



**SOPHIA COLLEGE, (AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: History**

**Programme Code: SBAHIS**

F.Y.B.A.

2018-19

(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		HISTORY OF MODERN INDIA (C.1700 CE -1857 CE)	3
	1	Events leading to the Battle of Plassey	
	2	Establishment and Expansion of the British Empire of India	
	3	British Administration in India	
	4	The Great Revolt of 1857	
SBAHIS102		ELEMENTS OF ARCHAEOLOGY AND MUSEOLOGY IN INDIA	3
	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		HISTORY OF MODERN INDIA (1857 CE -1947 CE)	3
	1	Emergence of New Forces	
	2	The Growth of Political Consciousness and the Nationalist Movement	
	3	The Nationalist Movement	
	4	The Road to Independence	
SBAHIS202		ASPECTS OF INDIAN ARCHAEOLOGY	3
	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**

<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 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.	

## SEMESTER 1

NAME OF THE COURSE	HISTORY OF MODERN INDIA (C.1700 CE - 1857 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	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To trace the establishment of British rule over India.
CO 2.	To understand the administrative and economic impact of British colonial rule.
CO 3.	To understand the first major uprising against British rule.

### COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will have gained an insight into the diverse conditions that existed on the sub-continent after the death of Emperor Aurangzeb.	
CLO 2.	The Learner will have the ability to analyse the various political, socio-cultural and economic developments that became catalysts for the creation of a colonial state under Great Britain.	
CLO 3.	The learner will be able to discuss the economic impact of British rule on India	CLO

UNIT 1	Events leading to the Battle of Plassey (15 LECTURES)
1.1	Political conditions in India on the eve of the 18th Century and rise of the ‘Successor States’
1.2	Rise of other States
1.3	Arrival of the Europeans; Establishment and growth of the East India Company up to Plassey
UNIT 2	Establishment and Expansion of the British Empire of India (15 LECTURES)
2.1	Establishment of British Rule
2.2	Growth of the Empire
2.3	Strategy for Expansion of the British Empire
UNIT 3	British Administration in India (15 LECTURES)
3.1	Structure of Government
3.2	Administration
3.3	Economic Policies and their Impact
UNIT 4	The Great Revolt of 1857 (15 LECTURES)
4.1	Causes
4.2	Course; Causes for the failure of the Revolt
4.3	Consequences, Significance and Nature

#### REFERENCES:

- Bandopadhyaya. Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman Publication, New Delhi, 2004.
- Banerjee-Dube, Ishita, A History of Modern India, Cambridge University Press, 2014.  
Bannerjee A.C, The New History of Modern India, Bagchi & Co., Delhi, 1983.
- Bayly, C.A, An Illustrated History of Modern India 1600 – 1947, Ed. Oxford University Press, Bombay 1991.
- Chandra, Bipin, History of Modern India, Orient Blackswan Pvt. Ltd., 2009.

- Datta, Kali Kinkar, A Social History of Modern India, Macmillan India Limited, New Delhi, 1975.
- Guha, Ramchandra, Makers of Modern India, Penguin India, 2012. Keay, John, India, A History, HarperCollins India, 2000.
- Keay, John, The Honourable Company, Harper, 2011.
- Smith, Vincent A. (Author), Spear, Percival, (Editor), The Oxford History of India; Edited by Percival Spear, 4th Edition, OUP India, 1997.
- Spear, Percival, A History of India, Vol. 2, Penguin India, 2000. Spear, Percival, India, The University of Michigan Press, 1973.
- Swamy, KRN, Mughals, Maharajas and the Mahatma, Harper Collins India Pvt. Ltd., New Delhi, 1997.
- Thompson, Edward & Garratt, G.T, A History of British Rule in India, Vol.2 Atlantic Publishers and Distributors, Delhi, 1999.

NAME OF THE COURSE	ELEMENTS OF ARCHAEOLOGY AND MUSEOLOGY IN INDIA	
CLASS	FYBA	
COURSE CODE	SBAHIS102	
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	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

CO 1.	To understand the meaning and scope of Archaeology.
CO 2.	To teach the basics of field Archaeology and dating methods.
CO 3.	To enable the developing of an interest and create an awareness about Museum theory.
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	Periodisation of Archaeology
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 Museum
UNIT 4	Functions of Museum (15 LECTURES)
4.1	Acquisition

4.2	Conservation and Preservation
4.3	Types of Exhibitions (Permanent and Temporary); Display techniques

**REFERENCES:**

Archaeology

- 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.

Museology

- 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	HISTORY OF MODERN INDIA (1857 CE - 1947 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	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To make the Learner aware of the different dimensions and developments in India's struggle for freedom from colonial rule.
CO 2.	To understand the socio-cultural transformation of the subcontinent and the role that played in the demand for freedom.
CO 3.	To help the Learner understand and analyse the developments that led to Independence and Partition.

### COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will have the ability to analyse the various political, socio-cultural and economic developments that became catalysts for the creation of a colonial state under Great Britain.
CLO 2.	The Learner will be able to trace the events that led to Independence and Partition.

