

**MODERN EDUCATION SOCIETY'S
NOWROSJEE WADIA COLLEGE
DEPARTMENT OF HISTORY
S.Y.B.A. HISTORY**



**MODERN EDUCATION SOCIETY'S
NOWROSJEE WADIA COLLEGE, PUNE (NEP 2)**

**B.A. History
(Faculty of Humanities)
Semester III & IV**

(Syllabus under National Education Policy & Choice Based Credit System)
w.e.f. Academic Year 2025-2026

Preamble of the Course:

A Bachelor of Arts in History, is a Bachelor's degree awarded for an Under Graduate Program in the field of History. The BA History syllabus primarily gives emphasis to the understanding of History as a Subject, in Theory as well as at the applied level. Application and relevance of History have been taken into consideration while designing the syllabus for a BA in History.

History is an ever-relevant subject of academia, as every subject or object has with its own History, hence study of History is crucial as well as pivotal to any research or Study undertaken in humanities. History over the past few decades has explored multiple new approaches to study the past and has facilitated major social, political, economic, and cultural processes to take place and shape in society. History offers the study of Human past with approaches like political, social, economic, cultural, religious, and apart from this traditional aspect, there are major new developments like urban, feminist, Business, Gender, Infrastructure, subaltern History, and these approaches enable students to understand historical processes in more realistic ways.

Our Present is the result of our Past and is going to be the reason for our future. Hence, the Study of History has become a rather vital concern for all field of studies. This proposed B.A. History course attempts to cover some of the major themes in History

The Objectives of the course curriculum are:

- To help the students to build interdisciplinary approach
- To empower students to excel in various research fields of History
- To inculcate sense of humanities in study of Historical Event, Period, People, and processes.
- To make students prepare for various competitive examinations.
- To nurture the historical methods of learning human past.

Program Outcomes:

- B.A. History enable students to understand the Scope, importance, relevance of History.
- Students will be familiar with Major Historical periodization.
- Students will be in position to understand different aspects in History
- Ability to infer the scope, objectivity and subjectivity in History.
- Ability to understand the aspect that they could pursue research in History for their further studies in History.

Eligibility for the course B.A. History:

As per the rules and regulations of SPPU and UGC

Teaching Scheme:

- The course is a 04 years, 08 semester's full time Under Graduate Course.
- The course follows the CBCS (Choice Based Credit System) pattern as per University Grants Commission and Savitribai Phule Pune University.
- 04 Credit Theory Course = 60 Lectures
- 02 Credit Theory Course = 30 Lectures

Abbreviations:

VSC: Vocational Skill Course

IKS: Indian Knowledge System

OJT: On Job Training

FP: Field Project

CEP: Community Engagement Program

OE/GE: Open Elective/ Generic Elective

SEC: Skill Enhancement Course

AEC: Ability Enhancement Course

VEC: Value Education Course

CC: Core Course

RM: Research Methodology

RP: Research Project

**Modern Education Society's
Nowrosjee Wadia College, Pune-01
Faculty of Humanities**

**Structure of Choice Based Credit System for Undergraduate Program to be implemented
from Academic Year 2025-2026**

Subject: - S.Y.B.A. NEP 2.0 History Structure Academic Year 2025-2026

SEMESTER III						
Semester	Course Type	Course	Course Code	Courses Title	Credits	Hours/ week
III	Major Mandatory	Major I	NHISMJ231	EARLY INDIA: FROM PREHISTORY TO THE AGE OF THE MAURYAS	04	04
		Major II	NHISMJ232	HISTORY OF THE MARATHAS: (1630-1707)	02	02
		VSC	NHISVSC233	INTRODUCTION TO ARCHAEOLOGY -I	02	02
		FP/OJT /CEP		FP	02	04
		MINOR	NHISMN234	WOMEN'S EMPOWERMENT IN INDIA: HISTORICAL AND CONTEMPORARY PERSPECTIVES	04	04
		OE	NHISOE235	MARINE ARCHAEOLOGY (THEORY)	02	02
		IKS	NHISIKS236	INDIAN KNOWLEDGE SYSTEM	02	02

SEMESTER IV						
Semester	Course Type	Course	Course Code	Courses Title	Credits	Hours /week
IV	Major Mandatory	Major I	NHISMJ241	EARLY INDIA: POST MAURYAN AGE TO THE RASHTRAKUTAS	04	04
		Major II	NHISMJ241	HISTORY OF THE MARATHAS: (1707-1818)	02	02
		VSC	NHISVSC243	INTRODUCTION TO ARCHAEOLOGY II	02	02
		FP/OJT/ CEP		CEP	02	04
		MINOR	NHISMN244	ART AND ARCHITECTURE OF MEDIEVAL INDIA	04	04
		OE	NHISOE245	MARINE ARCHAEOLOGY (PRACTICAL)	02	02
		SEC	NHISEC246	NUMISMATICS	02	02

Semester	Course Type	Course	Course Code	Courses Title	Credits	Hours/ week
V	Major Mandatory	Major I		Medieval India	04	
		Major II		Modern India	04	
		Major III		Historiography	04	
	Major Elective	Elective I		Modern Maharashtra	04	
		Elective II		History and Culture of Parsees in India		
		VSC		Media and Communication Studies	02	
		MINOR		Environmental History	02	
		FP/CEP			2	
SEMESTER VI						
VI	Major Mandatory	Major I		Medieval India	04	
		Major II		Modern India	04	
		Major III		Applied History	04	
	Major Elective	Elective I		Modern Maharashtra		
		Elective II		Women's empowerment in India: historical and contemporary perspectives		
		VSC		History and Policy Making	02	
		FP/CEP/OJT			04	

S.Y.B.A History NEP 2.0

Semester III

Major I: - Early India: From Prehistory to the Age of the Mauryas

(04 Credit Course)

Total Lectures - 60

Course Objectives:

The history of Early India is a crucial part of Indian history. It is a base for understanding the entire Indian history. The course is aimed at helping the student to understand the history of early India from the prehistoric times to the age of the Mauryas.

Course Outcome

1. It will enable the students to understand the factors and forces behind the rise, growth and spread of civilization and culture of India along with the dynastic history.
2. It will enable the students to understand the contribution of Early Indians to polity, art, literature, philosophy, religion and science and technology.
3. It will foster the spirit of enquiry among the students by studying the major developments in early Indian history.

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Unit	Contents of the Course	No. of Lectures
I	Early India: Sources and Prehistory a) Importance of Early History b) Sources and Tools of historical reconstruction – Archaeology, Epigraphy, Numismatics, Literary Sources, Foreign Accounts c) Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures: A Brief Review	12
II	Harappan Culture: Bronze Age Civilization a) Geographical Extent, Town Planning, Trade, Religious Practices b) Art, Crafts and Technology: Pottery, Seals, Beads, Images, Terracotta Figurines Metallurgy, Script and Decline c) Decline	13
III	Vedic Culture, rise of new religions: Jainism and Buddhism a) Vedic and Later Vedic Culture: Original home, Tribal Polity, Social Divisions, Rituals and Philosophy b) Jainism and Buddhism: Causes of Origin, Doctrines, Contributions and Importance c) Life story of Gautama Buddha and Vardaman Mahavir	15
IV	a) Emergence of the Mahajanpadas and the Age of the Mauryas The Mahajanpadas, Rise and Growth of the Magadhan Empire b) The Age of the Mauryas: Chandragupta Maurya, Samrat Ashoka and his policy of Dhamma,	20

	c) The Mauryan Administration, Economy, Decline and Significance	
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Reference Books: English

