



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: History

Programme Code: SBAHIS

T.Y.B.A.

2019-2020

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

Programme Outline : TYBA (SEMESTER V)

Course Code	Unit No	Name of the Unit	Credits
SBAHIS501		MEDIEVAL INDIA (1000 CE -1526 CE)	4
	1	Background and Early History of the Delhi Sultanate	
	2	Expansion and Downfall of the Delhi Sultanate and its Cultural legacy	
	3	Political and Cultural Developments in the Deccan	
	4	Administrative and Socio-religious developments in early Medieval India	
SBAHIS502		HISTORY OF CONTEMPORARY INDIA (1947 CE - 1984 CE)	4
	1	The Early Struggles of Independent India	
	2	Political and Socio-Economic Changes	
	3	Political Crisis and its Aftermath	
	4	Challenges and Achievements	
SBAHIS503		INTRODUCTION TO ARCHAEOLOGY AND LIBRARY SCIENCE	3.5
	1	Aims and Methods of Archaeology	
	2	Epigraphy	
	3	Numismatics	
	4	Library Science	
SBAHIS504		HISTORY OF THE MARATHAS (1630 CE - 1707 CE)	4
	1	Introduction to Maratha History	
	2	Establishment of the Maratha State	
	3	Maratha State	
	4	Administration of the Maratha State	
SBAHIS505		HISTORY OF THE CONTEMPORARY WORLD (1945 CE- 2000 CE)	4
	1	Cold War (1945-1985)	
	2	End of the bi-polar world (1985-2000)	
	3	Struggle for Equality	
	4	Major Trends	
SBAHIS506		GENERAL KNOWLEDGE AND CURRENT AFFAIRS	3.5
	1	Socio-Cultural History of India	
	2	Economic History of India	
	3	Geography	
	4	Current Affairs	

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Programme Outline : TYBA (SEMESTER VI)

Course Code	Unit No	Name of the Unit	Credits
SBAHIS601		HISTORY OF MEDIEVAL INDIA (1526 CE - 1707 CE)	4
	1	Foundation and Expansion of the Mughal Rule	
	2	The Mughal Empire	
	3	Administrative structure of the Mughals and Cultural Developments	
	4	Deccan Sultanates	
SBAHIS602		HISTORY OF MAHARASHTRA WITH SPECIAL REFERENCE TO MUMBAI(C.17 TH CENTURY - 1960 CE)	4
	1	Emergence of Maharashtra	
	2	Birth and Evolution of Bombay	
	3	Economic Growth	
	4	Urban Expansion and Cultural Development	
SBAHIS603		INTRODUCTION TO MUSEOLOGY AND ARCHIVAL SCIENCE	3.5
	1	Museology	
	2	Museology	
	3	Archival Science	
	4	Management of Archives	
SBAHIS604		HISTORY OF THE MARATHAS (1707 CE - 1818 CE)	4
	1	Expansion of Maratha Power	
	2	Setback to and Revival of Maratha Power	
	3	Final Phase of Maratha power	
	4	Administrative and Socio-Cultural Developments	
SBAHIS605		HISTORY OF ASIA (1945 CE - 2000 CE)	4
	1	China and Japan	
	2	Cold War in Asia	
	3	Revolution and Conflict in West Asia	
	4	Some Major Developments	
SBAHIS606		INTRODUCTION TO RESEARCH METHODOLOGY	3.5
	1	Understanding History and Historiography	
	2	Approaches to Indian History	
	3	Research Methodology I	

	4	Research Methodology II	
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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 V

NAME OF THE COURSE	HISTORY OF MEDIEVAL INDIA(1000 CE - 1526 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS501	
NUMBER OF CREDITS	4	
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 main events in the history of early Medieval India.
CO 2.	To examine the administrative, socio-religious and cultural aspects of Medieval India.
CO 3.	To recognise the rich diversity of Indian culture.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to identify key events of early Medieval Indian history.
CLO 2.	The Learner will be able explain the impact of administrative, socio-religious and cultural on society.
CLO 3.	The Learner will be able to value the rich diversity of Indian culture.

