



**SOPHIA COLLEGE FOR WOMEN  
(EMPOWERED AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: History**

**Programme Code: AHIS**

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

**2025-26 (NEP)**

**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	
	4	Socio-cultural developments in early Medieval India	
AHIS234MJ		RENAISSANCE TO EVE OF WORLD WAR I (c. 1300 CE - 1914 CE)	4
	1	Forces leading to the emergence of a modern Europe	
	2	Revolution and the Decline of Absolute Power	
	3	Expansion, Industrialisation and Colonisation	
	4	Nationalism and the Nation State	
AHIS233MN		LANDMARKS OF BRITISH INDIA (1757 CE - 1947 CE)	4
	1	The East India Company (1757-1857)	
	2	The Revolt of 1857 and Growth of Political Consciousness	
	3	National Movement till 1942	
	4	1942 to Independence	

**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	
	4	Socio- cultural developments	
AHIS246MJ		ANCIENT INDIA: FROM THE SHUNGAS UP TO 1000 CE.	4
	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	

## Preamble:

History is the study of a part of the past. This study gives society a connection to its past and a sense of belonging. This knowledge also enables people to better understand how perceptions, ideologies and beliefs inform the decision-making process at all levels. This in turn may enable society to be sensitive and humane, while promoting reforms, drafting policies and seeking change.

The objective of the B.A. History degree course is to educate the learner about key events that have taken place in India and globally. The learning includes understanding not just the event, but the context in which it occurred and how it impacted society. To achieve this objective, the Department has designed the syllabi keeping in mind the diverse backgrounds of the students and need to bring them to the same level. The content of the syllabi covers international, national, regional and local history.

The knowledge gained through lectures is substantiated and enriched through the use of maps, videos, field trips, articles, assignments, class discussions and student presentations. Additional resources are posted in the Google Classroom and our social media pages.

The learner will be able to prepare for competitive tests; pursue higher studies in History and allied disciplines; and have acquired basic skills and training in research. The study of History will enable the learner to take up careers for which the knowledge and skills provided by this discipline will be crucial to achieving success.

## PROGRAMME OBJECTIVES

<b>PO 1</b>	Develop an understanding of the major events in the history of India, at a national, regional and local level, as well as a global level from the past to the end of the 20 <sup>th</sup> century
<b>PO 2</b>	Develop an understanding of the major events in world history from c. 1300s till the start of the 21 <sup>st</sup> century.
<b>PO 3</b>	Prepare learners for post-graduate studies in History and Allied Subjects, and a career in fields ranging from teacher and civil services to museum curator, archivist, researcher, archaeologist and others.

## PROGRAMME SPECIFIC OUTCOMES

<b>PSO 1</b>	The learner will be able to identify key events that have shaped India and the World.
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<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

<b>Programme: Humanities History Major 3</b>		<b>Semester – 3</b>	
<b>Course Title: History of Medieval India (1000 CE - 1526 CE)</b>		<b>Course Code: AHIS233MJ</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To understand the political conditions in India on the eve of Turkish invasions, and to examine the establishment and decline of the different dynasties of the Delhi Sultanate.</li> <li>2. To analyse the administrative systems introduced by the Khiljis and Tughlaqs.</li> <li>3. To explore the emergence and development of Vijayanagara Empire and the Bahmani Sultanate as imperial powers in the Deccan.</li> <li>4. To appreciate the socio-cultural changes including art, architecture, Bhakti, and Sufi movements in early medieval India.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. describe the political conditions in India on the eve of the Turkish invasions and explain the establishment and decline of major dynasties like the Slave and Khilji dynasties.</li> <li>2. analyse the evolution of administrative systems under the Khilji and Tughlaq rulers and evaluate their effectiveness in the context of medieval governance.</li> <li>3. identify the political and cultural developments in the Deccan region with reference to the Vijayanagara Empire and Bahmani Sultanate and assess their contribution to Indian history.</li> <li>4. assess the socio-cultural transformations in early medieval India through the study of its art, architecture, and Bhakti and Sufism, the religious movements.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 The Delhi Sultanate	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	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	3.1	Vijayanagara Empire
	3.2	Bahamani Sultanate
	3.3	Administration of the Deccan states
UNIT 4 Socio-cultural developments in early Medieval India	4.1	Art and Architecture of the North
	4.2	Art and Architecture of the South
	4.3	Bhakti and Sufi Movements

