



**SOPHIA COLLEGE, (AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: History**

**Programme Code: SBAHIS**

T.Y.B.A.

2022-2023

(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
		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	Administrative Developments in the early Medieval India	
	4	Cultural Developments	
	5	Developments in the Deccan	
SBAHIS502		HISTORY OF CONTEMPORARY INDIA (1947 CE - 1984 CE)	4
	1	The Early Years of Independent India	
	2	The Nehru Era	
	3	Post-Nehruvian Era	
	4	The Emergency and After	
	5	Challenges and Movements	
SBAHIS503		INTRODUCTION TO ARCHAEOLOGY AND LIBRARY SCIENCE	3.5
	1	Aims and Methods of Archaeology	
	2	Epigraphy	
	3	Numismatics	
	4	Library Science - Library Organisation	
	5	Library Sciences – Library Management	
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	
	5	Sources, Art and Architecture	
SBAHIS505		HISTORY OF THE CONTEMPORARY WORLD (1945 CE- 2000 CE)	4
	1	Cold War (1945-1985)	
	2	USA and USSR (1985-2005)	
	3	Decolonisation	
	4	Movements for Equal Rights	
	5	Major Trends	

SBAHIS506		GENERAL KNOWLEDGE AND CURRENT AFFAIRS	3.5
	1	Ancient India	
	2	Medieval India	
	3	Modern India	
	4	Geography and Geo-political Regional Alliances	
5	Current Affairs		

### **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.
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### **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 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	50	50
PASSING MARKS	20	20

### 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 (12 LECTURES)
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	Political conditions on the eve of the Turkish Invasions; Slave Dynasty
UNIT 2	Expansion and Downfall of the Delhi Sultanate and its Cultural legacy (12 LECTURES)
	Khilji, Tughlaqs, Sayyids and Lodis
UNIT 3	Administrative and Socio-religious developments in early Medieval India (12 LECTURES)
	Administration of the Delhi Sultanate with special reference to the reforms under Alauddin Khilji and Firuzshah Tughlaq
UNIT 4	Cultural Developments (12 LECTURES)
	Art and Architecture; Socio-Religious Movements – Bhakti and Sufi
UNIT 5	Developments in the Deccan (12 LECTURES)
	Vijayanagara Empire, Bahamani Sultanate, Art and Architecture

#### 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.
- Mehta, J.L, Advanced Study in The History of Modern India (Vol 3: Medieval Indian Society and Culture) 1<sup>th</sup> Edition, 1983.

- 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.

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	50	50
PASSING MARKS	20	20

## 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 Years of Independent India (12 LECTURES)
	The Constitution; Integration of Princely States; Linguistic Reorganization of States
UNIT 2	The Nehru Era (12 LECTURES)
	Socio-Economic Reforms; Foreign Policy
UNIT 3	Post-Nehruvian Era (12 LECTURES)
	Political and Economic Developments (1964-1975); Foreign Policy (1964-1975)
UNIT 4	The Emergency and After (12 LECTURES)
	The Emergency; Political Developments (1977-1984); Foreign Policy (1975-1984)
UNIT 5	Challenges and Movements (12 LECTURES)
	Communalism; Regionalism; Separatist Movements; Dalit Movement; Women's Movements

#### REFERENCES:

- Akbar, M.J., The Siege Within, Roli Books, 2018.
- 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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- Chandra, Bipin, Rise and Growth of Economic Nationalism in India, Delhi, 1966.
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- Datta, Kali Kinkar, A Social History of Modern India, Macmillan India Limited, New Delhi, 1975.
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- Jaffrelot, C., India Since 1950: Society, politics, Economy and Culture, Cambridge University Press India Pvt. Ltd., 2012.
- Khanna, D.D. and Others, Democracy, Diversity and Stability – 50 years of Indian Independence, Macmillan Publishers India, 1980.



