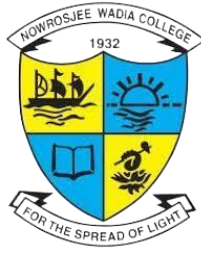


**MODERN EDUCATION SOCIETY'S
NOWROSJEE WADIA COLLEGE, PUNE (AUTONOMOUS)
DEPARTMENT OF HISTORY
TYBA HISTORY**



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

An Autonomous College Affiliated to Savitribai Phule Pune University

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

**Semester V & VI
Syllabus**

w.e.f. Academic Year 2024-2025

Preamble of the Course:

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

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

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

The Objectives of the course curriculum are:

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

Program Outcomes:

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

Eligibility for the course B.A. History:

As per the rules and regulations of SPPU and UGC

Teaching Scheme:

- The course is a 03 years, 06 semester's full time Under Graduate Course.
- The course follows the CBCS (Choice Based Credit System) pattern as per University Grants Commission and Savitribai Phule Pune University.
- 04 Credit Theory Course = 60 Lectures
- 02 Credit Theory Course = 30 Lectures

Abbreviations:

VSC: Vocational Skill Course

IKS: Indian Knowledge System

OJT: On Job Training

FP: Field Project

CEP: Community Engagement Program

OE/GE: Open Elective/ Generic Elective

SEC: Skill Enhancement Course

AEC: Ability Enhancement Course

VEC: Value Education Course

CC: Core Course

RM: Research Methodology

RP: Research Project

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Title of the Course T.Y.B.A History

Structure of the course

Semester V & VI

Theory

Semester	Course Code	Courses Title	Credits	Number of Lectures	Marks
V		Indian National Movement (1885-1947)	03	45	(70 End Semester + 30 Continuous Evaluation)
		Introduction to Historiography	03	45	
		Maharashtra in the 19th Century	03	45	
		Museology	02	30	(25 End Semester + 25 Continuous Evaluation)
VI		India After Independence- (1947-1991)	03	45	(70 End Semester + 30 Continuous Evaluation)
		Applied History	03	45	
		Maharashtra in the 20th Century	03	45	
		Heritage management	02	30	(25 End Semester + 25 Continuous Evaluation)

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T.Y.B.A History

Semester V

Core Course: - Indian National Movement (1885-1947)

(03 Credit Course)

Total Lectures - 45

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.

Course Outcomes:

1. Students will 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
I	Rise and Growth of Indian Nationalism a) Causes for the Rise of Indian Nationalism b) Foundation of Indian National Congress. c) Moderate, Assertive, & Revolutionary	12
II	Mass Movement a) Non Co-Operation Movement. b) Civil Disobedience Movement. c) Quit India Movement.	9
III	Towards Independence and Partition a) Muslim League, Hindu Mahasabha, Growth of Communalism b) Indian National Army. c) Transfer of Power: The Cripps Mission, The Cabinet Mission, The Mountbatten Plan, Indian Independence Act and Partition	12
IV	Subaltern Movement a) Peasant Movement. b) Workers Movement. c) Dalit Movement. d) Tribal Movement	12

Reference Books:

English

1. Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, Panikkar K.N. and Mahajan Sucheta- India's struggle for Independence, Penguin Books (India), 1990.
2. Chandra Bipan, Essays on Contemporary India, Har- Anand publication, New Delhi, 1993.
3. Chandra Bipan - The Rise and Growth of Economic Nationalism in India People's Publishing House, New Delhi, 1966.
4. Desai A.R. - Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1984.
5. Dodwell H.H. - Cambridge History of India Vol V, VI
6. Dutt R.C. - Economic History of India Vol 1, 2, London, 1901 reprint Government of India press, Nashik, 1960.
7. Guha Ramchandra (ed.), Makers of Modern India, Penguin group, New Delhi, 2010.
8. Gopal S. - British policy in India 1858-1905, Cambridge University Press, 1965.
9. Mujumdar R. C., History of the freedom movement in India, Vol. I-III.
10. Mujumdar R.C. (ed.) The History and Culture of the Indian People Vol. 1 - IX British paramountcy and Indian Renaissance Vol IX.
11. Menon V.P. - The Transfer of power in India Princeton University Press, 1957.
12. Moon Vasant, Dr Babasaheb Ambedkar writing and speeches Government of Maharashtra, Bombay.
13. Sarkar Sumit, - Modern India: 1885 - 1947, Macmillan India Ltd., Madras, 1986.
14. Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th & 19th century (ICHR 1975).
15. Tara Chand - History of freedom Movement, Vol. I - IV publication Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 1983.