UNIT 1	Background and Early History of the Delhi Sultanate (15 LECTURES)
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1.1	Political conditions on the eve of the Turkish Invasions – Mahmud of Ghazni and Muhammad of Ghor
1.2	Establishment of the Delhi Sultanate by the Slave Dynasty
1.3	Consolidation and fall of the Slave Dynasty
UNIT 2	Expansion and Downfall of the Delhi Sultanate and its Cultural legacy (15 LECTURES)
2.1	Khilji Dynasty
2.2	Tughlaqs, Sayyids and Lodis
2.3	Legacy of Delhi Sultanate: Art and Architecture
UNIT 3	Political and Cultural Developments in the Deccan (15 LECTURES)
3.1	Vijayanagara Empire
3.2	Bahamani Sultanate
3.3	Art and Architecture
UNIT 4	Administrative and Socio-religious developments in early Medieval India (15 LECTURES)
4.1	Administration of the Delhi Sultanate and in the Deccan states
4.2	Reforms under Alauddin Khilji and Firuz Tughlaq
4.3	Socio-Religious Movements – Bhakti and Sufi

REFERENCES:

- Banerjee, A.C, New History of Medieval India, S. Chand & Company, 1990. Chandra Satish, History of Medieval India (800-1700), Orient Black Swan, 2009. Chitnis, K.N., Glimpses of Medieval Indian Ideas, 1981.
- Chitnis, K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, 1990.
- Chopra, P. N., Puri, B. N & Das M. N, A Social, Cultural and Economic History of India Vol.II, Macmillan India, 1974.
- Eraly Abraham, The Last Spring Part I: The Saga of the Great Mughals, Penguin India, 2015.

Eraly Abraham, The Last Spring Part II: Life in India's Last Golden Age, Penguin India, 2015.
 Eraly Abraham, The Mughal World, W&N, 2007.

- Farooqui, Salma Ahmed, A Comprehensive History of Medieval India, Pearson, 2010. Ishwari Prasad, History of Medieval India, 1982.
- Habib, Irfan, Economic History of Medieval India, 1200-1500, Pearson, 2010. Lunia B.N., Life and Culture in Medieval India, Kamal Prakashan, 1978.
- Pillai, Manu S., Rebel Sultans: The Deccan from Khilji to Shivaji, Juggernaut, 2018.
- Mehta, J.L., Advanced Study in The History of Modern India; Sterling Publishers, Pvt, Ltd New Delhi, 1986.
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- Mukhia, Harbans, The Mughals of India, Blackwell Publishing, 2005. Sarkar, Jadunath, Mughal Administration, 1963.
- Sreenivasa Murty H.V., Ramkrishna R., History of Karnataka, S Chand & Co, 1992. Stein, Burton, Vijayanagara, Cambridge University Press, 1993.
- Verghese, Anila and Dallapiccola Anna (editors), South India Under Vijayanagara: Art and Archaeology 1st Edition, Oxford University Press, 2010.

NAME OF THE COURSE	HISTORY OF CONTEMPORARY INDIA (1947 CE - 1984 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS502	
NUMBER OF CREDITS	4	
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 examine the main events and development that took place in India from 1947 till 1984.
CO 2	To analyse the political, economic and social changes in India.
CO 3.	To understand how nation building is a continuous process, involving facing challenges and ensuring inclusivity.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain key events that took place in India from 1947 till 1984.
CLO 2.	The Learner will be able to identify the main political, economic and social changes that took place in India, and its contribution to foreign relations.
CLO 3.	The Learner will be able to identify the challenges that the nation faced, how some of these were tackled and the efforts made towards creating an inclusive society.

UNIT 1	The Early Struggles of Independent India (15 LECTURES)
1.1	The Drafting of the Indian Constitution and its Features
1.2	Integration of Indian States
1.3	Linguistic Reorganization of Indian States
UNIT 2	Political and Socio-Economic Changes (15 LECTURES)
2.1	Socio-Economic Reforms under Nehru
2.2	Lal Bahadur Shastri and the rise of Indira Gandhi
2.3	Green Revolution, Abolition of Privy Purses and Titles, Nationalization of Banks
UNIT 3	Political Crisis and its Aftermath (15 LECTURES)
3.1	The Emergency
3.2	The Janata Government
3.3	Political Developments from 1979 - 1984
UNIT 4	Challenges and Achievements (15 LECTURES)
4.1	Non-Aligned Movement
4.2	Growth of Communalism; Separatist Movements