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- 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.
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- Eraly Abraham, The Last Spring Part I: The Saga of the Great Mughals, Penguin India, 2015.
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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.
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- Mukhia, Harbans, The Mughals of India, Blackwell Publishing, 2005.
- Sarkar, Jadunath, Mughal Administration, 1963.
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<b>Programme: Humanities History Major 4</b>		<b>Semester – 3</b>	
<b>Course Title: Renaissance to eve of World War I (c. 1300 CE - 1914 CE)</b>		<b>Course Code: AHIS234MJ</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To understand how historical forces viz. Renaissance, Reformation and the Age of Exploration led to the transformation and modernisation of Europe.</li> <li>2. To analyse major political and economic revolutions that reshaped political systems and society.</li> <li>3. To explore the impact of imperialism on Asia and Africa.</li> <li>4. To trace the development of nationalism and the demand for nation-states.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. describe how the Renaissance, Reformation and the Age of Exploration reshaped Europe.</li> <li>2. analyse the manner in which the Glorious, American, French and Industrial Revolutions introduced radical changes in the political systems and society.</li> <li>3. distinguish between various ways in which Europe seized control of Asia and Africa.</li> <li>4. critique nationalism and nation-state and its role in the emergence of modern nation-states of Italy, Germany, and movements for nation-states viz. Arab nationalism and Zionism.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 Forces leading to the emergence of a modern Europe	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	2.1	Glorious Revolution
	2.2	American Revolution

	2.3	French Revolution
UNIT 3 Expansion, Industrialisation and Colonisation	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	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.
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- Palmer R. and Colton, Joel, A History of the Modern World, 4th edition, Alfred Knopf, 1971.
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- Rao, B.V., History of Modern Europe 1789-1992, (revised edition), Sterling Publishers Pvt. Ltd., 2002.

<b>Programme: Humanities History Minor 3</b>	<b>Semester – 3</b>
<b>Course Title: Landmarks of British India (1757 CE - 1947 CE)</b>	<b>Course Code: AHIS233MN</b>

**COURSE OBJECTIVES:**

1. To understand the establishment and expansion of British colonial power in India from 1757 to 1857.
2. To analyse the causes, nature, and impact of the Revolt of 1857 and the early nationalist movements.
3. To examine the evolution of the Indian National Movement, including its key phases and leadership.
4. To evaluate the final phase of the freedom struggle from 1942 to independence, including communalism and partition.

**COURSE LEARNING OUTCOMES:**

The learner will be able to:

1. examine the arrival of European powers in India and the establishment of the East India Company's political control (1757–1857), and analyze its administrative, economic, and social policies along with their impact on Indian society.
2. identify and evaluate the causes, consequences, and significance of the Revolt of 1857 as a turning point in Indian history, and explain the formation of political associations and the Indian National Congress, tracing the growth of political awareness.
3. differentiate between the Moderate and Extremist phases of the Indian National Movement and assess their contributions, as well as examine Gandhi's leadership and the strategies of the Non-Cooperation and Civil Disobedience Movements.
4. analyze the causes, course, and impact of the Quit India Movement and the major events leading to independence and discuss the factors leading to communalism, the demand for Pakistan, and the Partition of India in 1947.

<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 The East India Company (1757-1857)	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	2.1	Causes
	2.2	Consequences, significance, nature

Political Consciousness	2.3	Political Associations and formation of the INC
UNIT 3 National Movement till 1942	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	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
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## SEMESTER 4

<b>Programme: Humanities History Major 5</b>		<b>Semester – 4</b>	
<b>Course Title: History of Medieval India (1526 CE - 1707 CE)</b>		<b>Course Code: AHIS245MJ</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To understand the political foundation and expansion of the Mughal Empire.</li> <li>2. To analyze the administrative framework, strengths, and weaknesses of the Mughal Empire under successive rulers.</li> <li>3. To explore the political, cultural, and architectural significance of the Deccan Sultanates.</li> <li>4. To explore the socio-cultural dynamics, including religion, art, gender roles, and cultural syncretism during the Mughal era.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. describe the rise, setbacks, and revival of the Mughal rule with special reference to Babur, Humayun, Sher Shah Sur, and Akbar.</li> <li>2. analyze the administrative framework, strengths, and weaknesses of the Mughal Empire under successive rulers.</li> <li>3. examine the political history, cultural contributions, and architectural achievements of the Deccan Sultanates.</li> <li>4. critically analyze the socio-cultural and religious developments, including Din-i-Ilahi, Sikhism, women's contributions, and art and architecture.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 Foundation and	1.1	Rise of the Mughals: Babur and Humayun
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Expansion of the Mughal Rule	1.2	Setback to Mughal rule: Sher Shah Sur
	1.3	Revival and Expansion of Mughal rule under Akbar
UNIT 2 The Mughal Empire	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	3.1	Ahmednagar
	3.2	Bijapur and Golconda
	3.3	Architecture
UNIT 4 Socio- Cultural Developments	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.
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- Sarkar, Jadunath, Mughal Administration, 1963.

