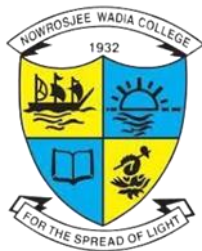


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S.Y.B.A. HISTORY



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**B.A. History**  
(Faculty of Humanities)

**Semester III & IV**

(Syllabus under National Education Policy & Choice Based Credit System)

**w.e.f. Academic Year 2024-2025**

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S.Y.B.A. HISTORY

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**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.

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**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 03 years, 06 semesters 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

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**Modern Education Society's  
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Faculty of Humanities**

Structure of Choice Based Credit System for Undergraduate Program to be implemented from Academic  
Year 2024-2025

**Subject: - S.Y.B.A. History Structure Academic Year 2024-2025**

Semester	Course Type	Course	Course Code	Courses Title	Credits	Hours/week
<b>III</b>	Major Mandatory	Major I		Modern India (1757- 1857)	04	04
		Major II		Sultanate History (1206 – 1526)	04	
	Minor	Minor II		Indian Culture	04	04
	OE					
	VSC	Major Specific		Heritage Management	02	02
	SEC					
	AEC					
	VEC					
	IKS					
	CC					
	FP/OJT/CEP	FP		Historical Tourism	02	02
	<b>Total</b>				<b>16</b>	
<b>IV</b>	Major Mandatory	Major I		Modern India ( 1857 – 1947)	04	04
		Major II		Mughal History (1526 – 1707)	04	
	Minor	Minor III		Legal History of India (1950-2019)	04	04
	OE					
	VSC	Major Specific				
	SEC	Skill Enhancement		Archival Sources & Techniques	02	02
	AEC					
	VEC					
	IKS					
	CC					
	FP/OJT/CEP	Community Engagement Programme		Understanding Social Anthropology	02	02
	<b>Total</b>				<b>16</b>	

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**Modern Education Society's  
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Faculty of Humanities**

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

**Subject: - T.Y.B.A. History Structure Academic Year 2025-2026**

Semester	Course Type	Course	Course Code	Courses Title	Credits	Hours/ week
<b>V</b>	Major Mandatory	Major I		Modern India (1947-1991)	04	04
		Major II		Ancient India: From Prehistory to Mauryan Age	04	
		Major III		Women in 20th Century Indian History	02	02
	Major Elective	Elective I		Introduction to History	04	04
		Elective II		Introduction to the History of North-East India (1826-1947)		
	Minor	Minor IV		Introduction to Archaeology	04	04
	OE					
	SEC					
	AEC					
	VEC	Major Specific		Museum Studies	02	02
	IKS					
	CC					
	FP/OJT/CEP	FP		Understanding Archives and Libraries	02	
	<b>Total</b>				<b>22</b>	
	Major Mandatory	Major I		Modern India (1991-2021)	04	04
		Major II		Ancient India: From Mauryan Age to the Age of Rashtrakutas	04	
		Major III		Art and Architecture of Early and Medieval India	02	02

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<b>VI</b>	Major Elective	Elective III		Introduction to Historiography	04	04
		Elective IV		History and Culture of Parsis in India		
	Minor	Minor IV		Social Anthropology	04	04
	OE					
	VSC					
	SEC					
	AEC					
	VEC					
	IKS					
	CC					
	FP/OJT/CEP					
	<b>Total</b>				<b>18</b>	

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**S.Y.B.A. History (NEP)**  
**Major Mandatory – Modern India (1757-1857)**  
**(04 Credit Courses)**  
**Semester - III**  
**Total Lectures - 60**

**Learning Objectives:**

1. The course is designed to make the students aware about the making of Modern India and the struggle for independence.
2. To make the students aware of the multi-dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to be shaping of Indian Modernity.
4. To acquaint the students with various interpretative perspectives.

**Learning Outcomes:**

1. It will enable students to develop an overall understanding of Modern India.
2. It will increase the spirit of healthy Nationalism, Democratic Values and Secularism among the Students.
3. Students will understand various aspects of the Indian Independence Movement and the creation of Modern India.