1. Thapar Romila, 'A History of India' Vol. I, Penguin Books, New Delhi, 1990
2. Jha D. N., 'Early India: A Concise History' Manohar Publication, New Delhi, 2010
3. Sharma R. S., 'Rethinking India's Past', Oxford University Press, New Delhi, 2009
4. Thapar Romila, 'Early India: From The Origins To A.D. 1300', Penguin Books, 2002
5. Raychaudhari Hemchandra, 'Political History of Ancient India', University of Calcutta, Calcutta, 1923.
6. Kosambi D. D. 'The Culture and Civilization of Ancient India in Historical Outline' Vikas Publication, New Delhi 1993.
7. Thapar Romila, 'Asoka and the Decline of the Mauryas', Oxford University Press, USA, 1998
8. Mahajan V. D., Ancient India, S. Chand & Company Ltd, New Delhi. Reprinted 2019.
9. Basham A. L. 'The Wonder That Was India, Picador- Pan MacMillan, Reprinted, 2004.
10. Dasgupta Uma, 'History of Science, Philosophy and Culture in Indian Civilization',
11. Longman Pearson, New Delhi. 2011
12. Altekar A. S. 'State and Government in Ancient India', Motilal Banarasidas Publishers, Varanasi, 1949.
13. Mujumdar R. C. 'Ancient India', Motilal Banarasidas Publishers, Varanasi, 1952.
14. Daud Ali, 'Passport to the Past Ancient India', Rosen Central Publication, New York, 2009
15. K.A. Nilakanta Sastri, 'History of South India' Oxford University Press, London, 1958
16. Tripathi Ramashankar, 'History of Ancient India', Motilal Banarasidas Publishers, Varanasi, 1942.
17. Gazetteer of India Vol II
18. Gazetteer of Maharashtra
19. Wheeler, Mortimer, 'The Indus Valley Civilization', Cambridge History of India, 1968.
20. Possehl, G.L., 'The Indus Civilization: A Contemporary Perspective', AltaMira Press, 2002.

Reference Books: Marathi

1. कोसंबी डी. डी., 'प्राचीन भारतीय संस्कृती व सभ्यता' डायमंड पब्लिकेशन, पुणे, २००६.
2. थापर रोमिला, 'प्राचीन भारत, अनुवाद, र. ना. गायधनी व वासंती फडके, केसागर प्रकाशन, पुणे, २००६.
3. झा डी. एन. 'प्राचीन भारत: एक ऐतिहासिक रूपरेखा', अनुवाद, पारधी मा. कृ. केसागर प्रकाशन, पुणे, २००५
4. मेहता जे. एल., 'हिस्ट्री ऑफ एंशीएन्ट इंडिया' अनुवाद, काळेएम. वि. केसागर प्रकाशन, पुणे, २००८.
5. शर्मा आर. एस., 'प्राचीन भारताचा परिचय' अनुवाद, परांजपे, ओरीएंट लॉगमन, मुंबई, २००७.
6. कुलकर्णी ए. आर. 'प्राचीन भारत: संस्कृती आणि इतिहास', स्नेहवर्धन प्रकाशन पुणे.
7. गॅझेट्‌रीअर ऑफ महाराष्ट्र

S.Y.B.A. History NEP 2.0
Semester III
Major II: - History of the Marathas: (1630-1707)
(02 Credit Course)
Total Lectures - 30

Course Objectives:

1. To familiarize students with the regional historical landscape of medieval Maharashtra and India.
2. To examine the political, social, and ideological history of the Marathas through critical analysis, utilizing first hand historical documents.
3. To assess Chhatrapati Shivaji Maharaj's role in founding Swarajya, analyze the contributions of his successors, and trace the subsequent evolution of the Maratha kingdom.
4. To investigate the administrative structures and systems of the Maratha state.

Course Outcome

1. Student will develop the ability to analyse sources for Maratha History.
2. Student will learn significance of regional history and political foundation of the region.
3. It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.
4. Appreciate the skills of leadership and the administrative system of the Marathas.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/ e-learning

UNIT	CONTENTS OF THE COURSE	NO. OF LECTURES
I	Sources and Rise of the Maratha Power <ol style="list-style-type: none"> a) Literary Sources: Marathi and Foreign Sources (Portuguese, English, French) b) Political condition before the birth of Shivaji Maharaj c) Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj 	10
II	Foundation of Swarajya to the Coronation, Karnataka Expedition <ol style="list-style-type: none"> a) Relations with the Adilshahi Kingdom: Javali incident and Afzal Khan episode and its importance b) Relations with the Mughals: Shaista Khan episode, Sacks of Surat, expedition of Mirza Raja Jaisingh, Visit to Agra c) Coronation and Karnataka Expedition 	10
III	Chhatrapati Sambhaji Maharaj to the Maratha War of Independence <ol style="list-style-type: none"> a) Chhatrapati Sambhaji Maharaj: Consolidation of power, Relations with Mughals. b) Chhatrapati Rajaram Maharaj, Maharani Tarabai and Mughals c) Santaji Ghorpade, Dhanaji Jadhav and Ramchandrapant Amatya 	10

Reference Books: English

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Apte B. K., ed. Chatrapati: Shivaji's Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.
3. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas –
4. Marathas: The Administrative System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
5. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
6. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
7. Choksey, R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai, 1955.
8. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
9. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambrey & Co., Calcutta, 1912.
10. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991
11. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, New Delhi, 1998.
12. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953
13. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
14. Kulkarni, A. R., Maharashtra: Society and Culture, Books and Books, New Delhi, 2000.
15. Kumar, Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi, 2004.
16. Mahajan, T. T., Aspects of Agrarian and Urban History of The Marathas, Commonwealth Publishers, New Delhi, 1991.
17. Nadkarni, R.V., The Rise and Fall of the Maratha Empire, Popular Prakashan, Poona, 1966
18. Pagadi Setu Madhavrao, Chhatrapati Shivaji, Continental Prakashan, Pune, 1974
19. Ranade, M.G., Rise of the Maratha Power, University of Bombay, 1961.
20. Sardesai, G.S., The Main Currents of Maratha History, Phoenix Publications, Bombay, 1959.

संदर्भ: मराठी

1. आत्रे त्रि. ना. गावगाडा, गोखले इन्स्टिट्यूट, पुणे, १९६२ (प्रथमावृत्ती १९११)
2. आपटे द.वी आणि न. चिं केळकर (संपा.) शिवकालीन पत्रसार संग्रह, खंड १
3. कुलकर्णी अ. रा., शिवकालीन महाराष्ट्र, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, १९७८
4. ग.ह. खरे आणि कुलकर्णी अ. रा. (संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३, कॉन्टिनेन्टल, पुणे, खंड १:१९८४, खंड २:१९८५, खंड ३:१९८६
5. गर्गे स. मा., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, मुंबई
6. गायकवाड बी. डी., सरदेसाई, थोरात, हणमने, मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, १९८७
7. जोशी एस. एन., मराठेकालीन समाजदर्शन, अ. वि. गृह प्रकाशन, पुणे १९६०
8. जोशी एस. एन., अर्वाचीन महाराष्ट्रेतिहासकालातील राज्यकारभाराचा अभ्यास १६००-१६८०, खंड -१, पुणे विद्यापीठ प्रकाशन, पुणे, १९५९.
9. जोशी एस. एन. आणि भिंगारे एल. एन. (संपा.) आज्ञापत्र आणि राजनीती, पुणे, १९६०
10. जोशी एस. एन. (संपा.) छत्रपती शिवाजी राजे यांची बखर, चित्रशाळा, पुणे, १९६०
11. देशमुख शारदा, शिवकालीन व पेशवेकालीन स्त्रीजीवन, टिळक महाराष्ट्र विद्यापीठ, पुणे, १९७३
12. भावे वा. कृ., शिवराज्य व शिवकाल, पुणे, १९५७
13. भट भास्कर वामन, महाराष्ट्र धर्म अर्थात मराठ्यांच्या इतिहासाचे आत्मिक स्वरूप, महाराष्ट्रधर्म ग्रंथमाला, ग्रंथ चवथा, धुळे, १९२५, (१८४७)
14. मेहेंदळे गजानन, श्री. राजे शिवछत्रपती, खंड १- भाग १, खंडर, 'मेहेंदळे, पुणे, १९९९
15. शेजवलकर टी. एस., श्री शिवछत्रपती- प्रस्तावना, आराखडा व साधने, मराठा मंदीर प्रकाशन, 'मुंबई, १९६४