<b>Programme: Humanities History Major 6</b>		<b>Semester – 4</b>	
<b>Course Title:</b> Ancient India: From the Shungas up to 1000 CE.		<b>Course Code: AHIS246MJ</b>	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To understand the political and cultural developments of the post-Mauryan period including Shungas, Satavahanas, and Kushanas.</li> <li>2. To analyse the rise, administration, and cultural achievements of the Gupta Empire during the Classical Age.</li> <li>3. To examine the political developments and challenges in North India post-Gupta era including Harshavardhana, Rajputs, and Arab invasions.</li> <li>4. To evaluate the history, polity, and contributions of Deccan and South Indian dynasties such as Chalukyas, Pallavas, Rashtrakutas, and Cholas.</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. describe the political history and significance of the Shunga, Satavahana, and Kushana dynasties.</li> <li>2. analyse the rise, governance, and cultural achievements of the Gupta Empire.</li> <li>3. examine the political landscape of North India after the Gupta Empire focusing on Harshavardhana, Rajputs, and Arab invasions.</li> <li>4. discuss the role and contributions of the Deccan and South Indian dynasties and identify and evaluate their achievements in art and architecture.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 Post- Mauryan Period	1.1	Shungas
	1.2	Satavahanas
	1.3	Kushanas

UNIT 2 Gupta Empire	2.1	Rise and growth of the Empire
	2.2	Administration
	2.3	Classical Age
UNIT 3 Post- Gupta Period in North India	3.1	Harshavardhana
	3.2	Rise of the Rajputs
	3.3	Arab invasion of Sind
UNIT 4 Deccan and South India	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.

<b>Programme: Humanities History Minor 4</b>		<b>Semester – 4</b>	
<b>Course Title:</b> Landmarks of India (1947 CE - 2000 CE)		<b>Course Code:</b> AHIS244MN	
<b><u>COURSE OBJECTIVES:</u></b>			
<ol style="list-style-type: none"> <li>1. To acquaint learners with the emergence of a new nation-state.</li> <li>2. To trace the economic and scientific development of India.</li> <li>3. To study the challenges faced by India.</li> <li>4. To examine the struggle for rights by some of the marginalised groups of India</li> </ol>			
<b><u>COURSE LEARNING OUTCOMES:</u></b>			
The learner will be able to:			
<ol style="list-style-type: none"> <li>1. analyse the emergence of India as a nation-state in the immediate post-independence period.</li> <li>2. describe the economic and scientific development of India.</li> <li>3. explain the challenges faced by India.</li> <li>4. examine the struggles fought by some the marginalised in India for empowerment.</li> </ol>			
<b>Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Summative Assessment</b>	<b>2 Hours</b>	<b>50 marks</b>
	<b>Cumulative Assessment</b>	<b>--</b>	<b>50 marks</b>

UNIT 1 Emergence of a Nation-State	1.1	Constitution of India
	1.2	Integration of Princely States
	1.3	Linguistic Re-organisation of States
UNIT 2 Economic and Scientific Development	2.1	Planned Economy; New Economic Policy
	2.2	Green Revolution and Nationalisation of Banks
	2.3	Progress in Science and Technology
UNIT 3 Challenges	3.1	The Emergency and its aftermath
	3.2	Separatist Movements
	3.3	Wars: Pakistan and China
UNIT 4 Struggle for Rights	4.1	Reservation Policy
	4.2	Women's Movements in India
	4.3	Labour Movement

#### REFERENCES:

- Banerjee-Dube, Ishita, A History of Modern India, Cambridge University Press, 2014.
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#### **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. 10 marks will be given for Class participation.