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

Unit	Contents of the Course	No. of Lectures
<b>I</b>	<b>a. ARRIVAL OF EUROPEANS IN INDIA</b> - Portuguese; Dutch; French; English <b>b. STRENGTHENING OF COLONIAL RULE</b> 1. Anglo - French Wars (Carnatic Wars) 2. Battles of Plassey & Buxar 3. Anglo - Maratha Wars 4. Anglo-Sikh War	20
<b>II</b>	<b>COLONIAL POLICIES</b> 1. Cornwallis - Permanent Settlement 2. Wellesley - Subsidiary Alliance 3. Dalhousie - Doctrine of Lapse	15
<b>III</b>	<b>Revolt of 1857</b> - Causes, Course and Consequences	10

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<b>IV</b>	<b>ADMINISTRATIVE STRUCTURE AND POLICIES OF THE BRITISH</b>  1. Revenue 2. Judicial 3. Social 4. Education	15
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**Reference Books:**

1. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, 1981
2. Bipan Chandra, History of Modern India, Delhi, 1981
3. Bipan Chandra, Rise of Economic Nationalism India, Delhi, 1981
4. Fisher, M.H. Politics of the British Annexation of India, 1757-1857, Delhi, 1993
5. Majumdar R.C. History and Culture of the Indian People, Vols. I,II,and III , Mumbai, 1974
6. Sastri, KAN, A Comprehensive History of India, Vol..II, Delhi, 1997.
6. Sekhar Bandhopadhyaya, From Plassey to Partition.
7. Sekhar Bandhopadhyaya, History of Modern India, Orient Black Swan, Hyderabad.

**Marathi:**

1. Bipin Chandra, Modern India, K'Sagar Publications,
2. B L Grover & N K Belhekar, Adhunik Bhartacha Itihas: Ek Navin Mulyankan (Marathi Edition), 2019.

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S.Y.B.A. HISTORY  
**S.Y.B.A. History (NEP)**  
**Major Mandatory – II - Sultanate Period (1206-1526)**  
**(04 Credit Courses)**  
**Semester - III**  
**Total Lectures - 60**

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**Course objectives:**

1. Demonstrate thinking skills by analysing, synthesizing, and evaluating historical information from multiple sources.
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. To learn foundation of Delhi Sultanate and Sultanate Administration.
4. To understand the socio, economic condition of Delhi Sultanate

**Course outcomes:**

1. Provides examples of sources used to study various periods in history.
2. Relates key historical developments during medieval period occurring in one place with another.
3. Analyses socio - political and economic changes during medieval period
4. Estimate the foreign invasion and the achievement of rulers

<b>Unit</b>	<b>Contents of the Course</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Foundation of the Delhi Sultanate</b> a) Sources of Historiography of Sultanate Period b) Invasions of Muhammad Ghori c) Foundation of Delhi Sultanate: Qutbuddin Aibak d) The early Sultans of Delhi and their contributions <ol style="list-style-type: none"> <li>i. Iltutmish</li> <li>ii. Raziyya</li> <li>iii. Balban</li> </ol>	15
<b>II</b>	<b>Expansion of the Sultanate</b> a) Alauddin Khalji: Expansion and Administrative Reforms b) Experiments of Muhammad-Bin-Tughlaq, Firuz Tughlaq: Administrative Reforms. c) The Saiyyids, the Lodis and the decline of the sultanate.	10
<b>III</b>	<b>Vijayanagar and Bahamani Kingdom</b>	15

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	a) Rise and Fall of Vijayanagar Empire b) Rise and Disintegration of Bahamani Kingdom	
<b>IV</b>	<b>Administrative systems, Economy, Society and Culture</b> a) Central and Provincial Administration; Judicial System, Military administration b) Economy: Agriculture, trade & industry; Revenue System c) Society: Caste system, position of women, Bhakti and Sufi movement. d) Science and Technology	10

**References:**

**Books for Study: English**

1. Banerjee A.C., New History of Medieval India, New Delhi, S. Chand & Co., New Delhi, 1990.
2. Chitnis K.N., Glimpses of Medieval Indian Institutions, Poona, 1981.
3. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
4. Chopra P.N., Puri B.N., Das M.N. - A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi, 1974.
5. Lane Poole Stanley, Medieval India, London, 1910
6. Majumdar R.C (ed), The History and Culture of the Indian People, Vol VI: The Delhi Sultanate, Bombay, 1967, Vol VII: The Moghul Empire, Bombay, 1974.
7. Mehta J.L., Advanced Study in the History of Medieval India Vol III, New Delhi Sterling Publishers, 1983.
8. Pandey A.B., Early Medieval India, Central Book Depot, Allahabad, 1970
9. Prasad Ishwari, History of Medieval India, Allahabad, 1952.
10. Raychaudhuri T, Irfan Habib (ed) The Cambridge Economic History of India, London, 1982.
11. Rizvi S.A., The Wonder that Was India, South Asia Books, 1996.
12. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Person, New Delhi, 2011
13. Satish Chandra, History of Medieval India, Orient Black Swan, 2007.
14. Sherwani H. K. and Joshi P.H. (ed) - History of Medieval Deccan (1295 - 1724 AD) Vol I, Hyderabad, 1973, Vol II, Hyderabad, 1974.
15. Srivastava A. L. The Sultanate of Delhi (711 – 1526 AD), Agra, 1974.
16. Mehta J.L., Advanced study in the history of medieval India, Sterling Publishers Pvt. Ltd.
17. Singh Meera, Medieval History of India, Vikas Publishing House Pvt. Ltd.

