



Rayat Shikshan Sanstha's

R. B. Narayanrao Borawake College, Shrirampur
(Autonomous)

(Affiliated to Savitribai Phule Pune University, Pune)

Department of History

FYPG History Syllabus as per NEP-2020

Implemented

From

Academic Year: 2023-24

Course Structure of F.Y.P.G. History (Semester-I and II)

Sem	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
I	Major (Mandatory)	HI-MJ-511T	History: Theory and Method	Theory	04
	Major (Mandatory)	HI-MJ-512T	Evolution of Ideas and Institutions in Early India	Theory	04
	Major (Mandatory)	HI-MJ-513T	Maratha Polity	Theory	04
	Major (Mandatory)	HI-MJ- 514T	Science and Technology in Early India	Theory	02
	Major) (Elective)	HI-ME-515T	History of Deccan – Pre History to Chalukyas	Theory	04
	Research Methodology (RM)	HI-RM-516T	Research Methodology in History	Theory	04
Total Credits Semester- I					22
II	Major (Mandatory)	HI-MJ-521T	Approaches to History	Theory	04
	Major (Mandatory)	HI-MJ-522T	Ideas and Institutions in Medieval India	Theory	04
	Major (Mandatory)	HI-MJ-523T	Socio-Economic History of the Marathas	Theory	04
	Major (Mandatory)	HI-MJ-524T	Science and Technology in Medieval India	Theory	02
	Major (Elective)	HI-ME-525T	Marathas in 17th and 18th Century: Power Politics	Theory	04
	Field Project (OJT)/Field Project (FP)	HI-FP-526P	Field visit & Report Writing	Practical Project	04
Total Credits Semester- II					22
Cumulative Credits Semester I & II					44

F.Y.P.G. (History)
Syllabus for Semester- I

MAJOR MANDATORY CORE COURSE: History Theory and Method

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-511T History-Theory and Method	4	4	--

- **LEARNING OBJECTIVES:**

- **The learning objectives of this course are as follows:**

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base, bring better understanding of history and its forces, help interrogate existing paradigms and challenge the outdated, help in developing critique, help research in terms of formulating hypotheses and develop broad frames of interaction with other Social sciences and attain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 OUTCOMES:**

After completion of the course students will be able to:

- CO- 1. Students will be able to understand the conceptual base and understanding of History and its forces.
- CO- 2. Students will come to know existing paradigms and challenges the out dated.
- CO- 3. Student will understand the process of the research and formulating hypotheses and develop broad frames

- **COURSE CONTENT:**

Unit I: Philosophy, Nature and Functions of History (12 Hours)

Unit II: Preliminary Operations (15 Hours)

1. Formulation of Research Question
2. Stating the Hypotheses
3. Research Design
4. Collection of Sources- Primary and Secondary sources

Unit III: Synthetic Operations (17 Hours)

1. External Criticism
2. Internal Criticism
3. Analysis and Interpretation

4. Footnotes and Bibliography

Unit IV: Modern Theories of History**(17 Hours)**

1. Rationalist
2. Romanticist
3. Positivist
4. Historical Materialism

• Essential/Recommend Materials :

1. Arnold John H., A Very Short Introduction to History, OUP, 2000.
2. Foucault, Michel, The Archaeology of Knowledge, translated by Sheridan Smith,
3. Good and Hatt, Methods in Social Research, McGraw hills, 1952.
4. Hamilton, Paul, Historicism, London, Routledge, First Indian Edition, 2007.
5. Langlois C. V. and C. Seignobos, Introduction to the study of History, Barnes and Noble Russell, Bertrand,
6. History of Western Philosophy, Routledge, London, rpt. 1996.
7. Sarkar Sumit, Writing Social History, OUP, 1998 2021-Ed Readings:
8. Thapar Romila, Cultural pasts, OUP, 2000.
9. B. Sheikh Ali, History: Its Theory and Method, Trinity Press, (Reprint) New Delhi. 2015.
10. Barry, Peter, Beginning Theory: An introduction to literary and cultural
11. Carr, E.H., What is History, Penguin Books, Harmondsworth, 1971.
12. Childs, Peter, Modernism, Routledge, London, 2000.
13. Chitnis K. N., Research Methodology in History, Atalantic Publishers, Delhi.
14. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
15. E. Shridharan, A Textbook of Historiography, Orient Blackswan, Delhi. 2004

