



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: History

Programme Code: SBAHIS

T.Y.B.A.

2024-25

(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	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	3.5

		AFFAIRS	
	1	Ancient India	
	2	Medieval India	
	3	Modern India	
	4	Geography and Geo-political Regional Alliances	
	5	Current Affairs	

Programme Outline : TYBA (SEMESTER VI)

Course Code	Unit No	Name of the Unit	Credits
SBAHIS601		HISTORY OF MUGHAL INDIA (1526 CE – 1707 CE)	4
	1	Foundation of the Mughal Empire	
	2	Rajputs, Sikhs and the Mughal Empire	
	3	Cultural Developments in the Mughal Empire	
	4	Mughals and the Deccan Sultanates	
SBAHIS602	5	Administrative structure of the Mughals	4
		HISTORY OF MUMBAI (C. 17 TH CENTURY TO 1947 CE)	
	1	Birth and Evolution of Bombay	
	2	Emergence of a Cosmopolitan Society	
	3	Economic Growth I	
SBAHIS603	4	Economic Growth II	3.5
	5	Urban Expansion and Architecture	
		INTRODUCTION TO MUSEOLOGY AND ARCHIVAL SCIENCE	
	1	Museology	
	2	Museology	
SBAHIS604	3	Museology	4
	4	Archival Science	
	5	Management of Archives	
		HISTORY OF THE MARATHAS (1707 CE -1818 CE)	
	1	The Maratha Empire	
SBAHIS605	2	A Unique Political System and Setback	4
	3	Revival and the Collapse of the Maratha Empire	
	4	Administration under the Peshwas and the Role of Women in Politics	
	5	Socio-Cultural Developments	
SBAHIS605		HISTORY OF ASIA (1945 CE - 2005 CE)	4

	1	China and Japan	
	2	Cold War in Asia	
	3	Revolution and Conflict in the Persian Gulf	
	4	Conflict in West Asia	
	5	Women in History	
SBAHIS606		INTRODUCTION TO RESEARCH METHODOLOGY	3.5
	1	Understanding History and Historiography	
	2	Writing Indian History	
	3	Approaches to Indian History	
	4	Research Methodology I	
	5	Research Methodology II	

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
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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	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

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

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will have gained an insight into the history of Medieval India.
CLO 2.	The Learner will be able to identify the various personalities and dynasties that have shaped the Indian subcontinent.
CLO 3.	The Learner will be able to describe the process and dynamics of the social and cultural changes that took place in early and later Medieval India.

UNIT 1	Background and Early History of the Delhi Sultanate (12 LECTURES)
1.1	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)
2.1	Khilji, Tughlaqs, Sayyids and Lodis

UNIT 3	Administrative and Socio-religious developments in early Medieval India (12 LECTURES)
3.1	Administration of the Delhi Sultanate with special reference to the reforms under Alauddin Khilji and Firuzshah Tughlaq
UNIT 4	Cultural Developments (12 LECTURES)
4.1	Art and Architecture; Socio-Religious Movements – Bhakti and Sufi
Unit 5	Developments in the Deccan (12 LECTURES)
5.1	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.
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- 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) 1th 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)
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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 study the main events and development of independent India.
CO 2.	To learn about the people and processes that impacted independent India's political life
CO 3.	To understand how nation building is a continuous process

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will gain an insight into some of the main developments of independent India.
CLO 2.	The Learner will be able to identify some of the main personalities and groups who have shaped Indian politics.
CLO 3.	The Learner will be able to analyse the social and cultural challenges of independent India.

UNIT 1	The Early Years of Independent India (12 LECTURES)
1.1	The Constitution; Integration of Princely States; Linguistic Reorganization of States
UNIT 2	The Nehru Era (12 LECTURES)
2.1	Socio-Economic Reforms; Foreign Policy

UNIT 3	Post-Nehruvian Era (12 LECTURES)
3.1	Political and Economic Developments (1964-1975); Foreign Policy (1964-1975)
UNIT 4	The Emergency and After (12 LECTURES)
4.1	The Emergency; Political Developments (1977-1984); Foreign Policy (1975-1984)
UNIT 5	Challenges and Movements (12 LECTURES)
5.1	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.
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- Datta, Kali Kinkar, A Social History of Modern India, Macmillan India Limited, New Delhi, 1975.
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- Gupta M. L., Glimpses of Indian History: Past and Present, Anmol Publisher, 2002.
- 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 learn the basics of Archaeology, Epigraphy and Numismatics.
CO 2.	To study the importance of Archaeology, Epigraphy and Numismatics as sources of history.
CO 3	To acquaint students with the role played by libraries and their future.
CO 4	To encourage students to pursue careers in Archaeology and Library Science.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to glean the basics of Archaeology, Epigraphy, Numismatics and Library Science.
CLO 2.	The Learner will be able to understand the importance of Archaeology, Epigraphy and Numismatics as sources of history and the role they play in the writing of History.
CLO 3.	The Learner will be acquainted with the role played by libraries and their future.
CLO 4.	The Learner will be able to learn about the possibilities of Archaeology and Library Science as future careers.

