



**SOPHIA COLLEGE FOR WOMEN  
(AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: History**

**Programme Code: AHIS**

**S.Y.B.A.**

**2024-25 (NEP)**

**(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
AHIS233MJ		HISTORY OF MEDIEVAL INDIA (1000 CE - 1526 CE)	4
	1	The Delhi Sultanate	
	2	The Delhi Sultanate and its Administration	
	3	Political and Cultural Developments in the Deccan	
AHIS234MJ	4	Socio-cultural developments in early Medieval India	4
		RENAISSANCE TO EVE OF WORLD WAR I (c. 1300 CE - 1914 CE)	
	1	Forces leading to the emergence of a modern Europe	
	2	Revolution and the Decline of Absolute Power	
AHIS233MN	3	Expansion, Industrialisation and Colonisation	4
	4	Nationalism and the Nation State	
		LANDMARKS OF BRITISH INDIA (1757 CE - 1947 CE)	
	1	The East India Company (1757-1857)	
AVSC304	2	The Revolt of 1857 and Growth of Political Consciousness	2
	3	National Movement till 1942	
	4	1942 to Independence	
		ELEMENTS OF INDIAN ICONOGRAPHY	
	1	Iconography in Indian context	2
	2	Hindu, Buddhist and Jain Iconography	

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

Course Code	Unit No.	Name of the Unit	Credits
AHIS245MJ		HISTORY OF MEDIEVAL INDIA (1526 CE - 1707 CE)	4
	1	Foundation and Expansion of the Mughal Rule	
	2	The Mughal Empire	
	3	Deccan Sultanates	
AHIS246MJ	4	Socio- cultural developments	4
		ANCIENT INDIA: FROM THE SHUNGAS UP TO 1000 CE.	
	1	Post-Mauryan period	
	2	Gupta Empire	

	3	Post-Gupta Period in North India	
	4	Deccan and South India	
AHIS244MN		LANDMARKS OF INDIA (1947 CE - 2000 CE)	4
	1	Political Developments	
	2	Economic Developments and Science and Technology	
	3	Foreign Policy	
	4	Major Developments and Movements	
ASEC404		MUSEOLOGY	2
	1	Museology 1	
	2	Museology 2	

### 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 3

NAME OF THE COURSE	HISTORY OF MEDIEVAL INDIA (1000 CE - 1526 CE)	
CLASS	SYBA	
COURSE CODE	AHIS233MJ	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	CONTINUOUS ASSESSMENT	SUMMATIVE EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	40/100	

### COURSE OBJECTIVES

CO 1.	To acquaint students with the history of early Medieval India.
CO 2.	To study the contribution of the Deccan to Medieval Indian History.
CO 3.	To examine the administrative, socio-religious and cultural aspects of Medieval India.

### 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 appreciate the contribution of this period to the rich diversity of Indian culture.

UNIT 1	The Delhi Sultanate (15 LECTURES)
1.1	Political conditions on the eve of the Turkish Invasions
1.2	Rise and fall of the Slave Dynasty
1.3	Khiljis
UNIT 2	The Delhi Sultanate and its Administration (15 LECTURES)
2.1	Tughlaq; end of the Delhi Sultanate
2.2	Administration of the Khilji
2.3	Administration of the Tughlaq
UNIT 3	Political and Cultural Developments in the Deccan (15 LECTURES)
3.1	Vijayanagara Empire
3.2	Bahamani Sultanate
3.3	Administration of the Deccan states
UNIT 4	Socio-cultural developments in early Medieval India (15 LECTURES)
4.1	Art and Architecture of the North
4.2	Art and Architecture of the South
4.3	Bhakti and Sufi Movements

**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.
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- 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.
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- Habib, Irfan, Economic History of Medieval India, 1200-1500, Pearson, 2010.
- 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.
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- Sarkar, Jadunath, Mughal Administration, 1963.
- Sreenivasa Murty H.V., Ramkrishna R., History of Karnataka, S Chand & Co, 1992.
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- Verghese, Anila and Dallapiccola Anna (editors), South India Under Vijayanagara: Art and Archaeology 1st Edition, Oxford University Press, 2010.