मराठी ग्रंथ :

१. आठवले सदाशिव, “इतिहासाचे तत्त्वज्ञान” प्रज्ञा प्रकाशन, वाई १९८६.
२. कार.ई.एच., “इतिहास म्हणजे काय” कॉन्टेनेन्टल प्रकाशन, पुणे १९९८
३. डहाके वसंत आबाजी, “मराठी वाङ्मयीन संज्ञा-संकल्पना कोश”
४. देव प्रभाकर, “इतिहास-एक शास्त्र” ब्रेन टोनिक प्रकाशन, नाशिक २००७.
५. हाटेकर आणि पडवळ, “दोन जुने नावे अर्थशास्त्रीय ग्रंथ”, लोकवाङ्मयगृह प्रकाशन, मुंबई २०१०

६. कोठेकर शांत, “इतिहास तंत्र आणि तत्त्वज्ञान” श्री साईनाथ प्रकाशन नागपूर, २००५
७. कुमार रवींद्र, “आधुनिक भारत का सामाजिक इतिहास” ग्रंथशिल्पी, दिल्ली, १९९७.

MAJOR MANDATORY CORE COURSE: Evolution of Ideas and Institutions in Early India

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-512T Evolution of Ideas and Institutions in Early India	04	04	--

LEARNING OBJECTIVES:

The learning objectives of this course are as follows:

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 OUTCOMES:

After completion of the course students will be able to:

CO-1- Understand of the social economic and institutional bases of early India.

CO-2 Understand early Indian history.

CO -3 The glimpses of early Indian Institutions

CO-4 Understand the Political, Social and Economic Indian culture evolved by different ideas thought-out time

• COURSE CONTENT:

Unit I: Defining Early India (10 Hours)

Unit II: Historiography in Early India (17 Hours)

1. Orientalist
2. Colonial
3. Nationalist

Unit III: Sources (15 Hours)

1. Archaeological
2. Literary sources
3. Epigraphs

4. Foreign accounts

Unit IV: Political Ideas and Institutions

(18 Hours)

1. Politics, Republic State, Ganrajya
2. Lineage Pre-State Formations
3. Early State Formations: Mahajanapadas, Maurya, Deccan and South India
4. Administrative Institutions: The State Council, Sabha, Samitee.Vidhat,
5. Saptanga Theory

ESSENTIAL/RECOMMENDED READINGS:

1. Altekar, A.S., State and Government in Ancient India, Motilal Banarasidas, Delhi. 2016.
2. Gurukkal, R., Social Formations in Early South India, Oxford University Press, 2010
3. Jha, D.N., Ancient India in a Historical Outline, Manohar, 3rd enlarged edition, 2015. Parasher-Sen, Aloka (ed.), Subordinate and Marginal Groups in Early India, Oxford India Paperbacks, Second Edition, 2007.
4. Jha, D.N., Early India: A Concise History, Manohar, 2004.
5. Nambiar, K.G., A Cultural History of India and Pakistan, 1957.
6. Sahu, B.P. and Veluthat, K., History and Theory: The Study of State, Institutions and the Making of History, Orient BlackSwan, 2018.
7. Saletore, B.S., Ancient Indian Political Thought and Institutions, Asia Publishing House, 1963.
8. Sastri, K.A.N., History of South India, Oxford University Press, 1975.
9. Sayyad, Abdul, Latif, An Outline of the Cultural History of India, The Institute of Indo Middle East Cultural studies, Hyderabad, 1958.
10. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999

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१. झा.डी.एन.मौर्यत्तर व गुप्तकालीन राजस्व पद्धती” अनुवाद, देगुलकर गो.ब. डायमंड प्रकाशन, पुणे २००६.
२. झा.डी.एन. “प्राचीन भारत: एक ऐतिहासिक रूपरेषा” अनुवाद, पारधी मा. कृ. के सागर प्रकाशन, पुणे २००५.
३. कोसंबी डी.डी. “प्राचीन भारतीय संस्कृती व सभ्यता” डायमंड प्रकाशन,पुणे २००६.
४. शर्मा आर.एस. “प्राचीन भारताचा परिचय” अनुवाद, परांजपे, ओरीयंट लोग्मान, मुंबई २००७
५. शर्मा आर,एस. “एशन्ट इंडिया” अनुवाद, वासंती फडके, के सागर प्रकाशन, पुणे २००९.

