



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

**Programme: History**

**Programme Code: SBAHIS**

S.Y.B.A.

2019-20

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

**Programme Outline : SYBA (SEMESTER III)**

Course Code	Unit No.	Name of the Unit	Credits
SBAHIS301		LANDMARKS OF WORLD HISTORY (c.1300 CE -1914 CE)	3
	1	Forces leading to the emergence of a modern Europe	
	2	Revolution and the Decline of Absolute Power	
	3	Expansion, Industrialisation and Colonisation	
	4	Nationalism and the Nation State	
SBAHIS302		ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE	3
	1	Harappan Civilisation	
	2	Vedic Age	
	3	India after 6 <sup>th</sup> Century BCE	
	4	Mauryan and Post- Mauryan Period (322 BCE to 320 CE)	

**Programme Outline : SYBA (SEMESTER IV)**

Course Code	Unit No.	Name of the Unit	Credits
SBAHIS401		LANDMARKS OF WORLD HISTORY (c.1914 CE - 1945 CE)	3
	1	World War I and its Aftermath	
	2	Rise of Authoritarian Regimes	
	3	Leaders of the Asian World	
	4	World War II and U.N.O.	
SBAHIS402		ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE	3
	1	Gupta Age (320 CE to 600 CE)	
	2	Post Gupta Period (600 CE to 1000 CE)	
	3	Major Dynasties of the Deccan and South India	
	4	Sources of Ancient Indian History	

**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 3

NAME OF THE COURSE	LANDMARKS OF WORLD HISTORY (C.1300 CE -1914 CE)	
CLASS	SYBA	
COURSE CODE	SBAHIS301	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To understand the processes that modernised Europe.
CO 2.	To be aware of the expansion of European power throughout the world.
CO 3.	To be able to comprehend the impact that Europe has had on the world.

### COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to identify the key developments that modernised Europe
CLO 2.	The Learner will be able to explain how European states became colonial powers
CLO 3.	The Learner will be able to discuss the impact of nationalism in Europe and Asia.

UNIT 1	Forces leading to the emergence of a modern Europe (11 LECTURES)
1.1	Renaissance: Meaning, Features, Causes
1.2	Renaissance Art, Science and Literature
1.3	Reformation
UNIT 2	Revolution and the Decline of Absolute Power (11 LECTURES)
2.1	Glorious Revolution
2.2	American Revolution
2.3	French Revolution
UNIT 3	Expansion, Industrialisation and Colonisation (11 LECTURES)
3.1	Age of Exploration
3.2	Industrial Revolution
3.3	Forms and Techniques of Imperialism
UNIT 4	Expansion, Industrialisation and Colonisation (12 LECTURES)
4.1	Age of Exploration
4.2	Industrial Revolution
4.3	Arab Nationalism and Zionism

#### REFERENCES:

- Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Response, 1830-1975, Sixth Edition, Prentice-Hall, 1966.
- Cornwell, R.D, World History in the Twentieth Century, Addison-Wesley Longman Ltd, 1981. Ergang, Robert, From Renaissance to Waterloo, Third Edition, Heath, 1966.
- Fergusson, W and Brunn, G, A Survey of European Civilization, 3rd edition, Houghton and Co. 1958.
- Fisher S. N., The Middle East: A History, Rontiedgy & Kegan Paw, 1971.
- Hayes, C, Moon, T.P and Wayland, J.W, World History, 3rd Revised ed. The Mac Millan Co., 1950.
- Hobsbawm, Eric, Age of Extremes: The Short Twentieth Century 1914-1991, Viking,

PenguinBooks, 1995.

- Keylor, William, The Twentieth Century World and Beyond: International History Since 1900, Oxford University Press, 2006.
- Lenczowski G., The Middle East in world Affairs, Cornell University Press, 1971. Lowe, Norman, Mastering World History, Macmillan Education Ltd., 1985.
- Palmer R. and Colton, Joel, A History of the Modern World, 4th edition, Alfred Knopf, 1971. Rao, B.V., History of the Modern World, AD 1500 to 2011, Sterling Publishers Pvt. Ltd., 2013.
- Rao, B.V., History of Modern Europe 1789-1992, (revised edition), Sterling Publishers Pvt. Ltd., 2002.
- Spence, Jonathan D., The Search for Modern China, Second Edition, W. W. Norton & Co., 1999.
- Taylor Alastair M., Wallbank T. Walter, Bailkey, Nels M. and Jewsbury, George F., Civilization Past and Present 8th Edition, Harpercollins College Div, 1995.
- Vinacke H. M., A History of the Far East in Modern Times, George Allen & Unwin Ltd. 1967.

