



**SOPHIA COLLEGE (AUTONOMOUS)**

Affiliated to the University of Mumbai

Programme: Humanities

**HISTORY (Major and Minor)**

**SYBA**

**Syllabus for the Academic Year 2024-2025**  
**based on the National Education Policy 2020**



**SOPHIA COLLEGE (AUTONOMOUS)**

**DEPARTMENT OF HISTORY**

**COURSE DETAILS FOR MAJOR:**

	SEMESTER 3		SEMESTER 4	
<b>TITLE</b>	History of Medieval India (1000 CE - 1526 CE)	Renaissance To Eve of World War I (C. 1300 CE - 1914 CE)	History of Medieval India (1526 CE - 1707 CE)	Ancient India: From the Shungas up to 1000 CE
<b>TYPE OF COURSE DSE/DSC</b>	DSC	DSC	DSC	DSC
<b>CREDITS</b>	4	4	4	4

**COURSE DETAILS FOR MINOR:**

	SEMESTER 3	SEMESTER 4
<b>TITLE</b>	Landmarks of British India (1757 CE - 1947 CE)	Landmarks Of India (1947 CE - 2000 CE)
<b>TYPE OF COURSE DSC/DSE</b>	DSC	DSC
<b>CREDITS</b>	4	4



## SOPHIA COLLEGE (AUTONOMOUS)

### 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

<b>PO 1</b>	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 <sup>th</sup> century
<b>PO 2</b>	Develop an understanding of the major events in world history from c. 1300s till the start of the 21 <sup>st</sup> century.
<b>PO 3</b>	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

<b>PSO 1</b>	The learner will be able to identify key events that have shaped India and the World.
<b>PSO 2</b>	The learner will be able to draw parallels and perceive connections between



## SOPHIA COLLEGE (AUTONOMOUS)

	contemporary events and the past.
<b>PSO 3</b>	The learner will be able to pursue higher studies in history and allied subjects and careers in which the knowledge of history is essential.

<b>Programme: Humanities</b>		<b>Semester – 3</b>	
<b>History Major 3</b>			
<b>Course Title: History of Europe (c. 1914 – 1945 CE)</b>		<b>Course Code: AHIS233MJ</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To acquaint students with the history of early Medieval India.</li> <li>2. To study the contribution of the Deccan to Medieval Indian History.</li> <li>3. To examine the administrative, socio-religious and cultural aspects of Medieval India.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. identify key events of early Medieval Indian history.</li> <li>2. explain the impact of administrative, socio-religious and cultural on society.</li> <li>3. appreciate the contribution of this period to the rich diversity of Indian culture.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 The Delhi Sultanate	1.1	Political conditions on the eve of the Turkish Invasions
	1.2	Rise and fall of the Slave Dynasty
	1.3	Khiljis
UNIT 2 The Delhi Sultanate and its Administration	2.1	Tughlaq; end of the Delhi Sultanate
	2.2	Administration of the Khilji



## SOPHIA COLLEGE (AUTONOMOUS)

	2.3	Administration of the Tughlaq
UNIT 3 Political and Cultural Developments in the Deccan	3.1	Vijayanagara Empire
	3.2	Bahamani Sultanate
	3.3	Administration of the Deccan states
UNIT 4 Socio-cultural developments in early Medieval India	4.1	Art and Architecture of the North
	4.2	Art and Architecture of the South
	4.3	Bhakti and Sufi Movements

### **REFERENCES:**

1. Banerjee, A.C, New History of Medieval India, S. Chand & Company, 1990.
2. Chandra Satish, History of Medieval India (800-1700), Orient Black Swan, 2009.
3. Chitnis, K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, 1990.
4. Chopra, P. N., Puri, B. N & Das M. N, A Social, Cultural and Economic History of India Vol.II, Macmillan India, 1974.
5. Eraly Abraham, The Last Spring Part I: The Saga of the Great Mughals, Penguin India, 2015.
6. Eraly Abraham, The Last Spring Part II: Life in India's Last Golden Age, Penguin India, 2015.
7. Eraly Abraham, The Mughal World, W&N, 2007.
8. Farooqui, Salma Ahmed, A Comprehensive History of Medieval India, Pearson, 2010.
9. Ishwari Prasad, History of Medieval India, 1982.
10. Habib, Irfan, Economic History of Medieval India, 1200-1500, Pearson, 2010.
11. Pillai, Manu S., Rebel Sultans: The Deccan from Khilji to Shivaji, Juggernaut, 2018.
12. Mehta, J.L, Advanced Study in The History of Modern India; Sterling Publishers, Pvt, Ltd New Delhi, 1986.
13. Mehta, J.L, Advanced Study in The History of Modern India (Vol 3: Medieval Indian Society and Culture) 1<sup>st</sup> Edition, 1983.
14. Mukhia, Harbans, The Mughals of India, Blackwell Publishing, 2005.
15. Sarkar, Jadunath, Mughal Administration, 1963.



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16. Sreenivasa Murty H.V., Ramkrishna R., History of Karnataka, S Chand & Co, 1992.
17. Stein, Burton, Vijayanagara, Cambridge University Press, 1993.
18. Verghese, Anila and Dallapiccola Anna (editors), South India Under Vijayanagara: Art and Archaeology 1st Edition, Oxford University Press, 2010.

<b>Programme: Humanities History Major 4</b>		<b>Semester – 3</b>	
<b>Course Title: Renaissance To Eve of World War I (C. 1300 CE - 1914 CE)</b>		<b>Course Code: AHIS234MJ</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To understand the processes that modernised Europe.</li> <li>2. To be aware of the expansion of European power in Asia and Africa.</li> <li>3. To be able to analyse the impact that Europe has had on the world.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. explain the events that modernised Europe.</li> <li>2. identify the revolutions that created new political systems.</li> <li>3. describe the strategies used by European countries to become colonial powers.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 Forces leading to the emergence of a modern Europe	1.1	Renaissance: Meaning, Features, Causes
	1.2	Renaissance Art, Science and Literature
	1.3	Reformation



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UNIT 2 Revolution and the Decline of Absolute Power	2.1	Glorious Revolution
	2.2	American Revolution
	2.3	French Revolution
UNIT 3 Expansion, Industrialisation and Colonisation	3.1	Age of Exploration
	3.2	Industrial Revolution
	3.3	Forms and Techniques of Imperialism in Asia and Africa
UNIT 4 Nationalism and the Nation State	4.1	Unification of Italy
	4.2	Unification of Germany
	4.3	Arab Nationalism and Zionism

### REFERENCES:

1. Cornwell, R.D, World History in the Twentieth Century, Addison-Wesley Longman Ltd, 1981.
2. Ergang, Robert, From Renaissance to Waterloo, Third Edition, Heath, 1966.
3. Fergusson, W and Brunn, G, A Survey of European Civilization, 3rd edition, Houghton and Co. 1958.
4. Hayes, C, Moon, T.P and Wayland, J.W, World History, 3rd Revised ed. The MacMillan Co., 1950.
5. Hobsbawm, Eric, Age of Extremes: The Short Twentieth Century 1914-1991, Viking, Penguin Books, 1995.
6. Keylor, William, The Twentieth Century World and Beyond: International History Since 1900, Oxford University Press, 2006.
7. Lowe, Norman, Mastering World History, Macmillan Education Ltd., 1985.
8. Palmer R. and Colton, Joel, A History of the Modern World, 4th edition, Alfred Knopf, 1971.
9. Rao, B.V., History of the Modern World, AD 1500 to 2011, Sterling Publishers Pvt. Ltd., 2013.
10. Rao, B.V., History of Modern Europe 1789-1992, (revised edition), Sterling Publishers Pvt. Ltd., 2002.

<b>Programme: Humanities History Major 5</b>	<b>Semester – 4</b>
<b>Course Title: History of Medieval India (1526 CE - 1707 CE)</b>	<b>Course Code: AHIS245MJ</b>



## SOPHIA COLLEGE (AUTONOMOUS)

### COURSE OBJECTIVES:

1. To understand the emergence of Mughal rule in India.
2. To understand some of the main administrative, socio-religious and cultural developments of this period.
3. To study the rise of the Deccan Sultanates.

### COURSE LEARNING OUTCOMES:

The learner will be able to:

1. identify the key events that led to Mughal rule and its downfall.
2. explain the contribution of the Mughals to Indian culture.
3. discuss how the Deccan witnessed the rise of new powers.

<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	--	<b>50 marks</b>

UNIT 1 Foundation and Expansion of the Mughal Rule	1.1	Rise of the Mughals: Babur and Humayun
	1.2	Setback to Mughal rule: Sher Shah Sur
	1.3	Revival and Expansion of Mughal rule under Akbar
UNIT 2 The Mughal Empire	2.1	Consolidation of the Mughal Empire under Jahangir and Shahjahan
	2.2	Decline of the Mughal Empire
	2.3	Unique features of the Mughal Administration
UNIT 3 Deccan Sultanates	3.1	Ahmednagar
	3.2	Bijapur and Golconda
	3.3	Architecture





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UNIT 4 Socio-Cultural Developments	4.1	Din-i-illahi and Sikhism
	4.2	Women's contribution to politics and culture
	4.3	Art and Architecture

### REFERENCES:

1. Banerjee, A.C, New History of Medieval India, S. Chand & Company, 1990.
2. Chandra Satish, History of Medieval India (800-1700), Orient Black Swan, 2009.
3. Chitnis, K.N., Glimpses of Medieval Indian Ideas, 1981.
4. Chitnis, K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, 1990.
5. Chopra, P. N., Puri, B. N & Das M. N, A Social, Cultural and Economic History of India Vol.II, Macmillan India, 1974.
6. Eraly Abraham, The Last Spring Part I: The Saga of the Great Mughals, Penguin India, 2015.
7. Eraly Abraham, The Last Spring Part II: Life in India's Last Golden Age, Penguin India, 2015.
8. Eraly Abraham, The Mughal World, W&N, 2007.
9. Farooqui, Salma Ahmed, A Comprehensive History of Medieval India, Pearson, 2010.
10. Ishwari Prasad, History of Medieval India, 1982.
11. Habib, Irfan, Economic History of Medieval India, 1200-1500, Pearson, 2010.
12. Lunia B.N., Life and Culture in Medieval India, Kamal Prakashan, 1978.
13. Pillai, Manu S., Rebel Sultans: The Deccan from Khilji to Shivaji, Juggernaut, 2018.
14. Mehta, J.L, Advanced Study in The History of Modern India; Sterling Publishers, Pvt, Ltd. New Delhi, 1986.
15. Mehta, J.L, Advanced Study in The History of Modern India (Vol 3: Medieval Indian Society and Culture) 1<sup>st</sup> Edition, 1983.
16. Mukhia, Harbans, The Mughals of India, Blackwell Publishing, 2005.
17. Sarkar, Jadunath, Mughal Administration, 1963.

<b>Programme: Humanities History Major 6</b>	<b>Semester – 4</b>
<b>Course Title: Ancient India: From the Shungas up to 1000 CE</b>	<b>Course Code: AHIS246MJ</b>



## SOPHIA COLLEGE (AUTONOMOUS)

### COURSE OBJECTIVES:

1. To give an understanding of the political, socio-economic and cultural developments that took place in Ancient India after the fall of the Mauryan Empire.
2. To inculcate an appreciation of the rich cultural heritage in India.
3. To acquaint the learners with the sources of the history of Ancient India.

### COURSE LEARNING OUTCOMES:

The learner will be able to:

1. show an understanding of the history of Ancient India.
2. understand the periodisation and chronology of Early Indian History.
3. gain an insight into the socio-cultural and economic conditions of that period.

<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 Post-Mauryan period	1.1	Shungas
	1.2	Satavahanas
	1.3	Kushanas
UNIT 2 Gupta Empire	2.1	Rise and growth of the Empire
	2.2	Administration
	2.3	Classical Age
UNIT 3 Post-Gupta Period in North India	3.1	Harshavardhana
	3.2	Rise of the Rajputs
	3.3	Arab invasion of Sind



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UNIT 4 Deccan and South India	4.1	Chalukyas of Badami; Pallavas
	4.2	Rashtrakutas; Cholas
	4.3	Art and Architecture

### REFERENCES:

1. Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C to AD 1200, Routledge, 2007.
2. Basham, A.L., The Wonder that was India, Macmillan, 1967.
3. Basham, A.L., (ed.) A Cultural History of India, OUP, 1975.
4. Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to AD 1300, Oxford University Press, 1996.
5. Chandra, Moti, Trade and Trade Routes in Ancient India, Abhinav Publications, 1977.
6. D. Devahuti, Harsha: a political study, OUP, London, 1970.
7. Eraly, Abraham, Gem in the Lotus: The Seeding of the Indian Civilisation, Phoenix, an Imprint of the Orion Publishing Group Ltd., 2005.
8. Gayal, Shankar, Imperial Guptas, A Multidisciplinary Political Study, Kusamanjali Book world, 2005.
9. Gayal, Shankar, Harsha: A Multidisciplinary Political Study, Kusamanjali Book world, 2006.
10. Craven, Roy C., Indian Art: a Concise History, Thames and Hudson, London, 1976.
11. Kosambi, D.D., The Culture and Civilization of Ancient India in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
12. Majumdar, R.C., Pusolker, A.D., Majumdar, A.K, The Classical Age, Bharatiya Vidhya Bhavan, Mumbai, 1997.
13. Majumdar, R.C., Ancient India, Motilal Banarasidas, 1964.
14. Mukherjee, Rudrangshu; Punja, Shobita; Sinclair, Toby, A New History of India, Rupa Publications India Pvt. Ltd., 2023.
15. Sastri, Nilakanta K.A., A Comprehensive History of India, Vol. 2: The Mauryas and Satavahanas (325 BC to AD 300), Orient Longmans, 1957.
16. Sastri, Nilakanta K.A., A History of South India, Fourth Edition, Oxford University Press, 1976.
17. Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.



## SOPHIA COLLEGE (AUTONOMOUS)

<b>Programme: Humanities History Minor</b>		<b>Semester – 3</b>	
<b>Course Title: Landmarks of British India (1757 CE - 1947 CE)</b>		<b>Course Code: AHIS233MN</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To trace the establishment of British rule over India.</li> <li>2. To understand the administrative and economic impact of British colonial rule.</li> <li>3. To understand the first major uprising against British rule.</li> <li>4. To understand the socio-cultural transformation of the subcontinent and the role that played in the demand for freedom.</li> <li>5. To help learners understand and analyse the developments that led to Independence and Partition.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. explain the diverse conditions that existed on the sub-continent after the death of Emperor Aurangzeb.</li> <li>2. analyse the various political, socio-cultural and economic developments that became catalysts for the creation of a colonial state under Great Britain.</li> <li>3. trace the events that led to Independence and Partition.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>-</b>	<b>50 marks</b>

UNIT 1 The East India Company (1757-1857)	1.1	Arrival of the Europeans and Establishment of Power
	1.2	Expansion of the British Empire in India
	1.3	Economy and Administration under the East India Company
UNIT 2	2.1	Causes



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The Revolt of 1857 and Growth of Political Consciousness	2.2	Consequences, significance, nature
	2.3	Political Associations and formation of the INC
UNIT 3 National Movement till 1942	3.1	Moderate and Extremist Phases
	3.2	Arrival of Gandhiji and the Non-Cooperation Movement
	3.3	Civil Disobedience Movement
UNIT 4 1942 to Independence	4.1	Quit India Movement
	4.2	Events leading to Independence
	4.3	Communalism and Partition

### REFERENCES:

1. Ahluwalia, M.M, Freedom Struggle in India 1858-1909, Ranjit Printers and Publishers, Delhi, 1968
2. Bandyopadhyay. Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman Publication, New Delhi, 2004.
3. Banerjee-Dube, Ishita, A History of Modern India, Cambridge University Press, 2014.
4. Bannerjee A.C, The New History of Modern India, Bagchi & Co., Delhi, 1983.
5. Bayly, C.A, An Illustrated History of Modern India 1600 – 1947, Ed. Oxford University Press, Bombay 1991.
6. Chandra, Bipin, History of Modern India, Orient Blackswan Pvt. Ltd., 2009.
7. Chandra, Bipin, Mukherjee, Mridula & Mukherjee, Aditya, India's Struggle for Independence 1857-1947, HarperCollins India, 2000.
8. Chandra, Bipin, The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian Leadership 1880-1905, People's Publishing House, New Delhi, 1977.
9. Datta, Kali Kinkar, A Social History of Modern India, Macmillan India Limited, New Delhi, 1975.
10. Guha, Ramchandra, India After Gandhi, Macmillan, 2007
11. Guha, Ramchandra, Makers of Modern India, Penguin India, 2012.
12. Keay, John, India, A History, HarperCollins India, 2000.
13. Keay, John, The Honourable Company, Harper, 2011.
14. Sarkar, Sumit, Modern India 1885-1947, Macmillan India, New Delhi, 1983.
15. Smith, Vincent A. (Author), Spear, Percival, (Editor), The Oxford History of India; Edited by Percival Spear, 4<sup>th</sup> Edition, OUP India, 1997.