4.3	Reservation Policy; Empowerment of Women
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- Banerjee-Dube, Ishita, A History of Modern India, Cambridge University Press, 2014. Brown, Judith M., Modern India: The Origins of an Asian Democracy, OUP, 1994.
- Chandra, Bipin, Mukherjee, Mridula, Mukherjee, Aditya & others, India After Independence 1947-2000, Penguin Books India (P) Ltd., 2000.
- Chandra, Bipin, Mukherjee, Mridula & Mukherjee, Aditya, India’s Struggle for Independence 1857-1947, HarperCollins India, 2000.
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- Nanda, B.R., Essays in Modern Indian History, OUP, 1980

NAME OF THE COURSE	INTRODUCTION TO ARCHAEOLOGY AND LIBRARY SCIENCE	
CLASS	TYBA	
COURSE CODE	SBAHIS503	
NUMBER OF CREDITS	4	
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 meaning of Archaeology, Epigraphy and Numismatics and their importance as sources of history.
CO 2.	To acquaint students with the role played by libraries and their future as promoters of knowledge.
CO 3.	To encourage the Learner to pursue careers in Archaeology and Library Science.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain the meaning and relevance of Archaeology, Epigraphy and Numismatics.
CLO 2.	The Learner will identify how the libraries store, preserve and disseminate knowledge.
CLO 3.	The Learner may develop an interest in pursuing a career in Archaeology or Library Science.

UNIT 1	Aims and Methods of Archaeology (11 LECTURES)
1.1	Definition, Aims and Development of Archaeology in India
1.2	Archaeology and History; Archaeology and Other Disciplines; Types of Archaeology
1.3	Field Archaeology: Methods of Exploration, Excavation and Dating Techniques
UNIT 2	Epigraphy (11 LECTURES)
2.1	Definition and History of Indian Epigraphy
2.2	Types of Inscriptions; Evolution of Brahmi
2.3	Contribution of Epigraphy to Indian History
UNIT 3	Numismatics (11 LECTURES)
3.1	Definition and History of Indian Numismatics
3.2	Ancient Indian Coinage: Punch-Marked, Kushana, Satavahana and Gupta Coins
3.3	Contribution of Numismatics to Indian History
UNIT 4	Library Science (12 LECTURES)

4.1	Definition, History, Scope; Electronic Revolution in Libraries
4.2	Classification and Cataloguing
4.3	Care of books; Role of the Librarian

REFERENCES:

Archaeology

- Agrawal, D. P., South Asian Prehistory (Archaeology of South Asia), Aryan Books International, 2002.
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Library Science:

- Chan, Lois Mai, Cataloging and Classification: An Introduction, Scarecrow Press, 2007. Dutta, D. N. Libraries and Their Uses the World Press Pvt. Ltd. 1975.
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NAME OF THE COURSE	HISTORY OF THE MARATHAS (1630 CE - 1707 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS504	
NUMBER OF CREDITS	4	
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 examine the emergence of a new political power in Medieval India.
CO 2.	To understand how Maratha power was established and consolidated.
CO 3.	To distinguish the key features of Maratha administration.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner be able to explain how the Marathas emerged as a new political force in medieval India.
CLO 2.	The Learner will be able to analyse the role played by the Maratha leaders in creating a new power and identity.
CLO 3.	The Learner will be able to identify the main features of Maratha administration.

UNIT 1	Introduction to Maratha History (15 LECTURES)
1.1	Sources of Maratha History
1.2	Geo-political and Economic conditions in the early 17 th century
1.3	Socio-cultural conditions in the early 17 th century; Maharashtra Dharma
UNIT 2	Establishment of the Maratha State (15 LECTURES)
2.1	Shivaji's relations with Bijapur
2.2	Shivaji's relations with the Mughals
2.3	Shivaji's Coronation
UNIT 3	Maratha State (15 LECTURES)
3.1	Karnatak Campaign
3.2	Sambhaji, Rajaram and Tarabai
3.3	Civil War
UNIT 4	Administration of the Maratha State (15 LECTURES)
4.1	Civil and Military Administrations
4.2	Revenue and Judicial Administrations
4.3	Socio-economic developments

