



MA (History) Semester-3

Structure with effect from: 2022-23

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per week	Exam duration in hours	Component of Marks		
							Internal	External	Total
							Total/ Passing	Total/ Passing	Total/ Passing
Core Course	PA03CHIS51	Social and Economic History of Mediaeval Gujarat: 942–1818	Theory	5	5	3	30/11	70/28	100/40
	PA03CHIS52	Economic History of Colonial India: 1757–1947	Theory	5	5	3	30/11	70/28	100/40
	PA03CHIS53	Philosophy of History and Historiography: Indian Tradition	Theory	5	5	3	30/11	70/28	100/40
Elective Course	PA03EHIS51	Tourism in India	Theory	5	5	3	30/11	70/28	100/40
	PA03EHIS52	Research Method in History	Theory	5	5	3	30/11	70/28	100/40
	PA03EHIS53	Agrarian and Village History of Colonial India: 1757–1947	Theory	5	5	3	30/11	70/28	100/40
	PA03EHIS54	Builders of Modern India: M K Gandhi:	Theory	5	5	3	30/11	70/28	100/40





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Vallabh Vidyanagar, Gujarat
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Syllabus with effect from the Academic Year 2022-2023

Master of Arts: History
M. A. History: Semester III

Course Code	PA03CHIS51	Title of the Course	Social and Economic History of Mediaeval Gujarat: 942–1818
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	As general background of Gujarat history for papers on modern Gujarat, this course familiarises students with social and economic activities of what is now Gujarat from Solanki Period onwards.
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Course Content		
Unit	Description	Weightage (%)
1.	Solanki Period <ul style="list-style-type: none">• Introduction• Historical sources: literature, inscriptions, coins, sculptures, and architecture• Social conditions: structure of Hindu society, condition of women, foreign settlers,• Economic conditions: agriculture and industries; trade and trade items; Bharuch as port	25%
2.	Sultanate Period <ul style="list-style-type: none">• Introduction• Historical sources: Persian and Arabic histories; literary sources; inscriptions; coinage; travelogues; archaeological evidences• Social conditions: constitution of Hindu and Muslim society; position of women in Hindu and Muslim society;• Economic conditions: agriculture, trade, industries, Khambat as port	25%
3.	Mughal Period <ul style="list-style-type: none">• Introduction• Historical sources: Perso-arabic chronicles, inscription, coins, literary sources,• Social condition: Hindu and Muslim societies; impacts of Islam on Gujarati culture; Hindu-Muslim interactions; condition of women• Economic condition: agriculture, trade, foreign trade (the Portuguese, English, and Dutch); the rise of Surat as port	25%





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4.	Maratha Period <ul style="list-style-type: none">• Introduction• Historical sources: Persian chronicles, Marathi and English archives, inscriptions and coins, literary sources• Disarray and disarrangement of Hindu society, reorganisation of Muslim society, advent of Christianity and its impact on Gujarati society• Economy: agriculture, trade, revenue system, industries, the rise of Mumbai as urbs prima indiae.	25%
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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand the general social and economic history of mediaeval Gujarat
2.	know the sources of mediaeval Gujarat, and how political change ushered socio-economic changes
3.	assess the political and socio-economic background of the modern age in Gujarat
Suggested References:	
Sr. No.	References
1.	Majumdar, Ashok Kumar. 1954. <i>Chaulukyas of Gujarat</i> . Bombay: Bharaitya Vidyabhavan.
2.	M. S. Commissariat. 1938-57. <i>History of Gujarat</i> . 2 vols. Amdavad: Gujarat Vidyasabha.
3.	પરીખ, ર. છો. અને હ. ગં. શાસ્ત્રી (સંપા.) ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. ગ્રંથ ૪-૭. અમદાવાદ: ભો. જી. વિદ્યાભવન.
4.	જોટે, રત્નમણિરાવ ભીમરાવ. ૧૯૪૫. ગુજરાતનો સાંસ્કૃતિક યુગ, ઇસ્લામ યુગ ગ્રંથ ૧, ૨. અમદાવાદ: ગુજરાત વિદ્યાસભા.
5.	પરીખ, પ્રવીણચંદ્ર. ૧૯૮૯. મધ્યકાલીન ભારતમાં આર્થિક જીવન અને સંગઠન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.





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On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History
M. A. History: Semester III

Course Code	PA03CHIS52	Title of the Course	Economic History of Colonial India: 1757–1947
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	The economic structure of modern India is largely shaped by its colonial history. This course teaches how Indian economy fared under a colonial rule: how the traditional industries and crafts were ruined, how British policy at the same times also introduced innovations through education and other means, and how Indians responded to these developments. It also underlines how economic nationalism helped entrepreneurs. The student will have a good idea of the economic developments in India the last two hundred years.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Indian Economy on the Eve of the British Rule • British Economic Policy and its Impacts • Decline of the Indigenous Industries 	25%
2.	<ul style="list-style-type: none"> • Rise of Economic Nationalism • Forces for Industrialisation and its Nature • Growth of Modern Industries: Plantation, Textile, Iron and steel, Cement, etc. 	25%
3.	<ul style="list-style-type: none"> • Growth of Transportation System: Railways, Roads, Shipping and Civil Aviation • Banking and Credit System: Modern and Traditional • Pattern of Foreign Trade: An Overview 	25%
4.	<ul style="list-style-type: none"> • Maritime Trade in the Indian Ocean • Impacts of World Class and Great Depression • Peasant and Trade Union Movements 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	learn the impact of British rule on Indian economy and resultantly on Indian people
2.	understand the origins of economic nationalism and how it gave birth to swadeshi movement
3.	know the outline of Indian economic history