SYBA HISTORY NEP 2.0
SEMESTER III
VSC: INTRODUCTION TO ARCHAEOLOGY (THEORY)
(02 CREDITS COURSE)
TOTAL LECTURES- 30

Course Objectives:

- To introduce fundamental principles and concepts of archaeology.
- To explore methods and techniques used in archaeological research and excavation.
- To understand the significance of archaeological findings in reconstructing history and culture.
- To foster critical thinking about ethical considerations and challenges in the field.

Course Outcome:

UNIT	COURSE CONTENT	NO. OF LECTURES
I	Foundations of Archaeology: - <ul style="list-style-type: none"> a) Definition, scope, importance b) Relationship with history, anthropology, and other social sciences. c) Types of archaeology- Archaeo-botany, Archaeo-zoology, Palaeontology, Geoarchaeology Ethnoarchaeology 	08
II	History of Archaeology in India <ul style="list-style-type: none"> a) Early antiquarian pursuits in colonial India. b) Archaeological Survey of India (ASI), Deccan College. c) Key Personalities-Cunningham, Wheeler, Marshall, Sahni, Sankalia, Dhavalikar 	07
III	Material Culture and Analysis:- <ul style="list-style-type: none"> a) Types of artifacts: Tools, pottery, coins, and skeletal remains b) Understanding Eco facts and features c) Use of remote sensing, GIS, and 3D reconstruction d) Technological and stylistic analysis of artifacts e) Reconstruction of daily life through material culture 	07
IV	Contemporary Challenges and Public Awareness:- <ul style="list-style-type: none"> a) Conservation and Preservation of Sites b) Looting, Smuggling, and Ethical Issues c) Role of Public Awareness and Community Engagement 	08

Suggested Readings:

1. Principles of Archaeology by T.D. Price and K.M. Feinman.
2. Archaeology: Theories, Methods, and Practice by Colin Renfrew and Paul Bahn.
3. Articles and journals on Indian archaeology, including works by the Archaeological Survey of India (ASI).
4. A History of Archaeological Thought Bruce G. Trigger ; Archaeological Theory Matthew Johnson.
5. Archaeological Theory Matthew Johnson.

SYBA HISTORY NEP 2.0
SEMESTER III
OE: MARINE ARCHAEOLOGY: EXPLORING THE UNDERWATER WORLD OF THE PAST
(THEORY)
(02 CREDITS COURSE)
TOTAL LECTURES- 30

Course Objectives:

To understand the principles, methods, and tools of marine archaeology.

To explore underwater cultural heritage, including shipwrecks and submerged settlements.

To examine the significance of marine archaeology in understanding historical trade, migration, and interactions.

To emphasize the ethical and legal aspects of underwater exploration.

Course Outcome

UNIT	COURSE CONTENT	NO. OF LECTURES
I	Introduction to Marine Archaeology a) Definition, scope, and significance of marine archaeology. b) Overview of global and Indian underwater heritage sites. c) Ethics of underwater archaeology: Conservation versus exploitation. UNESCO Convention on the Protection of Underwater Cultural Heritage (2001).	10
II	Scientific Methods and Techniques a) Equipment for underwater exploration: Sonar, ROVs (Remotely Operated Vehicles), AUVs (Autonomous Underwater Vehicles), and scuba diving gear. b) Survey and excavation techniques in underwater environments. c) Applications of GIS and remote sensing in marine archaeology.	09
III	Case Studies in Marine Archaeology a) Harappan port towns and trade: Lothal and Dholavira b) Submerged cities and settlements: The lost cities of Dwarka and Poompuhar c) Vijaydurg, Sindhudurg, Janjira	11

SUGGESTED READINGS:

1. Marine archaeology in India by R S. Rao
2. Maritime Archaeology by Mark Staniforth
3. Studies in Maritime Archaeology by Seán McGrail
4. Underwater archaeology of Dwarka and Somnath by K S Gaur, Sundaresh, K.H. Vora
5. Marine Archaeology the Global Perspectives Vol. I and II by Kuppuram, G. and K. Kumudamani
6. Marine Archaeology (Recent Advances) by Dr Alok Tripathi

S.Y.B.A. History NEP 2.0

Semester III

Minor: - Women's Empowerment in India: Historical and Contemporary Perspectives

(04 Credit Course)

Total Lectures - 60

Objective:

To provide a comprehensive understanding of the historical and contemporary roles of women in Indian society. To analyse the socio-economic, political, and cultural factors that shape women's experiences. To examine the impact of various movements and policies on women's empowerment. To foster critical thinking about gender equality and women's rights.

Course Outcomes:

1. Students will develop a nuanced understanding of the historical and contemporary roles of women in India, recognizing the complexities of gender relations.
2. They will be able to critically analyse social, economic, political, and cultural issues related to women, using historical and sociological frameworks.
3. Students will gain a comprehensive understanding of women's rights, legal frameworks and the challenges women face in various sectors.
4. They will develop a sense of social responsibility and be empowered to advocate for gender equality and women's rights.
5. The syllabus will foster an interdisciplinary approach, drawing from history, sociology, economics, political science, and cultural studies.

UNIT	CONTENTS OF THE COURSE	NO. OF LECTURES
I	Education and Women a. Ancient & Medieval India b. Colonial India c. Post-independence	10
II	Feminist Movement & Political Participation a. Colonial – local, provincial, national Movement, Gandhian Satyagraha, Revolutionary Movements, b. Post-independence- Peasants' and Workers Movements, Tribal Movements, Panchayats and Municipal Councils, State Legislatures and Parliament.	20
III	Women and Culture a. Literature b. Art and Sculpture c. Music and Dance d. Theatre, Films and Media.	15
IV	Preventive acts a. Minimum Wages Act 1948 b. Dowry prohibition Act 1961 & Women's property rights Act 2005 c. Family courts Act 1986 d. Immoral Traffic prevention Act 1986 e. PNDT Act 1994	15

	f. Domestic Violence Act 2005 g. The Prohibition of Child Marriage Act, 2006 h. The Criminal Law (Amendment) Act, 2013 i. The Sexual Harassment of Women at Workplace Act, 2013 j. The Surrogacy (Regulation) Act, 2021	
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Books for Reading