UNIT 1	Aims and Methods of Archaeology (9 LECTURES)
1.1	Definition, Aims and Development of Archaeology in India; Archaeology and History; Archaeology and Other Sciences; Field Archaeology; Dating Methods

UNIT 2	Epigraphy (9 LECTURES)
2.1	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)
3.1	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)
4.1	Definition, History, Scope; Classification and Cataloguing; Care of books
UNIT 5	Library Sciences – Library Management (9 LECTURES)
5.1	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.
- Allchin, F. R., The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Cambridge University Press, 1995.
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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.

- Wheeler, R. E. M., Archaeology from the Earth, Penguin Books, London, 1961.

Library Science

- Chan, Lois Mai, Cataloging and Classification: An Introduction, Scarecrow Press, 2007.
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- Vishwanathan, C.G., Cataloguing: Theory and practice, Today and Tomorrow's Print and Publications, 1970.
- Vishwanathan, C.G., University Libraries in India: Principles and Policy, 1972.

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 study the emergence of a new force in Medieval India.
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CO 2.	To understand the challenges faced by the Maratha state
CO 3.	To appreciate the successful Marathas resistance to Mughal power

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to learn about the emergence of a new force in Medieval India.
CLO 2.	The Learner will be able to gain an insight and understanding of the challenges faced by the Maratha state.
CLO 3.	The Learner will be able to learn about the successful Maratha resistance to Mughal power.

UNIT 1	Background to the Rise of the Maratha State (12 LECTURES)
1.1	Geo-political and economic conditions in the early 17 th century; Socio-cultural conditions in the early 17 th century; Maharashtra Dharma
UNIT 2	Establishment of the Maratha State (1646-1674) (12 LECTURES)
2.1	Emergence of the Maratha State; Maratha conflict with Bijapur and the Mughals; Coronation ceremony
UNIT 3	The Maratha State (1674-1708) (12 LECTURES)
3.1	Expansion of the state; Mughal-Maratha conflict; Civil War
UNIT 4	Administration of the Maratha State (12 LECTURES)
4.1	Civil, Revenue, Judicial, Military Administration
UNIT 5	Sources, Art and Architecture (12 LECTURES)
5.1	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.
- Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, 1994.
- Desai, Sudha V., Social Life in Maharashtra Under the Peshwas, Popular Prakashan, 1980.

- 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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- Sarkar, Jadunath, Shivaji and His Times, 6th edition, Sarkar & Sons, 1973.
- 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 trace 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 gain an insight into some of the major events of post-World War II period.
CLO 2.	The Learner will be able to understand the significance of these events and the dynamics they played on the world forum.
CLO 3.	The Learner will be able to understand how events of the latter half of the twentieth century have influenced the present.

UNIT 1	Cold War (1945-1985) (12 LECTURES)
1.1	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)
2.1	Disintegration of U.S.S.R and its impact on East Europe; USA as the dominant world power
UNIT 3	Decolonisation (12 LECTURES)
3.1	Growth of nation-states in Asia, Africa and South America
UNIT 4	Movements for Equal Rights (12 LECTURES)
4.1	Apartheid in South Africa; Civil Rights Movement in U.S.A.; Indigenous Peoples' Movements in India and Australia
UNIT 5	Major Trends (12 LECTURES)
5.1	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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- Mason, Patrick L. (ed.) Encyclopaedia of Race and Racism, Volume 1 and 2, Macmillan, 2007.
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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 create an awareness of contemporary events.
CO 2.	To develop an informed opinion of contemporary events in India and the world.
CO 3	To train learners to attempt competitive examinations.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to gain an awareness of contemporary events.
CLO 2.	The Learner will be able to develop an informed opinion of contemporary events in India and the world.

