SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 to 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A01NCHIS01**	Ancient World	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the biological and cultural evolution of early humans during the Stone Ages.

CLO2: Analyse the socio-economic and political structures of Bronze Age civilizations in Egypt and Mesopotamia.

CLO3: Evaluate the Indo-Europeanproblem and the distinct features of Central Asian civilizations.

CLO4: Critically evaluate the political, social, and economic contributions of the Greek and Roman worlds.

CLO5:Demonstrate the causes behind the decline of the Roman Empire and the emergence of the early Feudal Order.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Humans and Stone Age Cultures:** • The Origin of *Homo*: Evidence and Theories • The Palaeolithic Cultures: The Lower, Middle, and Upper Palaeolithic • The Mesolithic prelude and the Neolithic Revolution	CL, S, ICT, FMI	CLO1
II	**Early Urban Civilisations:** • The Urban Revolution and the Advent of Civilisation • Ancient Egypt: Society, Economy, Contributions • Ancient Mesopotamia: Society, Economy, Contributions	CL, S, ICT, FMI	CLO2
III	**Central Asia in History:** • The Central Asian Civilisation: main features • The Problem of the Indo-Europeans	CL, S, ICT	CLO3
IV	**The Graeco-Roman World:** • The Greek Civilisation: Society, Economy, Contributions • The Roman World: Polity, Society, and Economy • The Decline and Disintegration of the Roman Empire • The Rise of the Feudal Order	CL, S, ICT	CLO4 CLO5

- **(*) Learning Pedagogies/Methods**
  (a) Classroom Lecture (CL)
  (b) Seminars (Student-led and Faculty-moderated)
  (c) Field/Museum/Institutional Visit (FMI)
  (d) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
- **Assessment Methodologies:**
  (A) Internal Assessment: 50 Marks
  a. Formative assessment (Assessment for Learning): 20 Marks
  (a) Class quiz/Group discussion: 5 Marks
  (b) Assignment/Term paper: 5 Marks
  (c) Seminar/Presentation: 5 Marks
  (d) Attendance: 5 Marks

b. Summative assessment

(a) Mid-term exam: 30 Marks

(B) External assessment:

(a) End of Term Examination: 50 Marks

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse& above (A)	
I	CLO1	30	1	2	10	13
II	CLO2	30	1	1	10	12
III	CLO3, CLO4	30	1	1	10	12
IV	CLO4, CLO5	30	2	1	10	13
		120	**5**	**5**	**40**	**50**

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3	1	2	2	—	—	2	1	2	2
CLO2	3	—	2	3	1	2	3	1	3	2
CLO3	3	2	3	3	—	1	1	1	2	2
CLO4	3	—	2	2	1	3	3	1	2	3
CLO5	3	1	3	2	2	2	3	1	1	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50 %
2	End-Semester Examination	Written Exam	50 %

M.A. History Semester-I

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	*Babylon*	J. Oates	1986	London: Thames and Hudson.
2	*Early Mesopotamia: Society and Economy at the Dawn of History.*	J. Nicholas Postgate	1992	London: Routledge and Kegan Paul
3	*History of Ancient Egypt*	N.A.Grimal	1992	Cambridge, Mass.: Blackwell.
4	*Human Paleobiology*	R.B. Eckhardt	2000	Cambridge: University Press
5	*In Search of the Indo-Europeans: Language, Archaeology and Myth*	J.P.Mallory	1989	London: Thames & Hudson.
6	*The Evolution of Human Societies: From Foraging Group to Agrarian State*	A.W. Johnson and Timothy Earle	2nd ed. 2000	Cambridge: University Press
7	*The Rise of Civilization from Early Farmers to Urban Society in Ancient Near East.*	Charles Redman	1978	San Francisco: W. H. Freeman & Co.
8	*What Happened in History?*	V.G.Childe	1942	London: Harmondsworth.
9	*प्राचीन सभ्यताएँ*	नेमिशरण मित्तल		जयपुर:रिसर्च पब्लिकेशन
10	*જગતની અગ્રગણ્ય સભ્યતાઓ*	નવીનચંદ્ર આચાર્ય અને થોમસ પરમાર	૨૦૦૨	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Human evolution (AMNH)	https://www.youtube.com/watch/DZv8VyIQ7YU
2	Human origins	https://humanorigins.si.edu/evidence
3	Stone age	Stone Age | Definition, Tools, Periods, Peoples, Art, & Facts | Britannica
4	Ancient civilizations	https://www.britannica.com/topic/list-of-ancient-civilizations-2079395
5	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
6	Encyclopaedia Britannica	https://www.britannica.com/
7	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
8	Relevant books available on archive.org	