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18. Mukhia Harbans, Perspectives on medieval history, Vikas Publishing House Pvt.Ltd.
19. Tarachand, Influence of Islam on Indian Culture, Delhi.
20. Mahajan V.D. History of India, Madras
21. Irfan Habib, Delhi Sultanate
22. Percy Brown - Art & Architecture, Islamic Architecture
23. Farooqui, A Comprehensive History of Medieval India, Pearson, Delhi.

**Marathi:**

1. Dr. Muhammad Ajam, Sufi Tatwadnyan : Swaproop Aani Chintan, Padmagandha.
2. Chitnis K.N., Madhyaygin Bharatiya Sankalpanava Sanstha Bhag 1 te 4, Allrich Enterprises, Mumbai
3. Kulkarni V.V., Nevaskar Ashok Madhyayugin Bharatacha Itihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.
4. Phadnaik Chandrashekhar, Prachinva Madhyayugin Bharat, Vidya Prakashan, Nagpur.
5. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, Phadake Prakashan, Kolhapur.
6. Sardesai G.S., Musalmani Riyasat, Popular Prakashan, Mumbai.
7. Mate M.S., Chavan Kamal, Madhyayugin Kalabharati, Continental Prakashan, Pune.
8. Athaley Vibha, Prachinva Madhyayugin Bharat.
9. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
10. Dr. Kathare Anil, Madhyayugin Bharatacha Itihas, Prashant Publications, Jalgaon, 2013
11. Acharya Apte, Madhyayugin Bharat.

**Hindi:**

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1 te 5, Rajkamal Prakashan, New Delhi.
2. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi.
3. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 3, Rajkamal Prakashan, New Delhi
4. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 4, Rajkamal Prakashan, New Delhi
5. Irfan Habib (Sampa.), MadhyaKalin Bharat, Ank 2, Rajkamal Prakashan, New Delhi
6. Varma Harishchandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi Madhyam Karyanvay Nideshalaya, Delhi Vishwavidyalaya, Delhi.

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S.Y.B.A. HISTORY  
**S.Y.B.A. History (NEP)**  
**Minor II: Indian Culture (04 Credit Courses)**  
**Semester - III**  
**Total Lectures - 60**

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**Objectives:**

- ✓ Describe the distinctive features of Indian culture;
- ✓ Identify the central points and uniqueness of Indian culture;
- ✓ Discuss the importance of spirituality in Indian culture;
- ✓ Explain the points of diversity and underlying unity in it; and
- ✓ Trace the process of infusion into and integration of elements from other cultures in Indian culture.

<b>Unit</b>	<b>Contents of the Course</b>	<b>No. of Lectures</b>
<b>I</b>	<b>MUSIC</b> <ul style="list-style-type: none"> <li>a) Evolution of Indian music through the ancient and medieval times</li> <li>b) Types of Indian classical music/Ragas, Gharanas/ musical instruments</li> <li>c) Well known musicians and classical singers</li> <li>d) western influence on Indian music, regional music/ Indian Film music</li> </ul>	12
<b>II</b>	<b>DANCE</b> <ul style="list-style-type: none"> <li>a) Evolution of Natyashastra / classical Indian dance forms</li> <li>b) Well known dancers and danseuses</li> <li>c) regional dance forms</li> <li>d) Western influence on Indian dance / Indian influence on western dance</li> </ul>	12
<b>III</b>	<b>FESTIVALS &amp; FAIRS</b> <ul style="list-style-type: none"> <li>a) Rann Festival</li> <li>b) Kumbh Mela</li> <li>c) Surajkund Crafts Mela</li> <li>d) Goa Carnival</li> <li>e) Hornbill Festival</li> </ul>	12