NAME OF THE COURSE	RENAISSANCE TO EVE OF WORLD WAR I (C. 1300 CE - 1914 CE)	
CLASS	SYBA	
COURSE CODE	AHIS234MJ	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	CONTINUOUS ASSESSMENT	SUMMATIVE EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	40/100	

## **COURSE OBJECTIVES**

CO 1.	To understand the processes that modernised Europe.
CO 2.	To be aware of the expansion of European power in Asia and Africa.
CO 3.	To be able to analyse the impact that Europe has had on the world.

## **COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will be able to explain the events that modernised Europe.
CLO 2.	The Learner will be able to identify the revolutions that created new political systems.
CLO 3.	The Learner will be able to describe the strategies used by European countries to become colonial powers.

UNIT 1	Forces leading to the emergence of a modern Europe (15 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 (15 LECTURES)
2.1	Glorious Revolution
2.2	American Revolution
2.3	French Revolution
UNIT 3	Expansion, Industrialisation and Colonisation (15 LECTURES)
3.1	Age of Exploration
3.2	Industrial Revolution

3.3	Forms and Techniques of Imperialism in Asia and Africa
UNIT 4	Nationalism and the Nation State (15 LECTURES)
4.1	Unification of Italy
4.2	Unification of Germany
4.3	Arab Nationalism and Zionism

**REFERENCES:**

- 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.
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- Rao, B.V., History of the Modern World, AD 1500 to 2011, Sterling Publishers Pvt. Ltd., 2013.
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NAME OF THE COURSE	LANDMARKS OF BRITISH INDIA (1757 CE - 1947 CE)	
CLASS	SYBA	
COURSE CODE	AHIS233MN	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	CONTINUOUS ASSESSMENT	SUMMATIVE EXAMINATION
TOTAL MARKS	50	50



PASSING MARKS	40/100
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### **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.
CO 4.	To understand the socio-cultural transformation of the subcontinent and the role that played in the demand from freedom.
CO 5.	To help learners understand and analyse the developments that led to Independence and Partition.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will be able to explain 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 trace the events that led to Independence and Partition.

UNIT 1	The East India Company (1757-1857) (15 LECTURES)
1.1	Arrival of the Europeans and Establishment of Power
1.2	Expansion of the British Empire in India
1.3	Economy and Administration under the East India Company
UNIT 2	The Revolt of 1857 and Growth of Political Consciousness (15 LECTURES)
2.1	Causes

2.2	Consequences, significance, nature
2.3	Political Associations and formation of the INC
UNIT 3	National Movement till 1942 (15 LECTURES)
3.1	Moderate and Extremist Phases
3.2	Arrival of Gandhiji and the Non-Cooperation Movement
3.3	Civil Disobedience Movement
UNIT 4	1942 to Independence (15 LECTURES)
4.1	Quit India Movement
4.2	Events leading to Independence
4.3	Communalism and Partition

#### REFERENCES:

- Ahluwalia, M.M, Freedom Struggle in India 1858-1909, Ranjit Printers and Publishers, Delhi, 1968
- Bandyopadhyay. 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.
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- Smith, Vincent A. (Author), Spear, Percival, (Editor), The Oxford History of India; Edited by Percival Spear, 4<sup>th</sup> Edition, OUP India, 1997.
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NAME OF THE COURSE	ELEMENTS OF INDIAN ICONOGRAPHY
CLASS	SYBA
COURSE CODE	AVSC304
NUMBER OF CREDITS	2
NUMBER OF LECTURES PER WEEK	2
TOTAL NUMBER OF LECTURES PER SEMESTER	30
EVALUATION METHOD	CONTINUOUS ASSESSMENT
TOTAL MARKS	50
PASSING MARKS	20

### **COURSE OBJECTIVES**

CO 1.	To understand the tradition and significance of iconography.
CO 2.	To learn about the basics Hindu, Buddhist and Jain iconography.
CO 3.	To learn about regional variations of iconographies.
CO 4.	To enable students to appreciate the importance of iconographies in the writing of Ancient Indian History.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will be able to understand the basic idea of iconography.
CLO 2.	The Learner will be able to illustrate the role played by iconography in the writing of the socio-religious history of ancient Indian

CLO 3.	The Learner will be able to describe the importance of iconography as reliable sources of history.
CLO 4.	The Learner will be able to determine the possibility of archaeology as a future career.