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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A01NCHIS02**	History of Modern World: 1870-1945	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyse the connecting factors between the Second Industrial Revolution and the rise of New Imperialism, and the political transformations in East Asia.

CLO2: Evaluate the impact of nationalism, liberalism, and socialism on the origins and consequences of the First World War and the subsequent Paris Peace Settlement.

CLO3: Critique the ideological foundations, socio-economic achievements, and global impact of the Russian Revolution and the USSR up to 1939.

CLO4: Explain the systemic causes of the Great Depression and its role in destabilizing international relations and collective security.

CLO5: Examine the emergence of totalitarian regimes (Fascism and Nazism) and their role in the outbreak and nature of the Second World War.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	**Europe and East Asia in the Nineteenth Century:** • The Second Industrial Revolution and New Imperialism in Europe (1870–1914) • Imperialist Struggles in Asia and Africa • The Meiji Revolution and the Rise of Japan as World Power (1870–1914) • The Chinese Revolution of 1911: causes, events, impacts	CL, S, ICT, SDL	CLO1
II	**Europe between the Wars:** • Forces of Nationalism, Liberalism and Socialism as the Determinants of the 20th Century Europea and the World • First World War – Causes and Aftermaths; the Paris Peace Settlement of 1919 • Efforts for Collective Security; the Role of the League of Nations	CL, S, ICT, SDL	CLO2
III	**Russian Experiment with Socialism and the Great Depression:** • The Russian Revolution – Origin, Nature, and Impacts • Policy and Achievements of the Socialist State in the USSR up to 1939 • The Great Depression and its Impacts on World History	CL, S, ICT, SDL	CLO3 CLO4
IV	**Europe between the Wars and Second World War:** • The Rise of Totalitarianism between the Wars: Forces, General Trends and Impacts • Fascism in Italy and Nazism in Germany: origin, development, fall • Second World War: Origin, Nature and Consequences	CL, S, ICT, SDL	CLO5

- **(*) Learning Pedagogies/Methods**
  - (e) Classroom Lecture (CL)
  - (f) Seminars (Student-led and Faculty-moderated)
  - (g) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  - (h) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1	30	1	2	10	**13**
II	CLO2	30	1	1	10	**12**
III	CLO3, CLO4	30	1	1	10	**12**
IV	CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(C) Internal Assessment: 50 Marks

a. Formative assessment (Assessment for Learning): 20 Marks

(e) Class quiz/Group discussion: 5 Marks
(f) Assignment/Term paper: 5 Marks
(g) Seminar/Presentation: 5 Marks
(h) Attendance: 5 Marks

b. Summative assessment

(b) Mid-term exam: 30 Marks

(D) External assessment:

(b) End of Term Examination: 50 Marks

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**
CLO1	3	1	2	2	1	2	3	1	2	2
CLO2	3	1	3	2	1	3	2	1	1	3
CLO3	3	2	3	3	3	2	3	2	1	3
CLO4	3	2	2	2	1	1	3	1	1	2
CLO5	3	1	3	2	2	3	2	1	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

M.A. History Semester-I

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50 %
2	End-Semester Examination	Written Exam	50 %