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	f) Pushkar Festival g) Hemis Gompa Fair h) Sonapur cattle fair	
<b>IV</b>	<b>THEATRE &amp; DRAMAS</b> a) Theatre during the ancient and medieval times : a brief survey b) Theatre during the colonial rule c) Theatre in the Post-Independence era d) Notable plays and actors	12
<b>V</b>	<b>ARCHITECTURE</b> a) Architectural designs and styles in the ancient and medieval times b) Colonial and Post-Independence architecture c) Famous architects and their works d) Influence of Indian architecture neighbouring nations/ foreign influence on Indian architecture	12

**References:**

1. Gast, Klaus-Peter (2007), Modern Traditions: Contemporary Architecture in India, Birkhäuser
2. Michell, George (1990), The Penguin Guide to the Monuments of India, Volume 1: Buddhist, Jain, Hindu, 1990, Penguin Books
3. Varadpande, M. L.; Varadpande, Manohar Laxman (1987). History of Indian Theatre. Abhinav Publications
4. Wilson, Horace Hayman (tr. from the Original Sanskrit) (1827). Select Specimens of the Theatre of the Hindus. V. Holcroft at The Asiatic Press, Calcutta
5. Reginald Massey (2004). India's Dances: Their History, Technique, and Repertoire. Abhinav Publications
6. Kapila Vatsyayan (1974). Indian classical dance. Sangeet Natak Akademi.
7. Reginald Massey; Jamila Massey (1996). The Music Of India. Abhinav Publications

**Marathi:**

1. Bhushan Deshmukh, Bharatiya Kala Aani Sanskruti (Marathi).
2. Sri Aurobindo, भारतीय संस्कृतीचा पाया (PDF)
3. आपला भारत आपली संस्कृती (PDF).

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DEPARTMENT OF HISTORY  
S.Y.B.A. HISTORY  
**S.Y.B.A. History (NEP)**  
**Major Specific – Heritage Management (VSC) (Credit 2)**  
**Semester III**  
**Total Lectures - 30**

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**Course Objectives:**

1. To understand the introduction of Heritage Management to the Students
2. To get an Opportunity to seek self-employment to the students

**Course Outcomes:**

1. Student will understand over all process of Heritage Management
2. Student will get the knowledge about scope and the fact of Heritage Management.
3. The students will enable to understand about legal and commercial framework of Heritage

Unit	Contents of the Course	No. of Lectures
<b>I</b>	<b>Defining Heritage</b>  a) Meaning of antiquity b) Archaeological sites c) Tangible heritage and Intangible heritage d) Art treasure	06
<b>II</b>	<b>Evolution of Heritage Legislation and the Institutional Framework:</b>  a) Conventions and Acts b) National and International heritage: related government departments, regulatory bodies. c) Museums d) Conservation initiatives	06
<b>III</b>	<b>Challenges faced by Tangible and Intangible Heritage:</b>  a) Development b) Antiquity c) Smuggling d) Conflict	06

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<b>IV</b>	<b>Working Heritage Sites in India:</b> a) Cultural, natural and mixed b) UNESCO's contribution.	04
<b>V</b>	<b>Heritage, Travel and Tourism:</b> a) Viewing Heritage Sites-The relationship between cultural heritage, landscape and travel b) Recent trends	04
<b>VI</b>	<b>Field Visit and Study Tour Report</b>	04

**Reference Books :**

1. David Lowenthal, Possessed By The Past: The Heritage Crusade and The Spoils of History. Cambridge, 2010
2. Layton, R. P. Stone and J. Thomas. Destruction and Conservation of Cultural Property. London: Rutledge, 2001
3. Lahiri, N. Marshalling the Pasi - Ancient India and its Modern Histories. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
4. S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions), New Delhi: INTACH, 1999,
5. S.K. Bhewmik. Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.
6. Suggested Readings: Acts, Charters and Conventions available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in)) Agrawal, OP. Essentials of Conservation and Museology, Delhi, 2006.
7. Chainani, S. 2007. Heritage and Environment. Mumbai: Urban Design Research Institute, 2007

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**S.Y.B.A. History (NEP)**  
**FP/OJT/CEP – Historical Tourism (Credit 2)**  
**Semester III**  
**Total Lectures - 30**

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**Objectives:**

After studying this unit, you should be able to:

- Understand the concept of Historical Tourism;
- This course provides the students an insight into the significant role of History in the field of travel and tourism. It makes the students understand that the history of a land is one of the most compelling of all travel motivations.
- In tracing the history of India, this paper also familiarizes the students with different types of tourism, historical and heritage sites of India as well as Karnataka, the Government policies and India's tourism potential.