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16. Spear, Percival, A History of India, Vol. 2, Penguin India, 2000.
17. Spear, Percival, India, The University of Michigan Press, 1973.
18. Swamy, KRN, Mughals, Maharajas and the Mahatma, Harper Collins India Pvt. Ltd., New Delhi, 1997.
19. Thompson, Edward & Garratt, G.T, A History of British Rule in India, Vol.2 Atlantic Publishers and Distributors, Delhi, 1999.

<b>Programme: Humanities History Minor</b>		<b>Semester – 4</b>	
<b>Course Title: Landmarks Of India (1947 CE - 2000 CE)</b>		<b>Course Code: AHIS244MN</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To understand some of the main political, economic, scientific and technological developments in India, after independence.</li> <li>2. To analyse India's relations with some of its neighbours and other Powers.</li> <li>3. To develop an understanding of some of the major movements and challenges that India faced and how they were tackled.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. explain some of the major political, economic scientific and technological developments in India, after independence.</li> <li>2. analyse India's relations with its neighbours and other Powers</li> <li>3. gain an insight into how Indian society and its government dealt with some of the major concerns and challenges.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>



## SOPHIA COLLEGE (AUTONOMOUS)

UNIT 1 Political Developments	1.1	Integration of Indian States; The Constitution
	1.2	State Formation – Linguistic, Ethnic and Regional Challenges
	1.3	The Emergency
UNIT 2 Economic Developments and Science and Technology	2.1	Economic Planning and its impact
	2.2	New Economic Policy – Liberalisation and Globalisation
	2.3	Progress in Science and Technology
UNIT 3 Foreign Policy	3.1	Relations with USA and the Soviet Union; Non-Aligned Movement
	3.2	Relations with Neighboring States – China; Pakistan; Sri Lanka
	3.3	Post-Cold War Foreign Policy
UNIT 4 Major Developments and Movements	4.1	Communalism
	4.2	Reservation Policy; Dalit Movement
	4.3	Women's Movements and Empowerment

### REFERENCES:

1. Banerjee-Dube, Ishita, A History of Modern India, Cambridge University Press, 2014.
2. Brown, Judith M., Modern India: The Origins of an Asian Democracy, OUP, 1994.
3. Chandra, Bipin, Mukherjee, Mridula, Mukherjee, Aditya & others, India After Independence 1947-2000, Penguin Books India (P) Ltd., 2000.
4. Forbes, Geraldine, Women in Modern India: 02 Cambridge University Press, 1999
5. Guha, Ramchandra, India After Gandhi, Macmillan, 2007
6. Guha, Ramchandra, Makers of Modern India, Penguin India, 2012.
7. Gupta M. L., Glimpses of Indian History: Past and Present, Anmol Publisher, 2002.
8. Jaffrelot, C., India Since 1950: Society, politics, Economy and Culture, Cambridge University Press India Pvt. Ltd., 2012.
9. Khanna, D.D. and Others, Democracy, Diversity and Stability – 50 years of Indian Independence, Macmillan Publishers India, 1980.
10. Kumar, Radha, The History of Doing: An Illustrated Account of Movements for Women's Rights and



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Feminism in India, 1800-1990, Kali for Women, 1993.

11. Nanda, B.R., Essays in Modern Indian History, O.U.P., 1980.

12. Thapar, Romila, Our History, Their History, Whose History?, Seagull Books London Ltd., 2024.

### For 4 Credit Papers (Major and Minor) – CA + SA = 100 marks

#### Continuous Assessment (CA) (50 marks)

1. A minimum of two activities will be given in each semester.
2. Each will be for 25 marks.
3. 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.
4. Learners will be informed about the marks they have got before the Summative Assessment.

#### Summative Assessment (SA) (50 marks)

Duration: 2 hours

1. The Question Paper will cover all four 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.