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition / Year	Publisher
1	*Aspects of European History 1789–1980*	Stephan J. Lee	1982	London: Routledge
2	*Cold War to Détente 1945–1980*	C. Brown and Peter Mooney	1980	London: Heinemann Educational Books
3	*History of Modern World 1919–1980*	S. P. Nanda	1998	New Delhi: Anmol
4	*World History in the Twentieth Century*	A. D. Cornwell	1980	New York: Longman
5	*अंतराष्ट्रीयसंबंध १९१४-१९४५*	के .के. कुलश्रेष्ठ एवं एस .पी . कश्यप	१९८६	दिल्ली :एस .चंद.
6	*आधुनिक यूरोप का इतिहास : १७८९–१९४५*	दीनानाथ वर्मा	२०००	नई दिल्ली :ज्ञानदा प्रकाशन
7	*आधुनिक विश्व का इतिहास १५००-२०००*	हु कमचंद जैन एवं कृष्णचंद्र माथुर	२००१	जयपुर :जैन प्रकाशन मंदिर.
8	*विश्व का इतिहास*	रीता सिं ह	१९८६	नई दिल्ली :एस .चंद.
9	*આંતરરાષ્ટ્રીયસંબંધો. ભાગ ૨*	મંગુભાઈપટેલ	૧૯૯૨	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણ બોર્ડ.
10	*આંતરરાષ્ટ્રીયસંબંધો*	રશ્મિકાંતરાવળ	૧૯૯૪	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણ બોર્ડ
11	*આધુનિકયુરોપનોઈતિહાસ*	દેવેન્દ્રભટ્ટ	૨૦૦૧	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણ બોર્ડ
12	*આધુનિકસામ્રાજ્યવાદનોઈતિહાસ .*	મોહનવમેઘાણી	૧૯૮૯	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણ બોર્ડ
13	*સોવિયેતરશિયાનોઈતિહાસ.*	જયકુમારશુક્લ	૧૯૮૦	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણ બોર્ડ

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
4	Relevant books available on archive.org	

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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A01NCHIS03**	Political History of Modern India: 1757–1884	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyse the strategies and military conflicts that established the foundation of British political hegemony in India.

CLO2: Evaluate the diplomatic and military relations of the British with adversary regional powers, specifically Mysore, the Marathas, and the Sikhs.

CLO3: Critique the administrative and social reforms of the Governor-Generals, from William Bentinck's liberalism to Dalhousie's expansionist policies.

CLO4: Explain the causes, nature, and systemic impacts of popular resistance, culminating in the 1857 upheaval.

CLO5: Analyse the institutional transition from Company to Crown and the evolution of constitutional frameworks and administrative structures up to 1884.

Unit	Course Content	Learning Pedagogies*	CO(s)
I	**The Foundation of British Rule in India:** • The Foundation of British Rule in India: from Karnatak Wars to Baxar • British Relations with Mysore up to 1799 • Anglo-Maratha Relations up to 1818	CL, S, ICT, FMI, SDL	CLO1, CLO2
II	**Expansion and Reform:** • Achievements of Ranjitsinh in Panjab and his Relations with the British • Anglo-Sikh Relations (1839–1849) • William Bentinck and his regime	CL, S, ICT, FMI, SDL	CLO2, CLO3
III	**Resistance and Upheaval:** • Lord Dalhousie and the Impacts of his Rule • An Overview of Popular Resistance against the British (1757–1857) • The upheaval of 1857: Causes, Nature and Impacts	CL, S, ICT, ROL, SDL	CLO4
IV	**Crown Rule and Constitutional Growth:** • The Transfer of Power: From Company to Crown • From Canning to Ripon: Major Developments • An overview of Constitutional Changes: Regulating Act, Pitt's India Act, and the Charter Acts; the Growth of General Administration at Central and Provincial Levels	CL, S, ICT, SDL	CLO5