1. Altekar, A. S., The Position of Women in Hindu Civilization, 2nd ed. Motilal Banarsidass, Delhi, 1978.
2. Basu, A. And Ray, B. Women's Struggle: A History of the All India Women's Conference 1927 – 1990. Delhi, Manohar, 1990.
3. Borthwick, M. , The Changing Role of Women in Bengal 1849-1905, Princeton University Press, Princeton, 1984.
4. Chakravarti Uma and Kumkum Roy, "Breaking out of Invisibility: Rewriting the History of Women in Ancient India", in Kleinberg, S. Jay, Retrieving Women's History: Changing Perceptions of the Role of Women in Politics and Society, UNESCO, Berg. 1988.
5. Dehejia, Vidya, Representing the Body: Gender Issues in Indian Art, Kali for Women, Delhi, 1997.
6. Desai Neera, Women in Modern India, Vora, Mumbai, 1957.
7. Everett, Jana M., Women and Social Change in India, Heritage Publishers, Delhi, 1981.
8. Forbes, Geraldine, Women in Modern India, Cambridge University Press, Cambridge, 1996.
9. Hildebeitel Alf, Draupadi among Rajputs, Muslims & Dalit's: Rethinking India's Oral & Classical Traditions, OUP, New Delhi, 1999.
10. Jayawardena, Kumari, Feminism and Nationalism in the Third World, London, Zed Books, 1986.
11. Krishnamurti, J., (ed.), Women in Colonial India: Essays on Survival, Work and the State, OUP, Delhi, 1989.
12. Liddle, J., and Rama Joshi, Daughters of Independence: Gender, Caste and Class in India, Zed Books, London, 1986.
13. Mani, Lata, Contentious Traditions: The Debate on Sati in Colonial India, University Of California Press, Berkley, 1998.
14. Mazumdar Vina, Symbols of Power: Studies on the Political Status of Women in India, Allied, Delhi, 1979.
15. Minault Gail, the Extended Family: Women and Political Participation in India and Pakistan, South Asia Books, Columbia, 1981.
16. Minault Gail, Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India, OUP, Delhi, 1998.
17. Misra, Rekha, Women in Mughal India (1526-1748 A. D.), Munshiram Manoharlal, Delhi, 1967.
18. Nair, Janaki, Women and Law in Colonial India: A Social History, Kali for Women, Delhi, 1996.
19. Nanda, B. R., Indian Women: From Purdah to Modernity, Vikas, Delhi, 1976.
20. Ray, Bharati and Basu, Aparna, (eds.), From Freedom to Independence: Women and Fifty Years of India's Independence, OUP, Delhi, 1999.

S.Y.B.A. History NEP 2.0
Semester III
IKS: Indian Knowledge System
(02 Credit Course)
Total Lectures - 30

Course Objectives:

1. To understand the nature of knowledge.
2. To understand the evolution of the scientific approach in the Indian subcontinent.
3. To study contributions made by different people to the various branches of knowledge before modernity evolved in India.

Course Outcome:

1. The concept of the ancient intellectual knowledge tradition will be understood.
2. Developments in science from ancient times will be introduced.
3. Developments in humanities from ancient times will be understood.

Unit	Contents of the Course	No. of Lectures
I	Introduction to Indian Knowledge System a) Definition, Scope and importance of knowledge b) Nature of Indian Knowledge System c) Evolution of scientific approach	6
II	Development of Sciences a) Astronomy- Aryabhata, Varahamihira, Sawai Jaisingh b) Medicine- Ayurveda and Yunani c) Metallurgy- Copper, Iron, Bronze & alloys	12
III	Development of Humanities a) Language - Prakrit, Sanskrit, Farsee b) Philosophy- Vedic, Lokayat, Buddhist, Jaina c) Education system in ancient India – Takshashila, Nalanda, Valabhi University d) Architecture	12

References:

English:

1. Abdur Rahman, Science and Technology in Medieval India: A Bibliography of Source Materials in Sanskrit, Arabic, and Persian, Indian National Science Academy, New Delhi, 1982.
2. Bag A. K. (ed), History of Technology in India (Vol I) (From Antiquity to C. 1200 A.D.), Indian National Science Academy, Delhi, 1997.
3. Chattopadhyaya, Debiprasad, History of science and technology in ancient India: The beginnings, Firma KLM Pvt. Ltd. 1986.
4. Dasgupta Surendranath, A History of Indian Philosophy, Cambridge University Press, 1922.
5. Gopal L. and V. C. Shrivastava, History of Agriculture in India (Upto 1200 A. D.), Concept Publishing, New Delhi, 2008.
6. Irfan Habib (ed.), People's History of India – Vol 20: Technology in Medieval India, c. 650–1750, Aligarh Historians Society and Tulika Books, 2016.
7. Jan Gonda, a History of Indian Literature, Otto Harrassowitz, Wiesbaden, 1975.
8. PadmanabhaThanu (ed.), Astronomy in India: A Historical Perspective, Indian National Science Academy, Springer, New Delhi. 2014.
9. Sohoni Pushkar, Introduction to the History of Architecture in India, IISER, Pune, 2020.
10. Tripathi Radhavallabh, Vāda in theory and practice: studies in debates, dialogues and discussions in Indian intellectual discourses, IAS, Shimla, 2016.

S.Y.B.A. History NEP 2.0
Semester IV
Major I: - Early India: Post Mauryan Age to the Rashtrakutas
(04 Credit Course)
Total Lectures - 60

Course Objectives:

The history of India after the Mauryas is very important to understand the developments in early India after the Mauryas, which finally led to the transition to medieval India. The course is aimed at introducing the students to the developments in different parts of India through a brief study of regional kingdoms up to the tenth century C.E. It attempts to highlight the consequences of the foreign invasions, particularly on the polity, economy, society and art and architecture. The attempt is also to instill the spirit of enquiry among the students.

Course Outcome:

1. The course will enable students to understand the developments in different parts of India through a brief study of regional kingdoms up to the tenth century C.E.
2. Students will have a better understanding of the consequences of the foreign invasions, particularly on the polity, economy, society and art and architecture.
3. It will instill the spirit of enquiry among the students.

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Unit	Contents of the Course	No. of Lectures
I	Central Asian Contacts and the Age of the Shung-Satvahanas a) The Indo-Greeks, The Shakas, The Parthians, The Kushanas: Economy, Society, Religion and Culture b) The Age of Shung-Satvahanas: Polity and Administration, Society, Economy, Culture	10
II	Early History of South India a) Period of Sangam Age Literature - Society and Culture, early polities b) Sangam Councils c) Economy: Towns, Trade and Crafts	15
III	North India: Gupta and Harshvardhan a) The Gupta Empire – Brief Political History, Chandragupta I, Samudragupta b) Administration, Society, Trade, Science and Technology c) Harshvardhan: Administration, Religion, Education	15
IV	Regional Kingdoms: A Brief History a) The Chalukyas, Pallavas, Pandya - Struggle for Supremacy over Peninsular India b) Rashtrakutas, Palas, Parmaras- Tripartite Struggle c) Literature, Religion, Art and Architecture	20

Reference Books:

1. Jha D. N. 'Revenue System in Post Maurya and Gupta Times', Punthi Pustak, Calcutta, 1967.
2. Thapar Romila, 'A History of India' Vol. I, Penguin Books, New Delhi, 1990
3. Thapar Romila, 'Early India: From The Origins To A.D. 1300', Penguin Books, 2002
4. Sharma R. S., 'Rethinking India's Past', Oxford University Press, New Delhi, 2009
5. Basham A. L. 'The Wonder That Was India, Picador- Pan MacMillan, Reprinted, 2004.
6. Raychaudhari Hemchandra, 'Political History of Ancient India', University of Calcutta, Calcutta, 1923.
7. Kosambi D. D. 'The Culture and Civilization of Ancient India in Historical Outline' Vikas Publication, New Delhi, 1993.
8. Altekar A. S. 'State and Government in Ancient India', Motilal Banarasidas Publishers, Varanasi, 1949.
9. Jha D. N., 'Early India: A Concise History' Manohar Publication, New Delhi, 2010
10. Mujumdar R. C. 'Ancient India', Motilal Banarasidas Publishers, Varanasi, 1952.
11. Mahajan V. D., Ancient India, S. Chand & Company Ltd, New Delhi. Reprinted 2019.
12. Tripathi Ramashankar, 'History of Ancient India', Motilal Banarasidas Publishers, Varanasi, 1942.
13. Daud Ali, 'Passport to the Past Ancient India', Rosen Central Publication, New York, 2009
14. Dasgupta Uma, 'History of Science, Philosophy and Culture in Indian Civilization' Longman Pearson, New Delhi. 2011
15. Gazetteer of India Vol. II
16. Gazetteer of Maharashtra

