University of Pune  
HISTORY SYLLABUS  
M.A. Part I  
ANNUAL PATTERN

<table>
<thead>
<tr>
<th>M.A. Part I Section I</th>
<th>M.A. Part I Section II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core courses Compulsory Paper</strong></td>
<td><strong>Core courses Compulsory Paper</strong></td>
</tr>
<tr>
<td>1 History and its Theory</td>
<td>4 History and its Practice</td>
</tr>
<tr>
<td>2 Evolution of Ideas and Institutions in Ancient India</td>
<td>5 Evolution of Ideas and Institutions in Medieval India</td>
</tr>
<tr>
<td>3 Maratha Polity</td>
<td>6 Socio-economic History of the Marathas</td>
</tr>
</tbody>
</table>
| **Non-Core course**  
Any one of the following | **Non-Core course**  
Any one of the following |
| 1 Cultural History of Maharashtra | 3 Nature of Dalit Movement in Maharashtra |
| 2 History of Art and Architecture in India: Ancient Period | 4 History of Art and Architecture in India: Medieval Period |
Section I: Core Paper No. 1

Course Title: History and its Theory

Objectives

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base, bring better understanding of history and its forces, help interrogate existing paradigms and challenge the outdated, help in developing critique, help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain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

Course Content

1. History:
   a) Definition, nature, functions, concepts
   b) Modes of interaction with Humanities and Social Sciences

2. History and its theories
   a) Greco-Roman
   b) Church
   c) Arab

3. Emergence of Modern theories of history
   a) Rationalist, Romanticist, Idealist
   b) School of Scientific History
   c) Materialist Theory of history
   d) Positivism

4. Structuralism, Post-structuralism, Post modernism

5. Subaltern Studies

Select Readings

English

Encyclopaedia of Social Sciences

**Marathi**

SECTION II

Section II : Core Paper No. 4

Course Title: History and its Practice

Objectives

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base, bring better understanding of history and its forces, help interrogate existing paradigms and challenge the outdated, help in developing critique, help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain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

Course content

1. Defining Historical Research Methodology

2. Operations in Research Methodology
   a) Preliminary Operations: Choice of subject, preparation of outline
   b) Analytical Operations: Heuristics and Hermeneutics
   c) Synthetic Operations: Determining and grouping of facts, constructive reasoning
   d) Concluding Operations: Valid generalisations, footnotes and bibliography

3. Schools of History Writing
   1. Indian:
      a) Colonial
      b) Nationalist
      c) Marxist
      d) Subaltern

   2. Non-Indian:
      a) Cambridge
      b) Annales
      c) Dakar

4. Recent developments in methodology
   a) Myth, legend, folklore, oral history: their methodologies
   b) The linguistic turn in history: methodologies of Deconstruction, Post-structuralism, Post-modernism
Select Readings

English
*Encyclopaedia of Social Sciences History and Theory: Studies in the Philosophy of History* (Journal), Wesleyan University, USA.

Marathi
Deo, Prabhakar, *Ithias: Eka Shastra*
Kothekar, Shanta, *Ithias: Tattva ani Vyavahar*
Section I: Core Paper No. 2

Course Title: Evolution of Ideas and Institutions in Ancient India

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 content

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

2. Sources: Perceptions, Limitations, Range
   a) Archaeological
   b) Literary sources (Sanskrit, Prakrit, Pali; Religious, non-religious)
   c) Inscriptions
   d) Foreign accounts

3. Political Ideas and Institutions
   a) Lineage Polities (Rig Vedic)
   b) Pre-State formations (Janapadas, Mahajanapadas)
   c) Early State Formations (From Mahajanapadas to Maurya)
   d) Administrative Institutions (Kingship: Rajanya-Samrat, Sabha and Samiti to Council of ministers)
   e) Saptanga Theory

4. Social ideas and institutions
   a) Kin and Lineage society
   b) The emergence of caste based societies, marginalization and subordination
   c) Social protest and the emergence of new social and religious forms
   d) Concept of Kaliyuga and post-Mauryan social formations

5. Economy
   a) Pre-historic to Chalcolithic developments
   b) Development of Agriculture and Trade (Iron Age, Magadha, Gupta)
   c) Expanding Trade Economy
   d) The Mauryan State

6. Deccan and South India
   a) Sangam Age
   b) The emergence of states in the Deccan – the Satavahanas
   c) Urban economy
   d) Trade Networks
Select Readings

English

Jha, D.N., *Early India A Concise History*, Manohar
Thapar, R., *From Lineage to State*, Oxford India Paperbacks, 1990
Veluthat, K.,

Marathi

Jha, D.N., *Prachin Bharat* (in Hindi and Marathi)
Course Title: Evolution of Ideas and Institutions in Medieval India

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

Course content
1. Defining medieval India
   a) The Transition to the Medieval
   b) Historiography of the study of Medieval India

2. Sources: Perceptions, Limitations, Range
   a) Persian sources
   b) Regional language sources
   c) Foreign sources: Travellers’ accounts, European records