- **(*) Learning Pedagogies/Methods**
  - (i) Classroom Lecture (CL)
  - (j) Seminars (Student-led and Faculty-moderated)
  - (k) Field/Museum/Institutional Visit
  - (l) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  - (m) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  - (n) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-I

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1, CLO2	30	1	2	10	**13**
II	CLO2, CLO3	30	1	1	10	**12**
III	CLO4	30	1	1	10	**12**
IV	CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(E) Internal Assessment: 50 Marks

a. Formative assessment (Assessment for Learning): 20 Marks

(i) Class quiz/Group discussion: 5 Marks
(j) Assignment/Term paper: 5 Marks
(k) Seminar/Presentation: 5 Marks
(l) Attendance: 5 Marks

b. Summative assessment

(c) Mid-term exam: 30 Marks

(F) External assessment:

(c) End of Term Examination: 50 Marks

- **CLOs – PLOs Matrix**

CLO	Aligned CLOs	PLO									
		PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**
CLO1	CLO1, CLO2	2	3	2	2	1	2	2	1	1	2
CLO2	CLO2, CLO3	2	3	2	2	1	2	1	1	1	2
CLO3	CLO4	2	3	3	3	2	3	2	2	2	3
CLO4	CLO5	2	3	3	3	3	2	2	2	1	3
CLO5	CLO1, CLO2	1	3	2	2	1	3	2	2	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50 %
2	End-Semester Examination	Written Exam	50 %

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition / Year	Publisher
1	*Eighteen Fifty Seven*	S. N. Sen	1957	New Delhi: Publication Division
2	*History and Culture of the Indian People*, Vol. 8 to 11	R. C. Majumdar	1969–77	Bombay: Bhartiya Vidya Bhavan
3	*Indirect Rule in India: Residents and the Residency System, 1764-1858*	Michael H. Fisher	1991	Oxford: University Press
4	*The New History of Modern India, 1707–1947*	Anil Chandra Banerjee	1983	Calcutta: K. P. Bagchi
5	*From Plassey to Partition: A History of Modern India*	Shekhar Bandyopadhyaya	2015	Orient BlackSwan
6	ભારતનોઇતિહાસ (મરાઠાયુગ): ૧૭૦૭–૧૮૧૮	મનુભાઈશાહ	૧૯૯૨	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ
7	ભારતનોઇતિહાસ૧૮૧૮–૧૮૮૫	રમેશકાંતગો. પરીખ	૧૯૯૪	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
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M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NEHIS01**	Indian Society in Transition: 1800–1920	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Examine the conceptual frameworks of Modernization, Westernization, and Sanskritization as primary agencies of social transformation in 19th-century India.

CLO2: Evaluate the impact of British institutional interventions—Western education, the press, and English literature—on the Indian social conditions.

CLO3: Critique the ideological foundations and social contributions of major Hindu reform movements.

CLO4: Synthesize the nature of revivalist and reformist trends among Muslim, Sikh, and Parsi communities, focusing on the Aligarh and Wahabi movements.

CLO5: Analyse the emergence of subaltern and gender-based consciousness through the study of caste movements (Phule, Narayan Guru) and initiatives for women's upliftment.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Catalysts of Social Change:** • Main Agencies of Transformation: Modernisation, Westernisation and Sanskritisation • The Impact of the West: British Education, Press and Literature	CL, S, ICT, SDL	CLO1 CLO2
II	**Socio-Religious Reform Movements in Hindu Society:** • Brahmo Samaj • Arya Samaj and Dayanand Saraswati; • Ramkrishna Mission	CL, S, ICT, PBL, SDL	CLO3
III	**Revivalism and Social Change in Other Societies:** • Revivalist Movement among the Muslims: The Wahabi Movement • Sir Syed Ahmed Khan and the Aligarh Movement • Reform Movements among the Sikhs and Parsis.	CL, S, ICT, ROL, SDL	CLO4
IV	**Social Justice and Gender Reform:** • Movements among the Depressed Classes: Caste Movements: Jotiba Phule and Narayan Guru • Movements for the Women's Uplift and Ishwarchandra Vidyasagar • The Age of Consent Bill	CL, S, ICT, SDL	CLO5