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TYBA HISTORY

T.Y.B.A History

Semester V

Discipline Specific Elective Courses- Introduction to Historiography

(03 Credit Course)

Total Lectures - 45

Objectives:

1. To orient students about how History is studied, written and understood.
2. To explain methods and tools of data Collection
3. To study the types of Indian Historiography.
4. To describe importance of Inter-Disciplinary Research.
5. To introduce Students to the basics of Research.

Course Outcomes:

1. Students will be introduced to the information and importance of Historiography.
2. Students will be introduced to the different Methods and Tools of data collection.
3. Students can study the interdisciplinary approach of History.
4. Students will learn about the usefulness of History in the 21st century, it's changing perspectives, the new ideas that have been invented, and the importance of History in a competitive world.
5. This curriculum develops Research ability and process of Research Methodology in History

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

Unit	Contents of the Course	No. of Lectures
I	Meaning and Scope of History a) Definition, Nature & Scope of History b) History and Social sciences (Anthropology, Archaeology, Geography, Economics, Political science, Sociology,)	11
II	Sources of Historical Research a) Importance of Sources. b) Primary, Secondary and Oral sources. c) Written, Unwritten.	10
III	Preliminary Operations a) Problem Formulation b) Objectives c) Hypotheses, Research Methods	12
IV	Synthetic Operations a) External Criticism b) Internal Criticism c) Interpretation, Foot Note d) Organizing Research Work, Statistical Data, Outcomes and Bibliography	12

Reference Books

English

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
3. Cannadinen David (Ed.), What is History Now? Palgrave Macmillan, Basingstoke, 2002.
4. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Chitnis K.N., Research Methodology in History
6. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
7. E. Shreedharan, A Textbook of Historiography 500 BC to AD 2000, Orient Black Swan, New Delhi.
8. Elton G.R., Practice of History, Blackwell, London, 2001.
9. Grewal J.S., History and Historians of Medieval India, Guru Nanak University, Amritsar, 2000.
10. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History,
11. Mujumdar R.C., Historiography in Modern India, 1970.
12. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
13. Sen S.P.(Ed.), Historians and Historiography in Modern India, Culcutta, 1973.
14. Shiekh Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1972.
15. Tikekar S.R., On Historiography, Mumbai, 1964.
16. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

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T.Y.B.A History

Semester V

**Discipline Specific Elective Courses- Course Title: Maharashtra in the 19th Century
(03 Credit Course)**

Total Lectures - 45

Course Objectives:

1. To Introduce the students to the history of 19th century in Maharashtra
2. To study Political, Social, Economic and conceptual History of the 19th Century Maharashtra in an analytical way with the help of primary sources.
3. To evaluate contribution of 19th century in Maharashtra to the establishment of Maharashtra state contribution of successors and later development of the 19th century Maharashtra
4. To study Socio-religious System of the 19th Century in Maharashtra.

Course Outcomes:

1. Student will develop the ability to analyse sources for 19th century Maharashtra History.
2. Student will learn significance of Regional History and Socio- religious reformism foundation of the region.
3. It will enhance their perception of 19th Century Maharashtra.
4. Appreciate the skills of leadership and the Socio-religious System of the Maharashtra.

Pedagogy:

Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning.

