University of Pune

M.A. SYLLABUS FOR SEMESTER AND CREDIT PATTERN.( M.A. Part I)

COURSE STRUCTURE

SEMESTER I & II

Core Courses – Sem- I

1. History and its Theory
2. Evolution of Ideas and Institutions in Ancient India
3. Maratha Polity

Optional courses (any 1)

1. Cultural History of Maharashtra
2. History of Medieval Deccan, 1295-1724
3. Social Background of Dalit Movement in Maharashtra
4. History and Philosophy of Science and Technology (Developments in the West)
5. U.S.A.: From Isolation to Hegemony
6. History of Art and Architecture in India: Ancient Period

SEMESTER II

Core Courses

4. History and its Practice
5. Evolution of Ideas and Institutions in Medieval India
6. Socio-economic History of the Marathas

Optional courses (any 1)

7. Marathas in 17th and 18th century Power Politics
8. Nature of Dalit Movement in Maharashtra
9. Economic History of Medieval India
10. Peasant Movements in India (Medieval and Modern)
11. History of Art and Architecture in India: Medieval Period
12. History of Science and Technology in India
Semester I: Core Paper No. 1

Credits: 4

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base, bring better understanding of history and its forces, help interrogate existing paradigms and challenge the outdated, help in developing critique, help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain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


Semester I: Core Paper No. 2

Credits: 4

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)
Semester I: Core Paper No.3.

Credits: 4

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 Rajniete*, Pune, 1960
Semester I: Optional Paper No. 1

Credits: 4

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

Gosavi, R.R., *Maharashtratil Panch Bhakti SampradayakaRv*
Karve, Iravati, *Marathi Samskruti*.
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
Semester I: Optional Paper No. 2

Credits: 4

Course Title: History of Medieval Deccan (1295-1724)

Objectives

The course aims at making the student aware of the developments in the region, and to locate the history of Maharashtra in the context of the regional history of the Deccan as a whole.

Course Content

1. Defining the term ‘Medieval Deccan’

2. Brief background of political history
   a) Reddy Kingdom of Andhra
   b) Bahmani
   c) Farukhi
   d) Vijayanagar
   e) Marathas

3. Polity (under Bahmani, Vijayanagar and the Marathas)
   a) Nature of State
   b) Administrative Structure
   c) Military System

4. Society (under Bahmani, Vijayanagar and the Marathas)
   a) Village Community
   b) Caste, class
   c) Urban life

5. Economy (under Bahmani, Vijayanagar and the Marathas)
   a) Agricultural sector
   b) Non-agricultural sector: handicrafts, small industries
   c) Trade and commerce
   d) System of taxation
   e) Coinage

6. Art and Architecture (under Bahmani, Vijayanagar and the Marathas)
   ii) Art
      a) Sculpture
      b) Painting
   iii) Architecture
      a) Religious
      b) Military
      c) Domestic
      d) Public
Select Readings

Radhey Shyam, *The Kingdom of Ahmednagar*, Motilal Banarsidas, Delhi, 1966
Semester I: Optional Paper No. 3

Credits: 4

Course Title: Social Background of Dalit Movement in Maharashtra

Objectives:

This paper is designed to highlight a relatively neglected part of social history; it is an attempt to provide voice to the history of the oppressed. It defines and provides understanding of various concepts, further explains the caste system and evil practices like untouched ability and its rigidification in ancient and medieval times. It lays emphasis on the earlier forms of protest by Buddhism, Jainism and later by Bhakti movement, in the medieval period especially in Maharashtra, which lays the foundation for social awareness and renaissance of the per Ambedkarian period.

Course content

1. Emergence of caste system: a Brief survey

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

3. Historical Background of Protest
   a) Buddhism
   b) Jainism

4. Bhakti Movement
   a) Efforts of Medieval Saints
   b) Chokhamela, Soyarabai, Karmamela and Banka

5. Pre-Ambedkar socio-religious reform movements
   a) Mahatma Phule and Satyashodhak Samaj
   b) Vitthal Ramji Shinde
   c) Rajarshi Shahu Maharaj
   d) Gopal Baba Walangkar
   e) Shivaram Janba Kamble
   f) Kisan Faguji Bansode

Select Readings

English
Keer, Dhananjaya, Mahatma Jyotiba Phule, Popular Prakashan,
Desai, Sudha, Social Life under the Peshwas
Chentha- rasseyo, T.H. P, Ambedkar in Indian History.
Political thoughts of Dr. B.R. Ambedkar