- **(*) Learning Pedagogies/Methods**
  - (o) Classroom Lecture (CL)
  - (p) Seminars (Student-led and Faculty-moderated)
  - (q) Problem-Based Learning (PBL)
  - (r) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  - (s) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  - (t) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-I

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse& above (A)	
I	CLO1, CLO2	30	1	2	10	**13**
II	CLO3	30	1	1	10	**12**
III	CLO4	30	1	1	10	**12**
IV	CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(G) Internal Assessment: 50 Marks

a. Formative assessment (Assessment for Learning): 20 Marks

(m) Class quiz/Group discussion: 5 Marks
(n) Assignment/Term paper: 5 Marks
(o) Seminar/Presentation: 5 Marks
(p) Attendance: 5 Marks

b. Summative assessment

(d) Mid-term exam: 30 Marks

(H) External assessment:

(d) End of Term Examination: 50 Marks

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**
CLO1	2	3	3	2	2	1	2	1	1	2
CLO2	2	3	2	2	1	2	2	2	2	2
CLO3	1	3	3	2	2	1	1	1	2	3
CLO4	2	3	3	2	2	1	1	1	2	3
CLO5	1	3	2	3	3	1	1	2	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50 %
2	End-Semester Examination	Written Exam	50 %

M.A. History Semester-I

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Economic and Social History of Modern India	S.P.Nanda	1999	New Delhi:Anmol
2	Indian Society and the Making of the British Empire	C.A. Bayly	1988	New Delhi: Cambridge University Press
3	Rulers, Townsmen and Bazaars:North Indian Society in the Age of British Expansion	C.A. Bayly	1983	New Delhi: Cambridge University Press.
4	Socio Religious Reform Movement in British India	Kenneth W. Jones	1989	New Delhi: Cambridge University Press
5	The English Utilitariansin India	Eric Stokes	1959	New Delhi: Oxford University Press
6	Women in Modern India	Geraldine Forbes	1996	New Delhi: Cambridge University Press
7	आधुनिक भारत का सामाजिक ,सांस्कृतिक एवम् आर्थिक इतिहास	एस .सी.रायचौधरी	२००४	नवीदिल्ली : सुरजीतपब्लिकेशन
8	આધુનિકભારતમાં સામાજિક પરિવર્તન	એમ. એન.શ્રીનિવાસ	૧૯૭૫	અમદાવાદ: યુ નિવર્સિટી ગ્રં થનિર્માણબોર્ડ
9	ગુજરાતમાંઓગણીસમી સદીમાં સામાજિક પરિવર્તન	નીરા દેસાઈ	૧૯૮૩	અમદાવાદ: યુ નિવર્સિટી ગ્રં થનિર્માણબોર્ડ
10	ભારતનો ઇતિહાસ ૧૮૧૮–૧૮૮૫.	રમેશકાં ત ગો. પરીખ	૧૯૯૪	અમદાવાદ: યુ નિવર્સિટી ગ્રં થનિર્માણ બોર્ડ
11	ભારતમાં સામાજિક અને ધાર્મિક ચળવળો	સુ રેશભાઈ ચી. શેઠ	૧૯૯૯	અમદાવાદ: યુ નિવર્સિટી ગ્રં થનિર્માણ બોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
4	Relevant books available on archive.org	

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A01NEHIS02**	Historians of Gujarat	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyse the contributions of early medieval chroniclers and unnamed epigraphic poets to the construction of Gujarat's regional history.

CLO2: Evaluate the historiographical shifts from Sanskrit court texts to vernacular poetic narratives and late Purana texts.