- Majumdar R.C., Comprehensive History of India, Vol. 3 (Part III).
- Metcalf, Barbara D. & Metcalf, Thomas R., A concise History of Modern India, Cambridge University Press, 2012.
- 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	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

### **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 (9 LECTURES)
	Definition, Aims and Development of Archaeology in India; Archaeology and History; Archaeology and Other Sciences; Field Archaeology; Dating Methods
UNIT 2	Epigraphy (9 LECTURES)
	Definition and History of Indian Epigraphy; Types of Inscriptions; Evolution of Brahmi and Kharosthi Scripts; Contribution of Epigraphy to Indian History
UNIT 3	Numismatics (9 LECTURES)
	Definition and History of Indian Numismatics; Ancient Indian Coinage: Punch-Marked, Kushana, Satavahana and Gupta Coins; Contribution of Numismatics to Indian History
UNIT 4	Library Sciences – Library Organisation (9 LECTURES)
	Definition, History, Scope; Classification and Cataloguing; Care of books
UNIT 5	Library Sciences – Library Management (9 LECTURES)
	Issuing of books; Basic Library records; Role of the Librarian; Electronic Revolution in libraries

## REFERENCES:

### Archaeology

- Agrawal, D. P., South Asian Prehistory (Archaeology of South Asia), Aryan Books International, 2002.
- Allchin, Briget & Allchin, Raymond, The Rise of Civilization in India and Pakistan, Cambridge University Press, 1982.
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- Dhavalikar, M. K., Indian Protohistory, Books and Books, 1997.
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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	50	50
PASSING MARKS	20	20

### **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, art and architecture.

### **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, art and architecture.

UNIT 1	Background to the Rise of the Maratha State (12 LECTURES)
	Geo-political and economic conditions in the early 17 <sup>th</sup> century; Socio-cultural conditions in the early 17 <sup>th</sup> century; Maharashtra Dharma
UNIT 2	Establishment of the Maratha State (1646-1674) (12 LECTURES)
	Emergence of the Maratha State; Maratha conflict with Bijapur and the Mughals; Coronation ceremony
UNIT 3	The Maratha State (1674-1708) (12 LECTURES)
	Expansion of the state; Mughal-Maratha conflict; Civil War
UNIT 4	Administration of the Maratha State (12 LECTURES)
	Civil, Revenue, Judicial, Military Administration
UNIT 5	Sources, Art and Architecture (12 LECTURES)
	Sources of Maratha History; Art and Architecture

### **REFERENCES:**

- Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, OxfordUniversity Press, 1957.
- Chitmis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K

- Chitnis, 1981.
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  - Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, 1998.
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  - Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., 1969. Kulkarni, A. R., Maharashtra: Society and Culture, Books and Books, 2000.
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  - Mate, M. S., Maratha Architecture (1650 A.D. to 1850 A.D.), University of Poona, 1959. Nadkarni, R.V., The Rise and Fall of the Maratha Empire, Popular Prakashan, 1966.
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  - Sardesai, G.S: New History of the Marathas, 3 Volumes, Phoenix Publication, 1968. Sarkar, Jadunath, House of Shivaji, Orient Longman, 1978.
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  - Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, 1923. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, 1958.

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	50	50
PASSING MARKS	20	20

## COURSE OBJECTIVES

CO 1.	To examine some of the major events of post-World War II period.
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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) Cold War (1945-1985) (12 LECTURES)
	Events leading to the Cold War; the emergence of the US and Soviet blocs; Cold War conflicts and interventions
UNIT 2	USA and USSR (1985-2005) (12 LECTURES)
	Disintegration of U.S.S.R and its impact on East Europe; USA as the dominant world power
UNIT 3	Decolonisation (12 LECTURES)
	Growth of nation-states in Asia, Africa and South America
UNIT 4	Movements for Equal Rights (12 LECTURES)
	Apartheid in South Africa; Civil Rights Movement in U.S.A.; Indigenous Peoples' Movements in India and Australia
UNIT 5	Major Trends (12 LECTURES)
	Feminist Movement; Global Terrorism, International Agencies and conflict resolution

### REFERENCES:

- Bell, P.M.H, The World since 1945, Arnold Publications, 2001.
- Brower, Daniel R., The World Since 1945; A Brief History, Pearson Education, India, 2005.