MAJOR MANDATORY CORE COURSE: Maratha Polity

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-513T Maratha Polity	04	04	--

• **LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

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 OUTCOMES:**

After completion of the course students will be able to,

CO -1. Understand the administrative system of the Marathas.

CO -2. Get acquainted with the nature of Maratha Polity

CO -3. Understand the basic components of the Maratha administrative structure

CO -4. Understand the basic concepts of the Maratha polity

• **Course Content:**

Unit I: Defining the term ‘Maratha Polity’ **(10 Hours)**

Unit II: Nature of Sources **(16 Hours)**

1. Literary
2. Foreign
3. Archival
4. Miscellaneous

Unit III: Maratha State **(16 Hours)**

1. Ideological Background
2. Formation of the Maratha State
3. Nature

Unit IV: Administrative Structure**(18 Hours)**

1. Central Administration
2. Provincial Administration
3. Village Administration
4. Finical Administration
5. Military System

ESSENTIAL/RECOMMENDED READINGS:

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

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१. जोशी एस.एन., भिंगारे एल.एम. (संपा.) “आज्ञापत्र आणि राजनीती” पुणे, १९६०
२. कुलकर्णी अ. रा. “शिवकालीन महाराष्ट्र”, राजहंस प्रकाशन, पुणे, १९९३.
३. कुलकर्णी अ. रा., खरे ग.ह. (संपा.), “मराठ्यांचा इतिहास”, खंड १ ते ३, कॉन्टिनेन्टल प्रकाशन, पुणे १९८४
४. जोशी एस.एन. (संपा.), “छत्रपती शिवाजी राजे यांची बखर”, चित्रशाळा, पुणे १९६०.
५. मेहंदळे गजानन, “ श्री राजा शिवछत्रपती” खंड १ व २, मेहंदळे प्रकाशन, पुणे, १९९६

MAJOR MANDATORY CORE COURSE: Science and Technology in Early India

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-514T Science and Technology in Early India	02	02	--

- LEARNING OBJECTIVES**

The learning objectives of this course are as follows:

Students would know the source and development of astronomy and understand the origin and growth of mathematics in early India. They would identify the evolution of medicine in the period.

- COURSE OUTCOMES:**

After completion of the course students will be able to:

CO -1. The paper aims to acquaint the student with the scientific attitudes nurtured and developed by Indian scientists at Ancient period

CO- 2. It is hoped that the student will learn to analyses the philosophical back-ground of science, it implications in terms of technology

CO -3. To assessment the role of scientific progress in the process of modernization on India

- COURSE CONTENT:**

Unit-I: Sources for the study History of Science and Technology in India (4 Hours)

Unit- II: Technology in Pre- Historic Period (8 Hours)

Unit- III: Science and Technology in Indus Civilization (8 Hours)

Unit-IV: Development of Scientific thoughts in Ancient (6 Hours)

1. Astronomy

2. Mathematics

3. Medicine and Alchemy

4. Tools and Technology: Metallurgy, Architecture and craft

Unit- V: Traditional Indian Knowledge System (4 Hours)