CLO3: Critique the Persian historiographical tradition in Gujarat through the works of Sikandar ibn Muhammad and Ali Muhammad Khan.

CLO4: Examine the impact of colonial scholarship and the transition to modern historical methods represented by A. K. Forbes and Durgashankar Shastri.

CLO5: Compare contemporary historiographical trends in Gujarat, focusing on architectural history (M.A. Dhaky) and socio-economic history (Makrand Mehta).

Unit	Course Content	Learning Pedagogies*	CO(s)
I	**Sanskrit Court Texts:** • Unnamed historians of Gujarat: kavis of various inscriptions • Hemachandra • Merutungacharya	CL, S, PBL, ROL, SDL	CLO1
II	**Regional Texts:** • Padmanabha • Lavnyasamaya • Dharmaranya and Sarasvati Purana	CL, S, PBL, ROL, SDL	CLO2
III	**The Persian and Colonial Historians:** • Sikandar ibn Muhammad • Ali Muhammad Khan • Alexander K. Forbes	CL, S, PBL, ROL, SDL	CLO3 CLO4
IV	**From Dynastic Histories to Socio-economic Analysis:** • Durgashankar Shastri • M. A. Dhaky • Makrand Mehta	CL, S, PBL, ROL, SDL	CLO4 CLO5

- **(*) Learning Pedagogies/Methods**
  (u) Classroom Lecture (CL)
  (v) Seminars (Student-led and Faculty-moderated)
  (w) Problem-Based Learning (PBL)
  (x) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  (y) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-I

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse& above (A)	
I	CLO1	30	1	2	10	**13**
II	CLO2	30	1	1	10	**12**
III	CLO3, CLO4	30	1	1	10	**12**
IV	CLO4, CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(I) Internal Assessment: 50 Marks

a. Formative assessment (Assessment for Learning): 20 Marks

(q) Class quiz/Group discussion: 5 Marks
(r) Assignment/Term paper: 5 Marks
(s) Seminar/Presentation: 5 Marks
(t) Attendance: 5 Marks

b. Summative assessment

(e) Mid-term exam: 30 Marks

(J) External assessment:

(e) End of Term Examination: 50 Marks

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	1	3	3	2	-	1	-	1	2	2
CLO2	1	3	3	2	1	2	-	1	2	2
CLO3	2	3	3	2	-	2	1	1	2	2
CLO4	2	3	3	3	1	2	2	2	3	3
CLO5	2	3	3	3	2	2	3	2	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50 %
2	End-Semester Examination	Written Exam	50 %

M.A. History Semester-I

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1.	Alexander Kinloch Forbes	Deepak Mehta	2014	Mumbai: Asiatic Society of Mumbai
2.	Hemachandra's Dvyāśrayakāvya: A Literary and Cultural Study	Satya Pal Narang	1972	New Delhi: MunshiramManoharlal
3.	Gujarat Chronicles in Chaulukyas of Gujarat	A. K. Majumdar	1956	Bombay: Bharatiya Vidya Bhavan
4.	M. A. Dhaky and Indian Temple Architectural Studies (V. H. Sonawane and K. N. Dikshit (ed.), *StalwartswhoShaped Indian Archaeology*)	Hemant Dave	2025	Delhi: The Indian Archaeological Society
5.	ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ	રસિકલાલ છોટાલાલ પરીખ અને હરિપ્રસાદ શાસ્ત્રી		અમદાવાદ: ભો. જે. વિદ્યાભવન
6.	દ્વ્યાશ્રય મહાકાવ્ય	મણિલાલ નભુભાઈ દ્વિવેદી	૧૮૯૩	વડોદરા: વડોદરા રાજ્ય કેળવણી ખાતું
7.	પ્રબંધચિંતામણિ	દુર્ગાશંકર કે. શાસ્ત્રી	૧૯૩૪	મુંબઈ: ફાર્બસ ગુજરાતી સભા
8.	મકરંદ મહેતા: ગુજરાતના ઇતિહાસલેખનના રણદ્વીપ. (નવનીત સમર્પણ, નવેમ્બર ૨૦૨૪)	હેમન્ત દવે	૨૦૨૪	મુંબઈ: ભારતીય વિદ્યાભવન
9.	મધુસૂદન ઢાંકી: વ્યક્તિત્વ અને કૃતિત્વ. (ફાર્બસ ગુજરાતી સભા ત્રૈમાસિક ૮૨ (૩): ૨૮–૪૧.)	હેમન્ત દવે	૨૦૧૭	મુંબઈ: ફાર્બસ ગુજરાતી સભા
10.	મિરાતે સિકંદરી	આત્મારામ મોતીરામ દીવાનજી	૧૯૧૪	ભરૂચ: ગુજરાત વર્નાક્યુલર સોસાયટી
11.	સરસ્વતીપુરાણ	કનૈયાલાલ ભાઈશંકર દવે	૧૯૪૦	મુંબઈ: ફાર્બસ ગુજરાતી સભા