Marathi
Atre, Truimbak Narayan, Gav-Gada, Mumbai, 1959
Dandge, Manorama, *Prachin wa Madhyayugin Bharatacha Itihas*, Amaravati, 2004
Kausalyayan, Bhadant Anand, *Manusmriti Ka Jalani Geli?*, Nagpur
Khairmode, Changdev Bhagvanrao, *Dr. Bhimrao Ramji Ambedakr Charitra*, Vols. 1-9, Mumbai
Kosare, H.L., *Vidarbhatil Dalit Chalvalisha Itihas*, Nagpur, 1984
Moon, Vasant, *Madhyaprant Varhadatil Ambedkarpurva Dalit Chalwal*
Semester I: Optional Paper No. 4

Credits: 4

Course Title: History and Philosophy of Science and Technology
(Developments in the West)

Objectives

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

Course content

1. What is Science
   a) Definition of Science and Technology, Scientific Method
   b) Philosophy of Science

2. Science and Technology in Ancient Civilizations
   a) Egypt
   b) Mesopotamia
   c) Greece
   d) Rome
   e) China

3. Medieval Period
   a) Dark Ages in Europe
   b) Church and Science
   c) Renaissance Science: Leonardo da Vinci

4. The Copernican Revolution in Astronomy

5. Development of Modern Science and Scientific Method
   a) The Galilean Revolution’
   b) Newton

6. Growth of Technology
   The Industrial Revolution and its impact

7. Darwinism and its Impact

8. Nature of scientific progress in the 20th century

9. Impact of Science and Technology: intellectual, social and economic

Select Readings
Butterfield, H., *The Origins of Modern Science (1300-1800)*
Farrington, B., *Greek Science: Thales to Aristotle*.
Jeans, James, *The Growth of Physical Science*.
Larsen, Egon, *A History of Invention*.
Mason, S.F., *Main Currents of Scientific Thought*
Russell, B., *The Impact of Science on Society*.
Sarton, G., *A History of Science*.
Taylor, Sherwood, *A Short History of Science*
Semester I: Optional Paper No. 5

Credits: 4

Course Title: U.S.A.: From Isolation to Hegemony (1865-1989)

Objectives

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

Course content

1. A Brief Survey of U.S. foreign policy, 1789-1900
   a) USA and Latin America
   b) USA and Japan
   c) USA and China

2. US Foreign Policy, 1901-1914

3. USA and World War I
   a) Fourteen points of Woodrow Wilson
   b) Paris Peace Conference

4. From Isolation to Intervention, 1919-1945
   a) USA and League of Nations
   b) Washington Conference
   c) US Foreign Policy during World Depression
   d) Pearl Harbour
   e) USA and World War II

5. Formation of U.N.O.: Role of the U.S.A.

6. US Foreign Policy during Cold War

7. US Foreign Policy after the end of Cold War

Select Readings

English

Robinson, W.I., Promoting Polyarchy: Globalization, US Intervention and Hegemony,

**Marathi**

Bhaure, N.G., and Dev Pujari, *Amerikeche Itihas*
Kothekar, Shanta, *Amerikechya Sangharajyacha Itihas*, Nagpur
Semester I: Optional Paper No. 6.

Credits: 4

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) Rashtrkuta 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
Saundarajjan, 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
Semester II: Core Paper No. 4

Credits: 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, *Itihas: Eka Shastra*
Kothekar, Shanta, *Itihas: Tattva ani Vyavahar*
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
   c) 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

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
   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

Desai, Sudha, *Social life in Maharashtra under the Peshwas*, Bombay, 1980

Marathi

Semester II: Optional Paper No. 7

Credits: 4

Course Title: Marathas in 17th and 18th Century Power Politics

Objectives

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

Course Content

1. Origin and Basis of Maratha political power

2. Ideologies and Institutions of the Marathas
   a) Maharashtra Dharma
   b) Swarajya
   c) Watan
   d) Saranjam

3. Nature of Maratha State
   a) State in the 17th century
   b) State in the 18th century
   c) Excursus of theories on the state

4. Maratha Confederacy
   a) Concept
   b) Nature

5. Maratha Expansionism
   I. Conquest and Stay
      a) Malwa
      b) Bundelkhand
      c) Gujarat
      d) North Karnataka
      e) Orissa

   II. Sphere of Influence
      a) Bengal and Orissa
      b) Rajasthan
      c) Antarveda

6. Incorporation of Maratha State into colonial state

Select Readings

Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002
Gordon, Stewart, *Marathas, Marauders and State Formation in the 18th century*.
Kadam, V.S., *Maratha Confederacy*.