ESSENTIAL/RECOMMENDED READINGS

1. Bag A. K. (ed.) History of Technology in India; Vol I, New Delhi, 1997.

2. Barnett L. D. Antiquities of India. 2021-22 M.A. I History

3. Bose, D.M., Sen, S.N. and Subbarayappa, B.V. (eds.), A concise History of Science in India, New Delhi, 1971.
4. Chattopadhyay D. P., History of Science and Technology in Ancient India The Beginning Calcutta, 1986.
5. Chattopadhyay D. P., History of Science and Technology in Ancient India-II - Calcutta, 1991.
6. Dagli Vadilal, Science and Technology in India; New Delhi, 1982.
7. Deepak Kumar, Technology and the Ray.
8. Dharampal, Indian Science and Technology in the 18th Century; Delhi, 1971.
9. Dutt R. C., A History of Civilization in Ancient India.
10. Garratt G. T., The legacy of India.
11. Gupta S. P., Modern India and Progress in Science and Technology; Delhi, 1979.
12. Habib, I., Technology in Medieval India 650-1750, Tulika Books.
13. Jaggi O. P., Scientists of Ancient India, Delhi, 1969.
14. Jaggi, O.P., Dawn of Indian Science, Delhi, 1969.
15. Jaggi, O.P., Dawn of Indian Technology, Delhi, 1969.
16. Kumar, Deepak, Science and the Raj (1857-1905), OUP, 2000.
17. Nanda B. R., Science and Technology in India; New Delhi, 1977.
18. Ray, P.C., The History of Hindu Chemistry, Cosmo Publication.
19. Ray A. And Bayrchi S. K., Technology in Ancient and Medieval India; Delhi, 1986.
20. Ray, A and Bagchi, S.K. (eds.), Technology in Ancient and Medieval India, Delhi, 1986.
21. S. Mohan and Ashok Jain, Science and Technology; New Delhi, 1999.
22. Sarkar Benoy Kumar, Hindu Achievements in Exact Sciences; 1918.
23. Satya Prakash, Founders of Sciences in Ancient - India.
24. Seal Brajendranath, The Positive Sciences of the Ancient Hindus, London, 1958.
25. Singh V. B., Economic History of India; Bombay, 1960

MAJOR ELECTIVES CORE COURSE: History of Deccan – Pre History Chalukyas

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-ME-515T History of Deccan – Pre History Chalukyas	04	04	--

• LEARNING OBJECTIVES:

The learning objectives of this course are as follows:

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 emphasizing the continuities and changes in terms of geographical and cultural conditions created by the rulers

• COURSE OUTCOMES:

After completion of the course students will be able to,

CO- 1. Study the administrative system of the Marathas.

CO- 2. Get acquaint with the nature of Maratha Polity

CO- 3. The basic components of the Maratha administrative structure

CO- 4. Understand the basic concepts of the Maratha Polity

• Course Content:**Unit-I: Prehistory of Deccana - brief survey****(15Hours)**

1. Petroglyphs

2. Sites and Settlements:

(Jorwe, Inamagaon, Daimabad)

Unit- II: Satavahana period**(15Hours)**

1.. Archaeological, Literary, Numismatic and Epigraphic sources

2. Reconstructing the political history

3. Society and economy

4. Religious practices – beginnings of land grants

5. Cultural legacy: Gatha Sattasai

6. Sculpture

Unit-III: Vakataka period**(15 Hours)**

1. Archaeological, Literary, Numismatic and Epigraphic sources
2. Reconstructing the political history
3. Society and economy
4. Cultural legacy: Ajanta

Unit-IV: Chalukya Period**(15 Hours)**

1. Archaeological, Literary, Numismatic and Epigraphic sources
2. Reconstructing the political history
3. Society and economy
4. Mobility and migration
5. Cultural legacy: Aiholes

• ESSENTIAL/RECOMMENDED READINGS:

1. Alchin, FR, Neolithic Cattle keepers of South India - A Study of the Deccan Ash Mounds, 1963
2. Ayyar, Subramanyam, Historical Sketch of Ancient Deccan, The modern printing works, Madras, 1917.
3. Bhandarkar, RG, Early History of , the Deccan down to the Muhammadan conquest, Bombay, 1884.
4. Burton, Stein, History of India, Wiley Blackwell, 1998
5. Fleet, J.F., Dynasties of Kanarese Districts; Bombay, 1896.
6. Jayaswal, K.P., Problems of Saka-Satavahana History; Patna, 1931.
7. K. Gopalchari, Early History of The Andhra Country, University of Madras, 1941
8. Majumdar, RC (ed.), The Classical Age, Bharatiya Vidya Bhawan, Bombay, 1954
9. Mujumdar, R.C., History and Culture of the Indian People; Vols. III and IV.
10. Murthy, Ramachandra, Megalithic Culture of the Godavari Basin, Delhi, 2000
11. Prasad, DurgaHistory of the Andhrasupto 1565 A. D., P.G.Publishers, Guntur
12. Ray,Niranjan, The Art And Architecture of Chalukya, D.B.Taraporewala Sons and Pvt. L

MAJOR MANDATORY CORE COURSE: Research Methodology

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-RM-501T Research Methodology	04	04	--

- LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

Understand the basic concepts of research, methodologies selection of research topics and research problem parameters research report and thesis.

- COURSE OUTCOMES:**

After completion of the course students will be able to,

CO -1. The process of research in History

CO- 2. Understand formulating hypothesis and its application to the research problem.

CO -3. Understand the types of research and its areas.

CO- 4. Understand Different Research Methodologies.

- COURSE CONTENT:**

Unit-I: Research

(15 Hours)

1. Definition and Meaning
2. Characteristics
3. Objectives'
4. Types of Research

Unit- II: Research Process

(15Hours)

1. Formulation of Research Problem
2. Determining the Hypothesis
3. Research Methodology
- 4 Searches for Reference Texts
5. Research Design

Unit- III: Synthetic Operations**(15 Hours)**

1. External Criticism
2. Internal Criticism
3. Analysis and Interpretation

Unit-IV: Footnotes and Bibliography**(10Hours)****Unit-V: Research Report and Research Article Writing****(5 Hours)****• ESSENTIAL/RECOMMENDED READINGS**

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
3. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
4. Chitnis K.N., Research Methodology in History
5. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History,
6. Mujumdar R.C., Historiography in Modern India, 1970.
7. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
8. Sen S.P.(Ed.), Historians and Historiography in Modern India, Calcutta,1973.
9. Shiekh Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1972.
10. Tikekar S.R., On Historiography, Mumbai, 1964.

F.Y.P.G. (History)
Syllabus for Semester- II

MAJOR MANDATORY CORE COURSE: Approaches to History

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-521T Approaches to History	04	04	--

- LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

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 OUTCOMES:**

After completion of the course students will be able to,

CO -1. Get adequate conceptual base bring better understanding of history and its forces.

CO -2. Existing paradigms and challenge the out dated.

CO -3. Understand research in terms of formulating hypotheses.

- Course Content:**

Unit I: Types of Indian History (15Hours)

1. Political and Economic Histories
2. Social and Cultural Histories
3. Food History

Unit II: Early Approaches to Historical Sciences (15 Hours)

1. Orientalism
2. Colonial
3. Nationalist
4. Cambridge
5. Marxist

Unit III: Later Approaches to Historical Sciences**(15Hours)**

1. Annales
2. Dakar
3. Feminist

Unit IV: Recent Developments**(15Hours)**

1. Myths, Folklore, Oral History
2. Local History
3. Environmental
4. Digital Turn

ESSENTIAL/RECOMMENDED READINGS:

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

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१. आठवले सदाशिव, “ इतिहासाचे तत्त्वज्ञान”, प्रज्ञा प्रक्षण, वाई १९८६
२. बगाडे उमेश, “दलित जाणिवांचे द्वंद्व”, सुगावा प्रकाशन, पुणे.
३. बगाडे उमेश, “महाराष्ट्रातील वर्ग- जाती प्रभुत्व”. सुगावा प्रकाशन, पुणे.
४. बेडेकर डी.के. “धर्मचिंतन” लोकवाड्मयगृह, मुंबई.
५. बेडेकर डी.के., “ललित चिंतन” लोकवाड:मय गृह, मुंबई
६. बेडेकर डी.के. ”समाज चिंतन“ लोकवाड्मयगृह, मुंबई.