<b>Unit</b>	<b>Contents of the Course</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Introduction to Historical Tourism</b> a) What is Historical Tourism b) Scope and importance of Historical Tourism c) Historical Monuments of India d) Historical Monuments of Maharashtra	10
<b>II</b>	<b>Indian Heritage Sites</b> a) Bhimbetka, Lothal, Gaya, Sanchi, Nalanda, Ajanta Ellora, Mahabalipuram, Hampi b) Important Heritage sites and Pilgrim Centres of India. c) Important Cultural Centres of India	10
<b>III</b>	<b>Historical Tourism of Maharashtra</b> a) Geographical Features: Western Ghats, Arabian Sea, Monsoon, Rivers, Backwaters, Hill Stations, Eco-Tourism b) Important historical sites in Maharashtra, Museums, Forts, Historical Palaces, Archives.	10
<b>IV</b>	<b>Field Project</b>	

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**References:**

1. Dallen Timothy, Heritage Tourism (Themes in Tourism), Pearson; 1st edition (1 October 2002).
2. V. K. Singh, Historical And Cultural Tourism In India, 1 January 2008.

**Marathi:**

- 1) Shiv Chandra Rawat, ऐतिहासिक पर्यटन, Dyan Bharti Publications, Delhi. (PDF)

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S.Y.B.A. HISTORY

**S.Y.B.A. History (NEP)**  
**Major Mandatory – I Modern India (1857-1947) (Credit 4)**  
**Semester IV**  
**Total Lectures - 60**

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**Learning Objectives:**

1. The course is designed to make the students aware about the making of Modern India and the struggle for independence.
2. To make the students aware of the multi-dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to be shaping of Indian Modernity.
4. To acquaint the students with various interpretative perspectives.

**Learning Outcomes:**

1. It will enable students to develop an overall understanding of Modern India.
2. It will increase the spirit of healthy Nationalism, Democratic Values and Secularism among the Students.
3. Students will understand various aspects of the Indian Independence Movement and the creation of Modern India.

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

Unit	Contents of the Course	No. of Lectures
<b>I</b>	<b>Growth of Political Awakening</b> a) The Transfer of Power: From Company to Crown, Queens Proclamation - From Canning to Ripon: Major Developments b) Contribution of the Provincial Associations c) Foundation of the Indian National Congress.	15
<b>II</b>	<b>Trends in Indian Nationalism</b> a) Moderates b) Extremists c) Revolutionary Nationalists	15
<b>III</b>	<b>Gandhian Movements</b> a) Non Co-operation Movement b) Civil Disobedience Movement c) Quit India Movement	15

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<b>IV</b>	<b>Towards Independence and Partition</b>  a) The Government of India Act of 1935  b) Attempts to Resolve the Constitutional Deadlock – The Wavell plan, the Cripps Mission, the Cabinet Mission and the Mountbatten Plan.  c) Indian Independence Act and Partition	15
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**Reference Books:**

1. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, 1981
2. Bipan Chandra, History of Modern India, Delhi, 1981
3. Bipan Chandra, Rise of Economic Nationalism India, Delhi, 1981
4. Fisher, M.H. Politics of the British Annexation of India, 1757-1857, Delhi, 1993
5. Majumdar R.C. History and Culture of the Indian People, Vols. I,II,and III , Mumbai, 1974
6. Sastri, KAN, A Comprehensive History of India, Vol..II, Delhi, 1997.
6. Sekhar Bandhopadhyaya, From Plassey to Partition.
7. Sekhar Bandhopadhyaya, History of Modern India, Orient Black Swan, Hyderabad.

**Marathi:**

1. Bipin Chandra, Modern India, K'Sagar Publications,
2. B L Grover & N K Belhekar, Adhunik Bhartacha Itihas: Ek Navin Mulyankan (Marathi Edition), 2019.
3. Rajiv Ahir, Spectrum, Modern India (Marathi Translation)

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**S.Y.B.A. History (NEP)**  
**Major Mandatory – II Mughal Period (1526-1707) (Credit 4)**  
**Semester IV**  
**Total Lectures - 60**

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**Course objectives:**

1. Demonstrate thinking skills by analysing, synthesizing, and evaluating historical information from multiple sources.
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. To learn foundation of Delhi Sultanate and Sultanate Administration.
4. To understand the socio, economic condition of Delhi Sultanate