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
4	Relevant books available on archive.org	

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 to 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A01NEHIS03**	Social and Economic History of Ancient India	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyse the influence of geography and environment on the socio-economic development of ancient India; critique the scrutiny of archaeological and literary sources.

CLO2: Examine the processes of the evolution of agrarian structures, craft industries, and trade.

CLO3: Critique the historical development of social hierarchies and the institutionalization of slavery and untouchability both in theory and practice

CLO4: Explain the historical transitions in the status of women and the various forms of marriage across different periods of ancient India.

CLO5: Analyse the systemic processes of monetization, urbanization, and the subsequent phases of de-urbanization in the ancient Indian economy

Unit	Course Content	Learning Pedagogies*	CO(s)
I	**Ancient India: Introduction:** • India: Concept, Geography, and Environment • Importance of Study of History of Society and Economy in Ancient India • Scrutiny of Sources: Archaeological and Literary	CL, S, ROL, IBL, SDL	CLO1
II	**Economic Production and Exchange:** • Agriculture and Husbandry: From Beginning to c. 650 • Crafts and Industries with reference to guilds and production and circulation • Trade: Maritime and Internal: From the Harappan Civilisation to the Death of Harsha	CL, S, ROL, IBL, SDL	CLO2
III	**Social Stratification in Theory and Practice:** • Varna and Jati: In Theory and Practice • Position of Women and Forms of Marriages • Slavery and Untouchability: Origin and Development	CL, S, ROL, IBL, SDL	CLO3 CLO4
IV	**Urban Dynamics and Complex Economies:** • Monetisation • Urbanisation • Deurbanisation	CL, S, ROL, IBL, SDL	CLO5

- **(*) Learning Pedagogies/Methods**
  (a) Classroom Lecture (CL)
  (b) Micro-Projects/Mini Research Tasks
  (c) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  (d) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  (e) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)
  (f) Inquiry-Based Learning

M.A. History Semester-I

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse& above (A)	
I	CLO1	30	1	2	10	**13**
II	CLO2	30	1	1	10	**12**
III	CLO3, CLO4	30	1	1	10	**12**
IV	CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(A) Internal Assessment: 50 Marks

a. Formative assessment (Assessment for Learning): 20 Marks

(a) Class quiz/Group discussion: 5 Marks
(b) Assignment/Term paper: 5 Marks
(c) Seminar/Presentation: 5 Marks
(d) Attendance: 5 Marks

b. Summative assessment

(a) Mid-term exam: 30 Marks

(B) External assessment:

(f) End of Term Examination: 50 Marks

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	2	3	2	3	1	1	2	1	2	2
CLO2	2	3	2	3	1	1	3	1	2	2
CLO3	2	3	3	2	3	2	1	1	1	3
CLO4	2	3	2	2	3	1	1	1	1	3
CLO5	3	3	3	3	1	1	3	1	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50 %
2	End-Semester Examination	Written Exam	50 %