UNIT 1	Iconography in Indian Context (15 LECTURES)
1.1	Iconography the nature of the subject
1.2	Emergence and development of Iconography and image worship in India
1.3	Iconometry, iconographic terminology
UNIT 2	Hindu, Buddhist and Jain Iconography (15 LECTURES)
2.1	Origin and development of Hindu icons
2.2	Origin and development of Buddhist imagery, and symbols
2.3	Origin and development of Jain images, Tirthankaras and Symbolism of Jain iconography

#### REFERENCES:

- Banerjee, J.N. Development of Hindu Iconography. New Delhi: Munshiram Manoharlal, 1974.
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## SEMESTER 4

NAME OF THE COURSE	HISTORY OF MEDIEVAL INDIA (1526 CE - 1707 CE)	
CLASS	SYBA	
COURSE CODE	AHIS245MJ	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	CONTINUOUS ASSESSMENT	SUMMATIVE EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	40/100	

### COURSE OBJECTIVES

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

CLO3	The Learner will be able to discuss how the Deccan witnessed the rise of new powers.
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UNIT 1	Foundation and Expansion of the Mughal Rule (15 LECTURES)
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	Consolidation of the Mughal Empire under Jahangir and Shahjahan
2.2	Decline of the Mughal Empire
2.3	Unique features of the Mughal Administration
UNIT 3	Deccan Sultanates (15 LECTURES)
3.1	Ahmednagar
3.2	Bijapur and Golconda
3.3	Architecture
UNIT 4	Socio- Cultural Developments (15 LECTURES)
4.1	Din- i- illahi and Sikhism
4.2	Women's contribution to politics and culture
4.3	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.
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- 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.  
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Eraly Abraham, The Mughal World, W&N, 2007.
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- Pillai, Manu S., Rebel Sultans: The Deccan from Khilji to Shivaji, Juggernaut, 2018.
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- Mukhia, Harbans, The Mughals of India, Blackwell Publishing, 2005.  
Sarkar, Jadunath, Mughal Administration, 1963.

NAME OF THE COURSE	ANCIENT INDIA: FROM THE SHUNGAS UP TO 1000 CE.	
CLASS	SYBA	
COURSE CODE	AHIS246MJ	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	CONTINUOUS ASSESSMENT	SUMMATIVE EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	40/100	

### COURSE OBJECTIVES

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

**COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will be able to show 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	Post-Mauryan period (15 LECTURES)
1.1	Shungas
1.2	Satavahanas
1.3	Kushanas
UNIT 2	Gupta Empire (15 LECTURES)
2.1	Rise and growth of the Empire
2.2	Administration
2.3	Classical Age
UNIT 3	Post-Gupta Period in North India (15 LECTURES)
3.1	Harshavardhana
3.2	Rise of the Rajputs
3.3	Arab invasion of Sind
UNIT 4	Deccan and South India (15 LECTURES)
4.1	Chalukyas of Badami; Pallavas
4.2	Rashtrakutas; Cholas
4.3	Art and Architecture



## REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C to AD 1200, Routledge, 2007.
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- Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.

NAME OF THE COURSE	LANDMARKS OF INDIA (1947 CE - 2000 CE)	
CLASS	SYBA	
COURSE CODE	AHIS244MN	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	CONTINUOUS	SUMMATIVE

TOTAL MARKS PASSING MARKS	ASSESSMENT 50	EXAMINATION 50
	40/100	

## COURSE OBJECTIVES

CO 1.	To understand some of the main political , economic, scientific and technological developments in India, after independence.
CO 2.	To analyse India's relations with some of its neighbours and other Powers.
CO 3.	To develop an understanding of some of the major movements and challenges that India faced and how they were tackled.

## COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain some of the major political, economic scientific and technological developments in India, after independence.
CLO 2.	The Learner will be able to analyse India's relations with its neighbours and other Powers
CLO 3.	The Learner will have gained an insight into how Indian society and its government dealt with some of the major concerns and challenges.

UNIT 1	Political Developments (15 Lectures)
1.1	Integration of Indian States; The Constitution
1.2	State Formation – Linguistic, Ethnic and Regional Challenges
1.3	The Emergency
UNIT 2	Economic Developments and Science and Technology (15 Lectures)
2.1	Economic Planning and its impact
2.2	New Economic Policy – Liberalisation and Globalisation
2.3	Progress in Science and Technology

UNIT 3	Foreign Policy (15 Lectures)
3.1	Relations with USA and the Soviet Union; Non-Aligned Movement
3.2	Relations with Neighboring States – China ; Pakistan; Sri Lanka
3.3	Post-Cold War Foreign Policy
UNIT 4	Major Developments and Movements (15 Lectures)
4.1	Communalism
4.2	Reservation Policy ; Dalit Movement
4.3	Women’s Movements and Empowerment

**REFERENCES:**

- 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.
- Forbes, Geraldine, Women in Modern India: 02 Cambridge University Press, 1999
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- Kumar, Radha , The History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India, 1800-1990, Kali for Women, 1993.
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- Thapar, Romila, Our History, Their History, Whose History?, Seagull Books London Ltd., 2024.

NAME OF THE COURSE	MUSEOLOGY
CLASS	SYBA
COURSE CODE	ASEC404
NUMBER OF CREDITS	2

NUMBER OF LECTURES PER WEEK	2
TOTAL NUMBER OF LECTURES PER SEMESTER	30
EVALUATION METHOD	CONTINUOUS ASSESSMENT
TOTAL MARKS	50
PASSING MARKS	20

### **COURSE OBJECTIVES**

CO 1.	To highlight the role of Museums in the preservation of Heritage.
CO 2.	To encourage students to pursue careers in various Museums and Archives.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The Learner will have gleaned the basics of Museology.
CLO 2.	The Learner will have been acquainted with the role played by Curators.
CLO 3.	The Learner will have learnt about the possibilities of this subject as a future career.

UNIT 1	Museology 1 (15 LECTURES)
1.1	Definition of Museology, Museum Movement in India
1.2	Role of the Curator
1.3	Types of Museums
UNIT 2	Museology 2(15 LECTURES)
2.1	Methods of Collection; Legal Measures to protect Cultural Heritage in India
2.2	Conservation and Preservation of Objects; Types of Exhibitions

**REFERENCES:**

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- Fopp, Michael A., Managing Museums and Galleries, Routledge, 1997.
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- Sarkar, H., Museums and Protection of Monuments and Antiquities in India, Sundeep Prakashan, 1981.
- Sivaramamurti, C., Directory of Museums in India, 1950.

**ASSESSMENT DETAILS:****For 4 Credit Papers (Major and Minor)  
Continuous Assessment (50 marks)**

1. A minimum of two activities will be given in each semester.
2. Each will be for 25 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. Learners will be informed about the marks they have got before the Summative Assessment.

**Summative Assessment (50 marks)**

Duration: 2 hours

1. The Question Paper will cover all four units of the syllabus.
2. There will be three mandatory questions:
  - Question I : Attempt any two out of four (30 marks)
  - Question II : Attempt any one out of three (10 marks)
  - Question III : Attempt any two out of four (10 marks)

3. In each question, each option will be from a different unit.

**For 2 Credit Papers (VSC/SEC)  
Continuous Assessment (50 marks)**

1. A minimum of two activities will be given in each semester.
2. Each will be for 20 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. Learners will be informed about the marks they have got before the Summative Assessment.
5. 10 marks will be given for Class participation.