



MODERN EDUCATION SOCIETY'S
Nowrosjee Wadia College, Pune
An Autonomous college affiliated to Savitribai Phule Pune University

M. A. History
(Faculty of Humanities)
Semester I & II
(Syllabus under National Education Policy)

Choice Based Credit System

w.e.f. Academic Year 2023-2024

Preamble of the Course:

A Master of Arts in History, is a master's degree awarded for a Post Graduate Program in the field of History. The MA 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 an MA 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 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 M.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 introduce students about the recent progresses in historical studies
- To nurture the historical methods of learning human past.

Program Outcomes:

- M.A. History enable students to understand the Scope, importance, relevance of History.
- Students will be familiar with Major Historical themes specialization and periodization.
- Students will be in position to understand research methodology 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 M.A. History

Any Graduate from recognized University, as per the rules and regulation of SPPU and UGC

Teaching Scheme:

- The Course is a 02 Years, 04 Semesters Full Time Post Graduate Course.
- The course follows the NEP (National Education Policy) and CBCS (Choice Based Credit System) pattern as per University Grant Commission and Savitribai Phule Pune University.
- 04 Credit Theory Course = 60 Lectures
- 02 Credit Theory Course = 30 Lectures
- 04 Credit Field Project
- 04 and 06 Credit Research Project

Abbreviations

Yr.: Year;

Sem.: Semester;

OJT: On Job Training: Internship/Apprenticeship;

FP: Field Project;

RM: Research Methodology;

RP: Research Project;

Cum Cr.: Cumulative Credit.

Structure of M.A. History Course

Semester 1 (First Year)

Level 6.0

Course Type		Course	Course Title	Hours /Week	Credit
Major	Mandatory	Major Mandatory 1	History its Theory	4	4
		Major Mandatory 2	Intellectual History of Modern West	4	4
		Major Mandatory 3	History of Cinema in India	4	4
		Major Mandatory 4	History of Education in India (1835-1947)	2	2
	Electives (1 or 2)	Elective 1	Gender and Indian History	4	4
		Elective 2	USA: from isolation to Hegemony	4	4
RM		RM	Research Methodology in History	4	4
OJT/FP		-	-	-	-
RP		-	-	-	-
Total					22

Semester 2 (First Year)

Level 6.0

Course Type		Course	Course Title	Hours /Week	Credit
Major	Mandatory	Major Mandatory 5	Ideas & Institutions from Ancient India	4	4
		Major Mandatory 6	Economic History of the Modern India	4	4
		Major Mandatory 7	History of Science and Technology in India	4	4
		Major Mandatory 8	History of Communications in India	2	2
	Electives (1 or 2)	Elective 3	History of Environment and Ecology	4	4
		Elective 4	History of USSR (1900-1991)	4	4
RM		-	-	-	-
OJT/FP		FP	Field Project	4	4

RP	-	-	-	-
Total				22

Semester 3 (Second Year)

Level 6.5

Course Type		Course	Course Title	Hours/ Week	Credit
Major	Mandatory	Major Mandatory 9	Ideas & Institutions from Medieval India	4	4
		Major Mandatory 10	Business History of India	4	4
		Major Mandatory 11	Cultural History of Maharashtra	4	4
		Major Mandatory 12	History of Transportation in India (1853-1939)	2	2
	Electives (1 or 2)	Elective 5	Social Background of Dalit Movement in Maharashtra	4	4
		Elective 6	East Asia: China	4	4
RM		-	-	-	-
OJT/FP		-	-	-	-
RP		RP	Research Project	4	4
Total					22

Semester 4 (Second Year)

Level 6.5

Course Type		Course	Course Title	Hours /Week	Credit
Major	Mandatory	Major Mandatory 13	Ideas & Institutions from Maratha History	4	4
		Major Mandatory 14	Urban History	4	4
		Major Mandatory 15	Modern Maharashtra: History of Ideas	4	4
	Electives (1 or 2)	Elective 7	Nature of Dalit Movement in Maharashtra	4	4
		Elective 8	East Asia: Japan	4	4
RM		-	-	-	-
OJT/FP		-	-	-	-
RP		RP	Research Project	6	6
Total					22

Semester	Semester 1	Semester 2	Semester 3	Semester 4	Total
Credits	22	22	22	22	88

M. A. History
Semester I
Major Mandatory 1: History: Theory and Method
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. The paper is designed to provide adequate conceptual base, bring better understanding of history and its forces,
2. help interrogate existing paradigms and challenge the outdated, help in developing critique,
3. help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain certain level of Interdisciplinary approach.

Course Outcomes:

1. Students will able to understand Theory of History
2. Formulation of Research proposal
3. Understand the relevance of theories of History

Unit	Contents of the course	No. of Lectures
I	Philosophy, Nature, and Functions of History	04
II	Many Worlds of Indian History <ol style="list-style-type: none"> a. Political, Economic, Social, Cultural, Religious Histories b. Food History, Micro-History, Family History, History and Memory 	12
III	Early Theories of History <ol style="list-style-type: none"> a. Greek Thought – Quasi-Histories, Herodotus, Thucydides and Polybius b. Roman Thought – Livy, Plutarch, Tacitus c. Church- St Augustine’s method of Textual Interpretation, Eusebius’s chronological method d. Indian Thought – Narrative method, Itihasa Purana Tradition e. Arab Thought- Ibn Khaldun’s Causes of Lies in History 	16
IV	Modern Theories of History <ol style="list-style-type: none"> a. Rationalist b. Romanticist c. Positivist d. Historical Materialism 	14
V	Post-war Theories of History <ol style="list-style-type: none"> a. Socio-Economic Theories b. Structuralism and Post Structuralism 	14

	c. Post-Modernism d. Total History	
	Total Number of Lectures	60

Learning Resources:

English

1. Arnold John H., A Very Short Introduction to History, OUP, 2000.
2. B. Sheikh Ali, History: Its Theory and Method, Trinity Press, (Reprint) New Delhi. 2015.
3. Barry, Peter, Beginning Theory: An introduction to literary and cultural theory, Manchester University Press, New York, 1995.
4. Carr, E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Childs, Peter, Modernism, Routledge, London, 2000.
6. Chitnis K. N., Research Methodology in History, Atlantic Publishers, Delhi.
7. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
8. E. Shridharan, A Textbook of Historiography, Orient Blackswan, Delhi. 2004.
9. Eagleton, Terry, Ideology, Verso Books, 1991.
10. Foucault, Michel, The Archaeology of Knowledge, translated by Sheridan Smith, Tavistock Publications, London 1982.
11. Good and Hatt, Methods in Social Research, McGraw hills, 1952.
12. Hamilton, Paul, Historicism, London, Routledge, First Indian Edition, 2007.
13. Langlois C. V. and C. Seignobos, Introduction to the study of History, Barnes and Noble Inc. and Frank Cass and co., New York, 1966.
14. Russell, Bertrand, History of Western Philosophy, Routledge, London, rpt. 1996.
15. Sarkar Sumit, Writing Social History, OUP, 1998
16. Thapar Romila, Cultural pasts, OUP, 2000.

Marathi

1. Athavale, Sadashiv, ItihasacheTattvadnyaan, PraadnyaPathshala, Wai, 1986.
2. Bedekar D. K., Char June ArthashastreeyaGranth, Gokhale Institute, Pune, 1969.
3. Carr, E.H., (tr. V.G. Lele), ItihasMhanaje Kay? Continental Prakashan, Pune, 1998.
4. Dahake, Vasant Abaji, et.al (ed.) Marathi VangmayeenSandnya- SankalpanaKosh, G.R Bhatkal Foundation, Mumbai, 2001.
5. Deo, Prabhakar, Itihas: EkaShastra, Brain Tonic Prakashan, Nashik, 2007
6. Hatekar N. and Padwal R., Don June Arthashastreeya Granth, Lok VangmayGruha, 2013.
7. Kothekar, Shanta, Itihas: Tantra ani Tatvadnyana, Shri sainathPrakashan, Nagpur,2005.

M. A. History
Semester I
Major Mandatory 2: Intellectual History of the Modern World
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. The paper is seen as a prerequisite for understanding the concepts that are used in history.
2. To acquaint the student with the intellectual activity that played an important role in shaping events.
3. To understand the transition from medieval to modern times.

Course Outcome:

1. Understand the importance of Intellectual History
2. Students will be able to correlate between different Intellectual ideas.
3. Able to understand interrelation between Intellectual thoughts and society.

Unit	Contents of the Course	No. of Lectures
I	Humanism and Renaissance a. Philosophy b. Art and Architecture c. Literature and Science	10
II	Protestant Reformation and Counter-reformation a. Lutheranism b. Calvinism c. Anglicanism	10
III	Revolution in Scientific thinking a. Copernican Revolution b. Galilean Revolution b. Newtonian Revolution	10
IV	Enlightenment and the French Revolution a. Liberty b. Equality c. Fraternity d. Rational Modernity	10
V	Post-Enlightenment Ideas a. Liberalism b. Capitalism c. Colonialism d. Nationalism e. Marxism	10
VI	Twentieth Century Ideas	10

	a. Democracy b. Totalitarianism c. Existentialism d. Hegemony e. Feminism f. Post-modernism	
	Total Number of Lectures	60

Learning Resources:

English

1. Ashley (ed.), M., The Limits of Enlightened Despotism: A History of Europe (1648-1815), Prentice- Hall, 1973.
2. Barry, Peter, Beginning Theory: An introduction to literary and cultural theory, Manchester Civilization, 2 vols., Macmillan, 1986
3. Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World ed., 1948, Eurasia Publishing House Pvt. Ltd., New Delhi (Indian Ed.), 1994 (7th Indian Reprint)
4. Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA, 2001.
5. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974
6. New, J.F., The Renaissance and the Reformation: A Short History, New York, 1969. Parry, J.H., The Age of Renaissance, London, 1963.

Marathi

1. Bapat Ram, Marxvaad, Pune.
2. Dahake, Vasant Abaji, et.al (ed.) Marathi VangmayeenSandnya- SankalpanaKosh, G.R Bhatkal Foundation, Mumbai, 2001.
3. Desai Datta, AdhunikatecheAgman, Unique Publication
4. Dole, N.Y., RajakiyaVicharachaItihas.
5. Kothekar, Shanta, Itihas: Tattva ani Vyavahar.

M. A. History
Semester I
Major Mandatory 3: History of Cinema in India
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. The course is designed to introduce the student to the role of popular culture and cinema in the study of History.
2. It also aims at making the student aware of the social context of film.
3. Cinema's impact on society.

Learning Outcome

1. Role and Importance of Cinema can be highlighted.
2. Cinema as a medium to understand Human History.
3. Role of Audio-visual medium in socio-cultural processes.