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
   a) State formation in peninsular India – Chola, Bahamani, Vijayanagar

4. Administrative Systems
   a) Central and Provincial
   b) Mansabdari

5. Medieval Indian society
   a) Social Mobility and Stratification in medieval India
   b) The emergence of new classes: Administrative, agrarian and mercantile classes in medieval India
   c) Bhakti and social change
   d) Sufism
   e) Towards a composite culture

6. Economic institutions
   a) Agrarian systems, north and south India
   b) Trade, internal and external
   c) Financial Institutions: Banking, Bills of Exchange
Select Readings

**English**

Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002.
Marshall, P.J. (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?*, OUP, New Delhi, 2003

**Marathi**

Section I: Core Paper No.3.

Course Title: Maratha Polity

Objectives

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

Course content

1. Defining the term ‘Maratha Polity’

2. Nature of Sources: Perceptions, Limitations, Range
   a) Literary
   b) Foreign
   c) Archival
   d) Miscellaneous

3. Maratha State
   a) Formation of the Maratha State
   b) Nature

4. Administrative Structure
   a) Administrative Structure of the Deccani Kingdoms: a brief survey
   b) Principles underlying Maratha Administration
   c) Central: the institution of kingship, theory, problem of legitimacy, Ashta Pradhan Mandal
   d) Provincial and Village: administrative units
   e) Fiscal administration: Public income and expenditure

5. Socio-Political Power Structure
   a) Religion
   b) Caste
   c) Gota
   d) Watan

6. Administration of Justice
   a) Sources of law
   b) Judicial structure – central, provincial
   c) Judicial institutions – political, traditional
   d) Crime and punishment – police

8. Military system
   a) Infantry
   b) Cavalry
   c) Navy
   d) Forts
Select Readings

English

Chandra, Satish, *Medieval India (Society, the jagirdari crisis and the village)*, Macmillan India Ltd., Madras, 1992.
Mahajan, T.T., *Maratha Administration in the 18th century*
Sen, S.N., *Military System of the Marathas*

Marathi

Joshi, S.N. and Bhingare, L.M. (ed.), *Adnyapatra ani Rajnitee*, Pune, 1960
Section II: Core Paper No. 6

Course Title: Socio-Economic History of the Marathas

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

Course Content

1. Defining socio-economic history
   a) Historiography of Socio-economic History.

2. Sources: Perceptions, Limitations, Range
   a) Literary
   b) Foreign
   c) Archival
   d) Miscellaneous

3. Village community
   a) Land Tenures
   b) Residents of the village
   c) Balutedari system

4. Social institutions
   a) Varna and caste
   b) Communities
   c) Marriage’
   d) Family

5. Social Stratification and mobility

6. Fairs and Festivals

7. Education
   a) Educational institutions
   b) Primary education
   c) Higher education

8. Agrarian System
   a) Types of land
   b) Assessment of land
   c) Methods of land revenue collection

9. Trade, Industries and handicraft

[12]
a) Centres of trade  
b) Trade routes  
c) Major and minor industries

10. Currency and Banking  
a) Types of coins  
b) Banking houses

Select Readings

**English**


**Marathi**

Section I: Optional Paper No. 1

Course Title: Cultural History of Maharashtra

Objectives:
To introduce the student to regional history within a broad framework of Indian culture; to enable the student to understand the internal dynamics of Marathi culture.

Course content

1. Defining the term 'culture'

2. Maharashtra as a cultural region
   a) Physical and geographical features
   b) Origin of Marathi people
   c) Nomenclature of Maharashtra
   d) Origin of Marathi language

3. Maharashtra Dharma
   a) Meaning
   b) Different views

4. Movements and cults: philosophy and teaching
   a) Nath
   b) Mahanubhav
   c) Varkari
   d) Ramdasi
   e) Datta
   f) Sufi
   g) Shakti

5. Literature
   a) Bhakti
   b) Bakhar
   c) Panditi
   d) Shahiri
   e) Folk

6. Interaction with Islamic Culture
   a) Language
   b) Literary forms
   c) Socio-cultural practices

7. Art and Architecture
   a) Art: Visual and Performing Art
   b) Architecture: Religious, Secular, Military
Select Reading

English


Mate, M.S., *Maratha Architecture*, University of Pune, Pune, 1959

Marathi


Panse, M.G., *Yadava Kalin Maharashtra*


Shenolikar, H.S., and Deshpande, P.N., *Maharashtracha Samajika – Sanskritika Itihas*.

Revised ed., K’ Sagar Publications, Pune,

Tulpule, S.G., *Panch Santa Kavi*, Pune, 198
Section II: Optional Paper No. 3

Course Title: Nature of Dalit Movement in Maharashtra

Objectives

The paper intends to provide an understanding of the changing position of Dalit at conceptual and practical level of social transformation, from 19th century till today. This paper also lays emphasis on Ambedkarian Movement, which marks an evolutionary phase in Dalit emancipation. It highlights the constitutional rights for safeguarding the interests of the oppressed. It takes into account Dalit literature, which provides space for understanding of Dalit consciousness and adds new dimensions in understanding ‘Dalit’.