- Calvocoressi, Peter, World Politics 1945-2000, 8th edition Pearson Education Ltd. Harlow, 2001.
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- Roberts, J. M, History of the World, Oxford University Press, 1993.
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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	50	50
PASSING MARKS	20	20

## 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	Ancient India (9 LECTURES)
	Socio-Cultural, Economic and Administrative History
UNIT 2	Medieval India (9 LECTURES)
	Socio-Cultural, Economic and Administrative History
UNIT 3	Modern India (9 LECTURES)
	Socio-Cultural, Economic and Administrative History
UNIT 4	Geography and Geo-political Regional Alliances (9 LECTURES)
	Geography of India and the World; Regional Alliances
UNIT 5	Current Affairs (9 LECTURES)
	Events in Maharashtra; Regional and national events in India; International events

## 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.
- Bansal, Sonali and Tripathi, Snehil, Modern Indian History: For Civil Services Preliminary and Main Examinations, First edition, McGraw Hill Education, 2018.
- Chandra Satish, History of Medieval India (800-1700), Orient Black Swan, 2009.
- Chitnis, K. N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors,1990.
- Basham, A. L., The Wonder That Was India, 1, Picador, Indian ed edition,2004
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- Desai, Sudha V., Social Life in Maharashtra Under the Peshwas, Popular Prakashan, 1980.
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LaxmiPublications Pvt. Ltd., 2016.

- Jones, Kenneth William, Socio-Religious Reform Movements in British India: 1 (The NewCambridge History of India), Cambridge University Press, 2006.
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- Edgar, Thorpe and Thorpe, Showick, General Studies Paper I for Civil Services PreliminaryExamination 2018, Pearson Education, 2017.

## **SEMESTER VI**

NAME OF THE COURSE	HISTORY OF MUGHAL INDIA (1526 CE – 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	50	50
PASSING MARKS	20	20

### **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 of the Mughal Empire (12 LECTURES)
	Early Mughal rulers; Early Mughal rulers; Setback to Mughal rule: Sher Shah Sur.
UNIT 2	Rajputs, Sikhs and the Mughal Empire (12 LECTURES)
	Major Battles; Military strategies; Matrimonial Alliances
UNIT 3	Cultural Developments in the Mughal Empire (12 LECTURES)
	Nobility; Prominent Women; Art and Architecture; Religious Policy
UNIT 4	Mughals and the Deccan Sultanates (12 LECTURES)
	Ahmednagar, Bijapur and Golconda
UNIT 5	Administrative structure of the Mughals (12 LECTURES)
	Civil Administration; Mansabdari System; Revenue Administration.

## **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.
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NAME OF THE COURSE	HISTORY OF MUMBAI (c. 17 <sup>TH</sup> CENTURY TO 1947 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	50	50
PASSING MARKS	20	20

### **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	Birth and Evolution of Bombay (12 LECTURES)
	From Shivaji's Kingdom to Bombay Presidency – a brief overview
UNIT 2	Emergence of a Cosmopolitan Society (12 LECTURES)
	Early settlers and Communities; Eminent Personalities
UNIT 3	Economic Growth I (12 LECTURES)
	Opening Communications- linking Bombay to the hinterland and the world; Cotton and Opium Trade.
UNIT 4	Economic Growth II (12 LECTURES)
	Banking and Stock Exchange; Cotton Textile Industry and the Labour Movement; Shipping Industry
UNIT 5	Urban Expansion and Architecture (12 LECTURES)
	Urban Expansion; Architecture