Unit	Contents of the Course	No. of Lectures
I	From 'moving images' to film a. Puppet theatre b. Shadow images c. The Lumiere brothers	10
II	Beginning of Cinema in India a. Early attempts at cinema making b. Dadasaheb Phalke c. Silent Movies	10
III	Cinema through history a. Major themes in early cinema b. The Studio system c. The growth of regional and parallel cinema d. Technology and cinema - cameras, cinemascope, digitalisation	10
IV	Social dimensions of Films and film making a. Popular Culture and History in Film b. The 'masala' and the 'art' film c. Historical themes in film: popularity, controversy, marketability	10
V	Educational Dimensions of Films a. Documentaries b. Biopic	10

	c. OTT Platform	
VI	Globalisation of Indian film <ol style="list-style-type: none"> The global reach of Hindi and Indian Language films Film festivals The state and cinema - censor board, documentaries, National Film Archives of India 	10
	Total Number of Lectures	60

Learning Resources:

1. Bazin, Andre (2005), What is Cinema? ('Qu'est-ce que le Cinema?) Hugh Gray (tr.) Volume 1 and 2, University of California Press.
2. Bose, Mihir. (2007), Bollywood: A History. London: Tempus.
3. Dawar, Ramesh (2006), Bollywood: Yesterday, Today, Tomorrow, Star Publications.
4. Gulzar, Govind Nihalani (2003), Encyclopedia of Hindi Cinema, Encyclopedia Britanica (India) Pvt. Ltd, Popular Prakashan.
5. Guru, Mahesh Chandra B.P, Nagarajamurthy, Gundappa and Dileep Kumar, M (2015) An Overview of Indian Films, International Journal of English Language, Literature and Humanities, March, ISSN-2321-7065.
6. Kumar, Keval J (2008) Mass Communication in India, Jaico Publishing House, Mumbai, Mazumder, Jyotirmoy (2014) A Comprehensive Study on the Marketing Factors of the Recent Bengali Films considering Indian Movie Industry, IJFMS 1(1):10-30.
7. Paramesh, G (1995) Cinema, Lokashikshana Directorate, Navasakshara Pustkamale, State Resource Centre, Department of Adult Education, Mysore,
8. Rajadhyaksha, Ashish and Paul Willeman (1994) Encyclopaedia of Indian Cinema, British Film Institute and Oxford University Press, New Delhi.
9. Ramachandrappa, Baragur (2010) Globalisation and Cinema, Souvenir, Platinum Jubilee Celebrations, Karnataka Film Chamber of Commerce, Bangalore.
10. Robinson, Arthur (1989), Satyajit Ray: The Inner Eye. Los Angeles: University of California Press.
11. Stafford, Roy (2006) Indian Cinema: The World's Biggest and Most Diverse Film Industry, Corner house, Manchester, UK.
12. Thoraval, Y.V.E.S (2000) The Cinemas of India, Macmillian India Ltd, New Delhi,
13. Venkatasubbaiah, G (1996) Indian Mooki Films, Prasaraanga, Bangalore University, India.

M.A. History
Semester II
Major Mandatory 4: History of Education in Modern India (1835-1938)
(02 Credits Course)
Total Lectures = 30

Course Objectives:

1. To get general awareness on education in India during British rule and 19th century
2. To understand recommendations of various educational committees of pre-independence period.
3. To co-relate between Education system and National Movement.

Course Outcomes:

1. Students will understand administrative and economic aspect of Education.
2. This will enable students to learn the interrelation between Colonialism and Education.
3. Students will get an idea about interrelation between Nationalism and Education.

Unit	Contents of the course	No. of Lectures
I	Education (1835-1882) a. Macaulay's Minutes (1835) and its impact b. Wood's Dispatch (1854) and its impact c. Indian Education Commission (1882) and its impact	10
II	Education (1902-1938) a. Indian Universities Commission (1902) and Its impact b. Calcutta University Commission (1917-19) and its impact c. Zakir Husain Committee report (1938) and its impact	10
III	Education and Nationalism a. Role of education in political consciousness b. 'National Education' as a political program c. Journey from colonial instrument to Vehicle for Nationalism	10
	Total Number of Lectures	30

Learning Resources:

1. Agrawal, J.C. (1984). Landmarks in the History of Modern Indian Education: New Delhi: Vikas Publishing House, Pvt. Ltd.
2. Chauhan, C.P.S. (2008). Modern Indian Education Policies, Progress and Problems: New Delhi: Kanishka Publisher.

3. Mohanty J. (1987). Trust with Education: New Delhi: Sterling Publishing.
4. Nurullah & Naik, J.P. (1992). A students' History of Education in India: New Delhi: MacMillan India, Ltd.
5. Kaur, N. (2005). History of Education: New Delhi Mittal Publications.
6. Rawat, P.L. (1956). History of Indian Education: Agra: Ram Prasad & Sons.
7. Sharma S.K. and others (2011). History and development of education in modern India: New Delhi: Sarup Book Publishers.
8. Sharma. K. Y. (2008). History and problems of education volume- I; New Delhi: Kanishka Publishers and distributors.

M. A. History
Semester I
Elective 1: Gender and Indian History
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. The course is intended to be an introduction to issues of gender, with specific reference to India.
2. To understand various theories related to Gender studies in India.
3. To analyse role of Gender with other socio-economic and political processes in India.

Learning Outcome

1. Students will be able to understand concept of Gender.
2. Role of Social Institutions in shaping functioning of Gender in society.
3. Role of Political Institutions in shaping functioning of Gender in society.