Reference Books: Marathi

1. झा डी. एन., 'मौर्योत्तर व गुप्तकालीन राजस्वपद्धती' अनुवाद देगलूरकर गो. बं. डायमंड पब्लिकेशनस, पुणे, २००६.
2. थापर रोमिला, 'अर्ली इंडिया', अनुवाद, प्रा. र. ना. गायधनी व वासंती फडके, केसागर प्रकाशन, पुणे, २००६.
3. कोसंबी डी. डी., 'प्राचीन भारतीय संस्कृती व सभ्यता' डायमंड पब्लिकेशन, पुणे, २००६.
4. झा डी. एन. 'प्राचीन भारत: एक ऐतिहासिक रूपरेखा', अनुवाद, पारधी मा. कृ. केसागर प्रकाशन, पुणे, २००५.
5. रायचौधरी हेमचंद्र, 'प्राचीन भारताचा राजकीय इतिहास', अनुवाद, प्राचार्य सदाशिव आठवले, मधुसूदनबोपडीकर, डायमंड पब्लिकेशनस, पुणे, २००६.
6. गायधनी र. ना. 'प्राचीन भारताचा इतिहास' अनिरुद्ध पब्लिकेशन हाउस, पुणे, १९९७.
7. कुलकर्णी ए. आर. 'प्राचीन भारत: संस्कृती आणि इतिहास', स्नेहवर्धन प्रकाशन पुणे.
8. गॅझेट्‌रीअर ऑफ महाराष्ट्र

S.Y.B.A. History NEP 2.0
Semester IV
Major II - History of the Marathas: (1707-1818)
(02 Credit Course)
Total Lectures - 30

Course Objectives:

1. To understand the changed nature of Maratha Polity during the Peshwa Period.
2. To examine the dynamics of Maratha Confederacy and reciprocity.
3. To examine the role of Marathas and regionality in National politics of 18th Century India.
4. To study administrative system, society and economy of the Peshwa period

Course Outcome:

1. Students will be able to analyze the Marathas policy of expansionism and its consequences.
2. They will understand the role played by the Marathas in the 18th century India.
3. They will be acquainted with the art of diplomacy in the Deccan region.
4. It will help to enrich the knowledge of the administrative skills and profundity of diplomacy

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/ e-learning

UNIT	CONTENTS OF THE COURSE	NO. OF LECTURES
I	<p>Consolidation and Expansion of the Maratha Power</p> <p>a) Conflict between Maharani Tarabai and Chhatrapati Shahu Maharaj b) Rise of the Peshwas: Balaji Vishwanath-Chauthai and Sardeshmukhi c) Peshwa Bajirao I: South and North Expedition & Peshwa Balaji Bajirao (Nanasaheb) Maratha Confederacy</p>	10
II	<p>Third Battle of Panipat- Revival and Decline of Maratha power</p> <p>a) Third Battle of Panipat: Causes, defeat of the Marathas and Consequences b) Peshwa Madhavrao I, Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis c) Anglo-Maratha Wars- In brief</p>	10
III	<p>Administration and Society during Peshwa Period</p> <p>a) Military & Civil Administration b) Economic Condition c) Society: Caste System and Position of Women, Culture during the Peshwa period</p>	10

References: English

1. Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, 2002
2. Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817-1830, Oxford University Press, 1957.
3. Chandra, Satish,, The Eighteenth Century in India: It's Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans, Kolkata, K.P. Bagchi, 1986.
4. Desai S.V., Social Life in Maharashtra under the Peshwas, Popular Prakashan, Bombay, 1962.
5. Deshmukh, S, Shivakalin va PeshwakalinStree Jeevan, Tilak Maharashtra Vidyapeeth, Pune, 1973.
6. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
7. Dighe, V. G., Peshwa Bajirao I and Maratha Expansion, Karnatak Publishing House, Bombay, 1944.
8. Fukazawa, Hiroshi, The Medieval Deccan - Peasants, Social Systems and States Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991
9. Gawali, P. A., Society and Social Disabilities Under the Peshwas, National Publishing House, New Delhi, 1988.
10. Gokhale, B.G., Poona in the Eighteenth Century. An Urban Study, Oxford University Press, 1987.
11. Gordon, Stewart, Marathas, Marauders, and State Formation in Eighteenth Century India, Oxford University Press, Delhi, 1994.
12. Joshi, V.V., The Clash of Three Empires: A Study of British Conquests of India with Special reference to the Marathas, Kitabistan; Allahabad, 1941.
13. Kale, D.V., Social Life and Manners in Bombay Maharashtra (1750-1800), Bombay, 1927.
14. . Pagdi, S. M. Eighteenth Century Deccan. Bombay: Popular Prakashan, 1963.
15. Sardesai, G.S., The New History of the Marathas, Vol III: Sunset Over Maharashtra, Phoenix Publications, Bombay, 1968.

संदर्भ: मराठी

1. ओतुरकर आर. व्ही., पेशवेकालीन सामाजिक व आर्थिक जीवन, खंड १, भारत इतिहास संशोधन मंडळ, पुणे, १९५०
2. ग.ह. खरे आणि कुलकर्णी अ. रा. (संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३, कॉन्टनेन्टल, पुणे, खंड १:१९८४, खंड२:१९८५, खंड३:१९८६
3. खोबरेकर विठ्ठल गोपाळ, गुजरातेतील मराठी राजवट, पुणे, १९६२
4. खोबरेकर विठ्ठल गोपाळ, महाराष्ट्राचा इतिहास, मराठा कालखंड, खंड २ (१७०७-१८१८) (बॉम्बे) मुंबई, १९८८
5. गवळी पा. आ., पेशवेकालीन गुलामगिरी व अस्पृश्यता, प्राची प्रकाशन, कोल्हापूर, १९९०
6. गवळी पा. आ., पेशवेकालीन महाराष्ट्र- संस्था व संकल्पना, कैलास पब्लिकेशन्स, औरंगाबाद,
7. गर्गे स. मा., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, मुंबई
8. गायकवाड बी. डी., सरदेसाई, थोरात, हणमने, मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, १९८७
9. चापेकर, ना. गो., पेशवाईच्या सावलीत, लक्ष्मण नारायण चापेकर, पुणे, १९३७
10. जोशी एस. एन., मराठेकालीन समाजदर्शन, अ. वि. गृह प्रकाशन, पुणे १९६०
11. देशमुख शारदा, शिवकालीन व पेशवेकालीन स्त्रीजीवन, टिळक महाराष्ट्र विद्यापीठ, पुणे, १९७३
12. सरदार गं. बा., संतवाड्यांची सामाजिक फलश्रुती, श्री विद्या प्रकाशन, पुणे, १९८२
13. हेरवाडकर आर. व्ही., मराठी बखर, व्हीनस प्रकाशन, मुंबई, १९८६
14. सरदेसाई गो.स., मराठी रियासती, खंड १ ते ८, पॉप्युलर प्रकाशन, मुंबई.

SYBA HISTORY NEP 2.0
SEMESTER IV
VSC: PRACTICAL ARCHAEOLOGY
(02 CREDITS COURSE)
TOTAL LECTURES- 30

Course Objectives:

- To introduce fundamental principles and concepts of archaeology.
- To explore methods and techniques used in archaeological research and excavation.
- To understand the significance of archaeological findings in reconstructing history and culture.
- To foster critical thinking about ethical considerations and challenges in the field.