Suggested References:	
Sr. No.	References
1.	Chandra, Bipan. 2010. <i>The Rise and Growth of Economic Nationalism in India</i> . New Delhi: Har-Anand.
2.	Dietmar, Rothermund. 1988. <i>An Economic History of India from Pre-colonial times to 1986</i> . London: Cambridge University Press.
3.	Kumar, Dharma. 1983. <i>The Cambridge Economic History of India, Vol II, c. 1750–c. 1970</i> . New Delhi: Cambridge University Press.
4.	Nanda, S. P. 1999. <i>Economic and Social History of Modern India</i> . New Delhi: Anmol.
5.	Tomlinson, B. R. 1993. <i>The Economy of Modern India 1860–1970</i> . Cambridge: Cambridge University Press.
6.	દત્ત, રોમેશ ચંદ્ર. ૧૯૬૩. દોઢ સદીનો આર્થિક ઇતિહાસ. ગુજરાતી સંક્ષેપ: વિઠ્ઠલદાસ કોઠારી. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
7.	મહેતા, મકરંદ. ૧૯૯૫. સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ: મુખ્ય પ્રવાહો. અમદાવાદ: અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
8.	શાસ્ત્રી, આર. વી. ૧૯૯૯. ભારતનો આર્થિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History
M. A. History: Semester III

Course Code	PA03CHIS53	Title of the Course	Philosophy of History and Historiography: Indian Tradition
Total Credits of the course	5	Hours per Week	5

Course objectives:	Against the widespread belief that ancient India did not have a sense of history, this paper informs the students that there were more than one ways in which the ancient Indians recorded history. It also deals with how history was perceived by the Perso-Arabic historiographers during the mediaeval ages and what were their limitations. In modern times, the contributions of both Indian and Western historians are contextualised and it is shown how history moved from political highbrow point of view to history from below. How Indian thinkers viewed history is also included.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">इतिहास: Meaning and NatureAncient Indian Historical Traditions and <i>Rajatarangini</i>Historiography during the Sultanate and Mughal Period	25%
2.	<ul style="list-style-type: none">History in the Making: the Western Contributions (Vincent Smith)History in the Making: the Indian Contributions (Bhagwanlal Indraji)The Marxist Intervention	25%
3.	<ul style="list-style-type: none">D. D. Kosambi as HistorianCambridge SchoolSubaltern School	25%
4.	<i>Indigenous Views on History:</i> <ul style="list-style-type: none">Mahatma GandhiBabasaheb AmbedkarMohammad Iqbal.	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	learn ancient Indian historical traditions
2.	understand how the framework of Indian history evolved over a period and how many different scholars contributed to it
3.	evaluate various schools of Indian historiography and their contributions.

Suggested References:	
Sr. No.	References
1.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
2.	Grover, Verinder (ed). 1995. <i>Mohammad Iqbal</i> . New Delhi: Deep and Deep.
3.	Pargiter, F. E. 1913. <i>The Purāna Texts of the Dynasties of Kali Age</i> . Varanasi: Chaukhambha Sanskrit Sansthan (reprint)
4.	Pargiter, F. E. 1922. <i>Ancient Indian Historical Tradition</i> . Oxford: Oxford University Press.
5.	Pathak, Vishwambhar Sharan. 1966. <i>Ancient Historians of India: A Study in Historical Biographies</i> . Bombay, etc.: Asia Publishing House.
6.	Perret, Roy W. 1999. History, time, and knowledge in ancient India. <i>History and Theory</i> 38 (3): 307–321.
7.	Philips, C. H. 1961. <i>Historians of India Pakistan and Ceylon</i> . Oxford: Oxford University Press.
8.	Sarkar, Jagadish Narayan. 1977. <i>History of History Writing in Medieval India</i> Calcutta: Ratna Prakashan.
9.	Sen, S. P.(ed). 1973. <i>Historians and Historiography in Modern India</i> . Calcutta: Institute of Historical Studies.
10.	Sharma, Ramesh Chandra and others. 1991. <i>Historiography and Historians in India since Independence</i> . Agra: M. G. Publishers.
11.	पांडे, गोविन्द चंद्र. २००३. इतिहास: स्वरूप एवं सिद्धान्त. जयपुर: हिन्दी ग्रंथ अकादमी.
12.	शर्मा, रामविलास. १९९२. भारतीय इतिहास और ऐतिहासिक भौतिकवाद. दिल्ली: दिल्ली विश्वविद्यालय
13.	આંબેડકર, બાબાસાહેબ. ૧૯૯૮. અસ્પૃશ્યો કોણ હતા? ડૉ. બાબાસાહેબ આંબેડકર સંપૂર્ણ અક્ષરદેહ, ગ્રંથ ૧૩. ગાંધીનગર: ગુજરાત રાજ્ય.
14.	આંબેડકર, બાબાસાહેબ. ૧૯૯૮. શૂદ્રો કોણ હતા? ડૉ. બાબાસાહેબ આંબેડકર સંપૂર્ણ અક્ષરદેહ, ગ્રંથ ૧૩. ગાંધીનગર: ગુજરાત રાજ્ય.
15.	ગાંધી, મોહનદાસ કરમચંદ. ૧૯૦૯. હિન્દ સ્વરાજ. અમદાવાદ: નવજીવન.