REFERENCES:

- Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957.
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- Desai, Sudha V., Social Life in Maharashtra Under the Peshwas, Popular Prakashan, 1980.
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NAME OF THE COURSE	HISTORY OF THE CONTEMPORARY WORLD (1945 CE- 2000 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS505	
NUMBER OF CREDITS	4	
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 examine some of the major events of post-World War II period.
CO 2.	To understand the significance of these events.
CO 3	To comprehend how events of the latter half of the twentieth century have influenced the present.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain some of the key international events in the post-war period.
CLO 2.	The Learner will be able to analyse the causes, impact and relevance of key events.
CLO 3.	The Learner will be able to draw parallels between the events of the past and contemporary events.

UNIT 1	Cold War (1945-1985) (15 LECTURES)
1.1	Emergence of a bi-polar world
1.2	U.S.A.'s Policy of Containment; Soviet Union's relations with East Europe
1.3	Cold War Conflicts: Germany, Korea, Cuba
UNIT 2	End of the bi-polar world (1985-2000) (15 LECTURES)
2.1	Disintegration of U.S.S.R.
2.2	East Europe in the post-Cold War period: Germany and Yugoslavia
2.3	U.S.A as the dominant world power
UNIT 3	Struggle for Equality (15 LECTURES)
3.1	Apartheid in South Africa
3.2	Civil Rights Movement in U.S.A.
3.3	Dalit Movement in independent India
UNIT 4	Major Trends (15 LECTURES)
4.1	Sustainable Development
4.2	Feminist Movement
4.3	Globalisation

REFERENCES:

- Bell, P.M.H, The World since 1945, Arnold Publications, 2001.
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NAME OF THE COURSE	GENERAL KNOWLEDGE AND CURRENT AFFAIRS	
CLASS	TYBA	
COURSE CODE	SBAHIS506	
NUMBER OF CREDITS	3.5	
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
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COURSE OBJECTIVES

CO 1.	To introduce the Learner to the objective type assessment for competitive exams.
CO 2.	To learn about and write a summary of a contemporary event.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to write short summaries of contemporary events.
CLO 2.	The Learner will have basic skills to start preparing for competitive entrance-level tests for post-graduate courses.

UNIT 1	Socio-Cultural History of India (11 LECTURES)
1.1	Ancient India
1.2	Medieval India
1.3	Modern India
UNIT 2	Economic History of India (11 LECTURES)
2.1	Ancient India
2.2	Medieval India
2.3	Modern India
UNIT 3	Geography (11 LECTURES)
3.1	Maharashtra
3.2	India
3.3	World
UNIT 4	Current Affairs (12 LECTURES)

4.1	Major Political events of India and the World
4.2	Major Social events of India and the World
4.3	Major Economic Events of India and the World

REFERENCES:

- Agrawal, Chandresh, Maharashtra B.Ed –CET, Maharashtra, Book Hive (India), New Delhi, 2016.
- Bhalerao Nirmal and Deari S. S. M., Economic History of India, Himalaya Publishing House, 2010.
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SEMESTER VI

NAME OF THE COURSE	HISTORY OF MEDIEVAL INDIA (1526 CE
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	-1707 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS601	
NUMBER OF CREDITS	4	
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 acquaint students with the history of India during the Mughal rule.
CO 2.	To understand administrative, socio-religious and cultural aspects of the Mughal Empire.
CO 3.	To study the rise of the Deccan Sultanates.

COURSE LEARNING OUTCOMES:

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

UNIT 1	Foundation and Expansion of the Mughal Rule (15 LECTURES)
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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 (15 LECTURES)
2.1	Jehangir and Shahjahan
2.2	Aurangzeb
2.3	Socio-economic conditions
UNIT 3	Administrative structure of the Mughals and Cultural Developments (15 LECTURES)
3.1	Central and Provincial Administrations
3.2	Mansabdari System and Revenue Administration
3.3	Art and Architecture
UNIT 4	Deccan Sultanates (15 LECTURES)
4.1	Bidar, Berar and Ahmednagar
4.2	Bijapur and Golconda
4.3	Art and Architecture

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 Stein, Burton, Vijayanagara, Cambridge University Press, 1993.
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 Archaeology 1st Edition, Oxford University Press, 2010.