**MAJOR MANDATORY CORE COURSE: Evolution of Ideas and Institutions in
Medieval India**

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-522T Evolution of Ideas and Institutions in Medieval India	04	04	--

• **LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

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 OUTCOMES:**

After completion of the course students will be able to,

CO -1. Examines the nature of Medieval Indian society, economy, State formations, and the main religious currents of the time

CO- 2 Understand continuation of the course on Ancient India.

CO -3. Understand of the nature of society, an the problems of the challenge to that society, through colonialism, at Later stage

• **COURSE CONTENT:**

Unit I: Defining Medieval India

(10Hours)

Units II: Sources: Perception, Limitations, Range

(15 hours)

1. Persian sources

2. Regional language sources

3. Foreign sources: Travelers' accounts, European records

Unit III: The state in Medieval India: Theoretical Aspects (15 Hours)

1. Modern theories of the medieval state: Theocracy, Feudal, Segmentary, Patrimonial-Bureaucratic
2. Medieval Theories of the State: Farabi, Ghazzali, Shukracharya, Barani, Abul Fazl, Ramachandrapant Amatya
3. Medieval State in Peninsular India - Chola, Bahamani, Vijayanagar

Unit IV: Administrative Systems (15 Hours)

1. Central and Provincial
2. Agrarian systems

Unit V: Mansabdari (5Hours)**• ESSENTIAL/RECOMMENDED READINGS:**

1. Alam, Muzaffar and Subrahmanyam, Sanjay, The Mughal State, Oxford India Paperbacks, 2000
2. Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002. Anderson, P., Passages from Antiquity to Feudalism, London, 1981.
3. Chandra, Satish, Medieval India (2 vols.), Har-Anand Publications Pvt. Ltd.,
4. Third Edition, 2006 (also available in Hindi)
5. Chitnis, K.N., Aspects of Society and Economy in Medieval India, Pune, 1979.

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१. चंद सतीश, “मध्ययुगीन भारत” खंड १ व २, केसागर प्रकाशन,
२. एन.चिटणीस के .“मध्ययुगीन भारतीय संकल्पना व संस्था”मुंबई ,भालचंद्र प्रिंटींग प्रेस, २००३
३. इरफान हबीब ,“मध्यकालीन भारत” एन.ती.बी., नवी दिल्ली २००७,
४. मॉर. लँड डब्ल्यू.एच., अनुवाद राजेंद्र बनहट्टी ,“अकबर ते औरंगजेब” डायमंड प्रकाशन २० पुणे ,
५. मॉर . लँड डब्ल्यू .एच.अनुवाद सुनंदा कोगेकर ,“अकबरकालीन हिंदुस्थान” डायमंड प्रकाशन ,पुणे २००६.
६. पगडी सेतूमाधवराव, “सुफी संप्रदाय तत्त्वज्ञान आणि कार्य” परचुरे प्रकाशन, मुंबई, १९५३

MAJOR MANDATORY CORE COURSE: Socio- Economic History of the Maratha

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-523T Socio- Economic History of the Maratha	04	04	--

- LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

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 OUTCOMES:**

After completion of the course students will be able to,

CO- 1. The socio-economic History of the Marathas in an analytical way

CO- 2. Get acquainted the student with the components of social structure and their functions

CO- 3. Understand the relationship between religion, caste, custom, traditions, class in 17th and 18th century Maratha Society

CO- 4. Understand aspects of economic life

CO -5. Trace the determinants of changes in social and economic life

- COURSE CONTENT:**

Unit 1: Defining Socio-Economic History

(10 Hours)

Unit 2: Social Institutions

(18 Hours)

1. Village Community
2. Social Stratification
3. Caste and Community
4. Fairs and Festivals

Unit 3: Agrarian System**(15 Hours)**

1. Types of land
2. Assessment of land
3. Methods of land revenue collection

Unit 4: Trade, Industries and Handicraft**(17 Hours)**

1. Centres of Trade
2. Trade Routes
3. Types of Coins, Handicraft
4. Banking Houses

ESSENTIAL/RECOMMENDED READINGS:

1. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic, Delhi, 2002.
2. Chitnis, K. N., Glimpses of Medieval Indian Ideas and Institutions; Pune, 1981.
3. Chitnis, K. N., Socio-Economic aspects of Medieval India; Pune, 1979.
4. Desai, Sudha, Social life in Maharashtra under the Peshwas Period; Bombay, 1980.
5. Desai, Sudha, Social life in Maharashtra under the Peshwas, Bombay, 1980
6. Divekar, V. D., Survey of Material in Marathi on the Economic and Social History of India.
7. Fukazawa, H., "State and Caste system (jati) in the eighteenth century Maratha Kingdom" in Integration in India (ed.); by Sinha, M. R. Bombay, 1971.
8. Fukazawa, H., Land and peasant in the eighteenth century Maratha Kingdom Histotahubashi Journal of Economics; VI (I), P, Pune, 1976.
9. Fukazawa, H., Rural Servants in the eighteenth Century Maharashtrian Village Hitotsubashi Journal of Economics; XII (2), 1972.
10. Gokhale, B. G., Poona in the Eighteenth Century : An Urban Study; Oxford, 1987

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१. अत्रे त्रिंबक नारायण, "गावगाडा" वरदा प्रकाशन, पुणे १९५२.
२. ओतूरकर आर. व्ही. "पेशवेकालीन सामाजिक व आर्थिक पत्रव्यवहार" पुणे, १९५०
३. जोशी एस. एन., "अर्वाचीन महाराष्ट्राच्या इतिहासातील राज्यकारभाराचा अभ्यास (१६००- १६८०)", पुणे विद्यापीठ, पुणे. १९६०.
४. जोशी एस. एन., भिंगारे एल.एम.(संपा.) "आज्ञापत्र आणि राजनीती" पुणे, १९६०.

ॡ. कुलकर्णी अ. रा., “शिवकालीन महाराष्ट्र”, राजहंस प्रकाशन, पुणे, १९९३

ॢ. कुलकर्णी अ.रा., खरे ग. ह. (संपा), “मराठ्यांचा इतिहास”, खंड १ ते ३, कॉन्टनेन्टनल प्रकाशन, पुणे,
१९८ॡ(खंड १), १९८ॡ(खंड २), १९८ॢ(खंड ३).

MAJOR MANDATORY CORE COURSE: Science and Technology in Medieval India

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-524T Science and Technology in Medieval India	02	02	--

- LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

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 modernization of India

- COURSE OUTCOMES:**

After completion of the course students will be able to,

- CO- 1. Get acquainted the student with the scientific attitudes nurtured and developed by Indian Scientists through the ages
- CO- 2. Learn to analyse the philosophical background of science, its Implications in terms of technology
- CO- 3. Assess the role of scientific progress in the process of modernization of India

- COURSE CONTENT:**

Unit-I: Sources for the study History of Science and Technology in Mediaeval India (5 Hours)

Unit-II: Impact of Foreigners on development of Science and Technology (8 Hours)

1. Arab
2. Turk
3. European

Unit-III: Medieval Indian attitudes towards Science Technology (8 Hours)

1. Astronomy
2. Metallurgy
3. Medicine
4. Technology: Agriculture, Textile, Metallurgy, Paper Making

Unit-IV: Contribution of Sawai Jaisingh of Jaipur**(5Hours)****Unit-V: Traditional Indian Knowledge System****(4 Hours)****• ESSENTIAL/RECOMMENDED READINGS:**