Unit	Contents of the Course	No. of Lectures
I	Foundation of British Power in Maharashtra a) Background b) British Administration & it's impact of British Power in Maharashtra	9
II	Reformism in Maharashtra a) Contribution of Intellectuals –Balshastrri Jambhekar, Gopal Hari Deshmukh (Lokhitwadi), Mahatma Jyotiba Phule b) Institutional Experiments- Paramahamsa Mandali, Prarthana Samaj, Satyashodhak Samaj, Sarvajanik Sabha	16
III	Uprising and Political Agitation a) Local Uprisings (Uprising of Ramoshi, Bhill, Koli, Revolt of 1857 and Deccan Riots (1875) b) Indian National Congress, Moderate, Nationalist	12

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IV	Economic Transformation in Maharashtra a) Revenue (Ryotwari system) b) Commercialization of Agriculture. c) Economic Thought –Brief Survey	8
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Reference Books

English:

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India. 1817-1830, OUP, 1961.
2. Nurullah Syed and Naik J.P. A History of Education in India (During the British Period) Macmillan and Co.Ltd. Bombay,1951.
3. Paranjpe Shrikant, Dixit Raja and Das C.R. Western India: History Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune-1997.
4. Ravindra Kumar, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra Routledge and Kegan Paul, Toronto, 1968.

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T.Y.B.A History
Skill Enhancement Courses - Museology
(02 Credits course)
Total Lectures- 30

Objectives:

1. To acquaint the students with the rise and development of Museum.
2. To impart to the students an understanding of the importance of material history through Museum.
3. To encourage the students to collect the material or sources of History for local, regional and National History through Museum.
4. To enable the students to collect Various Articles as a tool of History.

Course Outcomes:

1. The Students will understand the Concepts of Museum and learn the basic Principles of Museology
2. The Students will gain Comprehensive Knowledge of the Process of Cringe and Conserving Museum of objects

Unit	Contents of the Course	No. of Lectures
I	Introduction a) History of Museum b) Importance of Museum	10
II	Main Museums in Maharashtra a) Museums before Independence b) Museums after Independence c) Role of Curator	10
III	Types of Museums a) Arts Museums b) Historical Museums.	10
IV	Field Project	

Reference Books

English

1. Agarwal, O. P. Conservation of Manuscripts and Paintings of South-East Asia, London, 1984.
2. Agarwal, Usha, Directory of Museums in India, New Delhi, 2000.
3. Bartz, Bettina Optiz, Helmut Richter, Elizabeth, Eds., Museums of the World, 1992.
4. Bornham, Bonnie, Protection of Cultural Property: A Handbook of National Legislation, Paris, 1974.
5. Coleman, L. V. Museum Buildings, Vol. I, Washington, 1950.
6. Coleman, L. V. The Museums in America, 3 Vols., Washington, 1939.
7. Edson, Gary Dean, David, The Handbook of Museums, 1994.
8. Hudson, Kenneth Nicholls, Ann, Eds., World Directory of Museums, New York, 1975.
9. International Council of Museums, Directory of Museums in the Arab Countries, London, 1995.
10. Knell, Simon, Comp. and Ed., A Bibliography of Museum Studies, 1994.
11. Sarkar, H. Museums and Protection of Monuments and Antiquities in India, Delhi, 1981.
12. Woodhead, Peter Stansfield, Geoffrey, Key Guide to Information Sources in Museum Studies, 1994.

T.Y.B.A History
Semester VI
Core Course: India After Independence- (1947-1991)
(03 Credit Course)
Total Lectures - 45

Objectives:

1. To make the students aware about the making of Contemporary India and events that panned out in the Post-Independence Era.
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 the shaping of Indian Modernity.
3. To acquaint the students with various Interpretative and Analytical perspectives.

Course Outcomes:

1. It will enable students to develop an overall understanding of the Contemporary India.
2. To increase the spirit of healthy Nationalism, Democratic Values and Secularism among the students.
3. Students will understand various aspects of India's domestic and foreign policies that shaped Post-Independence India.

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

Unit	Contents of the Course	No. of Lectures
I	Challenges after Independence a) Integration of Princely states- Kashmir, Junagadh, Hyderabad c) Liberation of Portuguese and French Colonies- Goa, Pondicherry, Chandranagore d) Indian Constitution – Salient Features e) Linguistic Reorganization of States	13
II	India's Foreign Policy a) Non Aligned Movement b) Indo-Pak Relations, Conflicts and the birth of Bangladesh c) Indo-Sino Relations, Conflicts and Panchsheel d) Indo-Sri Lanka Relations	10
III	Domestic Policy a) Hindu Code Bill: Nature and Impact b) Emergency: Background, Nature and Impact c) Science & Technology	10