**Course outcomes:**

1. Provides examples of sources used to study various periods in history.
2. Relates key historical developments during medieval period occurring in one place with another.
3. Analyses socio - political and economic changes during medieval period
4. Estimate the foreign invasion and the achievement of rulers

Unit	Contents of the Course	No. of Lectures
<b>I</b>	<b>Foundation and Growth of the Mughal Empire</b> a) India on the eve of Mughal Rule; Invasion of Babur b) Humayun, Shershah and Akbar	15
<b>II</b>	<b>Expansion and Decline of the Mughal Empire</b> a) Jahangir b) Shahjahan c) Aurangzeb	15
<b>III</b>	<b>Administrative Structure of the Mughals</b> a) Central and Provincial Administration b) Mansabdari System c) Judicial System	15

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<b>IV</b>	<b>Society and Economy, Religion and Culture of the Mughal Rule</b>  a) Society and Economy b) Religion, Education and Literature c) Art and Architecture	15
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**References:**

1. Athar Ali, The Mughal Nobility under Aurangzeb, Asia Publishing House, Aligarh Muslim University, 1966.
2. Aziz Abdul, The Mansabdari System and the Mughal Army; Lahore, 1945.
3. Chitnis, K. N., Glimpses of Medieval Indian Ideas and Institutions, Atlantic Publishers & Distributors, 2009.
4. Chopra P.N. Some Aspects of Society and Culture in the Mughal Age (1526-1707, IInd ed., Shivlal Agrawal and Co. Ltd, Agra, 1963.
5. Habib Irfan, The Agrarian Systems of Mughal India (1526-1707), Bombay Asra Publication House, 1957.
6. Majumdar R.C., The History and Culture of Indian People, Vol. IV, The Delhi Sultanate, Bombay, 1967, Vol VII, 1987.
7. Mishra Rekha, Women in Mughal India (1526-1748 A.D.), Munshiram Manoharlal, Delhi, 1967.
8. Moosvi Shireen, The Economy of the Mughal Empire, Oxford University Press, New Delhi, 1987.
9. Moreland, W. H., From Akbar to Aurangzeb - A Study of Indian Economic History, Macmillan & Co., Ltd, London, 1923.
10. Raychaudhari T.S. Habib Irfan(ed), The Cambridge economic history of India, London, 1992.
11. Roy Choudhary, M. L., The State and Religion in Mughal India, Indian Publicity Society, Calcutta, 1969.
12. Sahay, B. K., Education and Learning under the Great Mughals 1526-1707 A.D, New Literature Publication, Bombay, 1972.
13. Saiyid Nurul Hasan, Thoughts on Agrarian Relations in Mughal India, People's Publishing House, New Delhi, 1973.
14. Sarkar Jadunath, Mughal Administration, Published by Patna University, 1920.
15. Sarkar Jadunath, Shivaji and his Times, IInd ed., Longman, Green & Co, London, 1920.
16. Sharma S.R., Mughal Government and Administration, Hind Kitab, Bombay, 1951.
17. Sharma S.R., Mughal Empire in India, Karnataka Printing Press, Bombay, 1934.
18. Siddiqui, N. A., Land Revenue Administration under the Mughals (1700-1750) Asia Publishing House, Mumbai, 1972.
19. Srivastava A.L., The Mughal Empire (1526- 1803 A.D. ), Shiva Lal Agarwal & Co. Ltd., Agra, 1974.

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**Marathi Books**

1. Acharya Dhananjay, Madhyakalin Bharat (1000-1707), Shri Sainath Prakashan, Nagpur, 2008.
2. Chaubal J.S., Ase Hote Mughal, Maharashtra Rajya Sahitya Sanskruti Mandal Mumbai, 1992.
3. Karmarkar, Oturkar, ed., Vijayanagar Smarak Granth, Bharat Itihas Sansodhan Mandal, Pune, 1936.
4. Kathare Anil, Madhyayugin Bharat-1000 -1707, Prashant Publication, Jalgaon, 2013.
5. Kolarkar S.G., Madhyakalin Bharat(1206-1707), Mangesh Prakashan, Nagpur, 1992.
6. Mate M. S., Madhyayugin Maharashtra- Samajik Aani Sanskritik Jivan(1300-1650), Maharashtra Rajya Sahitya Aani Sanskriti Mandal, Mumbai, 2002.
7. Sardesai G. S., Musalmani Riyasat, Bhag 1 Ani 2, Popular Prakashan,Mumbai, 1993.  
Sardesai G. S., Marathi Riyasat, Popular Prakashan, Mumbai, 1993.