NAME OF THE COURSE	HISTORY OF MAHARASHTRA WITH SPECIAL REFERENCE TO MUMBAI(C.17 TH CENTURY - 1960 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS602	
NUMBER OF CREDITS	4	
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 promote an understanding of how Mumbai developed from inception till independence.
CO 2.	To trace Mumbai's political, economic and cultural growth.
CO 3.	To examine the cosmopolitan nature of Mumbai.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain the history of Mumbai's evolution from islands to a megapolis.
CLO 2.	The Learner will be able to describe how Mumbai's history has made it cosmopolitan, wealthy city with good infrastructure.
CLO 3.	The Learner will be able to name people who have played a role in Mumbai's growth and places of historical importance.

UNIT 1	Emergence of Maharashtra (15 LECTURES)
1.1	From Shivaji's Kingdom to Bombay Presidency – a brief overview
1.2	Political Developments in Bombay Presidency till 1947
1.3	Samyukta Maharashtra Movement
UNIT 2	Birth and Evolution of Bombay (15 LECTURES)
2.1	From Seven Islands to a Presidency (1818)
2.2	Opening Communications – linking Bombay to the hinterland and the world
2.3	Early settlers and Communities
UNIT 3	Economic Growth(15 LECTURES)
3.1	Cotton and Opium Trade
3.2	Banking and Stock Exchange
3.3	Cotton Textile Industry
UNIT 4	Urban Expansion and Cultural Development (15 LECTURES)

4.1	Urban Expansion
4.2	Architecture
4.3	Theatre and Cinema

REFERENCES:

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- Kamat, Manjiri, (author and ed.), *Mumbai Past and Present*, Indus Source Books, 2013.
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- Masselos, Jim, and Fernandes, Naresh, *Bombay Then Mumbai Now*, Roli Books, 2012.

NAME OF THE COURSE	INTRODUCTION TO MUSEOLOGY AND ARCHIVAL SCIENCE	
CLASS	TYBA	
COURSE CODE	SBAHIS603	
NUMBER OF CREDITS	3.5	
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 highlight the role of Museums in the preservation of Heritage.
CO 2.	To understand the importance of Archival Science in the study of History.
CO 3.	To encourage students to pursue careers in various Museums and Archives.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain how museums help preserve and disseminate information about the country's heritage.
CLO 2.	The Learner will be able to explain the importance of Archives in storing and providing access to historical sources
CLO 3	The Learner will be able to consider a career in Museums or Archives

UNIT 1	Museology (11 LECTURES)
1.1	Definition of Museology, Museum Movement in India
1.2	Role of the Curator
1.3	Types of Museums
UNIT 2	Museology (11 LECTURES)
2.1	Methods of Collection; Legal Measures to protect Cultural Heritage in India
2.2	Conservation and Preservation of Objects; Types of Exhibitions
2.3	Changing Role of Museums – In-house and Out-reach activities
UNIT 3	Archival Science (11 LECTURES)
3.1	Meaning, Scope, Objectives and Classes of Archives
3.2	Importance of Archives; Value of Records as Sources of History
3.3	Classification of Records
UNIT 4	Management of Archives (12 LECTURES)
4.1	Appraisal and Retention of Records
4.2	Conservation and Preservation of Records
4.3	Digital Archives; Role of the Archivist

REFERENCES:

Museology

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NAME OF THE COURSE	HISTORY OF THE MARATHAS (1707 CE - 1818 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS604	
NUMBER OF CREDITS	4	
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 study the expansion of Maratha power.
CO 2.	To understand the role of the Maratha Empire in the 18 th and early 19 th centuries.
CO 3.	To be aware of some of the socio-cultural contributions of the Marathas

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain how the Maratha Kingdom became an Empire
CLO 2.	The Learner will be able to trace the rise and fall of the Maratha empire.
CLO 3.	The Learner will be able to identify some of the socio-cultural developments, especially the role of Maratha women leaders.

