि तत्ववाद, साईनाथ प्रकाशन, नागपूर.
20. वांशिको जास्तीत, इतिहासातील नवे प्रकाश, डायमंड, पुणे.
21. समाज म्हणून पत्रिका, इतिहास लेखन भिंगण, लोकवाळ,वध गुह, मंबई.
M.A. History

SEMESTER -I

HIS- 112 Evolution of Ideas and Institution in Ancient India

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


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


Marathi


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 external  
c) Currency

Chapter 8. The 18th century in India.

Select Readings

Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002.  
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.  
Mukhia, H., Perspectives on Medieval India, Delhi, 1994.  
Marathi
Chitnis, K.N., Madhyayugin Bharatiya Sankalpana wa Sanstha, Bhalchandra Printing Press


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 Aborigins- 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

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
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
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
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
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

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.

SEMESTER - I
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

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

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

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
UNIT -5. HISTORICAL RESEARCH

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

Selected Readings:
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
5. Peter Vergo- The New Museology, Reaktion Books, 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
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 knowledge 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

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

Chapter 2 Management of Archives

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

Chapter 3 Management of Museums

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

Chapter 4 Some Famous Archives And Museums In India

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

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

Selected Readings:
- Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal, 2004
- इतिहासाचार्य, व. का. राजवाडे संशोधन मंडळ, धुळे, कै. भा. व. मंट स्मारक राजवाडे स्मृती, शलाका, 1992
- खोबरेकर, व. गो. - महाराष्ट्रातील दफ्तरखाने, वर्णन आण तंत्र, महाराष्ट्र राज्य सहित्य व संस्कृती मंडळ, मुंबई, 1998
- केतकर, श. म. - संग्रहालय परिचय.
- खांडगे मंदा - पुण्यातील संग्रहालय, संस्कृती प्रकाशन, पुणे.
- गायकवाड, हलमाने, सरदेसाई, - इतिहास लेखन पद्धत व ऐतिहासिक समस्यांचा अभ्यास, फडके प्रकाशन, कोल्हापूर, 2000.
- ठाणे महानंद - पुरा भलेख वद्य
- महाजन शांताराम गजालन - दफ्तरखाने व वस्तुसंग्रहालय, वद्यार्थी गृह प्रकाशन, पुणे, 2005
- राजा दिनकर केठकर संग्रहालय - ए वल्ड ऑफ वंडर्स, पुणे, 1998.
- देसाई संजीव प., - अ भलेख व्यवस्थापन मार्गदर्शक, संपा. भास्कर पाठवाऱ्यकर, मुंबई, पुरा भलेख वभाग, महाराष्ट्र शासन, 1988
• पुरातन पुराण भर्तिकार (पेशवे दफतर) - इमारत शताब्दी स्मरण याद, १ सप्टेंबर १९९१, मुंबई, पुराण भर्तिकार विभाग, महाराष्ट्र शासन, १९९१।

• सांतवंती- एस., जाधव थां, के. - मराठायन्या प्रशासनीय आणि सामाजिक, आ वैश्विक, इतिहास, वद्य 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.

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) To impart technical knowledge 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.

Unit 1. Background

(a) Geography
(b) Sources
(c) Theory and concept of Indian Art and Architecture

Unit 2. Rise and Growth of Chaitya & Stupa

(a) Bedsa and Ptalikhora
(b) Karla and Bharhut
(c) Sanchi & Amaravati

Unit 3. Sculpture and Painting

(a) Un-Iconic and Iconic Buddha
(b) Sculpture and Myths (Shiva, Vishnu)
(c) Ellora Complex, Ajanta, Ellora and Sittavasal paintings

Unit 4. Rise and Growth of Temple Architecture North India

(a) Pallava Temple Architecture
(b) Chola Temple Architecture
(c) Nagar, Vesar and Dravida Temples

Unit 5. Interaction and Assimilation
(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
(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:
Bhattacharya, V.R., Wisdom of Cultural Heritage of India, Metropolitan Publisher, 1989.
Fleed J.F., Indian Antiquity, Delhi, 1984.
History of Ancient Period,-Part-I, History of Medieval Period Part II, Maratha Period, Part III, Maharashtra State Gazetteer
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

Bakkar, Hans, The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series), Egbert, Groningen, 1997
Bhattacharya, A.K., Historical Development of Jaina Iconography (A comprehensive study), Bharatiya Kala Prakashan, Delhi, 2010.
Forsten, Buddhist Iconography. Tibet House, New Delhi, 1989.
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 a broad national 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 a broad national 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

Chapter 6. Economic Transformation
a. Commercialization of Agriculture
b. Trade and Commerce
c. Industrial Growth

Selected Readings
4) Stokes, Eric, English Utilitarians in India, Oxford University Press, New Delhi, 1989

Marathi
5) Bagade Umesh, Maharashtrateel Varga Jati Prabodhan, Lokvangmay Gruha.
7) Dixit Raja, Ekonisavya Shatakateel Maharashtra – Madhyamavargacha Uday, Diamond Publications, Pune, 2008