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IV	Economic Policy a) Mixed Economy and Five Year Plans b) Nationalization of Banks - First Demonetization d) Privatization, Liberalization and Globalization: Brief Introduction	12
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Reference Books:

English

1. Chandra Bipan: Mukherjee Mridula: Mukherjee Aditya; India After Independence; Penguin: India 1999
2. Lapierre Dominique and Collins Larry; Freedom at Mid night; William Collins and Simon & Schuster; UK & USA;1975
3. Guha Ramchandra; India After Gandhi: The History of the World's Largest Democracy; Harper Collins; India; 2007
4. Metcalf Barbara D., Metcalf Thomas R; A Concise History of Modern India; Cambridge University Press; 2012
5. Talbot Ian, Singh Gurharpal; The Partition of India, Cambridge University Press; 2009
6. Wolpert Stanley; A New History of India, Oxford University Press; 1977
7. Ansari Sarah Life after Partition: Migration, Community and Strife in Sindh: 1947–1962; Oxford, UK: Oxford University Press; 2005.
8. Sarvepalli Gopal, Jawaharlal Nehru: A Biography. 1947-1956. Volume Two (1979)
9. Chacko Priya; Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004; Routledge; 2013.
10. Kulke, Hermann; A History of India; Routledge; 2004
11. Menon Shivshankar Menon; Choices: Inside the Making of India s Foreign Policy; Penguin; India; 2016
12. G.W. Choudhury, India, Pakistan, Bangladesh, and the major powers: politics of a divided subcontinent; Cambridge University Press; India;1975
13. Kore, V.S. "Liberation of Goa: Role Of The Indian Navy"; Bharat Rakshak; 2013.
14. Ashton, S.R.; British Policy towards the Indian States, 1905–1938, London Studies on South Asia no. 2, London; Curzon Press;2003
15. Khanna, Justice H.R.; Making of India's Constitution; Eastern Book Company; 2008.
16. Austin, Granville; The Indian Constitution: Cornerstone of a Nation (2nd ed.). Oxford University Press;1999
17. Ganguly Sumit; 'India, Pakistan, and Bangladesh: Civil-Military Relations', Oxford Research Encyclopaedia of Politics, Oxford University Press; 2020
18. Sukumaran, R; '1962 India-China War and Kargil 1999: Restrictions on Air Power"; 2003
19. Dube, Rajendra Prasad; Jawaharlal Nehru: A Study in Ideology and Social Change; 1998
20. Maheshwari Neerja; Economic Policy of Jawaharlal Nehru. Deep & Deep; 1997
21. Jayakar Pupul; Indira Gandhi: A Biography; Penguin Books India; 1992.
22. Chandra, Bipan; In the name of democracy : JP movement and the emergency, Chapter 4, Emergency imposed; Penguin Books; New Delhi; 2003

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T.Y.B.A History

Semester VI

Discipline Specific Elective Courses: Applied History (03 Credit Course)

Total Lectures – 45

Course objectives:

- 1) To introduce students to information and importance of Applied History.
- 2) To help students understand the usefulness of history in the 21st century, its changing perspectives, the new ideas that have been invented, and the importance of History in a Competitive World.
- 3) To inform the students about the historical significance of Archaeology and Archives and the opportunities in the field of Archaeology and Archives through this course.
- 4) To inform the students about the opportunities in the field of Media, Museums through this Course.

Course Outcomes:

1. Students will be introduced to the information and importance of applied history.
2. Student will learn about the Historical significance of Archaeology and Archives and opportunities in the field of Archaeology and Archives.
3. Through this course, students will be informed about the opportunities in the field of Media, Museums.
4. Students will learn about the usefulness of history in the 21st Century, its changing Perspectives, the new ideas that have been invented, and the importance of History in a Competitive World.