UNIT 1	Expansion of Maratha Power (15 LECTURES)
1.1	Chhatrapati Shahu and Balaji Vishwanath
1.2	Peshwa Baji Rao I
1.3	Emergence of the Maratha Confederacy; Peshwa Balaji Baji Rao
UNIT 2	Setback to and Revival of Maratha Power (15 LECTURES)
2.1	The Third Battle of Panipat
2.2	Impact and Significance of the Third Battle of Panipat; Reasons for the Maratha defeat
2.3	Peshwa Madhav Rao I
UNIT 3	Final Phase of Maratha power (15 LECTURES)

3.1	Barbhai Council with reference to Nana Phadnavis and Mahadji Shinde
3.2	Peshwa Baji Rao II
3.3	End of Maratha power
UNIT 4	Administrative and Socio-Cultural Developments (15 LECTURES)
4.1	Peshwa Administration
4.2	Role of women in politics
4.3	Socio-cultural developments

REFERENCES:

- Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957.
- Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, 1981.
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- Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, 1923.

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NAME OF THE COURSE	HISTORY OF ASIA (1945 CE - 2000 CE)	
CLASS	TYBA	
COURSE CODE	SBAHIS605	
NUMBER OF CREDITS	4	
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 major political developments in Asia after World War II.
CO 2.	To trace the reasons for political unrest and conflict in Asia.
CO 3.	To study the transformation of some Asian states, including the emergence of women leaders.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain the emergence of different political systems and alliances in Asian states.
CLO 2.	The Learner will be able to identify key conflicts in the region.
CLO 3.	The Learner will be able to analyse the changes in some Asian states, and emergence of women leaders.

UNIT 1	China and Japan (15 LECTURES)
1.1	Establishment of the People's Republic of China
1.2	American Occupation of Japan
1.3	Economic Miracle in Japan and Four Modernisations in the People's Republic of China
UNIT 2	Cold War in Asia (15 LECTURES)
2.1	Sino-Soviet Relations
2.2	USA and Vietnam
2.3	USSR and Afghanistan
UNIT 3	Revolution and Conflict in West Asia (15 LECTURES)
3.1	Arab-Israel Conflict
3.2	Iranian Revolution in 1979
3.3	Iran-Iraq War and Gulf War I
UNIT 4	Some Major Developments (15 LECTURES)
4.1	Rise of authoritarian regimes – Pakistan and Indonesia
4.2	Women Leaders in Asia
4.3	Regional collaborations – ASEAN, SAARC and BIMSTEC

REFERENCES:

- Bell, P.M.H, The World since 1945, Arnold Publications, 2001.
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NAME OF THE COURSE	INTRODUCTION TO RESEARCH METHODOLOGY	
CLASS	TYBA	
COURSE CODE	SBAHIS606	
NUMBER OF CREDITS	3.5	
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 importance of Historiography.
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CO 2.	To learn about the different approaches towards Historiography.
CO 3.	To understand the use of historical sources in the writing of History.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to identify how the historical narrative is determined by personal ideologies and perspectives.
CLO 2.	The Learner will be to identify steps in historical research methodology.
CLO 3.	The Learner will be able to write a basic research paper.

UNIT 1	Understanding History and Historiography (11 LECTURES)
1.1	Meaning of History and Historiography
1.2	Historiographical Traditions: Indian Historiography
1.3	Historiographical Traditions: Western Historiography
UNIT 2	Approaches to Indian History (11 LECTURES)
2.1	Colonial; Orientalist
2.2	National; Marxist
2.3	Subaltern; Feminist
UNIT 3	Research Methodology I (11 LECTURES)
3.1	Steps of Historical Research
3.2	Interpretation and Generalisation

3.3	Techniques of Historical Writing
UNIT 4	Research Methodology II (12 LECTURES)
4.1	Nature and Types of Sources
4.2	Techniques of Data Collection
4.3	Authenticity and Credibility of Sources

REFERENCES:

- Ali, B. Sheik, History: Its Theory and Method, 2nd Edition, Trinity Press, 2015. Arnold, John, H., History, A Very Short Introduction, OUP, 2000.
- Benjamin, Jules R., A Student's Guide to History, St. Martin's Press, 1975.
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- Southgate, Beverley, History: What and Why?; Ancient, Modern and Postmodern Perspectives, 2nd Edition, Routledge, 2001.
- Upadhyay. Shahshi Bhushan, Historiography in the Modern World, OUP, Oxford, 2016.

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 (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 Module 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 Module.

Question	Module	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