## **REFERENCES:**

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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	50	50
PASSING MARKS	20	20

UNIT 1	Museology (9 LECTURES)
1.1	Definition; Museum Movement in India; Role of the Curator
UNIT 2	Museology (9 LECTURES)
	Types of Museums; Methods of Collection; Legal Measures to protect Cultural Heritage in India
UNIT 3	Museology (9 LECTURES)
	Conservation and Preservation of Objects; Types of Exhibitions; Changing Role of Museums
UNIT 4	Archival Science (9 LECTURES)
	Meaning, Scope, Objectives and Classes of Archives; Importance of Archives; Value of Records as Sources of History; Classification of Records
UNIT 5	Management of Archives (9 LECTURES)
	Appraisal and Retention of Records; Conservation and Preservation of Records; Digital Archives; Role of the Archivist

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### Museology

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### Archival Science:

- Basu, Purnendu, Archives and Records, What are They? The National Archives of India, New Delhi, 1969.
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NAME OF THE COURSE	HISTORY OF THE MARATHAS (1707CE -1818CE)
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	50	50
PASSING MARKS	20	20

## COURSE OBJECTIVES

CO 1.	To study the expansion of Maratha power.
CO 2.	To understand the role of the Maratha Empire in the 18 <sup>th</sup> and early 19 <sup>th</sup> 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	The Maratha Empire (12 LECTURES)
	Internal Strife; Diplomacy; Military campaigns
UNIT 2	A Unique Political System and Setback (12 LECTURES)
	The Maratha Confederacy; Transfer of power from Chhatrapati to Peshwa; The Third Battle of Panipat



UNIT 3	Revival and the Collapse of the Maratha Empire (12 LECTURES)
	Barbhai Council; Internal Strife and Subsidiary Alliances; End of Maratha Power
UNIT 4	Administration under the Peshwas and the Role of Women in Politics (12 LECTURES)
	Changes in Administration; Maratha Women leaders
UNIT 5	Socio-Cultural Developments (12 LECTURES)
	Slavery; Caste; New Cultural forms

**REFERENCES:**

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NAME OF THE COURSE	HISTORY OF ASIA (1945 CE - 2005 CE)
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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	50	50
PASSING MARKS	20	20

### **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 (12 LECTURES)
	People's Republic of China; American Occupation of Japan and its aftermath; Sino-Soviet Relations.

UNIT 2	Cold War in Asia (12 LECTURES)
	Korean Conflict; USA and Vietnam; USSR and Afghanistan
UNIT 3	Revolution and Conflict in the Persian Gulf (12 LECTURES)
	Iran Revolution; Gulf War I and Iraq War.
UNIT 4	Conflict in West Asia (12 LECTURES)
	Birth of Israel; Arab-Israel Wars; Palestinian Arab-Israel relations.
UNIT 5	Women in History (12 LECTURES)
	Impact on and role of women in Asian wars; Women Leaders in Asia

#### REFERENCES:

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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	50	50
PASSING MARKS	20	20

### COURSE OBJECTIVES

CO 1.	To understand the importance of Historiography.
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, Historical Research and Research Ethics (9 LECTURES)
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	The history of 'History'; What is Historical Research; Research Ethics
UNIT 2	Writing Indian History (9 LECTURES)
	Imperialist School; Nationalist School; Marxist School
UNIT 3	Approaches to Indian History (9 LECTURES)
	Subaltern; Feminist; Post Modern.
UNIT 4	Research Methodology I (9 LECTURES)
	Methods and Tools of Data Collection; Authenticity and Credibility of Sources; Generalisation and Analysis
UNIT 5	Research Methodology II (9 LECTURES)
	Steps of Historical Research; Techniques of Historical Writing; Academic Writing

#### REFERENCES:

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- Southgate, Beverley, History: What and Why? ; Ancient, Modern and Postmodern Perspectives, 2<sup>nd</sup> Edition, Routledge, 2001.
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## **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.