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

Unit	Contents of the Course	No. of Lectures
I	Applied History a. Applied History: Concept and Application b. Application of History in Various Subjects c. Co-relationship between Past and Present d. Contemporary History: Meaning and Nature	14
II	Archaeology and Archives a) Archaeology and Archives: Definition and Development in India b) Archival Sources: Ancient, Medieval and Modern- A brief survey	15
III	Mass Media and Applied History a) Mass Media: Meaning and Types b) Growth of Printing Press in India c) Newspaper: Newspapers in India c) Electronic media: Radio, Television	16
IV	Project Work /Study Tour Report/Historical Places Visit Report	

Reference Books

English

- 1) Bajaj Satish K, Research Methodology in History, Amol Pub Pvt.Ltd, New Delhi.
- 2) Bobade Bhajang R., Manuscriptology from Indian Sources, Pacific Publication, Delhi.
- 3) Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
- 4) Chitnis K.N., Research Methodology in History, Navi Path, Pune 1979.
- 5) Collingwood R.G., The Idea of History, Oxford university, 1961.
- 6) Datta.K.B., Mass Media in India, Akansha Publishing House, New Delhi, 2005.
- 7) Director General, Archaeological Remains, Monuments and Museums Part 1&2, Archaeological Survey of India, New Delhi, 1964.
- 8) Gaur.M. M., Electronic Media, Omega Publication, Delhi, 2006.
- 9) Ghose, Sallen, Archive in India, Calcuttd, 1963.
- 10) Mehara Chandar, History of Newspapers in India, Notion Press, Chennai, 2019.
- 11) Mujumdar R.K., Shrivastava A.N., Historiography, subject Book, Delhi, 06, 1975.
- 12) Shobita Punija, Museum of India, The Guidebook, Hon Kong, 1990.

T.Y.B.A History

Semester VI

**Discipline Specific Elective Courses: History of Maharashtra in the 20th Century
(03 Credit Course)**

Total Lectures – 45

Course Objectives:

1. To introduce the students to the history of 20th Century in Maharashtra
2. To study Political, Social, Economic and Conceptual History of the 20th Century Maharashtra in an Analytical way with the help of Primary Sources.
3. To evaluate contribution of 20th Century in Maharashtra to the establishment of Maharashtra state contribution of successors and later development of the 19th century Maharashtra
4. To study Socio-Religious System of the 20th Century in Maharashtra.

Course Outcomes:

1. Student will develop the ability to analyses sources for 20th Century Maharashtra History.
2. Student will learn significance of regional history and Socio- Religious Reformism foundation of the region.
3. It will enhance their Perception of 20th Century Maharashtra.
4. Appreciate the skills of leadership and the Socio-Religious System of the Maharashtra.

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

Unit	Contents of the Course	No. of Lectures
I	Thoughts and work of Intellectuals a) Pandita Ramabai b) Rajarshri Chhatrapati Shahu Maharaj c) Maharshi Vitthal Ramji Shinde d) Maharshi Dhondo Keshav Karve e) Maharaja Sayajirao Gaikwad. f) Dr. Babasaheb Ambedkar	15
II	Industrial and Economic Development of Maharashtra a) Industrialization and Urbanization b) Co-operative Movement: Cotton and Sugar Industry	10
III	Movements in 20th Century Maharashtra a) Workers Movement b) Peasants Movement c) Dalit Movement d) Non-Brahmin Movement	10
IV	Integration and Reorganization of Maharashtra a) Marathawada Mukti Sangram b) Sanyukta Maharashtra Movement c) Maharashtra-Karnataka Border Dispute	10

Reference Books

English:

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India. 1817-1830, OUP, 1961.
2. Nurullah Syed and Naik J.P. A History of Education in India (During the British Period) Macmillan and Co.Ltd. Bombay, 1951.
3. Paranjpe Shrikant, Dixit Raja and Das C.R. Western India: History Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune-1997.
4. Ravindra Kumar, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra Routledge and Kegan Paul, Toronto, 1968.

T.Y.B.A History
Semester VI
Skill Enhancement Courses - Heritage Management
(02 Credits course)
Total Lectures - 30

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
I	Heritage a) Define the concept of Heritage i) Local ii) National iii) International b) Nature and Scope & Importance of Heritage	10
II	Heritage Tourism a) Define the Concept of Heritage Tourism b) UNESCO World Heritage Site in India c) UNESCO World Heritage Site in Maharashtra	10
III	Heritage Site Management a) Role of Government b) Role of tourists and natives c) Field Visit and Report	10
IV	Field Project	

Reference Books

1. Kernal Balsar, The concept of the Common heritage of Mankind, Vol.30 Martinus Nijhoff
2. Richard Harrison (ed), Manual of Heritage Management, Butterworth Heineman.
3. Devide T Herbert (ed), Heritage Tourism and Society, Mausell.
4. Nagar S.L, Protection, Conservation and preservation of India's monuments. Aryan Books
5. Chainani, S., Heritage conservation legislative and organizational policies for India. New Delhi: INTACH. 2007
6. UNESCO and its Programmes, protection of mankind's cultural heritage sites and Monuments, UNESCO 1970. International, New Delhi 1998

Evaluation Structure

EVALUATION PATTERN: For Two Credit Courses

1. Each course shall be evaluated with Continuous Evaluation (CE) and End Semester Examination (EE).
2. Continuous Evaluation shall be of 25 marks and End Semester Examination (EE) shall be of 25 marks
3. To pass a course of 2 credits, a student has to earn minimum 20 marks, provided that he/she should earn minimum 6 marks in Continuous Evaluation and minimum 10 marks in End-Semester Examination. That is passing criterion is minimum 40% marks in the examination.
4. For Internal evaluation (out of 25 marks), There has to be one written test of 15 marks (Mid-Semester Examination). For remaining 05 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)
5. There shall be revaluation of the answer scripts of End-Semester Examination (out of 25 marks) of theory papers only, but not of internal assessment papers as per Ordinance No. 134 A and B.

EVALUATION PATTERN: For Four Credit Courses

Marks and other related parameters will be doubled

Nature of External Exam: As per SPPU norms

Nature of External Exam: As per SPPU norms 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 students 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

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

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 Practicals) 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.

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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.

EVALUATION PATTERN: For Four Credit Courses: Total Marks 100

Four credit course exam pattern and Evaluation pattern is as below:

30% Marks for Internal and 70% marks for external Evaluation

Internal Examinations pattern

Total Marks: 30

Written Exam Marks: 20, Duration: 1 hour

Question No.	Total Marks	No. Of questions	Remarks
Q. 1.	10	Attempt any 5 out of 7	Descriptive type questions (Each question carries 2 marks)
Q. 2.	10	Solve any 2 out of 3 questions	Descriptive type questions (Each question carries 5 marks)

Assignments / Internal Assessment marks: 10

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

External Examination Pattern

Total Marks: 70

Written Exam Marks: 70, Duration: 2 hours 30 minutes

Question No.	Total Marks	No. Of questions	Remarks
Q. 1	16	Solve any 8 out of 10 Questions	Definitions / Short Answers
Q. 2	16	Solve any 4 out of 6 Questions	Answer in 50 words
Q. 3	18	Solve any 3 out of 4 Questions	Answer in 100 words
Q. 4	20	Solve any 2 out of 3 questions	Answer in 200 words

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
<https://www.censusindia.gov.in/DigitalLibrary/reports.aspx>
9. Gokhale Institute of Politics and Economics Digital Repository
<https://dspace.gipe.ac.in/xmlui/>
10. SavitribaiPhule Pune University, Pune. Library
<http://lib.unipune.ac.in:8002/>
11. Deccan College, Pune, Library
<https://www.dcpune.ac.in/library.php>
12. Encyclopedia Britannica
<https://www.britannica.com/>
13. Stanford Encyclopedia of Philosophy
<https://plato.stanford.edu/contents.html>
14. Maps of India
<https://www.mapsofindia.com/>
15. Historical Maps of India
<http://homepages.rootsweb.com/~poyntz/India/maps.html>
16. 1947 Partition Archive
<https://in.1947partitionarchive.org/>
17. Project Gutenberg
<https://www.gutenberg.org/>
18. Rare Book Society of India
<https://www.rarebooksocietyofindia.org/>
19. British Library Ethos
<https://ethos.bl.uk/Home.do>
20. Imperial Gazetteers of India
https://en.wikipedia.org/wiki/The_Imperial_Gazetteer_of_India
21. Bombay (Now Mumbai) Presidency Books and Maps
[https://wiki.fibis.org/w/Bombay_\(Presidency\)#External_links](https://wiki.fibis.org/w/Bombay_(Presidency)#External_links)
22. Gazetteers of India
https://wiki.fibis.org/w/Gazetteers#Imperial_Gazetteer_of_India_Provincial_Series

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