1. Bag A. K. (ed.) History of Technology in India; Vol I, New Delhi, 1997.
Barnett L. D. Antiquities of India
2. Bose, D.M., Sen, S.N. and Subbarayappa, B.V. (eds.), A concise History of
3. Science in India, New Delhi, 1971.
4. Chattopadhyay D. P., History of Science and Technology in Ancient India – The Beginning
Calcutta, 1986.
5. Chattopadhyay D. P., History of Science and Technology in Ancient India-II
Calcutta, 1991
6. Dagi Vadilal, Science and Technology in India; New Delhi, 1982.
Deepak Kumar, Technology and the Ray.
7. Dharampal, Indian Science and Technology in the 18th Century; Delhi, 1971.
8. Dutt R. C. A History of Civilization in Ancient India.
9. Garratt G. T., The legacy of India.
10. Gupta S. P., Modern India and Progress in Science and Technology; Delhi,
1979.
11. Habib, I., Technology in Medieval India 650-1750, Tulika Books.
12. Jaggi, O.P., Dawn of Indian Technology, Delhi, 1969.
13. Kumar, Deepak, Science and the Raj (1857-1905), OUP, 2000.
14. Nanda B. R., Science and Technology in India; New Delhi, 1977.
15. Bag A. K. (ed.) History of Technology in India; Vol I, New Delhi, 1997.
Barnett L. D. Antiquities of India
16. Bose, D.M., Sen, S.N. and Subbarayappa, B.V. (eds.), A concise History of
17. Science in India, New Delhi, 1971.
18. Chattopadhyay D. P., History of Science and Technology in Ancient India – The Beginning
Calcutta, 1986.
19. Chattopadhyay D. P., History of Science and Technology in Ancient India-II
Calcutta, 1991

20. Dagi Vadilal, Science and Technology in India; New Delhi, 1982.
Deepak Kumar, Technology and the Raj.
21. Dharampal, Indian Science and Technology in the 18th Century; Delhi, 1971.
22. Dutt R. C. A History of Civilization in Ancient India.
23. Garratt G. T., The legacy of India.
24. Gupta S. P., Modern India and Progress in Science and Technology; Delhi, 1979.
25. Habib, I., Technology in Medieval India 650-1750, Tulika Books.
26. Jaggi, O.P., Dawn of Indian Technology, Delhi, 1969.
27. Kumar, Deepak, Science and the Raj (1857-1905), OUP, 2000.
28. Nanda B. R., Science and Technology in India; New Delhi, 1977.
29. Ray, P.C., The History of Hindu Chemistry, Cosmo Publication.

MAJOR ELECTIVE CORE COURSE: Marathas in 17th and 18th Century: Power Politics

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-ME-525T Marathas in 17th and 18th Century:Power Politics	04	04	--

• **LEARNING OBJECTIVES:**

The learning objectives of this course are as follows:

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 analyses the Maratha expansionism and its significance in various spheres.

• **COURSE OUTCOMES:**

After completion of the course students will be able to,

CO-1: Understand the social, economic and institutional bases of Ancient India

CO-2: Understand of Ancient Indian history.

• **COURSE CONTENT:**

Unit -1: Origin and Basis of Maratha political power (5Hours)

Unit- 2: Ideologies and Institutions of the Marathas (5Hours)

1. Maharashtra Dharma

2. Swarajya

3. Watan

4. Saranjam

Unit-3: Nature of Maratha State (15Hours)

1. State in the 17th century

2. State in the 18th century

3. Excursus of theories on the state

Unit-4: Maratha Confederacy (10Hours)

1. Concept

2. Nature

Unit-5: Maratha Expansionism

(15Hours)

A. Conquest and Stay

(Malwa,Bundelkhand,Gujarat)

ESSENTIAL/RECOMMENDED READINGS:

1. Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002
2. Chandra, Satish, The Eighteenth Century in India:Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans, Kolkata, K.P. Bagchi, 1986.
3. Gordon, Stewart, Marathas, Marauders and State Formation in the 18th century Kadam, V.S., Maratha Confederacy
4. Marshall, P.J. (ed.), The Eighteenth Century in Indian History: Evolution or Revolution,OUP, New Delhi, 2003
5. Ranade M.G.,The Rise of Maratha Power,Bombay, 1900.Sinh, Raghubir, Malwa in Transition.

MAJOR MANDATORY CORE COURSE: Field Project in history

Course Code & Title	Credits	Credit distribution of the course	
		Theory	Practical
HI-MJ-527P Field Project in history	04		04

1. Visiting historical places and preparing reports (15 Hours)
2. Visiting Archaeological sites and preparing reports (15 Hours)
3. Visiting Museum sites and preparing reports (15 Hours)
4. Local history paper writing (15 Hours)