Unit	Contents of the Course	No. of Lectures
I	Defining Gender a. Masculinity, Femininity b. Historiography: special reference to the works of Gerda Lerner, Betty Friedan, Simone de Beauvoir, Uma Chakravarti, Kumkum Roy, Tanika Sarkar c. Waves of feminism	10
II	Feminist Approaches: Liberal, Radical, Marxist, Postmodern	10
III	Caste and Gender in India: a. Women in Indian Philosophy b. Religion and gendered spaces	10
IV	Women's Role in Economy: Household and Commercial	10
V	Women in Modern India a. 19 th century reform b. Education c. Caste movements and role of women d. National movement and women's role	10
VI	Developments after Independence a. Constitutional guarantees b. Towards Equality report c. Globalisation, liberalization and issues of gender	10
	Total Number of Lectures	60

Learning Resources:

English

1. Beauvoir, Simone, the Second Sex.

2. Chakravarti, Uma, Gendering Caste.
3. Chakravarti Uma, everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India, New Delhi, Tulika Books, 2006.
4. Kelkar, Meena and Gangavane, Deepti (ed.), Feminism in Search of an Identity.
5. Lerner, Gerda, On Patriarchy.
6. Roy, Kumkum (ed.), Women in early Indian Societies.
7. V. Geeta, Patriarchy, Stree Publication, 2007.
8. Thapar, R., Shakuntal: Text, Reading and Histories, Columbia University Press.
9. Sangari, Kumkum and Chakravarti, Uma, From Myths to Markets.

Marathi

1. Bhagvat Vidyut, Strivaadi Samajik Vichar, Diamond Publication
2. Rege Sharmila and Sonalkar Vandana, Pitrusatta Ani Jativyavstha, Krantisinh Nana Patil academy.
3. Datar, Chhaya, Striyanche Nate Jamin Ani Panyashi, Generic Publication, 2011
4. Deshmukh, Sharda, Marathekalin ani PeshwaitilStreeJivan, Anand Prakashan.
5. Bhagvat Vidyut, StriyancheMarathitilNibandhLekhan, Sahitya academy.

M.A. History
Semester I
Elective 2: USA: From Isolation to Hegemony
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. To make the student aware of the background, scope, and various trends in U.S. Foreign Policy.
2. To view to interpreting and analysing it in world History perspective.
3. To examine USA's policies effect on world politics.

Course Outcomes:

1. Student will understand USA's journey from isolation to Hegemony.
2. Role of USA as World Power in World Wars.
3. USA's Foreign policy during Cold War and relevance to World History.

Unit	Contents of the Course	No. of Lectures
I	A brief survey of U.S. foreign policy, 1789-1914 <ol style="list-style-type: none">a. USA and Latin Americab. USA and Japanc. USA and Chinad. US foreign policy, 1901-1914	15
II	USA and World War I <ol style="list-style-type: none">a. Fourteen points of Woodrow Wilsonb. Paris Peace Conference	15
III	From Isolation to Interventionism <ol style="list-style-type: none">a. USA and the League of Nationsb. Washington Conferencec. The Depression Erad. Pearl Harbour and World War II	15
IV	USA after World War II <ol style="list-style-type: none">a. USA and the formation of the UNOb. Cold War Politics - Africa, Asia, South Americac. The end of the Cold War: unipolar world politics	15
	Total Number of Lectures	60

Learning Sources

English

1. Brewster, C., Seeing American Foreign Policy Whole, S. G. Wasani, Delhi, 1989.
2. Brokhampton, Dictionary of World History, Brokhampton Press, London, 1994.
3. Harres, Owen (ed.), America's purpose: new vision of U.S. Foreign Policy, S.G. Wasani, New Delhi, 1991.
4. La Feber, Walter, America, Russia, and the Cold War, 1945-1990, Mc-Graw Hill In., 1991.

5. Robinson, W.I., Prompting Polyarchy: Globalization, US Intervention and Hegemony, Cambridge University Press, Cambridge, 1996.

Marathi

1. Bhaure, N.G. and Dev Pujari, Amerikecha Itihas
2. Kadam, Y.N., Adhunik Jag, Phadke Prakashan, Kolhapur, 2001
3. Kothekar, Shanta, Amerikechya Sanghrajyacha Itihas, Nagpur
4. Patil, M.P., Yuddhottar America: Truman te Bush, Mangal Prakashan, Kolhapur, 2002.

M.A. History
Semester I
RM (Research Methodology): Research Methodology in History
(04 Credits Course)
Total Lectures = 60

Course Objective:

1. The aim of the course is to provide students with an introduction to research methods and report writing.
2. To understand various aspects of Research.
3. To learn relevance of Historical Research.

Course Outcomes:

1. Students are expected to develop understanding on various kinds of research.
2. To learn objectives of doing research, research process, research designs and sampling.
3. To Have basic knowledge on qualitative research techniques.

Unit	Contents of the course	No. of Lectures
I	Research a. Quantitative and Qualitative Research b. Choice of Subject and Synopsis c. Chaptalization d. Note taking	15
II	Sources a. Types of Sources b. Internal & External Criticism c. Evaluation of Evidence d. Historical facts & Interpretation	15
III	Analysis a. Causation and Generalization b. Bias and Objectivity in History c. Interview d. Book review	15
IV	Writing a. Footnotes, References b. Indexing & Bibliography c. Thesis Writing & appendix d. Historical Imagination	15
	Total Number of Lectures	60

Learning Resources:

1. E.H Carr: What is History, Penguin,2008

2. Marc Bloch, *The Historian's Craft* (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992
3. E. Sreedharan, *A Text book of Historiography 500 BC to AD 2000*, Orient Longman, 2004
4. Arthur Marwick, *New Nature of History: Knowledge, Evidence and Language* (Chapter V: The Historian at Work: Forget 'Facts', Foreground Sources), Lyceum Books Incorporated, 2001.
5. Arthur Marwick, *The Nature of History* (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
6. Thomson, D. Renier, G. J: *The Aims of History* (London: James and Hudson, 1969); *History: Its Purpose and Methods* (London: George Allen & Unwin, 1950
7. Postan, M.M: *Fact and Relevance: Essay on Historical Method*: Cambridge university, Press, 1971
8. Hockett, H.C: *The Critical Method in Historical Research and Writing* (New York: Macmillan, 1966)
9. Ali B. Sheikh: *History: Its Theory and Method*, Macmillan India Limited, New Delhi, 1978.
10. Bajaj Satish K: *Research Methodology in History*, new Delhi, 2000
11. Vinay Mohan Sharma: *Shodh Pravidhi*, national Publishing House, Delhi, 1973.
12. Kumar Ranjit: *Research Methodology: A step by step guide for beginners*, Sage Publication, 2004.
13. Kothari, C.R. *Research Methodology; Methods and Techniques*, New Age International, 2004.

M.A. History
Semester II
Major Mandatory 5: Ideas & Institutions from Ancient India
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. The course intends to provide an understanding of the social, economic, and institutional bases of early India.
2. It is based on the premise that an understanding of early Indian history is crucial to understand Indian history.
3. To understand the evolution of different institutions during Ancient India.

Course Outcomes:

1. Students will understand the relevance of Ancient Indian institutions with Indian History.
2. Usefulness of various types of sources in understanding Ancient Indian History.
3. Interrelation between Socio-economic, and political process.

Unit	Contents of the Course	No. of Lectures
I	Defining Early India a. Historiography (colonial, nationalist) b. Terminology ('Hindu', 'Ancient', 'Early')	06
II	Sources: Perceptions, Limitations, Range a. Archaeological b. Literary sources: Sanskrit, Prakrit, Pali; Religious, non-religious; Tamil c. Inscriptions d. Foreign accounts: Chinese, Roman	12
III	Political Ideas and Institutions: North and South India a. Lineage Polities b. Pre-State formations in north and south India c. Early State Formations: Mahajanapadas, Maurya, Deccan and South India d. Administrative Institutions: Kingship, Administrative structures	14
IV	Social ideas and institutions a. Kin and Lineage society b. The emergence of caste-based societies, marginalization and subordination c. Social protest and the emergence of new social and religious forms d. Social systems in the far south	14

V	Economy a. Pre-historic to Chalcolithic developments b. Development of Agriculture and Trade c. Expanding Trade Economy - guilds, crafts, coinage d. Urbanisation	14
	Total Number of Lectures	60

Learning Resources

English

1. Altekar, A.S., State and Government in Ancient India, Motilal Banarasidas, Delhi. 2016.
2. Gurukkal, R., Social Formations in Early South India, Oxford University Press, 2010.
3. Jha, D.N., Early India: A Concise History, Manohar, 2004.
4. Jha, D.N., Ancient India in a Historical Outline, Manohar, 3rd enlarged edition, 2015.
5. Parasher-Sen, Aloka (ed.), Subordinate and Marginal Groups in Early India, Oxford India Paperbacks, Second Edition, 2007.
6. Sahu, B.P. and Veluthat, K., History and Theory: The Study of State, Institutions and the Making of History, Orient BlackSwan, 2018.
7. Sastri, K.A.N., History of South India, Oxford University Press, 1975.
8. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999.
9. Sharma, R.S., Sudras in Ancient India, New Delhi, 1998.
10. Singh, Upinder, History of Ancient and Early Medieval India, Pearson Books, New Delhi. 2008.
11. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
12. Thapar, R., From Lineage to State, Oxford India Paperbacks, 1990
13. Thapar, R., Interpreting Early India, Delhi, 1995.
14. Thapar, R., Narratives and the Writing of History, Delhi, 2000.
15. Veluthat, K., The Early Medieval in South India, OUP, 2014.
16. Saletore, B.S., Ancient Indian Political Thought and Institutions, Asia Publishing House, 1963.
17. Nambiar, K.G., A Cultural History of India and Pakistan, 1957.
18. Sayyad, Abdul, Latif, An Outline of the Cultural History of India, The Institute of Indo Middle East Cultural studies, Hyderabad, 1958.

Marathi

1. Jha, D.N., Prachin Bharat, 2017.
2. Jha, D.N., (tr. G.B. Deglurkar), Mauryottar wa Guptakalin Rajasvapadhati, Diamond Publications, Pune, 2006.
3. Kosambi, D.D., (tr. Vasant Tulpule), Puranakatha ani Vastavata, Lokavangmaya Gruha, Mumbai, 1977.
4. Sharma, R.S., (tr. Ranade, P.), Prachin Bharatatil Rajakiya Vichar ani Sanstha, Diamond Publications, Pune, 2006.
5. Sharma, R.S., Prachin Bharat mein Rajnitik Vicharevam Sanstha, (Hindi), Rajkamal Prakashan, New Delhi, 1992.

M. A. History
Semester II
Major Mandatory 6: Economic History of Modern India
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. To acquaint the student with structural and conceptual changes in Indian economy after coming of the British.
2. To make them aware of the exploitative nature of the British rule.
3. To help them understand the process of internalization by Indians of new economic ideas, principles, and practices.

Learning Outcome:

1. Able to understand global economic process and its impact on Indian Economy.
2. Interrelation between Economic Institutions and Political structures.
3. Role of different economic institutions in History.