Course Outcome

UNIT	COURSE CONTENT	NO. OF LECTURES
I	Introduction to Archaeological Methods a) Overview of Archaeological Fieldwork b) Introduction to excavation and survey techniques. c) Formulating research questions and hypotheses.	10
II	Tools and Techniques in Field Archaeology a) Geophysical survey, and aerial photography. b) Excavation Techniques c) Use of tools, trenching, stratigraphy, and soil sampling, GPS for site survey	08
III	Case Study Areas a) Deccan College Archaeological Museum b) Inamgaon, Daimabad, Nighoj c) Ajanta and Ellora Caves, Elephanta Caves d) Lonar Lake	12
	Field Visit and Report Writing: 35 marks Viva: 15 marks	

Suggested Readings:

1. Principles of Archaeology by T.D. Price and K.M. Feinman.
2. Archaeology: Theories, Methods, and Practice by Colin Renfrew and Paul Bahn.
3. Articles and journals on Indian archaeology, including works by the Archaeological Survey of India (ASI).
4. A History of Archaeological Thought Bruce G. Trigger; Archaeological Theory Matthew Johnson.
5. Archaeological Theory Matthew Johnson.

SYBA HISTORY NEP 2.0**SEMESTER IV****OE: MARINE ARCHAEOLOGY: EXPLORING THE UNDERWATER WORLD OF THE PAST-II****(02 CREDITS COURSE)****TOTAL LECTURES- 30****Course Objectives:**

To introduce students to the principles and methodologies of marine archaeology.

To explore India's maritime heritage through case studies and fieldwork.

To provide hands-on experience in underwater and coastal archaeological techniques.

To emphasize the importance of conservation, heritage management, and public engagement.

Course Outcome

UNIT	COURSE CONTENT	NO. OF LECTURES
I	Survey Methods, underwater photography. a) Excavation Techniques- b) Diving protocols, underwater excavation tools, and safety measures. c) Documentation- d) Mapping, 3D modeling, and artifact recording.	10
II	Environmental Archaeology- a) Studying climate change and sea-level rise through archaeological evidence. b) Forensic Applications- c) Role of marine archaeology in solving historical mysteries. d) Documentation e) Mapping, 3D modeling, and artifact recording.	10
III	FIELD VISIT AND RESEARCH PROJECT Fieldwork Location:-National Institute of Oceanography (NIO), Goa 1. Fieldwork Report: based on observations and documentation during field visits. 2. Artifact Analysis Portfolio: Includes sketches, catalog entries, and conservation techniques. a) Observation of ongoing research or conservation work. b) Hands-on training in coastal and underwater documentation. c) Interaction with marine archaeologists and researchers. d) Submission of a Field Visit Report detailing observations, methods, and findings. e) 50 marks for Field Project + VIVA	10

Selected readings

1. Adams, J. R. 2013: *A Maritime Archaeology of Ships: Innovation and Social Change in Late Medieval and Early Modern Europe*. Oxbow Books, Havertown.
2. Blot, Jean-Yves 1996: *Underwater archaeology: exploring the world beneath the Sea*. Thames and Hudson, London.
3. Bowens, A. (ed.) 2009: *Underwater archaeology: the NAS guide to principles and practice*, The Nautical Archaeology Society, Blackwell, Oxford.
4. Burgess, R. F. 2000: *Man: 12,000 Years Under the Sea, a Story of Underwater Archaeology*.
5. Catsambis, A., Ford, B. and Hamilton, D. L. 2011: *The Oxford handbook of maritime archaeology*. Oxford University Press, Oxford and New York. Delgado, J. P. (ed.) 1997: *Encyclopaedia of Underwater and Maritime Archaeology*. British Museum.
6. Edward Babits, L. and Tilburg, H. V. (ed.) 1998: *Maritime Archaeology: A Reader of Substantive and Theoretical Contributions*. Plenum Series in Underwater Archaeology.
7. Gould, R. 2000: *Archaeology and the Social History of Ships*.
8. Henderson, J. 2019: *Oceans without History? Marine Cultural Heritage and the Sustainable Development Agenda*. *Sustainability* 11 (18): 5080.
9. Muckelroy, K. 1978: *Maritime archaeology*. Cambridge University Press, Cambridge.
10. Steffy J.R. 1994: *Wooden ship building and the interpretation of ship wrecks*. Austin, Texas.
11. Throckmorton, Peter (ed.) 1988: *The Sea Remembers*. Weidenfeld and Nicolson, New York.

S.Y.B.A. History NEP 2.0
Semester IV
Minor– Art and Architecture of Medieval India
(04 Credit Course)
Total Lectures - 60

Course Objectives:

1. This paper is designed to introduce the students to the Art and Architecture during the Medieval India.
2. It will enable students to understand the impact of the Persia on the Mughal Art and Architecture.
3. It will get students acquainted with the development of Indo-Persian style of Painting.

Course Outcome:

1. Students will get an overall understanding of the development of the Medieval Art and Architecture.
2. They will understand the changing patterns of the Art and Architecture during the Medieval India.
3. They will have an understanding of the impact of Persian Art on Islamic Art and Architecture in Medieval India.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/ e-learning.

Unit	Contents of the Course	No. of Lectures
I	Sultanate Art & Architecture a) Arcuate Technique (Arches domes) b) Qubbat-ul-Islam Mosque c) Tomb of Iltumish d) Qutbminar e) Alai Darwaza	15
II	Deccan Art & Architecture a) Bahamani b) Vijaynagar (Hampi)	15
III	Sur Art & Architecture a) Qila-i-Kuhna Mosque b) Tombs (Hasan Sur and Sher Shah)	15
IV	Mughal Art & Architecture a) Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahor forts b) Jahangir: Sikandara, Tomb of Itmad-ud-Daula c) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid d) Mughal Paintings e) Regional Art & Architecture	15
V	Field Visit and Project	

Reference Books:

1. Percy Brown: Indian Architecture (Islamic period), Mumbai 1997
2. Percy Brown: Indian Painting, New Delhi, 1965
3. R.Nath : History of Sultanate Architecture, Delhi, 1978
4. Catherine B. Asher: The New Cambridge History of India, Mughal Architecture.
5. Satish Grover: The Architecture of India (Islamic Period) Delhi, 1981
6. Ebba Koch: The Mughal Architecture: An outline of its History and Development, Primus Books, Delhi, 2014
7. S.P.Verma : Art and Material Culture in the Paintings of Akbars Court, Delhi 1978
8. K.Khandalwal : Documents on Indian Painting, Bombay 1969
9. M.C.Beach : The Cambridge History of India :Mughal and Rajput Paintings, Cambridge University Press 1992
10. Surendra Sahai : Indian Architecture, Islamic period
11. Z.A.Desai : Indo-Islamic Architecture, Publication Division, Ministry of Information and Broadcasting, Govt. of India ,Delhi 1970
12. Daljeet : Mughals and Deccan Paintings, From the collection of National Museum, New Delhi 1999
13. Ziauddin Desai : Indo-Islamic Architecture, Delhi 1970
14. Subhash Parihar : Some aspect of Indo-Islamic Architecture, Delhi 1999
15. Abha Narain Lambah & Alka Patel : The Architecture of the Indian Sultanates, Marg publication, 2006

S.Y.B.A. History NEP 2.0
Semester IV
SEC: Numismatics
(02 Credit Course)
Total Lectures - 30

Course Objectives:

This paper is designed to introduce the students to the Currency system of Ancient India. It aims at acquainting the students about the development in the Coinage System.

Course Outcome:

1. Students will be able to identify and decipher the Coins.
2. They will also be able to understand the Socio-Political background that accure through the coinage of that time; thus getting holistic picture of that economic system prevalent in Ancient India

Unit	Contents of the Course	No. of Lectures
I	Introduction to Numismatics a) Numismatic Studies: Terminology and Scope b) Importance in the Reconstruction of Socio-Cultural and Economic History	7
II	Study of Ancient Indian Coinage: Polity-Economic Dimensions a) The Mauryan Age - Karshapanas Coins b) Coins of the Post Mauryan Age c) Coins of the Gupta rulers	8
III	Study of Medieval Indian Coins a) Coinage of the Delhi Sultanate b) Mughal Period c) Coins of Vijaynagar d) Coins of the Marathas	7
IV	Study of Modern Indian Coins a) Coins of British India b) Coins of Independent India c) Numismatic Research- Indian Institute of Research in Numismatic Studies (IIRNS), Anjaneri.	8

Reference Books:

1. Allan, J. 1935. Catalogue of Coins of Ancient India. London: British Museum.
2. Altekar, A.S., 1937. Catalogue of Coins of the Gupta Empire. Varanasi: Numismatic Society of India.
3. Bhandarkar, D.R., 1921. Carmichael Lectures on Ancient Indian Numismatics. Calcutta: Calcutta University.
4. Bharadwaj, H.C. 1979. Aspects of Ancient Indian Technology. Delhi: Motilal Banarasidas. Chattopadhyaya, Bhaskar 1967.
5. The Age of the Kushanas – A Numismatic Study. Calcutta: Punthi Pustak.
6. Chattopadhyaya, Brajdulal 1977. Coins and Currency System in South India. Delhi: Munshiram Manoharlal
7. Dasgupta, K.K. 1974. A Tribal History of Ancient India – A Numismatic Approach. Calcutta: Nababharat Publications.
8. Datta, Mala 1990. A Study of the Satavahana coinage. Delhi: Harman Publishing House. Dhavalikar, M.K. 1975. Pracheena Bharatiya Nanakshastra. Pune: Maharashtra Vidyapeeth Granthanirmiti Mahamandal.
9. Handa, Devendra 2007. Tribes Coins of Ancient India. New Delhi: Aryan Books International. Elliot, W. 1970. (Reprint) Coins of South India. Varanasi: Indological Book House. Gardener, P. 1886.
10. The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum. London: British Museum.
11. Gokhale, Shobhana 1981. New Discoveries in the Satavahana Coinage, JNSI vol. XLIII: 54-59.
12. Goyal, S.R. 1995. Dynastic Coins of Ancient India. Jodhpur: Kusumanjali Book World.
13. Gupta, P.L. 1979. (2 nd Revised Edition) Coins. New Delhi: National Book Trust.
14. Gupta, P.L. 1981. Coins: Source of Indian History. Ahmedabad: B.J. Institute of Learning and Research.
15. Gupta, P.L. and Sarojini Kulashreshtha 1993. Kushana Coins and History. New delhi: D.K. Publishers.
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17. Jha, A.K. 1998. Observations on the Principles of Typology: A Study of Ancient Indian Coinage, in Ex Moneta: Essays on Numismatics in Honour of Dr. David W. Macdowall (A.K. Jha and Sanjay Garg eds.) Volume I, pp. 33-42. New Delhi: Harman Publishing House.
18. Krishnamurti, R. 1997. Sangam Age Tamil Coins. Madras: Garnet Publishers. Lahiri, A.N. 1965. Corpus of Indo-Greek Coins. Calcutta Journal of the Numismatic Society of India, Varanasi.
19. Mangalam, S.J. 2001. Shankar Tiwari Collection of Early Coins from Narmada Valley. Bhopal: Directorate of Archaeology and Museums, Government of Madhya Pradesh.
20. Numismatic Digest A Journal Published by Indian Institute of Research in Numismatic Studies, Anjaneri (Nasik).

Evaluation Pattern:

1. Each course shall be evaluated with Continuous Evaluation (CE) and Semester-end Examination (SEE) mechanism.
2. Four Credit Theory courses: Continuous Evaluation shall be of 30 marks and Final Assessment shall be of 70 marks.
3. Two Credit Theory Course: Continuous Evaluation shall be of 15 marks and Final Assessment shall be of 35 marks.
4. For 4 credit courses, a student has to earn minimum 40 marks out of 100, provided that he/she should earn minimum 12 marks in Continuous Evaluation (out of 30) and minimum 28 marks (out of 70) in Semester End Examination. That is passing criterion is minimum 40% marks in the examination.
5. For 2 Credit Courses, a student has to earn minimum 20 marks out of 50, provided that he/she should earn minimum 06 Marks in Continuous Evaluation (out of 15) and Minimum 14 Marks (out of 35) in Semester End Examination. That is passing criterion is minimum 40% marks in the Examination.
6. For Four Credit Course, Continuous Evaluation (out of 30 marks), There has to be one written test of 20 marks (Mid-Semester Examination). The remaining 10 marks shall be based on the continuous evaluation consisting of Term paper; Journal/lecture/library notes; Seminar presentation; Short quizzes; Assignment; Research Project by individual students or group of Students; etc.(on approval of Head of the Department) and performance and attendance in the lectures.
7. For Two Credit Courses, Internal evaluation (out of 15 marks), There has to be one written test of 10 marks (Mid-Semester Examination). For remaining 5 marks shall be based on the continuous evaluation consisting of tutorial, viva, seminars, home-assignments, mini project, survey, group discussion etc. (on approval of Head of the Department).
8. There shall be revaluation of the answer scripts of End-Semester Examination (out of 70 marks) of theory papers only, but not of internal assessment papers as per Ordinance No. 134 A and B.

Pattern of the Question Paper:

Continuous Evaluation

For Four Credit Course

1. As a part of Internal Evaluation of total 30 Marks, there shall be written test (Mid-Semester Examination) of 20 marks. Pattern of the question paper is as follows.
2. Continuous Evaluation (Mid-Semester Examination of 20 marks, Duration: 1 hour)

Question No.	Total Marks	No. Of questions	Remarks
Q. 1	10	Solve any 05 out of 07 Questions	Each question carry 2 marks

Q. 2	10	Solve any 02 out of 03 questions	Solve any 02 out of 03 questions
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3. Assignments / Internal Assessment marks: 10

Assignments / Internal Assessment, Case studies, Group Discussion / Debate / Field Visit / Oral Presentation, Charts and Posters, etc).

4. Semester-End Examination for B.A. History courses, out of 70 marks, shall be of 2 ½ hours duration. The pattern of the question paper shall be as follows:

Question No.	Total Marks	No. Of questions	Remarks
Q. 1.	15	Solve any 01 out of 02	Each question carries 15 marks
Q. 2.	15	Solve any 01 out of 02	Each question carries 15 marks
Q. 3.	20	Solve any 01 out of 02	Each question carries 10 marks
Q.4.	20	Solve any 04 out of 06	Each question carries 05 marks

For Two Credit Course

1. As a part of Internal Evaluation of total 15 Marks, there shall be written test (Mid-Semester Examination) of 10 marks. Pattern of the question paper is as follows.

2. Continuous Evaluation (Mid-Semester Examination of 10 marks, Duration: 1 Hour)

Question No.	Total Marks	No. Of questions	Remarks
Q.1.	10	Solve any 01 out of 02 Questions	Each question carries 10 marks

Assignments / Internal Assessment marks: 05

Assignments / Internal Assessment, Case studies, Group Discussion / Debate / Field Visit / Oral Presentation, Charts and Posters, etc).