CLO 3.	The Learner will have been trained to attempt competitive examinations and be a proactive participant in Group Discussions.
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UNIT 1	Ancient India (9 LECTURES)
1.1	Socio-Cultural, Economic and Administrative History
UNIT 2	Medieval India (9 LECTURES)
2.1	Socio-Cultural, Economic and Administrative History
UNIT 3	Modern India (9 LECTURES)
3.1	Socio-Cultural, Economic and Administrative History
UNIT 4	Geography and Geo-political Regional Alliances (9 LECTURES)
4.1	Geography of India and the World; Regional Alliances
UNIT 5	Current Affairs (9 LECTURES)
5.1	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.
- Dahiya, Poonam Dalal, Ancient and Medieval India, For UPSC and State Civil Service Examinations, First edition, McGraw Hill Education, 2017.
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Tirthankar, Economic History of India 1857-1947, Third Edition, Oxford, 2011. Sachdeva, S. K. Yearbook 2018, Competition Review Pvt. Ltd., 2017.

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- Edgar, Thorpe and Thorpe, Showick, General Studies Paper I for Civil Services Preliminary Examination 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 make the learners aware with the history of India during the Mughal Empire.
CO 2.	To understand the administrative, socio-religious and cultural aspects of the Mughal Empire.
CO 3.	To acquaint the learner with the political impact of Mughal rule on the Deccan Sultanates.
CO 4.	To understand the political integration and the development of composite culture

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will have gained an insight into the diverse geo-political conditions that existed during Mughal rule.
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CLO 2.	The Learner will be able to describe the administrative policies introduced during the different phases of the Mughal rule.
CLO 3.	The Learner will be able to discuss some of the cultural developments during Mughal rule.
CLO 4.	The Learner will have an ability to analyse the impact of Mughal rule on the Deccan Sultanates.

UNIT 1	Foundation of the Mughal Empire (12 LECTURES)
1.1	Early Mughal rulers; Setback to Mughal rule: Sher Shah Sur
UNIT 2	Rajputs, Sikhs and the Mughal Empire (12 LECTURES)
2.1	Major Battles; Military strategies; Matrimonial Alliances
UNIT 3	Cultural Developments in the Mughal Empire (12 LECTURES)
3.1	Nobility; Prominent Women; Art and Architecture; Religious Policy
UNIT 4	Mughals and the Deccan Sultanates (12 LECTURES)
4.1	Ahmednagar, Bijapur and Golconda
UNIT 5	Administrative structure of the Mughals (12 LECTURES)
5.1	Civil Administration; Mansabdari System; Revenue Administration.

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NAME OF THE COURSE	HISTORY OF MUMBAI (C. 17 TH 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 communicate the relevance of local history.
CO 2.	To recognise the process that created Mumbai, the city and its infrastructure.
CO 3.	To identify the communities and personalities who contributed to Mumbai's cosmopolitan character.
CO 4.	To examine the role played by trade and industry in Mumbai's wealth.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain the relevance of local history.
CLO 2.	The Learner will be able to describe how Mumbai's history has made it a 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.
CLO 4.	The Learner will be able to identify some of the architectural styles of Mumbai's structures.

UNIT 1	Birth and Evolution of Bombay (12 LECTURES)
1.1	From Shivaji's Kingdom to Bombay Presidency – a brief overview
UNIT 2	Emergence of a Cosmopolitan Society (12 LECTURES)
2.1	Early settlers and Communities; Eminent Personalities
UNIT 3	Economic Growth I (12 LECTURES)
3.1	Opening Communications- linking Bombay to the hinterland and the world; Cotton and Opium Trade.
UNIT 4	Economic Growth II (12 LECTURES)
4.1	Banking and Stock Exchange; Cotton Textile Industry and the Labour Movement; Shipping Industry
UNIT 5	Urban Expansion and Architecture (12 LECTURES)
5.1	Urban Expansion; Architecture

REFERENCES:

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- Wadia, R.A., The Bombay Dockyard and the Bombay Master Builders, 1957.

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

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 glean the basics of Museology and Archival Science.
CLO 2.	The learner will be able to understand the importance of Archival material as a source of history and the role it plays in the writing of History.
CLO 3.	The learner will be acquainted with the role played by Curators and Archivists.
CLO 4.	The learner will be able to learn about the possibilities of these as future careers.

UNIT 1	Museology (9 LECTURES)
1.1	Definition; Museum Movement in India; Role of the Curator
UNIT 2	Museology (9 LECTURES)

2.1	Types of Museums; Methods of Collection; Legal Measures to protect Cultural Heritage in India
UNIT 3	Museology (9 LECTURES)
3.1	Conservation and Preservation of Objects; Types of Exhibitions; Changing Role of Museums
UNIT 4	Archival Science (9 LECTURES)
4.1	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)
5.1	Appraisal and Retention of Records; Conservation and Preservation of Records; Digital Archives; Role of the Archivist

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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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Archivists, 1956.