Course content

1. Dr. Babasaheb Ambedkar's Ideology
   a) Social
   b) Economic
   c) Political
   d) Religious

2. Dr. Babasaheb Ambedkar's Movement
   a) Bahishkrit Hitakarni Sabha
   b) Mahad Satyagraha
   c) Simon Commission
   d) Round Table Conference and Poona Pact
   e) Kalaram Mandir Satyagraha
   f) Independent Labour Party
   g) All India Scheduled Caste Federation

3. Dr. Babasaheb Ambedkar and Constitution of India
   a) Role of Dr. Ambedkar in the making of the Indian Constitution
   b) Safeguards for Lower Castes
   c) Issue of the Hindu Code Bill


5. Nature of Post-Ambedkarian Movement

6. Dalit Consciousness and other Modes of Expression: a brief review
   a) Dalit Literature
   b) Press
   c) Ambedkari Jalase
   d) Dalit Rangbhumi
Select Readings

English

Robb, Peter (ed.), *Dalit Movement and the meaning of Labour in India*, Oxford University Press.

Marathi

Ganavir, Ratnakar, *Dr. Ambedkar Vicharadhan*, Bhusaval, 1982
Keer, Dhananjay, *Dr. Babasaheb Ambedkar*, Mumbai, 1984
Khairmode, Changdev Bhagwanrao, *Dr. Bhamrao Ramji Ambedkar Charitra*, Vols. 1-9, Mumbai
Kharat, P. O., *Dalit Katha, Ugam ani Vikas*, 1992
Kharat, Shankarrao, *Dr. Babasaheb Ambedkaranche Dharmantar*, 1966
Phadke, Bhalchandra, *Dr. Babasaheb Ambedkar*, Pune, 1985
Section I: Optional Paper No. 2.

Course Title: History of Art and Architecture in India: Ancient Period

Objectives

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

Course Content

1. Stone Age Art

2. Bronze Age Art and Architecture: proto-historic settlement art and architecture
   a) Proto-historical settlements – Neolithic to Copper age
   b) Harappan Age (3500BC – 2000 BC)

3. Early Indian Art and Architecture
   a) Mauryan art and architecture: Northern India, Eastern India
   b) Sunga-Satavahana art and architecture: Northern India, Eastern India, Western India, South India
   c) Saka-Kushana art and architecture: Mathura School, Gandhara School, Amaravati School

4. Classical Indian Art and Architecture
   a) Gupta art: Mathura style, Sarnath style
   b) Vakataka art
   c) Early Chalukya art

5. Late Classical Indian Art and Architecture
   a) Rashtrakuta Art
   b) Gurjara-Pratihara art
   c) Pallava art
   d) Pala art

Select Readings:

English

Dhawalikar M.K., Late Hinayan caves of Western India, Deccan College Post Graduate and Research Institute Pune, 1984.
Deglurkar, G.B., Temple Architecture and sculpture in Maharashtra, Nagpur, 1974
Saundarajaran, K.V., The Cave Temples of the Deccan, Archeological Survey of India, 1881, New Delhi
Nagaraju, S., Buddhist Architecture of Western India, Agamkala prakashan, Delhi, 1981

**Marathi**

Mate, M.S, *Prachin Bharatiya Kala*, Pune
Section II: Optional Paper No. 4.

Course Title: History of Art and Architecture in India: Medieval Period

Objectives

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

Course Content

Hindu tradition:

1. Northern India: Art and Architecture
   a) Paramara
   b) Chandela
   c) Pala-Sena

2. Western India: Art and Architecture
   a) Western Chalukya and Solanki
   b) Western Indian Manuscript painting

3. Southern India: Art and Architecture
   a) Chola
   b) Pandya
   c) Hoysala
   d) Vijayanagar
   e) Kakatiya
   f) Nayaka
   g) Kerala

Muslim Tradition:

4. Sultanate Art and Architecture
   a) Delhi
   b) Regional styles
      i) Deccan
      ii) Gujarat
      iii) Malwa
      iv) Bengal

5. Mughal Art and Architecture
   a) Mughal Architecture: Fatehpur Sikri, Agra, Delhi
   b) Bijapur Architecture
   c) Mughal Painting
   d) Later Mughal painting: Provincial schools
   e) Rajasthani painting
   f) Pahari painting

[20]
Select Readings

Brown, Percy, Indian Painting under the Mughals, A.D. 1550-1750, Oxford, 1924.
Barett, D. & Gray, B., Paintings of India, Lausanne, 1963.
Krishnadasa Rai, Mughal Miniatures, New Delhi, 1955.
Mehta, N.C., Studies in Indian Paintings, Bombay, 1926.
Saraswati, S.K., Glimpses of Mughal Architecture, Calcutta, N.D.