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16.	ધારૈયા, રમણભાઈ કકલભાઈ. ઇતિહાસનું તત્ત્વજ્ઞાન અને ઇતિહાસલેખન અભિગમ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
17.	પરીખ, રસિકલાલ છોટાલાલ. ઇતિહાસ: સ્વરૂપ અને પદ્ધતિ. અમદાવાદ:
18.	મહેતા, રમણલાલ નાગરજી. ઇતિહાસની વિભાવના. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

Relevant books available on archive.org

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)





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Master of Arts: History
M. A. History: Semester III

Course Code	PA03EHIS51	Title of the Course	Tourism in India
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This paper covers the basic concepts of tourism and familiarises students with famous tourist places, which are also of historical importance, of ancient, mediaeval, and modern of India and of Gujarat.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Concept and Aims of Tourism • Nature and Types of Tourism • Importance and Scope of Tourism 	25%
2.	<ul style="list-style-type: none"> • Tourism in Ancient India: Foreign Travellers • Tourism in Mediaeval India: Foreign Travellers and Their Travelogues • Development of Tourism during British India 	25%
3.	Important Historical Tourist Spots in India <ul style="list-style-type: none"> • Ajanta and Ellora Caves • Fatehpur Sikri • Mumbai 	25%
4.	Important Historical Tourist Spots in Gujarat <ul style="list-style-type: none"> • Lothal and Dholavira • Patan • Amdavad 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand the concept of tourism and its interconnectedness especially with history
2.	how modern tourism is different from ancient and mediaeval tours
3.	know the importance of certain historical sites as tourist spots

Suggested References:	
Sr. No.	References
1.	Chris Cooper and Fletcher. <i>Tourism: Principles and Practices</i> .
2.	Bhatia, A. K. <i>Tourism Principles</i> .
3.	Bansal, S. P. <i>Tourism Development and its Impacts</i> .
4.	Bhandari, N. K. <i>Cultural Heritage of India</i> .
5.	કપૂર, વિમલ કુમાર. ૨૦૦૯. ધાર્મિક એવં સાંસ્કૃતિક પર્યટન સ્થલ. નઈ દિલ્લી: ડિસ્કવરી પબ્લિશિંગ.
6.	કોરાટ, પી. જી. ઇતિહાસમાં પ્રવાસન વિનિયોગ. અમદાવાદ: પાર્શ્વ પ્રકાશન.
7.	ગંગર, અમૃત. મુંબઈ ૨૪ x ૭. અમદાવાદ: અરુણોદય પ્રકાશન.
8.	જોટે, રત્નમણિરાવ. ઐતિહાસિક નગરી અમદાવાદ.
9.	ઠાકુર, શૈલેન્દ્ર. પ્રવાસ ભારતી. રાજકોટ: પ્રવીણ પુસ્તક ભંડાર.
10.	દેસાઈ, મહેબૂબ. ૨૦૦૬. ગુજરાતમાં પ્રવાસન. અમદાવાદ: ગૂર્જર.
11.	મહેતા, મકરંદ. અમદાવાદ: ગઈ કાલ અને આજ.
12.	વ્યાસ, રજની. ૨૦૦૬. સ્વાગતમ્ ગુજરાત. અમદાવાદ: અક્ષરા.

On-line resources to be used if available as reference material	
On-line Resources	
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)	
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Master of Arts: History
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Course Code	PA03EHIS52	Title of the Course	Research Method in History
Total Credits of the course	5	Hours per Week	5

Course objectives:	This paper covers the basic concepts of research method in history. It deals with how history writing in actuality takes place and how it works. It will show students how to evaluate a source, to ask questions, to interpret, and to write. It also teaches the students to the standard method(s) of documentation in history.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Historical Method: Problem-oriented Research; Selection of Theme; Review of Literature; Formation of Hypothesis; Research Design; Data Collection 	25%
2.	<ul style="list-style-type: none"> • Types of Data: Primary: Archives and Libraries (types of documents; location; handwritten MSS; typed; microfilms; photographs; electronic or digitised records) • Oral History (interviews): Methods, Importance, and Problems • Fieldwork in History: • Synthesis of Data: Priority of Sources 	25%
3.	<ul style="list-style-type: none"> • Quality of Data and its Analysis: Authenticity and Credibility • Critical Reading of Texts: Comparative Method; Discourse Analysis; Semiotic Analysis; Content Analysis • Interpretation of Data: Imagination and Creativity 	25%
4.	<ul style="list-style-type: none"> • Report writing: its Method and Problems. • Various Methods of Documentation, Bibliographies and Referencing • Use of Computer in Research Writing: Bibliography, Footnotes, Endnotes, Cross references, Indexing, etc. 	25%

Teaching-learning Methodology	Direct lectures, seminars, tutorials, home assignments, audio-visual media (ppts, slides, etc.)
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Syllabus with effect from the Academic Year 2022-2023

Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	Understand the basics of historical research
2.	differentiate the primary and secondary data and know the importance of oral history and fieldwork
3.	read texts critically and to extract information from a variety of sources
4.	learn to write historical text

Suggested References:	
Sr. No.	References
1.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
2.	Gottschalk, Louis. 1950. <i>Understanding History: A Primer of Historical Method</i> . New York: Alfred A. Knopf.
3.	Topolsky, J. 1976. <i>Methodology of History</i> . (Translated from Polish by O. Wojtasiewicz). Warsaw: Polish Scientific Publishers.
4.	पांडे, गोविन्द चंद्र. २००३. इतिहास: स्वरूप एवं सिद्धान्त. जयपुर: हिन्दी ग्रंथ अकादमी.
5.	राधेशरन. २००६. इतिहास और इतिहासलेखन. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History
M. A. History: Semester III