**S.Y.B.A. History (NEP)**  
**Minor III: Legal History of India (1950-2019) (04 Credit Courses)**  
**Semester - IV**  
**Total Lectures - 60**

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**Objectives:**

Legal History deals with the changes that took place in the colonial times in the Indian society and the economy in general, the legal system in particular. It seeks to answer some basic questions. How did contemporary India emerge? What were the processes and events that shaped it? Why and how did the present legal system evolve? What were the various ideas and elements that went into the making of British policies? What were the changes that took place in the courts and laws in the colonial times and how they impacted the Indians and their old systems? How did Indian Nationalism emerge & what were the forms it took? What was the genesis of some of the problems like communalism? What were the concerns of the framers of the constitution and the major debates? Finally how the concept of Indian secularism emerged during the national movement and was adopted post-independence.

Unit	Contents of the Course	No. of Lectures
<b>I</b>	<b>INTRODUCTION</b> a) Legal system during the ancient and medieval times b) Administration of justice in Bombay, Madras and Calcutta c) Acts and Charters in the late 1700's and the 1800's d) Establishment of the High Courts in Bombay, Madras, Calcutta and Allahabad	12
<b>II</b>	<b>IPC &amp; CRPC</b> a) Establishment of the Indian Penal Code - salient features b) Code of Criminal Procedure c) Amendments d) Law and legality in Post-Independence India	12
<b>III</b>	<b>STRUCTURE</b> a) Supreme Court of India b) High Courts c) Subordinate courts at district, municipal and village levels. d) Lok adalat and waqf boards	12

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<b>IV</b>	<b>INTRODUCTION TO THE COMPONENTS OF LAW</b> <ul style="list-style-type: none"> <li>a) Brief introduction to contract law</li> <li>b) Brief introduction to family law</li> <li>c) Brief introduction to intellectual property rights</li> <li>d) Brief introduction to law of torts</li> </ul>	12
<b>V</b>	<b>LANDMARK CASES</b> <ul style="list-style-type: none"> <li>a) Kesavananda Bharati v.State of Kerala</li> <li>b) Maneka Gandhi v. Union of India</li> <li>c) Lily Thomas Case</li> <li>d) Romesh Thappar vs State of Madras</li> <li>e) K. M. Nanavati v. State of Maharashtra</li> <li>f) Shahbano Case</li> <li>g) Vishaka and Others v/s State of Rajasthan</li> <li>h) Union Carbide Corporation v. Union of India</li> <li>i) Naz Foundation v. Govt. of NCT of Delhi</li> <li>j) Nirbhaya case judgement</li> </ul>	12

**References-**

1. B.M. Gandhi, Landmarks in Indian Legal and Constitutional History
2. S.R. Myneni, History of Courts, Legislatures & Legal Profession in India
3. Zia Mody 10 Judgements that Changed India
4. Mithi Mukherjee, India in the shadow of the Empire: A Legal and Political History 1774-1950
5. Mittal J. K. Legal & Constitutional History of India.
6. M. Rama Jois, Legal & Constitutional History of India 1600-1936

**Marathi:**

1. D. A. Sahastrabuddhe, भारतीय सनदशीर कायद्याचा इतिहास, Ajit Prakashan.
2. M Laxmikant, Indian Polity (Marathi)

**Hindi:**

1. Mukesh Agarwal, भारत का विधिक एवं संवैधानिक इतिहास.

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S.Y.B.A. HISTORY

**S.Y.B.A. History (NEP)**  
**Skill Enhancement – (SEC) Archival Sources & Techniques (Credit 2)**  
**Semester IV**  
**Total Lectures - 30**

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**Learning Outcomes:**

Students after successful completion of the course will be able to:

1. Understand the archival sources and techniques as professional tools.
2. Identify the intellectual and physical content in historical sites and records.
3. Develop the ability to preserve and create access for a historic record.
4. Recognize the importance of archives in history writing.
5. Manage, budget and implement projects.