4. Semester-End Examination for B.A. History courses, out of 35 marks, shall be of 1 ½ hours duration. The pattern of the question paper shall be as follows:

Question No.	Total Marks	No. Of questions	Remarks
Q. 1.	15	Solve any 01 out of 02	Each question carries 15 marks
Q. 2.	10	Solve any 01 out of 02	Each question carries 10 marks

Q. 3.	10	Solve any 01 out of 02	Each question carries 10 marks
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ATKT RULES

1. Minimum number of credits required to take admission to Second year of B. A. course is 31 (70%) (As same as SPPU).
2. Minimum number of credits required to take admission to Third year of B. A. course is 44 (100%) to be completed from First year of B. A. and pass in physical education examination in first year of B. Sc. and 22 credits from second year of B. A. (As same as SPPU).

AWARD OF GRADES AND GRADE POINTS

The mapping of percentage to letter grade and grade point is given in the following Table 1
CGPA will be calculated as follows:

Table No. 1

Sr. No.	Grade Letter	Grade Point	Marks
1.	O (Outstanding)	10	$90 \leq \text{Marks} \leq 100$
2.	A+ (Excellent)	9	$80 \leq \text{Marks} \leq 89$
3.	A (Very Good)	8	$70 \leq \text{Marks} \leq 79$
4.	B+ (Good)	7	$55 \leq \text{Marks} \leq 69$
5.	B (Above Average)	6	$50 \leq \text{Marks} \leq 54$
6.	C (Average)	5	$45 \leq \text{Marks} \leq 49$
7.	D (Pass)	4	$40 \leq \text{Marks} \leq 44$
8.	F (Fail)	0	$\text{Marks} \leq 40$
9.	Ab (Absent)	0	

PERFORMANCE INDICES:

The performance of a student in a Semester is indicated by a number called the Semester Grade Point Average (SGPA). Similarly, the performance of a student in the Course is indicated by a number called the Course Grade Point Average (CGPA).

The End-Semester results and final result of the courses will contain SGPA and CGPA, respectively.

1) SGPA: The SGPA is the weighted average of the grade points obtained by a student in all the

$$SGPA = \frac{\sum_{i=1}^p C_i G_i}{\sum_{i=1}^p C_i}$$

courses during the Semester. That is

For example, suppose in a Semester, student has registered for five courses having credits C_1, C_2, C_3, C_4 and C_5 and suppose his/her grade points are G_1, G_2, G_3, G_4 and G_5 , respectively. The SGPA is calculated as

SGPA is calculated correct up to two decimal places by rounding off.

$$SGPA = \frac{C_1 G_1 + C_2 G_2 + C_3 G_3 + C_4 G_4 + C_5 G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

2) CGPA: The CGPA is the weighted average of the grade points obtained in all courses (theory and Practical) by students in all the courses in 6 semesters. It is calculated in the same manner as the SGPA.

RESULTS:

Based on the performance of the student in the Semester Examinations, Nowrosjee Wadia College will declare the results and issue the Semester Grade sheets. Also, the College will declare the results and issue the Grade sheets at the end of the course.

The class will be awarded to a student on the basis of CGPA. The award of the class shall be as per Table 2 and corresponding percentage calculation for the CGPA is given in Table No. 3

Table 2

Sr. No.	CGPA	Class of the degree awarded
1	9.50 or more than 9.50	OUTSTANDING (O)
2	8.50 or more but less than 9.50	EXCELLENT (A+)
3	7.50 or more but less than 8.50	VERY GOOD (A)
4	6.25 or more but less than 7.50	GOOD (B+)
5	5.25 or more but less than 6.25	ABOVE AVERAGE (B)
6	4.75 or more but less than 5.25	AVERAGE (C)
7	4.00 or more but less than 4.75	PASS (D)

Percentage of marks corresponding to CGPA is calculated by the formulae which are given in the following Table 3.

Table 3

GRADE	Formula for the percentage of marks
O	$20 \times \text{CGPA} - 100$
A+	$10 \times \text{CGPA} - 5$
A	$10 \times \text{CGPA} - 5$
B+	$12 \times \text{CGPA} - 20$
B	$5 \times \text{CGPA} + 23.75$
C	$10 \times \text{CGPA} - 2.50$
D	$6.6 \times \text{CGPA} + 13.6$

The above percentage calculations are illustrated in the following Table 4

Table 4 Some examples of CGPA to Percentage calculations

CGPA obtained	Formula	Percentage (%)	Grade
10	$20 \times 10 - 100 = 100$	100	O
9.75	$20 \times 9.75 - 100 = 95$	95	O
9.5	$20 \times 9.5 - 100 = 90$	90	O
9.0	$10 \times 9 - 5 = 85$	85	A+
8.0	$10 \times 8.0 - 5 = 75$	75	A
7.0	$12 \times 7.0 - 20 = 64$	64	B+
6.67	$12 \times 6.67 - 20 = 60.04$	60.04	B+
6.25	$12 \times 6.25 - 20 = 55$	55	B+
5.25	$5 \times 5.25 + 23.75 = 50$	50	B
4.75	$10 \times 4.75 - 2.50 = 45$	45	C
4.0	$6.6 \times 4.0 + 13.6 = 40$	40	D

While declaring the results, the existing ordinances are applicable. There is also a provision for verification and revaluation. In case of verification, the existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10% marks and in the grade of the course.

Learning Materials:

1. Mahatma M. K. Gandhi
<https://www.mkgandhi.org/>
<https://gandhi.gov.in/>
<https://www.gandhiashramsevagram.org/index.php>
2. Dr. B. R. Ambedkar
<http://drambekarwritings.gov.in/content/index.php>
<https://drambekarbooks.files.wordpress.com/2009/03/selected-work-of-dr-b-r-ambekar.pdf>
3. National Digital Library of India
<https://ndl.iitkgp.ac.in/>
4. AbhilekhPatal
<https://www.abhilekh-patal.in/jspui/>
5. Indian Culture
<https://indianculture.gov.in/>
6. Shodhganga A reservoir of Indian Theses
<https://shodhganga.inflibnet.ac.in/>
7. e-ShodhSindhu: consortium for higher education electronic resources
<https://ess.inflibnet.ac.in/>
8. Census of India
<https://www.censusindia.gov.in/DigitalLibrary/reports.aspx>
9. Gokhale Institute of Politics and Economics Digital Repository
<https://dSPACE.gipe.ac.in/xmlui/>
10. SavitribaiPhule Pune University, Pune. Library
<http://lib.unipune.ac.in:8002/>
11. Deccan College, Pune, Library
<https://www.dcpune.ac.in/library.php>
12. Encyclopedia Britannica
<https://www.britannica.com/>
13. Stanford Encyclopedia of Philosophy
<https://plato.stanford.edu/contents.html>
14. Maps of India
<https://www.mapsofindia.com/>
15. Historical Maps of India
<http://homepages.rootsweb.com/~poyntz/India/maps.html>
16. 1947 Partition Archive
<https://in.1947partitionarchive.org/>
17. Project Gutenberg
<https://www.gutenberg.org/>
18. Rare Book Society of India
<https://www.rarebooksocietyofindia.org/>
19. British Library Ethos
<https://ethos.bl.uk/Home.do>
20. Imperial Gazetteers of India
https://en.wikipedia.org/wiki/The_Imperial_Gazetteer_of_India
21. Bombay (Now Mumbai) Presidency Books and Maps
[https://wiki.fibis.org/w/Bombay_\(Presidency\)#External_links](https://wiki.fibis.org/w/Bombay_(Presidency)#External_links)
22. Gazetteers of India
https://wiki.fibis.org/w/Gazetteers#Imperial_Gazetteer_of_India_Provincial_Series

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