Course Code	PA03EHIS53	Title of the Course	Agrarian and Village History of Colonial India: 1757–1947
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This paper deals with the transformation of villages in general and of village economy in particular in the eighteenth to twentieth centuries because of the colonial rule. This course makes student aware of the policies implemented by the British from time to time and their impacts on village social and economic structure.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Agrarian economy in India during the mid-18th Century • Indian Village Society during pre-colonial Period, the Notions of 'Village Community' and 'Village Self-sufficiency' • Growth of British Revenue System: Permanent Settlement, Ryotwari System and, the Mahalwari System: Main Features and Impacts 	
2.	<ul style="list-style-type: none"> • Commercialisation of Agriculture and its Organisation • Decline of the Indigenous Village Industries • Growth of Agro-based Industries and its Impacts on Village Society 	
3.	<ul style="list-style-type: none"> • Famines in India during the Colonial Period and its Impact on the Village Society • The Famine Policy of the Colonial State • Development of Irrigation and its Impact on Agriculture and Rural Society 	
4.	<ul style="list-style-type: none"> • Impact of the New Agrarian Policy on the Social Structure in Rural India • Growth of Agricultural Labour in Colonial India and the Agrestic Serfdom • Cooperative Movements in Agricultural and Rural Sectors 	

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppt, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	know the history of India from below
2.	understand the impacts of British agrarian policies on Indian villages
3.	see the development of agro-based industries

Suggested References:	
Sr. No.	References
1.	Cohn, B. S. 1969. <i>Structural Change in Indian Rural Society</i> . London.
2.	Desai, I. P. and Banwarilal Chaudhri. 1977. <i>History of Rural Development in Modern India</i> . Vol 2. New Delhi, Impex India.
3.	Dube, Shyama Charan. 1965. <i>Indian Village</i> . London: Routledge and Kegan Paul.
4.	Frykenberg, Robert Eric. 1969. <i>Land Control and Social Structure in Indian History</i> . Madison: University of Wisconsin Press.
5.	Frykenberg, Robert Eric (ed.), 1977. <i>Land Tenure and Peasant in South Asia</i> . New Delhi: Manohar.
6.	Kumar, Dharma and Meghnad Desai. 1983. <i>The Cambridge Economic History of India, Vol II, c. 1750–c. 1970</i> . New Delhi: Orient BlackSwan.
7.	Ludden, David. 1999. <i>An Agrarian History of South Asia</i> . Cambridge: Cambridge University Press.
8.	Baden-Powell, Henry. 1990. <i>The Land-systems of British India</i> . (Indian reprint) 3 vols. Delhi: Low Price Publication.
9.	Srinivas, M. N. (Ed.) 1955. <i>India's Village</i> . Bombay: Asia Publishing House.
10.	Stein, Burton. 1992. <i>The Making of Agrarian Policy in British India</i> . Delhi: Oxford University Press.
11.	જોષી, ભાસ્કર હ. ૧૯૯૯. ભારતનું કૃષિક્ષેત્ર: વિકાસ અને પડકાર. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
12.	પંડ્યા, રોહિત. પી. ૧૯૯૮. ગુજરાતના ગ્રામીણ સમાજનું પરિવર્તન અને ગાંધીવાદી નેતૃત્વ. અમદાવાદ: પાર્શ્વ પબ્લિકેશન.
13.	પંડ્યા, રોહિત. પી. ૨૦૦૩. સાંસ્થાનિક ભારતના કિસાન આંદોલનો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.





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14.	મહેતા, મકરંદ. ૧૯૮૬. સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ: મુખ્ય પ્રવાહો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
15.	શાસ્ત્રી, આર. વી. ૧૯૯૧. ભારતનો આર્થિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History
M. A. History: Semester III

Course Code	PA03EHIS54	Title of the Course	Builders of Modern India: M K Gandhi:
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This paper deals with the life and works of Mahatma Gandhi. It familiarizes the students with his early life, his experiments in South Africa, his achievements in India and his philosophy of non-violence. It also situates Gandhi in historical context of Gujarat and India.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Saurashtra in the Nineteenth CenturyGandhi's Initial YearsGandhi in England	
2.	<ul style="list-style-type: none">Gandhi in South Africa and his ExperimentsGandhi's Arrival in Indian PoliticsGandhi's Philosophy of National Movement	
3.	<ul style="list-style-type: none">Constructive ActivitiesGandhi and WomenGandhi and Muslims	
4.	<ul style="list-style-type: none">Gandhi and Hind SwarajGandhi and ReligionGandhi's Philosophy of Education	

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	know Gandhi's contributions to humanity in detail
2.	understand the impacts of his ideas on Indian religion, society and economy
3.	assess his role in the uplift of the women, dalits, adivasis, and other minority sections of India

Suggested References:	
Sr. No.	References
1.	Gandhi, M. K. <i>My Autobiography or My Experiments with Truth</i> . Amdavad: Navjeevan.
2.	Gandhi, M. K. <i>History of Satyagraha in South Africa</i> . Amdavad: Navjeevan.
3.	Gandhi, M. K. <i>Hind Swaraj</i> . Amdavad: Navjeevan.
4.	Prabhu, R. K. and U. R. Rao. <i>The Mind of Mahatma Gandhi</i> . Amdavad: Navjeevan.
5.	પંડ્યા, રોહિત. પી. ૧૯૯૮. ગુજરાતના ગ્રામીણ સમાજનું પરિવર્તન અને ગાંધીવાદી નેતૃત્વ. અમદાવાદ: પાર્શ્વ પબ્લિકેશન.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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MA (History) Semester-4

Structure with effect from: 2022-23

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per week	Exam duration in hours	Component of Marks		
							Internal	External	Total
							Total/ Passing	Total/ Passing	Total/ Passing
Core Course	PA04CHIS51	India since Independence (1947–2000)	Theory	5	5	3	30/11	70/28	100/40
	PA04CHIS52	Transition to Modernity: Gujarat 1796–1909	Theory	5	5	3	30/11	70/28	100/40
	PA04CHIS53	Constructive Activities in Gujarat (1914–2000)	Theory	5	5	3	30/11	70/28	100/40
Elective	PA04EHIS51	Political History of Gujarat: 1914–1960	Theory	5	5	3	30/11	70/28	100/40
	PA04EHIS52	Study of Important Essays	Theory	5	5	3	30/11	70/28	100/40
	PA04EHIS53	Education in Colonial India: 1813–1947	Theory	5	5	3	30/11	70/28	100/40
	PA04EHIS54	Builders of Modern India: Sardar Patel	Theory	5	5	3	30/11	70/28	100/40





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Master of Arts: History
M. A. History: Semester IV

Course Code	PA04CHIS51	Title of the Course	India since Independence (1947–2000)
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper will sensitize students to the problems India is facing today and their genealogies and the achievements that India made against all odds and how India carved a niche in the international space for itself. It also makes students aware of how we can deal with the problems of communalism, casteism, regionalism, pollution, poverty, etc. The student will have a fair idea of politics, economy and society of modern India and the current state of affairs.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">• Legacy of the Colonial State• Challenges and Issues at the Eve of Independence• India's Experience with Parliamentary Democracy: a Review	25%
2.	<ul style="list-style-type: none">• Challenges before National Unity: Separatist Movements in Kashmir, Panjab and North-eastern states• Socio-cultural Challenges: Communalism, Casteism, and Language (1947–2000): an Historical Overview• Pattern of Urbanisation: Major Trends and Problems	25%
3.	<ul style="list-style-type: none">• India's Experiment with Mixed Economy Model• Green Revolution and Growth of Industrial Sector• Growth of Local Self-government	25%
4.	<ul style="list-style-type: none">• India's Foreign Policy and India at War: Pakistan (1965, 1971), China (1962)• Programmes for Rural Development• Policy and Programmes for the Development of Weaker Sections: Tribals, Dalits, and Women	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	learn fairly well the political history of post-independence India
2.	understand the economic development of India and its experiments with mixed economy
3.	know how and with which process the unification of India, not only political but social as well, was achieved

Suggested References:	
Sr. No.	References
1.	Brass, Paul R. 1997. <i>The Politics of India since Independence</i> . New Delhi: Cambridge University Press.
2.	Chandra, Bipan. 2008. <i>India since Independence</i> (revised and updated). New Delhi: Penguin India.
3.	Desai, A. R. (ed.). 1986. <i>Agrarian Struggles in India after Independence</i> . Bombay: Oxford University Press.
4.	Dube, S. C. 1977. <i>India since Independence</i> . New Delhi: Vikas.
5.	Guha, Ramachandra. 2008. <i>India after Gandhi: The History of World's Largest Democracy</i> . New Delhi: Picador.
6.	Kapila, Uma. 2017. <i>Indian Economy since Independence: A Comprehensive and Critical Analysis of India's Economy, 1947-2016</i> . Delhi: Academic Foundation.
7.	Kohli, Atul. 1987. <i>The State and Poverty in India: The Politics of Reform</i> . Cambridge: Cambridge University Press.
8.	Maheshwari, Shriram. 1985. <i>Rural Development in India</i> . New Delhi: Sage.
9.	Prasad, K. N. 1993. <i>Indian Economy since 1951: Growth with Imbalances</i> . New Delhi: Intellectual Publishing House.
10.	चंद्र, बिपन. आजादी के बाद का भारत. दिल्ली: दिल्ली विश्वविद्यालय.
11.	કચ્છપ, સુભાષ. ૨૦૦૩. આપણું બંધારણ. શુક્લ બિપિનચંદ્ર. દિલ્લી: નેશનલ બુક ટ્રસ્ટ.
12.	કોહારી, રજની. ભારતનું રાજકારણ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
13.	ચાવડા, વિજયસિંહ. સ્વાતંત્ર્યોત્તર ભારત.
14.	જમીનદાર, રસેશ. ૨૦મી સદીનું ભારત. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
15.	જોષી, ભાસ્કર હ. ૧૯૯૯. ભારતનું કૃષિક્ષેત્ર: વિકાસ અને પડકાર. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
16.	દેસાઈ, અક્ષયકુમાર ર. ભારતીય રાષ્ટ્રવાદનાં સાંપ્રત વલણો. અમદાવાદ: યુનિવર્સિટી





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	ગ્રંથનિર્માણ બોર્ડ.
17.	દોશી, હરીશ. ૧૯૮૦. નગર સમાજશાસ્ત્ર. (પ્રકરણ: ૫) અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
18.	દોશી, હરીશ. ૧૯૮૯. ભારતમાં નગરીકરણ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
19.	શાહ, જે. આર. ભારતમાં અર્થકારણમાં વિકાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
20.	શુક્લ, દિનેશ અને હસમુખ અમીન. ૧૯૯૫. ભારતીય રાજકારણની રૂપરેખા. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
21.	શ્રીનિવાસ, એમ. એન. આધુનિક ભારતમાં સામાજિક પરિવર્તન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
22.	રાણા, એ. પી. ૧૯૮૩. બિનજોડાણના આજ્ઞાર્થો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

Relevant books available on archive.org

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)





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Master of Arts: History
M. A. History: Semester IV

Course Code	PA04CHIS52	Title of the Course	Transition to Modernity: Gujarat 1796–1909
Total Credits of the course	5	Hours per Week	5

Course objectives:	Arrival of Gandhi on Indian political stage was a momentous event. How Gandhi's arrival was anticipated by the Gujarat in the preceding century is covered in this paper. How Gujarat passed from mediaevalism to modernity and what were the factors, like print technology, Walker Settlement, and establishment of institutions like Manavdharmsabha, were responsible for it.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> Sources for the History of Modern Gujarat Gujarati Society and Economy at the Turn of the Century Establishment and the Rise of the British Power in Gujarat up to 1857 	25%
2.	<ul style="list-style-type: none"> The Rise and Development of Nationalism in Gujarat A Review of Princely States of Gujarat up to 1909 Religious Conditions in Gujarat up to 1909 	25%
3.	<ul style="list-style-type: none"> Beginning of Press and Education and their Impact on Gujarati Society Impact of British Rule on Rural and Urban Society of Gujarat Industries, Trade and Commerce in Gujarat up to 1909 	25%
4.	<ul style="list-style-type: none"> The Socio-religious Reform Movements in Gujarat: a Review Intellectual History of Gujarat till 1909 The Cultural and Political Background of <i>Hind Svaraj</i> 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to

1.	understand Gujarat's transition to modernity
2.	assess the role of various institutions, leaders, and government policies in this transition
3.	know the general economic and social conditions of Gujarat during the nineteenth century

Suggested References:

Sr. No.	References
1.	Ballahtchet, Kenneth. 1961. <i>Social Policy and Social Change in Western India (1817-1830)</i> . London: Oxford University Press.
2.	Choksey, R. D. 1965. <i>Economic Life in Bombay Gujarat 1800-1939</i> . Bombay:
3.	Dharaiya, R. K. 1970. <i>Gujarat in 1857</i> . Ahmedabad: Gujarat University.
4.	Mehta, Makarand. 1982. <i>The Ahmedabad Cotton Textile Industry: Genesis and Growth</i> . Ahmedabad: New Order Book Co.
5.	Raval, R. L. 1987. <i>Socio-Religious Reform Movements in Gujarat during the Nineteenth Century</i> . New Delhi: Ess Ess.
6.	ત્રિવેદી, નવલરામ જગન્નાથ. ૧૯૫૭. સમાજસુધારાનું રેખાદર્શન. અમદાવાદ: ગુજરાત વિદ્યાસભા.
7.	દેસાઈ, નીરા. ગુજરાતમાં ૧૯મી સદીમાં સામાજિક પરિવર્તન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
8.	પરીખ, રસિકલાલ છોટાલાલ અને હરિપ્રસાદ ગંગાશંકર શાસ્ત્રી (સંપા૦). ૧૯૮૧. મરાઠા કાલ, ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ, ગ્રંથ ૭. અમદાવાદ: ભો૦ જે૦ વિદ્યાભવન.
9.	પારેખ, હીરાલાલ. અર્વાચીન ગુજરાતનું રેખાદર્શન. અમદાવાદ: ગુજરાત વિદ્યાસભા.
10.	મશરૂવાળા, કિશોર. સહજાનંદ સ્વામી. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
11.	રાજગોર, શિવપ્રસાદ. અર્વાચીન ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
12.	શાસ્ત્રી, હરિપ્રસાદ ગંગાશંકર અને પ્રવીણચંદ્ર પરીખ (સંપા૦). ૧૯૮૪. બ્રિટિશ કાલ (૧૯૧૪ સુધીનો), ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ, ગ્રંથ ૮. અમદાવાદ: ભો૦ જે૦ વિદ્યાભવન.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

Relevant books available on archive.org

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)





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Master of Arts: History
M. A. History: Semester IV

Course Code	PA04CHIS53	Title of the Course	Constructive Activities in Gujarat (1914–2000)
Total Credits of the course	5	Hours per Week	5

Course objectives:	In Gandhi's political philosophy, social activism no less important than political activities. Freedom for him meant not only political freedom from the British but also social and economic freedom – freedom in the sense of self-reliance, where economic activities like khadi and social activity like removal of untouchability. How these activities helped strengthen political activities and how 'organic intellectuals' were born from it.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Challenges before the Gujarati Society on the Eve of 20th Century • Mahatma Gandhi's Thoughts on and Programmes for Social Reconstruction • The Ashram System: Sabarmati Ashram 	25%
2.	<ul style="list-style-type: none"> • Harijan Sevak Sangh: activities and programmes • Bhil Seva Mandal: activities and programmes • Women's Uplift: Jyoti Sangh; SEWA 	25%
3.	<ul style="list-style-type: none"> • Labour Welfare Activities and Majoor Mahajan Sangh • Educational Institutions: Gujarat Vidyapeeth and Vallabh Vidyalay, Bochasan 	25%
4.	<ul style="list-style-type: none"> • Saurashtra Rachanatmak Samiti and its Activities • Sayajirao III and his Welfare Activities • Bhaikaka as the Founder of Vallabh Vidyanagar and as a Constructive Activist 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand the interconnection with constructive activities and Indian freedom movement
2.	know the role played by various institutions in reconstructing activities
3.	understand how village regeneration took place because of these activities

Suggested References:	
Sr. No.	References
1.	Lakha, Salim. 1988. <i>Capitalism and Class in Colonial India: The Case of Ahmedabad</i> . New Delhi: Sterling.
2.	Mashruwala, Kishorlal. 1971. <i>Towards Sarvoday Order</i> . Ahmedabad: Navjivan
3.	Sharp, Gene. 1979. <i>Gandhi as a Political Strategist</i> . Boston: Porter Sargent.
4.	Terchek, Ronald J. 2000. <i>Gandhi: Struggling for Autonomy</i> . New Delhi: Vistaar.
5.	કોરાટ, પી. જી. ભારતના સ્વાતંત્ર્યસંગ્રામમાં પાયાના કાર્યકરોનું પ્રદાન. અમદાવાદ: પાર્શ્વ પ્રકાશન.
6.	દવે, જુગતરામ. મારી જીવનકથા. અમદાવાદ: નવજીવન.
7.	દેસાઈ, આઈ. પી. વેડછી આંદોલન.
8.	દેસાઈ, શાંતિલાલ. અમદાવાદ મજૂર મહાજન સંઘ. અમદાવાદ.
9.	પટેલ, ભાઈલાલભાઈ ઘા. ૧૯૭૦. ભાઈકાકાનાં સંસ્મરણો. અમદાવાદ: સસ્તું સાહિત્ય.
10.	બેકર, શંકરલાલ. ગાંધી અને મજૂર સમિતિ. અમદાવાદ.
11.	ભટ્ટ, ઉષા. અમદાવાદ શહેરની સ્ત્રી નેતૃત્વશક્તિ. અમદાવાદ.
12.	ભટ્ટ, મીરા. સ્વયંસિદ્ધિનાં આરોહણ: સેવા આંદોલનની કથા. અમદાવાદ.
13.	મોદી, રમણ. રચનાત્મક કાર્યક્રમનું સામાજિક દર્શન. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
14.	મહેડ, સુસ્મિતા. જ્યોતિ વિકાસ યાત્રા. અમદાવાદ.
15.	શાહ, કાંતિલાલ. ઠક્કરબાપા. અમદાવાદ.
16.	શ્રીમાળી, દલપત. સેવામૂર્તિ પરીક્ષિતલાલ. અમદાવાદ.
17.	સોલંકી, ઉદયસિંહ જે. ૨૦૦૦. વલ્લભવિદ્યાલય, બોચાસણ. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





Master of Arts: History
M. A. History: Semester IV

Course Code	PA04EHIS51	Title of the Course	Political History of Gujarat: 1914–1960
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on constructive activities deals with the 'Gandhian Era' in Gujarat and how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Political Condition of Gujarat in 1914–15Gandhi's Political Ideology and StrategyHome Rule Movement in Gujarat	25%
2.	<ul style="list-style-type: none">Kheda SatyagrahGujarat in Non-cooperation MovementGujarat in Civil Disobedience Movement	25%
3.	<ul style="list-style-type: none">Gujarat and Quit India MovementPolitical Awakening and Organizations in Princely States: Vadodara Rajya Praja Mandal and Kathiawad Rajakiya Parishad	25%
4.	<ul style="list-style-type: none">Achievements of Sayajirao IIIIntegration of Princely States in Gujarat and the Role played by Sardar PatelThe Mahagujarat Movement and the Foundation of the State of Gujarat	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to

1.	know the political history of Gujarat
2.	understand in detail the role played by various leaders in history of Gujarat
3.	how Gujarat from Bombay Presidency evolved into modern state of Gujarat

Suggested References:

Sr. No.	References
1.	Hardiman, David. 1992. Peasant Resistance in India (1858–1914). Delhi: Oxford University Press.
2.	Yagnik, Achyut and Suchitra Sheth. The Shaping of Modern Gujarat: Plurality, Hindutva and Beyond. New Delhi: Penguin.
3.	પરીખ, ર. ઓ. અને હ. ગં. શાસ્ત્રી (સંપા.) ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. ગ્રંથ ૮. અમદાવાદ: ભો. જે. વિદ્યાભવન.
4.	રાજગોર, શિવપ્રસાદ. ૧૯૭૪. અર્વાચીન ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

Relevant books available on archive.org

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)





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Master of Arts: History
M. A. History: Semester IV

Course Code	PA04EHIS52	Title of the Course	Study of Important Essays
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on constructive activities deals with the 'Gandhian Era' in Gujarat and how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Frank Perlin. 1993. Proto-Industrialization and pre-colonial South Asia. <i>Past & Present</i> 98: 30–95.प्राचीन भारत के सामाजिक इतिहास के अध्ययन, प्रवृत्तियां और संभावनाएं. इतिहास २, जनवरी-दिसम्बर १९९३, पृ० १-७०.रश्मिकान्त खेला रावल. १९८९. २०मी सदी दरम्यान गुजरातमां सामाजिक सुधारानी प्रक्रिया. विद्यापीठ, शिशिर १९८९, पृ० २७-३७.	25%
2.	<ul style="list-style-type: none">Bipan Chandra. 1974. The Indian Capitalist Class and Imperialism before 1947. In R. S. Sharma (ed.), <i>Indian Society: Historical Probing: In Memory of D. D. Kosambi</i>, pp. 390–420. New Delhi: Peoples Publication House.Cathy Chua. 1986. Development of Capitalism in Indian Agriculture: Gujarat, 1850–1900. <i>Economic and Political Weekly</i> 21 (48): 2092–2099.सुमीत सरकार. १९८५-१९०५: राजनीतिक एवं आर्थिक संरचना. तदीय, आधुनिक भारत, पृ० २९-६०. नयी दिल्ली: राजकमल प्रकाशन.	25%
3.	<ul style="list-style-type: none">Rani Dhavan Shankardass. Spokesman for the Peasantry: The case of Vallabhbhai Patel and Bardoli. <i>Studies in History</i> 2 (1): 47–69.डेविड हार्डिमन. १९९५. दक्षिण गुजरात में आदिवासी आत्माग्रह १९२२-१९२३. शाहिद अमीन और ज्ञानेन्द्र पांडेय, <i>निम्नवर्गीय प्रसंग</i> भाग १, पृ० ९६-१२८.धनश्याम शाह. २००२. समाजजीवन. शिरीष पंचाल, बकुल टलेर, जयदेव शुक्ल (संपा०), २०मी सदीनुं गुजरात, पृ० १-	25%





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	૨૦. વડોદરા : સંવાદ પ્રકાશન.	
4.	<ul style="list-style-type: none"> Crispin N. Bates. The Natural of social change in Rural Gujarat: the Kheda district 1818–1918. <i>Modern Asian Studies</i> 15 (4): 771–821. ए. आर. कुलकर्णी. १९९४. भारतीय ग्राम मध्यकालीन दकन (मराठादेश) के विशेष संदर्भ में. <i>इतिहास</i> ३, जनवरी-दिसम्बर १९९४, पृ. ५९-१००. અનંત કાકબા પ્રિયોળકર. ૧૯૪૫/૨૦૦૬. સ્વર્ગ દુર્ગારામ મહેતાજી અને માનવધર્મસભાનો ઉદ્ગમ અને વિકાસ. <i>ફાર્વસ ગુજરાતી સભા ત્રૈમાસિક</i> ૭૧ (૨): ૨૨૮–૨૪૬. 	25%

Teaching-learning Methodology	Classroom reading of texts, group discussion, quizzes, seminars, tutorials, home assignments.
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	how history is not just reporting of the sources but more importantly interpretation of the sources and how theorisation takes place in history writing.
2.	how to develop an argument based on the sources and to criticise alternative positions
3.	how history writing differs with the political stand or ideology accepted by the author
4.	have a fair understanding of various processes that took place in modern India, especially in Gujarat.

Suggested References:	
Sr. No.	References
1.	As stated above

On-line resources to be used if available as reference material	
On-line Resources	
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)	
Relevant books available on archive.org	
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)	





Master of Arts: History
M. A. History: Semester IV

Course Code	PA04EHIS53	Title of the Course	Education in Colonial India: 1813–1947
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Introduced as a colonial noose for a myriad of ends, English education in India proved a boomerang. This paper deals with the debate of the mode of education, the various policies, and development of education in various communities.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Condition of Indigenous Education on the Eve of British Rule. • Beginning of Western Education 1757-1834 • Evolution of British Policy up to 1835: Various Approaches and Controversies. 	25%
2.	<ul style="list-style-type: none"> • Wood's Dispatch (1854): Main Features and Impacts. • Growth of British Education Policy 1858-1905. • Growth of British Education Policy 1905-1947. • Gandhi's Thought on Education and Wardha Scheme (1937). 	25%
3.	<ul style="list-style-type: none"> • Growth of Primary Education 1854-1947. • Growth of Secondary Education 1854-1947. • Growth of Higher Education 1858-1947. • Growth of Technical and Professional Education. 	25%
4.	<ul style="list-style-type: none"> • Development of Education (during Colonial Period) among 1. Muslims ; 2. Dalit classes; 3. Tribals; 4. Women 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand the politics of introduction of western education in India
2.	know the general outline of growth of education in India
3.	fathom the impact of education on various, especially marginalised, communities of India

Suggested References:	
Sr. No.	References
1.	Dayal, B. 1953. <i>The Development of Modern Indian Education</i> . Bombay: Orient Longman.
2.	Mukarjee S. N., 1957. <i>History of Education in India</i> . New Delhi: Acharya Book Depot.
3.	Syed, Nurullah and J. P. Naik, 1951. <i>History of Education in India during the British Period</i> . Bombay: MacMillan.
4.	Viswanathan, Gauri. 1989. <i>Masks of Conquest: Literary Study and British Rule in India</i> . Columbia: Columbia University Press.
5.	દેસાઈ, ધનવંત એમ. અર્વાચીન કેળવણીનો વિકાસ. વડોદરા: એમ. એસ. યુનિવર્સિટી.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History
M. A. History: Semester IV

Course Code	PA04EHIS54	Title of the Course	Builders of Modern India: Sardar Patel
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Introduced as a colonial noose for a myriad of ends, English education in India proved a boomerang. This paper deals with the debate of the mode of education, the various policies, and development of education in various communities.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Gujarat in the Second Half of Nineteenth Century • Vallabhbhai Patel: Initial Years • Vallabhbhai Patel: as Lawyer 	25%
2.	<ul style="list-style-type: none"> • Patel meets Gandhi • Kheda Satyagrah • Jhanda Satyagrah 	25%
3.	<ul style="list-style-type: none"> • Patel and Amdavad Municipality • Bardoli and Sardar • Sardar and the Congress 	25%
4.	<ul style="list-style-type: none"> • Sardar and the Unification of India • Sardar as Home Minister • Sardar and the Minorities 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	know the life and works of Sardar Patel
2.	understand the politics of Gujarat and the role Sardar Patel played in it
3.	learn the general history of Gujarat in the twentieth century





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

Suggested References:	
Sr. No.	References
1.	Gandhi, Rajmohan. Sardar: A Life. Amdavad: Navjeevan.
2.	Sengupta, Hindol. 2018. The Man who saved India. Sardar Patel and his Idea of India. New Delhi: Penguin Random House India.
3.	Kumar, Ravindra. 1991. Life and Work of Sardar Vallabhbhai Patel. New Delhi: Atlantic Publishers & Distributors.
4.	Parikh, Narhari. 1953. Sardar Vallabhbhai Patel. Amdavad: Navajivan.
5.	ગાંધી, રાજમોહન. સરદાર એક સમર્પિત જીવન. અમદાવાદ: નવજીવન.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)