**Marathi**

Semester II: Optional Paper No. 8

Credits: 4

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.
Keer, Dhananjay, Dr. B.R. Ambedkar Life and Mission. Popular Prakashan Pvt. Ltd.
Vakil, A.K., Reservation Policy and Scheduled Castes in India, Ashis Publishing House, New Delhi

Marathi

Ganavir, Ratnakar, Dr. Ambedkar Vicharadhan, Bhusaval, 1982
Keer, Dhananjay, Dr. Babaheb Ambedkar, Mumbai, 1984
Keer, Dhananjay, Rajarshi Shahu Chhatrapati, Mumbai, 1992
Khairmode, Changdev Bhagwanrao, Dr. Bhimrao Ramji Ambedkar Charitra, Vols. 1-9, Mumbai
Kharat, P. O., Dalit Katha, Ugam ani Vikas, 1992
Kharat, Shankarrao, Dr. Babasaheb Ambedkarancha Dharmantar, 1966
Kshirsagar, Ramachandra, Bharatiya Republican Paksha, Aurangabad, 1979
Phadke, Bhalchandra, Dr. Babasaheb Ambedkar, Pune, 1985
Semester II: Optional Paper No. 9.

Credits: 4

Course Title: Economic History of Medieval India

Objectives

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

Course Content:

1. Defining economic history

2. Agrarian systems
   a) Early medieval systems: land grants
   b) Agrarian systems of the sultanate: land revenue policies, the iqta system
   c) Mughal land revenue systems
   d) Jagirdari system, the zamindars

3. Trade
   a) Intra-regional, inter-regional, external trade
   b) Trade routes
   c) Banjaras and internal trade
   d) The south Indian guilds
   e) Impact of the Europeans
   f) Currency and banking, hundis
   g) Urbanisation

4. Industries
   a) Textile Industry
   b) Dyeing industry
   c) Saltpetre industry

5. Taxation
   a) Customs duties
   b) Tolls

Select Readings

English


[30]

**Marathi**

Semester II: Optional Paper No. 10.

Credits: 4

Course Title: Peasant Movements in India (Medieval and Modern)

Objectives:

This course attempts to study various approaches to peasant revolts and movements, so as to help the student to understand characteristics of peasant societies.

Course Content:

1. Theories about the peasantry
   a) Marx, Mao

2. Stratification among peasants
   a) Rich, middle, poor, landlords
   b) khudkashta, pahikashta, upari, mirasi, jajman

3. Peasant revolts in Medieval India
   a) Sultanate
   b) Mughal

4. Peasant revolts in Modern India
   a) Bengal
   b) Deccan

5. The formation of the Kisan Sabhas (till 1950)
   a) Change in the nature of peasant movements
   b) Champaran, Eka, Tebhaga and Telengana

Select Readings:

Dhanagre, D.N., Peasant Movements in India.
Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India.
Habib, I., Agrarian System of Mughal India.
Hardiman, David, Peasant Movements in India.
Kumar, Dharma (ed.), Cambridge Economic History of India, Vol. II
Kumar, Ravindra, Western India in the 19th century.
Lahiri, A., The Peasant in India’s Freedom Movement.
Moreland, W.H., Agrarian System of Moslem India.
Subaltern Studies: Writings on South Asian History and Society – relevant volumes.
Semester II: Optional Paper No. 11.

Credits: 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

Select Readings

Semester II: Optional Paper No. 12

Credits: 4

Course Title: History of Science and Technology in India

Objectives

To acquaint the student with the scientific progress made by Indians through the ages, to analyses the nature of Indian science and technology and its social implications and to assess the role of scientific progress in the process of modernisation of India.

Course content

1. Technology in the Indus Civilization

2. Science and Scientific Thought in Ancient India
   a) Astronomy
   b) Mathematics
   c) Medicine

3. Science in Medieval India
   Medicine, Nature Studies, astronomy – Contributions of Sawai Jaisinh of Jaipur

4. Technology in Medieval India.
   Agricultural, Textile, Metallurgy, Irrigation.

5. Introduction of Western science and technology in India
   a) Surveys, Science education, scientific organization scientific Institutions in British India.
   b) Railway telegraph.

6. Impact of Western science and Technology in India.

7. Science policy under the British

8. Science Policy of Independent India till 1964
   a) Jawaharlal Nehru’s contribution
   b) Scientific institutions for the promotion of science

9. Indian Science and Technology: Recent Developments (Brief Review).
   Survey of recent development in science and technology (till 2004), Atomic energy, Green Revolution, computer technology, space science programme.

Select Readings: