



**SOPHIA COLLEGE FOR WOMEN
(AUTONOMOUS)**

Affiliated to

UNIVERSITY OF MUMBAI

Programme: History

Programme Code: SBAHIS

F.Y.B.A.

2022-23

(Choice Based Credit System with effect from the year 2018-19)

Programme Outline : FYBA (SEMESTER I)

Course Code	Unit No.	Name of the Unit	Credits
SBAHIS101		ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE.	3
	1	Harappan Civilisation	
	2	Vedic Age	
	3	India after 6 th Century BCE	
	4	Rise of New Religions	
	5	Mauryan Period	
SBAHIS102		ARCHAEOLOGY AND MUSEOLOGY	2
	1	Definition and scope of Archaeology; Archaeology in Indian context	
	2	Methods in Archaeology	
	3	Museology in India	
	4	Functions of Museums	

Programme Outline : FYBA (SEMESTER II)

Course Code	Unit No.	Name of the Unit	Credits
SBAHIS201		ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE.	3
	1	Post-Mauryan period	
	2	Gupta Empire	
	3	Post-Gupta Period in North India	
	4	Deccan and South India	
	5	Sources	
SBAHIS202		ASPECTS OF INDIAN ARCHAEOLOGY	2
	1	Epigraphy	
	2	Numismatics	
	3	Rock Cut Architecture	
	4	Temple Architecture	

Preamble:

History is the study of a part of the past. This study gives society a connection to its past and a sense of belonging. This knowledge also enables people to better understand how perceptions, ideologies and

beliefs inform the decision-making process at all levels. This in turn may enable society to be sensitive and humane, while promoting reforms, drafting policies and seeking change.

The objective of the B.A. History degree course is to educate the learner about key events that have taken place in India and globally. The learning includes understanding not just the event, but the context in which it occurred and how it impacted society. To achieve this objective, the Department has designed the syllabi keeping in mind the diverse backgrounds of the students and need to bring them to the same level. The content of the syllabi covers international, national, regional and local history.

The knowledge gained through lectures is substantiated and enriched through the use of maps, videos, field trips, articles, assignments, class discussions and student presentations. Additional resources are posted in the Google Classroom and our social media pages.

The learner will be able to prepare for competitive tests; pursue higher studies in History and allied disciplines; and have acquired basic skills and training in research. The study of History will enable the learner to take up careers for which the knowledge and skills provided by this discipline will be crucial to achieving success.

PROGRAMME OBJECTIVES

PO 1	Develop an understanding of the major events in the history of India, at a national, regional and local level, as well as a global level from the past to the end of the 20 th century
PO 2	Develop an understanding of the major events in world history from c. 1300s till the start of the 21 st century.
PO 3	Prepare learners for post-graduate studies in History and Allied Subjects, and a career in fields ranging from teacher and civil services to museum curator, archivist, researcher, archaeologist and others.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	The learner will be able to identify key events that have shaped India and the World.
PSO 2	The learner will be able to draw parallels and perceive connections between contemporary events and the past.
PSO 3	The learner will be able to pursue higher studies in history and allied subjects and careers in which the knowledge of history is essential.

SEMESTER 1

NAME OF THE COURSE	ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE.	
CLASS	FYBA	
COURSE CODE	SBAHIS101	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To understand the political, socio-economic and cultural developments in that took place in Ancient India.
CO 2.	To appreciate of the rich cultural heritage in India in learners.
CO 3.	To inform about the different sources of the history of Ancient India.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to identify the main developments in ancient India
CLO 2.	The Learner will be able to understand the periodisation and chronology of Early Indian History.
CLO 3.	The Learner will be able to discuss socio-cultural and economic conditions of that period.

UNIT 1	Harappan Civilisation (12 LECTURES)
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	Extent, Town Planning, Society, Economy, Religious Life, Script, Arts and Crafts, Decline of the Civilisation.
UNIT 2	Vedic Age (12 LECTURES)
	Polity, Economy, Society, Religion
UNIT 3	India after 6 th Century BCE (12 LECTURES)
	Age of the Mahajanapadas; Persian and Greek Invasions
UNIT 4	Rise of New Religions (12 LECTURES)
	Buddhism; Jainism
UNIT 5	Mauryan Period (12 LECTURES)
	Chandragupta and Ashoka; Mauryan Administration

REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C to AD 1200, Routledge, 2007.
- Basham, A.L., The Wonder that was India, Macmillan, 1967.
- Basham, A.L., (ed.) A Cultural History of India, OUP, 1975.
- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to AD 1300, Oxford University Press, 1996.
- Chandra, Moti, Trade and Trade Routes in Ancient India, Abhinav Publications, 1977. D. Devahuti, Harsha: a political study, OUP, London, 1970.
- Gayal, Shankar, Imperial Guptas, A Multidisciplinary Political Study, Kusamanjali Book world, 2005.
- Gayal, Shankar, Harsha: A Multidisciplinary Political Study, Kusamanjali Book world, 2006.
- Craven, Roy C., Indian Art: a Concise History, Thames and Hudson, London, 1976.
- Kosambi, D.D., The Culture and Civilization of Ancient India in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
- Majumdar, R.C., Pusolker, A.D., Majumdar, A.K, The Classical Age, Bharatiya Vidhya Bhavan, Mumbai, 1997.
- Majumdar, R.C., Ancient India, Motilal Banarasidas, 1964.
- Possehl, Gregory L., The Indus Civilisation- A Contemporary Perspective, AltaMira Press, 2002.
- Sastri, Nilakanta.K.A., A Comprehensive History of India, Vol. 2: The Mauryas and Satavahanas (325 BC to AD 300), Orient Longmans, 1957.
- Sastri, Nilakanta.K.A., A History of South India, Fourth Edition, Oxford University Press, 1976.
- Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.

- Thapar, Romila, Ancient Indian Social History: Some Interpretations, Orient Longmans Ltd., 1978.
- Thapar, Romila (ed), Recent perspectives of Early Indian History, Popular Prakashan, 1995.
- Thapar, Romila, Interpreting Early India, Oxford University Press, 1992.

NAME OF THE COURSE	ARCHAEOLOGY AND MUSEOLOGY	
CLASS	FYBA	
COURSE CODE	SBAHIS102	
NUMBER OF CREDITS	2	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To create an awareness in the theoretical foundation of Archaeology.
CO 2.	To teach the basics of field Archaeology and dating methods.
CO 3.	To develop interest and create awareness about the theoretical foundation of Museology.
CO 4.	To learn about the basic functions of a museum.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to understand the importance of Archaeology and its methods.
CLO 2.	The Learner will be able to have a greater awareness about museums and their functions.
CLO 3.	The Learner will be able to gain insights about antiquities and their importance as a source of history.

UNIT 1	Definition and scope of Archaeology; Archaeology in Indian context (15 LECTURES)
1.1	Definition, Aim and History of Archaeology in India
1.2	Archaeology and History (Pre-History, Proto-History, and Early Historical Period)
1.3	Archaeology and other Subjects
UNIT 2	Methods in Archaeology (15 LECTURES)
2.1	Exploration
2.2	Excavation
2.3	Dating Methods (Relative and Absolute Dating Methods)
UNIT 3	Museology in India (15 LECTURES)
3.1	Definition, Aims and Objectives
3.2	Types of Museums
3.3	Role of the Curator
UNIT 4	Functions of Museum (15 LECTURES)
4.1	Acquisition
4.2	Preservation
4.3	Types of Exhibitions (Permanent and Temporary); Display techniques

REFERENCES:

- Allchin, Briget, and Raymond, The Rise of Civilization in India and Pakistan, Cambridge University Press, 1996.
- Allchin, F. R., Archaeology of Early Historic South Asia, The Emergence of Cities and States, Cambridge University Press, 1995.
- Chakrabarty, D. K., A History of Indian Archaeology: From Begging to 1947, Munshiram Manoharlal, 1988.
- Daniel, G., A Short History of Archaeology, Thames and Hudson, 1981.
- Dhawalikar, M. K., Historical Archaeology of India, Books and Books, 1999.
- Dhawalikar, M. K., Indian Protohistory, Books and Books, 1997.

- Rajan, K., Archaeology: Principles and Methods, Pathippakam Publication, 2002.
- Raman, K. V., Principles and Methods in Archaeology, Parthajan Publication, 1991.
- Agarwal, O.P., Essentials of Conservation & Museology, Sandeep Prakashan, 2007.
- Biswas, T.K., Museum & Education, New Age International, 1996.
- Caulton, T., Hands-On Exhibitions: Managing Interactive Museums and Science Centres (Heritage: Care-Preservation-Management), Routledge, 1998.
- Harinarayana, N., and Jeyaraj, V. (Eds.), Care of Museum Objects, The Commissioner of Museums, Government Museum, Chennai, 1995.
- Jeyaraj, V., Handbook on Conservation in Museums, The Commissioner of Museums, Government Museum, Chennai, 2002.

SEMESTER 2

NAME OF THE COURSE	ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE.	
CLASS	FYBA	
COURSE CODE	SBAHIS201	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To understand the political, socio-economic and cultural developments that took place in Ancient India.
CO 2.	To inculcate an appreciation of the rich cultural heritage in India in learners.
CO 3.	To acquaint the learner with the different sources of the history of Ancient India.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will have gained an understanding of the history of Ancient India.
CLO 2.	They will be able to understand the periodisation and chronology of Early Indian History.
CLO 3.	They will have gained an insight into the socio-cultural and economic conditions of that period.

UNIT 1	Post-Mauryan period (12 LECTURES)
	Shungas; Satavahanas; Kushanas
UNIT 2	Gupta Empire (12 LECTURES)
	Rise and growth of the Empire, Administration, Classical Age
UNIT 3	Post-Gupta Period in North India (12 LECTURES)
	Harshavardhana; Rise of the Rajputs; Arab invasion of Sind
UNIT 4	Deccan and South India (12 LECTURES)
	Chalukyas of Badami; Pallavas; Rashtrakutas; Cholas; Art and Architecture
UNIT 5	Sources (12 LECTURES)
	Archaeological Sources; Literary Sources, including Writings of Foreign Travellers

REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C to AD 1200, Routledge, 2007.
- Basham, A.L., The Wonder that was India, Macmillan, 1967.
- Basham, A.L., (ed.) A Cultural History of India, OUP, 1975.
- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to AD 1300, Oxford University Press, 1996.
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- Gayal, Shankar, Imperial Guptas, A Multidisciplinary Political Study, Kusamanjali Book world, 2005.
- Gayal, Shankar, Harsha: A Multidisciplinary Political Study, Kusamanjali Book world, 2006.

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- Majumdar, R.C., Pusolker, A.D., Majumdar, A.K, The Classical Age, Bharatiya Vidhya Bhavan, Mumbai, 1997.
- Majumdar, R.C., Ancient India, Motilal Banarasidas, 1964.
- Possehl, Gregory L., The Indus Civilisation- A Contemporary Perspective, AltaMira Press, 2002.
- Sastri, Nilakanta.K.A., A Comprehensive History of India, Vol. 2: The Mauryas and Satavahanas (325 BC to AD 300), Orient Longmans, 1957.
- Sastri, Nilakanta.K.A., A History of South India, Fourth Edition, Oxford University Press, 1976.
- Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.
- Thapar, Romila, Ancient Indian Social History: Some Interpretations, Orient Longmans Ltd., 1978.
- Thapar, Romila (ed), Recent perspectives of Early Indian History, Popular Prakashan, 1995.
- Thapar, Romila, Interpreting Early India, Oxford University Press, 1992.

NAME OF THE COURSE	ASPECTS OF INDIAN ARCHAEOLOGY	
CLASS	FYBA	
COURSE CODE	SBAHIS202	
NUMBER OF CREDITS	2	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To create an awareness of the theoretical understanding of sources of Indian History.
CO 2.	To understand the importance of sources of Indian History.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learners will be able to develop meticulous and scientific methods of studying sources of history.
CLO 2.	The Learners will be able to have an increased sensitivity and social responsibility toward historical shreds of evidence.
CLO 3.	The Learners will be able to understand, analyse, and interpret historical sources.

UNIT 1	Epigraphy (15 LECTURES)
1.1	Definition and History of Indian Epigraphy
1.2	Types of Inscriptions and Their Significance
1.3	Ancient Indian Scripts: <i>Brahmi, Kharoshthi</i>
UNIT 2	Numismatics (15 LECTURES)
2.1	Definition and History of Indian Numismatics
2.2	Ancient Indian Coinage: Select Study of Indian Coinage
2.3	Contribution of Numismatics to Indian History
UNIT 3	Rock Cut Architecture (15 LECTURES)
3.1	Development of Rock Cut Architecture
3.2	Phases of Rock Cut Architecture, Monolithic
3.3	Select Study: Kailasa, Bhaja, Elephanta caves
UNIT 4	Temple Architecture (15 LECTURES)
4.1	Temple architecture and its five development stages
4.2	Styles of temples: Nagar, Dravida, Vesara and Bhumija
4.3	Styles of Dravidian Temple Architecture

REFERENCES:

- Dani, A.H., Indian Paleography, Munshiram Manoharlal, 1986.
- Gupta, S. P., & Ramchandran, K. S., The origin of Brahmi Script. D.K. Publications, 1979.
- Katti, M. N., (Ed.), Studies in Indian Epigraphy, Vol. III to Vol. XX (from year 1979 to 1994).
- Burnette, Andrew, Coins, British Museum Press, 1991.
- Chakraborty, S. K., A Study of Ancient Indian Numismatics, Mymensingh, 1931.
- Goyal, S.R., Indigenous coins of Early India, Kusumanjali Prakashan, 1994.
- Soundara Rajan, K.V. Caves Temples of the Deccan, Archaeological Survey of India, 1981.
- Dhavlikar, M.K., Late Hinayana caves of western India, Deccan College Post Graduate & Research Inst., 1984.
- Shah, Viraj, Jaina rock-cut caves in western India: with special reference to Maharashtra, Vol. I & II, Agam Kala Prakashan, 2008.
- Acharya, P. K., Indian Architecture According to Manasara-Shilapshastra, Oxford University Press, 1927.
- Bose, N. K., Orissan temple Temple Architecture (Vastushastra) [With Sanskrit text and English translation), Bharatiya Kala Prakashana, 2001.
- Brown, Percy, Indian Architecture (Buddhist and Hindu Period), D. B. Tarporewala, 1959.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

1. A minimum of three activities will be given in each semester.
2. Each will be for 25 marks.
3. The marks of the best two will be counted towards the final IA assessment.
4. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
5. Learners will be informed about the marks they have got after the first two activities.

Semester End Exam (50 marks)

Duration: 2 hours

1. The Question Paper will cover all five units of the syllabus.
2. There will be three mandatory questions:
 - Question I : Attempt any two out of four (30 marks)
 - Question II : Attempt any one out of three (10 marks)
 - Question III : Attempt any two out of four (10 marks)
3. In each question, each option will be from a different unit.