<b>Unit</b>	<b>Contents of the Course</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Introduction</b> a. Definition & history of Archives b. Types of Archives: College Archives, University Archives, Regional Archives, Corporate Archives, State archives National Archives	<b>07</b>
<b>II</b>	<b>Archival Sources:</b> a. Differentiating Primary and Secondary Sources b. Public Records c. Manuscripts, d. Private Papers e. News Papers	<b>07</b>
<b>III</b>	<b>Physical forms of Archival Material:</b> a. Clay tablets, Stone inscriptions, Metal Plates, Palm leaves, Paper records and Cartographic Records	<b>07</b>
<b>IV</b>	<b>Archival Administration &amp; Ethics</b> a) Authenticity of Documents, Preservation of Historical Documents, Record Management	<b>09</b>

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	b) National Security, Privacy, Intellectual Property Rights, use of Technology in Archives.	
<b>V</b>	<b>Field Project</b>	

**References:**

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense.2009
2. Bernand Cohn, An Anthropologist among Historians and other Essays, Oxford Press, 2010
3. Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California, 2007
4. Sengupta, S.; Experiencing History Through Archives, Delhi: Munshiram Manoharlal. 2004
5. Guha, Thakurta, Tapati: Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004
6. Kathpalia. Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973
7. Basu, Purnendu, Records and Archives, What are they, National Archive of India, 1960. Vol. No. 29
8. The Indian Archives, Journal.

**S.Y.B.A. History (NEP)**  
**FP/OJT/CEP: Understanding Social Anthropology (Credit 2)**  
**Semester IV**  
**Total Lectures - 30**

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**Objectives:**

- The course explores anthropological approaches to society, culture, history, and current events.
- This course introduces basic anthropological concepts and presents the discipline's distinctive perspective on society and culture. The power of this perspective is then illustrated by examining several important contemporary social and political issues through an anthropological lens.
- Lectures, readings and films explore social and cultural diversity through a range of themes: social organization, ideology, religion, exchange, subsistence, gender, land use, ethnicity, ethnic conflict, and local/global inter-relations.
- Students are regularly asked to grapple with anthropologists' past and present intellectual and ethical challenges.

<b>Unit</b>	<b>Contents of the Course</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Introduction:</b> a) Social anthropology: Definition and history b) Relationship of social and cultural anthropology with sociology, psychology, history, economics and political science	<b>08</b>
<b>II</b>	<b>Concepts of Society</b> a) Pre-requisite of Human society b) Society, Group and its types; Community; Individual and Society c) Status and Role: Association and Institution	<b>08</b>
<b>III</b>	<b>Social structure</b> a) Social fact, Social Action, Social Structure, Function and Social Organisation, Structural - Social Conflict	<b>08</b>
<b>IV</b>	<b>Field work</b> a) Ethic geography and Survey Research Comparative and Historical Method	<b>06</b>

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**References:**

1. Metcalf Feur (2005) Anthropology: the basics. Abingdon (England), Routledge.
2. Ingold Tim (1994) Companion encyclopaedia of anthropology Landm, Routledge  
ARM Mader & Charles H. Page (1950)
3. Society: An Introductory Analysis London, Macmillan Ralph Lemon (1936)
4. The Study of Man. New York, Appelton Century Croft M. J. Herskovita (1974)  
Cultural Anthropology, New Delhi, Ostend and THH Publications
5. Roger Keesing (1984) An introduction of Cultural Anthropology. New York,  
MacMillan
6. Kingsley Davis (1948) Human Society, New York: Machkfillan.
7. John Monaghaa anul Peter Just (2000) Social and Fundamental Anthropology: A very  
Short introduction.
8. Thomas Hyll and Eriksen (2010) Seull Places, Large Issues: An induction to Social and  
Cultural Anthropology
9. Nägel Rapport and Jannan Overing (2006) Social and Cultural Anthropology The Kay  
Conceptual

**Marathi:**

1. Pradeep Aaglave, सामाजिक मानवशास्त्र, Shree Sainath Prakashan
2. Ramesh Chaube, सामाजिक सांस्कृतिक मानव विज्ञान

**Hindi:**

1. M.L. Gupta & D.D. Sharma, Social Anthropology, Sahitya Bhavan Publications.

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**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)

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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

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	<b>Each question carries 15 marks</b>
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	<b>Each question carries 05 marks</b>

### 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

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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

#### 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.

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

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

the courses during the Semester. That is

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 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 x CGPA - 100
A+	10 x CGPA - 5
A	10 x CGPA - 5

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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. 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  
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Co-ordinator: -  
Dr.Jyoti S. Aniruddha  
Associate Professor and Head,  
Department of History,  
NowrosjeeWadia College, Pune  
Email ID: - [jtaniruddha8@gmail.com](mailto:jtaniruddha8@gmail.com)  
Mobile No.: - 9689921972