UNIT 1	Emergence of New Forces (15 LECTURES)
1.1	Western Education; Development of the Press
1.2	Socio-Religious Reforms
1.3	Women Pioneers in education, reform movements and politics
UNIT 2	The Growth of Political Consciousness and the Nationalist Movement (15 LECTURES)

2.1	Political Associations
2.2	Formation of the Indian National Congress and the Moderate Phase
2.3	Extremist Phase
UNIT 3	The Nationalist Movement(15 LECTURES)
3.1	Arrival of M. K. Gandhi; Satyagraha, Non-Cooperation Movement
3.2	Political Developments and Movements from 1922 to 1934
3.3	Revolutionary Nationalism;
UNIT 4	The Road to Independence (15 LECTURES)
4.1	Communalism; Indian National Army
4.2	1935 to 1947 – Events leading to Independence
4.3	Partition

#### REFERENCES:

- Ahluwalia, M.M, Freedom Struggle in India 1858-1909, Ranjit Printers and Publishers, Delhi, 1968
- Bandopadhyaya. Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman Publication, New Delhi, 2004.
- Banerjee-Dube, Ishita, A History of Modern India, Cambridge University Press, 2014. Bannerjee A.C, The New History of Modern India, Bagchi & Co., Delhi, 1983.
- Bayly, C.A, An Illustrated History of Modern India 1600 – 1947, Ed. Oxford University Press, Bombay 1991.
- Chandra, Bipin, History of Modern India, Orient Blackswan Pvt. Ltd., 2009.
- Chandra, Bipin, Mukherjee, Mridula & Mukherjee, Aditya, India's Struggle for Independence 1857-1947, HarperCollins India, 2000.
- 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.
- Datta, Kali Kinkar, A Social History of Modern India, Macmillan India Limited, New Delhi, 1975.

- Guha, Ramchandra, India After Gandhi, Macmillan, 2007.
- Guha, Ramchandra, Makers of Modern India, Penguin India, 2012. Keay, John, India, A History, HarperCollins India, 2000.
- Keay, John, The Honourable Company, Harper, 2011.
- Sarkar, Sumit, Modern India 1885-1947, Macmillan India, New Delhi, 1983.
- Smith, Vincent A. (Author), Spear, Percival, (Editor), The Oxford History of India; Edited by Percival Spear, 4th Edition, OUP India, 1997.
- Spear, Percival, A History of India, Vol. 2, Penguin India, 2000. Spear, Percival, India, The University of Michigan Press, 1973.
- Swamy, KRN, Mughals, Maharajas and the Mahatma, Harper Collins India Pvt. Ltd., New Delhi, 1997.
- Thompson, Edward & Garratt, G.T, A History of British Rule in India, Vol.2 Atlantic Publishers and Distributors, Delhi, 1999.

NAME OF THE COURSE	ASPECTS OF INDIAN ARCHAEOLOGY	
CLASS	FYBA	
COURSE CODE	SBAHIS202	
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	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

CO 1.	To create an awareness of types of archaeological sources of Indian History.
CO 2.	To enable students to appreciate the importance of archaeological sources in the writing of ancient Indian History.

## COURSE LEARNING OUTCOMES:

CLO 1.	The Learner 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 Learner 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: Brahmi, Kharoshthi
UNIT 2	Numismatics (15 LECTURES)
2.1	Definition and History of Indian Numismatics
2.2	Ancient Indian Coinage: Select Study
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 and Monolithic Architecture
3.3	Select Study: Bhaja, Elephanta and Kailash
UNIT 4	Temple Architecture (15 LECTURES)
4.1	Temple architecture and its five development stages
4.2	Styles of temples: Nagar, Dravida Vesara and Bhumiya

**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:**

Each course/paper of each semester is of 100 marks. There is an Internal Assessment (IA) of 25 marks held during the semester and a written Semester End Exam (SEE) of 75 marks at the end of each semester, for each course/paper.

**Internal Assessment (25 marks)****Part 1: (20 Marks)**

The Examiner may give an objective type Test/s and/or a Project. Each type of testing method would be for marks ranging from 10 to 20. The duration of each will depend on the nature of the Test/Project.

For the objective type Test, the Examiner may choose the type of questions – MCQs, one line answer, fill in the blanks etc. The questions may be all of one type or a combination of different types of questions.

With regard to the Project, the Examiner will determine the type of project – presentation and/or written assignment and/or viva voce.

**Part 2: Attendance (05 Marks)**

Five marks out of the 25 will be given for attendance. The marking scheme for attendance will be determined by the Examination Committee.

### **Semester End Examination –External Assessment (75 marks)**

The SEE will be of 2.5 hours.

There will be FIVE questions of 15 marks and students will be given a choice of questions.

Question I to Question IV will be essay type questions based on one Unit each. Students will be given TWO questions from which they have to attempt any one.

Question V will be short notes of 5 marks each. Students will be given FIVE questions and they have to attempt any three of them. There will be atleast one short note from each Unit.

Question	Unit	Marks
I A or IB	I	15
II A or IIB	II	15
IIIA or IIIB	III	15
IVA or IVB	IV	15
V a,b,c,d,e	I,II,III,IV	15
TOTAL		75