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	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To trace the expansion of Maratha power
CO 2.	To understand the unique features of the Maratha state
CO 3.	To comprehend the weaknesses of Maratha state and society
CO 4.	To critique the socio-economic developments in the Maratha state

COURSE LEARNING OUTCOMES:

CLO 1.	The learner will be able to identify key events that played a role in the creation of the Maratha Empire.
CLO 2.	The learner will be able to describe the Maratha Empire's methods of dealing with crisis.
CLO 3.	The learner will be able to review the factors that led to the downfall of the Maratha Empire
CLO 4.	The learner will be able to criticize and defend socio-cultural practices.

UNIT 1	The Maratha Empire (12 LECTURES)
1.1	Internal Strife; Diplomacy; Military campaigns
UNIT 2	A Unique Political System and Setback (12 LECTURES)
2.1	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)
3.1	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)
4.1	Changes in Administration; Maratha Women leaders
UNIT 5	Socio-Cultural Developments (12 LECTURES)
5.1	Slavery; Caste; New Cultural forms

REFERENCES:

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

COURSE OBJECTIVES

CO 1.	To trace some of the major developments in Asia after World War II.
CO 2.	To understand the significance of these events and their link to the present.
CO 3.	To be aware of the emergence of women leaders in Asia and regional organisations.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to describe the transformation of China and Japan in the post-war period.
CLO 2.	The Learner will be able to analyse the impact of the Cold War on Asia.
CLO3.	The Learner will be able to discuss how conflict has affected the Persian Gulf and West Asia regions.
CLO 4.	The Learner will be able to appraise how war and leadership has transformed the lives of women.

UNIT 1	China and Japan (12 LECTURES)
1.1	People's Republic of China; American Occupation of Japan and its aftermath; Sino-Soviet Relations
UNIT 2	Cold War in Asia (12 LECTURES)
2.1	Korean Conflict; USA and Vietnam; USSR and Afghanistan
UNIT 3	Revolution and Conflict in the Persian Gulf (12 LECTURES)
3.1	Iran Revolution; Gulf War I and Iraq War
UNIT 4	Conflict in West Asia (12 LECTURES)
4.1	Birth of Israel; Arab-Israel Wars; Palestinian Arab-Israel relations
UNIT 5	Women in History (12 LECTURES)
5.1	Impact on and role of women in Asian wars; Women Leaders in Asia

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	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To understand the meaning of ‘history’ and ‘historical research’.
CO 2.	To grasp the importance of research ethics.
CO 3.	To learn about some of the schools of thought and approaches in the writing of Indian history.
CO 4.	To understand the methods and processes in the writing of history.

COURSE LEARNING OUTCOMES:

CLO 1.	The Learner will be able to explain why history is a discipline.
CLO 2.	The Learner will be able to indicate how historical research is done.
CLO 3.	The Learner will be able to name some of the schools of and approaches to writing Indian history.

CLO 4.	The Learner will be able to write a research paper.
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UNIT 1	Understanding History and Historiography (9 LECTURES)
1.1	The history of 'History'; What is Historical Research; Research Ethics
UNIT 2	Writing Indian History (9 LECTURES)
2.1	Imperialist School; Nationalist School; Marxist School
UNIT 3	Approaches to Indian History (9 LECTURES)
3.1	Subaltern; Feminist; Post Modern
UNIT 4	Research Methodology I (9 LECTURES)
4.1	Methods and Tools of Data Collection; Authenticity and Credibility of Sources; Generalisation and Analysis
UNIT 5	Research Methodology II (9 LECTURES)
5.1	Steps of Historical Research; Techniques of Historical Writing; Academic Writing

REFERENCES:

- Ali, B. Sheik, History: Its Theory and Method, 2nd Edition, Trinity Press, 2015. Arnold, John, H., History, A Very Short Introduction, OUP, 2000.
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- Upadhyay. Shahshi Bhushan, Historiography in the Modern World, OUP, Oxford, 2016.

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

Paper Pattern for all courses except History IX Semester V :

1. The Question Paper will cover all five modules 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 module.

Paper Pattern for History Paper IX Semester V : General Knowledge and Current Affairs.

1. There will be two mandatory questions:
 - I. Question I: Forty mandatory MCQs covering all five modules (20 marks)
 - II. Question II: Attempt any three of the listed six current events. The word limit for each answer is 500 words maximum.