Unit	Contents of the Course	No. of Lectures
I	European economic interests in India and colonial economy a. Mercantilist phase b. Free trade phase c. Financial imperialism phase	12
II	Agrarian settlements a. Permanent settlement b. Ryotwari system c. Mahalwari system b. Commercialization of agriculture and its effects	12
III	Industry a. De-industrialization b. Development of modern industry: Textile, Mining, Iron and Steel, Shipping c. Railways b. Labour Issues and Factory Acts	12
IV	Economy and Law: a. Factory Acts 1894-1942, b. Labour Laws	06
V	Trade: internal and foreign	06
VI	Fiscal System	06
VII	Banking	06
	Total Number of Lectures	60

Learning Resources:

1. Bagchi, A.K., Private Investment in India, 1900-1939, Cambridge, 1972.
2. Charlesworth, Neil, British Rule and the Indian Economy 1880-1914, London, 1983.
3. Chandra Bipan, The Rise and Growth of Economic Nationalism in Indian: Economic
4. Dharma Kumar (ed.), The Cambridge Economic History of India. Vol. II. (1750 to 1970), Cambridge, 1982.
5. Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Dehli, Fifth edition, Fifth impression, 1982.
6. Policies of Indian National Leadership, 1880-1905, Peoples Publishing House, New Delhi, 1991 (reprint).
7. Ray, Rajat K., Industrialization in India: Growth and Conflict in the Private Corporate
8. Roy Tirthankar, The Economic History of India: 1857-1947, OUP, New Delhi, 2002.
9. Tomlinson, B.R., The Economy of Modern India, 1860-1970, Cambridge, 1993.

M. A. History
Semester II
Major Mandatory 7: History of Science and Technology in India
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. The paper aims to acquaint the student with the scientific attitudes nurtured and developed by Indian scientists through the ages.
2. It is hoped that the student will learn to analyse the philosophical background of science, its implications in terms of technology
3. To assess the role of scientific progress in the process of modernisation of India.

Course Outcomes:

1. Significance of Science and Technology in Human History.
2. Role of political institutions in shaping course of development in science and technology.
3. Understanding applications of science and technology in form of Infrastructure.

Unit	Contents of the Course	No. of Lectures
I	Early Indian attitudes towards Science and Technology a. Astronomy b. Mathematics c. Medicine d. Technology: Metallurgy, Architecture, and craft	13
II	Medieval Indian attitudes towards Science and Technology a. Astronomy: Sawai Jai Singh b. Medicine c. Technology: Agriculture, Textile, Metallurgy, paper making	13
III	Colonial attitudes towards Science and Technology a. Colonial Knowledge b. Colonial Policies and Indian Responses c. Science and Technology in popular media	13
IV	Independent India's attitudes towards Science and Technology a. Nehruvian Era b. Atomic Energy- BARC c. Indian Institutes of Technology d. Hydro-Electric Power Generation e. Green Revolution f. ISRO	15

	g. The Konkan Railway	
V	Interrelation Between Science-Society-Economy-Education	06
	Total Number of Lectures	60

Learning Resources:

1. Bag A. K. (ed.) History of Technology in India; Vol I, New Delhi, 1997.
2. Barnett L. D. Antiquities of India.
3. Bose, D.M., Sen, S.N. and Subbarayappa, B.V. (eds.), A concise History of Science in India, New Delhi, 1971.
4. Chattopadhyay D. P., History of Science and Technology in Ancient India - The Beginning Calcutta, 1986.
5. Chattopadhyay D. P., History of Science and Technology in Ancient India-II - Calcutta, 1991.
6. DagliVadilal, Science and Technology in India; New Delhi, 1982.
7. Deepak Kumar, Technology and the Ray.
8. Dharampal, Indian Science and Technology in the 18th Century; Delhi, 1971.
9. Dutt R. C., A History of Civilization in Ancient India.
10. Garratt G. T., The legacy of India.
11. Gupta S. P., Modern India and Progress in Science and Technology; Delhi, 1979.
12. Habib, I., Technology in Medieval India 650-1750, Tulika Books.
13. Jaggi O. P., Scientists of Ancient India, Delhi, 1969.
14. Jaggi, O.P., Dawn of Indian Science, Delhi, 1969.
15. Jaggi, O.P., Dawn of Indian Technology, Delhi, 1969.
16. Kumar, Deepak, Science and the Raj (1857-1905), OUP, 2000.
17. Nanda B. R., Science and Technology in India; New Delhi, 1977.
18. Ray, P.C., The History of Hindu Chemistry, Cosmo Publication.
19. Ray A. And Bayrchi S. K., Technology in Ancient and Medieval India; Delhi, 1986.
20. Ray, A and Bagchi, S.K. (eds.), Technology in Ancient and Medieval India, Delhi, 1986.
21. S. Mohan and Ashok Jain, Science and Technology; New Delhi, 1999.
22. Sarkar Benoy Kumar, Hindu Achievements in Exact Sciences; 1918.
23. Satya Prakash, Founders of Sciences in Ancient - India.
24. Seal Brajendranath, The Positive Sciences of the Ancient Hindus, London, 1958.
25. Singh V. B., Economic History of India; Bombay, 1965.

M.A. History
Semester II
Major Mandatory 8: History of Communication in India
(02 Credits Course)
Total Credits = 30

Course Objectives:

1. To understand different forms of Communications.
2. To analyse various roles of Communications.
3. To utilize relevance of different forms of communication in Education.

Course Outcomes:

1. Students will be able to understand importance of history of communications.
2. Students could enable themselves to inculcate knowledge of communications in their academics.
3. Able to differentiate among applicability of different forms of communications as per the requirements.

Unit	Contents of the course	No. of Lectures
I	Communication: Concept and History a. Definitions, Concept, Scope b. Types of Communication: Formal & informal, Verbal & Non-verbal, Oral & Graphic (Written) & Heritage c. History of Communication: brief survey, primitive, petroglyphs, pictogram, ideograms, writing, printing	10
II	Means of Communication a. Art: paintings, Sculptures, symbols, signals b. Folk and Community: Folk songs, folklore, folk craft, legends. c. Performing Art: Dance, Drama, Theatre, Storytelling d. Modern Forms: phone, mobile, computer, internet	10
III	Writing and Language as Communication a. Writing: Evolution, alphabet, script, Inscriptions b. Evolution of Printing in India c. History of Newspaper in India d. History of Postal Communication	10
	Total Number of Lectures	30

Learning Resources:

1. Singhal & E. M Rogers: Indian Communication Revolution: From Bullock Cart to Cybers Marts, Sage Publication New Delhi.
2. Ajit Mukherji: Folk Art of India 1986, Clarion Books

3. B.N Ahuja: History of India Press, Subject publication, 1988, New Delhi
4. David Diringer: The Book before printing, Ancient, medieval and Oriental, Couries Dover Pub. 1982
5. Durga das Mukhopadhyay: Folk Arts and Social Communication, Publication Division, Ministry of information & Broadcasting, Govt. of India
6. H. Zimmer: Myth and Symbolism in Indian Art and civilization, Princeton Press, New Zersey.
7. J Severin Werner and James W Tankard Jr: Communication Theories Origin Method, Uses. Longman Pub. 1988
8. Mason Bim: Street Theatre and other outdoor Performance, knowledge, 1992
9. Rajbali Pandey: Indian Rocks painting: Their Chronology, Technique and Preservation, 1968
10. S.K. pandey: Indian Rock Art, Aryan Book ltd, New Delhi, 1993
11. Somnath Chakravartey: Interpreting Rock Art in India, A holistic and Cognitive Approach: XXIII Valcamonica Symposium, 2009
12. Sukumar Das: The Book Industry in India: Context, Challenges and Strategy, The Federation of publishers and Book Dwellers Association in India, 2004
13. William Raymond: Communication, Culture and Media, Oxford university Press, New York, 1976.

M. A. History
Semester II
Elective 3: History of Environment and Ecology
(04 Credits Course)
Total Lectures = 60

Course Objectives:

1. This course is an introduction to an area of increasing public concern regarding Environment.
2. Ecological consciousness must be encouraged by generating awareness about it.
3. To understand historical perspective about environment and ecology.

Learning Outcome

1. Role of Environment in Human History.
2. Influence of Economic Structures in shaping environment.
3. Role of Political institutions in influencing Environment.

Unit	Contents of the Course	No. of Lectures
I	Relevance of Environmental –Ecological History	6
II	Geographical Zones a. Physical b. Linguistic c. Climatic	13
III	Environment and Social Formations a. Pastoral b. Agricultural c. Forests d. Non- Agricultural	13
IV	Colonial Intervention a. Plantation Economy b. Forest Spaces c. Nature Reserves d. Hill Stations	13
V	Industries and Environment	06
VI	Environmental Concerns in Post-Independence India	09
	Total Number of Lectures	60

Learning Resources:

1. Agrawal, Arun, *Environmentality*, Oxford University Press, 2005
2. Arnold, David (ed.), *Nature, Culture and Imperialism*, OUP, 1996
3. Gadgil, Madhav and Guha, Ramachandra, *This Fissured Land*, OIP, 1993
4. Grove, Richard, *Ecology, Climate and Empire*, OUP, 1998
5. Guha, Sumit, *Environment and Ethnicity in India*, Cambridge University Press, 1999
6. Saberwal, Vasant, and Rangarajan, Mahesh (ed.), *Battles over Nature*, Permanent Black, 2005.
7. Sivaramkrishnan, K., *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India*, Stanford University Press, 1990.

8. Skaria, Ajay, *Hybrid Histories*, OUP, 1999.
9. Vaidyanathan, A., *India's Water Resources*, OUP, 2006.

M.A. History
Semester II
Elective 4: History of USSR (1900-1991)
(04 Credits Course)
Total Lectures= 60

Course Objectives:

1. The paper aims to offer a review of the unfolding of an important political phenomenon in World History – the Russian Revolution.
2. To understand the Establishment and the disintegration of the Soviet Republic.
3. To learn about domestic and foreign policies of USSR.

Course Outcomes:

1. Students will understand the circumstances leading to Russian Revolution.
2. Learning the processes of Communist Government.
3. Students will understand the causes for the disintegration of USSR.

Unit	Contents of the course	No. of Lectures
I	Imperial Russia a. Edicts of Emancipation b. Reign of Czar Nicholas II c. Significance of Russo-Japanese War (1904-05)	12
II	The Russian Revolution a. Revolution of 1905 b. Revolution of 1917 c. Role of Lenin	12
III	Bolshevik Consolidation of Power a. Ideology b. Soviet Government Policy (1917-1922) c. War Communism and New Economic Policy	12
IV	Emergence of USSR as World Power a. Social and Political Changes b. Five Year Plans c. Second World War and Age of Stalin d. Cold War and Arms Race	12
V	Disintegration of USSR a. Expansion of Communist Block b. Crisis in Sovietization and Russification c. Ethnic, Linguistic and Religious Nationalism and Fundamentalism	12

	d. Perestroika and Glasnost	
	Total Number of Lectures	60

Learning Resources

English

1. R. Davies, The Industrialisation of Soviet Russia Volume 6: The Years of Progress: The Soviet Economy, 1934-1936 (Springer, 2014)
2. R. W. Davies, The Industrialisation of Soviet Russia 1: Socialist Offensive: The Collectivisation of Soviet Agriculture, 1929-30 (Springer, 1980)
3. Edward Hallett Carr, The Bolshevik Revolution, 1917-1923 (W.W. Norton, 1985)
4. John L. H. Keep, A History of the Soviet Union, 1945-1991: Last of the Empires (Oxford University Press, 2002)
5. Edward Hallett Carr, A History of Soviet Russia: Socialism in One Country, 1924-1926 (Macmillan, 1964)
6. Edward Hallett Carr, A History of Soviet Russia: Foundations of a Planned Economy 1926 - 1929, 1972.
7. Wadhvani Manohar R., Rise of The Soviet Union To World Power, S. Chand and Company Ltd. New Delhi, 1980
8. Hans Kahn, Basic History of Modern Russia, Eurasia Publishing House, New Delhi, 1957
9. Spektor Ivar, Introduction to Russian History and Culture, Toronto D Van Nastoard Company 1949
10. Joshi P.S., Gholkar S.V. History of Modern World (1900- 1960) S. Chand and Company Ltd. New Delhi, 1983
11. H.K.Chabra , History of Modern World Since 1945, Published by Surjeet Publication, Delhi
12. Michael Kort, The Soviet Colossus: History and Aftermath (M.E. Sharpe, 2001)

Marathi

1. सुमन वैद्य, रशियाचा इतिहास (१८६०-१९६४) महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, आशय प्रकाशन, नागपूर, १९८०.
2. जोशी पी. जी., विसाव्या शतकातील इतिहास, विद्या प्रकाशन, नागपूर, २००३.
3. कदम य. ना., आधुनिक जग, भाग २ फडके प्रकाशन, कोल्हापूर, २०१०.
4. गोविंद तळवलकर, सोव्हियत साम्राज्याचा उदय आणि अस्त, खंड १ व २, मौज प्रकाशन गृह, १९९८.

M.A. History
Semester II
Field Project (FP)
(04 Credits Course)

Course Objectives:

1. To learn on field Historical study.
2. To get first hand experience of Historical survey methods.
3. To understand importance of Historical Field Project.

Course Outcomes:

1. Students will learn different types of Historical field projects.
2. Students will understand relevance of field projects in Historical studies,
3. Students will develop historical perspective in analysing objects and subjects.

Unit	Contents of the course
I	Identifying topic for Field Project: place, monument, buildings, archives, Prominent libraries, Historical objects, etc.
II	Developing Survey method suitable for concerned Field Project
III	Report Writing related to field Project
IV	Principle findings and references

Evaluation Pattern:

1. Each course shall be evaluated with Continuous Evaluation (CE) and Semester-end Examination (SEE) mechanism.
2. Theory courses: Continuous Evaluation shall be of 50 marks and Final Assessment shall be of 50 marks.
3. For 4 credit course, a student has to earn minimum 40 marks out of 100, provided that he/she should earn minimum 20 marks in Continuous Evaluation (out of 50) and minimum 20 marks (out of 50) in Semester End Examination. That is passing criterion is minimum 40% marks in the examination.
4. For 2 Credit Course, a student has to earn minimum 20 marks out of 50, provided that he/she should earn minimum 10 Marks in Continuous Evaluation (out of 25) and Minimum 10 Marks (out of 25) in Semester End Examination. That is passing criterion is minimum 40% marks in the Examination.
5. For Continuous Evaluation (out of 50 marks), There has to be one written test of 20 marks (Mid-Semester Examination). The remaining 30 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; Open Book Test (with the concerned teacher deciding what books are to be allowed for this purpose) etc. (on approval of Head of the Department) and performance and attendance in the lectures.
6. There shall be revaluation of the answer scripts of End-Semester Examination (out of 50 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**

1. As a part of Internal Evaluation of 50 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 01 out of 02 Questions	Each question carry 10 marks
Q. 2.	10	Solve any 01 out of 02 questions	Each question carry 10 marks

3. Assignments / Internal Assessment marks: 30
Assignments / Internal Assessment, Case studies, Group Discussion / Debate / Field Visit / Oral Presentation, Charts and Posters, etc.).
4. Semester-End Examination for M.A. History courses, out of 50 marks, shall be of 3 hours duration. The pattern of the question paper shall be as follows :

Question No.	Total Marks	No. Of questions	Remarks
Q. 1.	10	Solve any 01 out of 02	Each question carries 10 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
Q. 4.	10	Solve any 01 out of 02	Each question carries 10 marks
Q. 5	10	Solve any 01 out of 02	Each question carries 10 marks

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 courses during the Semester. That is

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

For example, suppose in a Semester, student has registered for five courses having credits C1, C2, C3, C4 and C5 and suppose his/her grade points are G1, G2, G3, G4 and G5, respectively. The SGPA is calculated as

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

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

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://drambedkarwritings.gov.in/content/index.php>
<https://drambedkarbooks.files.wordpress.com/2009/03/selected-work-of-dr-b-r-ambedkar.pdf>
3. National Digital Library of India
<https://ndl.iitkgp.ac.in/>
4. Abhilekh Patal
<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. Savitribai Phule 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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