NAME OF THE COURSE	ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE	
CLASS	SYBA	
COURSE CODE	SBAHIS302	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

CO 1.	To understand the political, socio-economic and cultural developments in the period under study and appreciate the rich cultural heritage in India.
CO 2.	To inculcate an appreciation of the rich cultural heritage in India in learners.
CO 3.	To acquaint the students with different sources of Ancient Indian History.

**COURSE LEARNING OUTCOMES:**

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

UNIT 1	Harappan Civilization (11 LECTURES)
1.1	Extent, Chronology, Town Planning, Civic Life, Architecture
1.2	Social, Economic Life, Script
1.3	Religious Life, Art and Crafts, Decline of the Civilization
UNIT 2	Vedic Age (11 LECTURES)
2.1	Political Life; Economic Life
2.2	Social Life
2.3	Religious Life; Education
UNIT 3	India after 6 <sup>th</sup> Century BCE (11 LECTURES)
3.1	Age of the Mahajanapadas; Persian and Greek Invasions
3.2	Buddhism
3.3	Jainism
UNIT 4	Mauryan and Post- Mauryan Period (322 BCE to 320 CE) (12 LECTURES)
4.1	The Imperial Mauryas – Chandragupta and Ashoka

4.2	Mauryan Administration
4.3	Post-Mauryan Dynasties – Shungas, Kushanas and Satavahanas

#### REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C toAD 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, SixthImpression, 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 12<sup>th</sup> 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.

## **SEMESTER 4**

NAME OF THE COURSE	LANDMARKS OF WORLD HISTORY (c.1914 CE -1945 CE)
CLASS	SYBA
COURSE CODE	SBAHIS401



NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

## **COURSE OBJECTIVES**

CO 1.	To understand how European conflicts affected the world.
CO 2.	To study the emergence of different types of authoritarian governments.
CO 3.	To be able to link the events of the past to the present.

## **COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will have gained an understanding of European History.
CLO 2.	The Learner will have gained an insight into the socio-cultural and economic conditions of that period and the processes that led to the modernisation of Europe.
CLO 3.	The Learner will have the ability to analyse the impact of that modernisation on the rest of the world.

UNIT 1	World War I and its Aftermath (11 LECTURES)
1.1	World War I
1.2	League of Nations
1.3	Russian Revolutions
UNIT 2	Rise of Authoritarian Regimes (11 LECTURES)
2.1	Fascist Dictatorship

2.2	Nazi Germany
2.3	Militarism in Japan
UNIT 3	Leaders of the Asian World (11 LECTURES)
3.1	Kemal Pasha of Turkey
3.2	Reza Shah of Iran
3.3	Dr. Sun Yat Sen
UNIT 4	World War II and U.N.O. (12 LECTURES)
4.1	Background to World War II
4.2	World War II
4.3	U.N.O.

#### REFERENCES:

- Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Response, 1830-1975, Sixth Edition, Prentice-Hall, 1966.
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- Hobsbawm, Eric, Age of Extremes: The Short Twentieth Century 1914-1991, Viking, PenguinBooks, 1995.
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NAME OF THE COURSE	ANCIENT INDIA FROM EARLIEST TIMES TO 1000 CE	
CLASS	SYBA	
COURSE CODE	SBAHIS402	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	To enable learners to understand the political, socio-economic and cultural developments in the period under study and appreciate the rich cultural heritage in India.
CO 2.	To inculcate an appreciation of the rich cultural heritage in India in learners.
CO 3.	To acquaint the students with different sources of Ancient Indian History.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will have gained an understanding of the history of Ancient India.
CLO 2.	The Learner will be able to understand the periodisation and chronology of Early Indian History.

CLO 3.	The Learner will have gained an insight into the socio-cultural and economic conditions of that period.
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UNIT 1	Gupta Age (320 CE to 600 CE) (11 LECTURES)
1.1	Rise and Expansion of the Gupta Empire
1.2	Administration
1.3	Classical Age
UNIT 2	Post Gupta Period (600 CE to 1000 CE) (11 LECTURES)
2.1	Harshavardhan
2.2	Rise of Rajputs
2.3	Arab Invasion of Sind
UNIT 3	Major Dynasties of the Deccan and South India (11 LECTURES)
3.1	Chalukyas of Badami and Rashtrakutas
3.2	Pallavas and Cholas
3.3	Art and Architecture in South India
UNIT 4	Sources of Ancient Indian History (12 LECTURES)
4.1	Archaeological Sources
4.2	Indigenous Literary Sources
4.3	Foreign Literary Sources - Accounts of Foreign Travellers

#### REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 BC 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.
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## 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