M.A. History Semester-I

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	An Introduction to the Study of Indian History	D. D. Kosambi	1958	Bombay: Popular Prakashan
2	A History of Agriculture in India.	M. S. Randhava	1980	New Delhi: Indian Council of Agricultural Research
3	Perspectives in Social and Economic History of Early India	R. S. Sharma	1995	Delhi: Motilal Banarasidass
4	The Rise of Civilization in India and Pakistan	Briget Allchin and F. R. Allchin	1982	Cambridge: Cambridge University Press
5	Historical Archaeology of Early India.	F.R. Allchin, et.al	1995	Delhi: Cambridge University Press
6	History of Dharmashastra (relevant sections)	P. V. Kane	1930-62	Pune: Bhandarkar Oriental Research Institute.
7	प्राक्एवंप्रागितिहासिकभारतीयपुरातत्त्व	गिरीशचंद्रशुक्ल एवंविमलेशकुमार पांडेय	२००२	नईदिल्ली : मोतीलालबनारसीदास.
8	प्राचीनभारतकाइतिहास	डी .एन. झाऔरकृष्णमोहन श्रीमाली	--	दिल्ली :दिल्लीविश्वविद्यालय
9	प्राचीनभारतीयइतिहासकावैदिक युग	सत्यकेतुविद्यालंकार	२०१०	नवीदिल्ही :सरस्वतीसदन
10	प्रारंभिकभारतकाआर्थिकएवंसामाजिकइतिहास	रामशरणशर्मा	१९९२	दिल्ली :दिल्लीविश्वविद्यालय
11	भारतकेप्राचीननगरोंकापतन	रामशरणशर्मा	१९९५	दिल्ली :राजकमल
12	भारतीयसामन्तवाद	रामशरणशर्मा	१९७३	दिल्ली :राजकमल
13	शूद्रोंकाप्राचीनइतिहास	रामशरणशर्मा	१९९२	दिल्ली :राजकमल
14	પશ્ચિમભારતમાંઅંગ્રેજો–રાજકીયઅનેસામાજિકપરિપ્રેક્ષ્યમાં	ગુણવંતભાઈદેસાઈ	૧૯૮૮	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ
15	પ્રાચીનભારત	હરિપ્રસાદશાસ્ત્રી	૧૯૮૪	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
16	ભારતનોઆદ્યઇતિહાસ	સુમનાપંડ્યા	૧૯૮૪	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
17	ભારતમાંસંસ્કૃતિનોઉષ:કાળ	હસમુખધીરજલાલ સાંકળિયા	૧૯૭૬	અમદાવાદ: ગૂજરાતવિદ્યાપીઠ

M.A. History Semester-I

Sr.No.	Title	Author(s)	Edition/Year	Publisher
18	ભારતીય સિક્કાશાસ્ત્ર	હરિપ્રસાદશાસ્ત્રીઅનેપ્રવીણચંદ્રપરીખ	૧૯૭૯	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
4	Relevant books available on archive.org	

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NEHIS04**	Ancient Indian Political Thought and Institutions	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyze the historiography of ancient Indian political thought and evaluate the reliability of archaeological and textual sources in reconstructing political history.

CLO2: Evaluate various theories regarding the origin of the state and the functional evolution of early popular institutions like the *Sabha* and *Samiti*.

CLO3: Critique the institution of Kingship, its status, powers, and the structural organization of ancient Indian Republics (*Ganas* and *Sanghas*).

CLO4: Synthesize the principles of judicial administration, revenue systems, and inter-state diplomacy as articulated in the *Mandala* theory.

CLO5: Examine the practical application of political theories in the Mauryan and Gupta polities, with a focus on *Arthashastra* principles and village administration.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Political Foundations** • Historiography of Political Thought in Ancient India • Survey of Sources: Archaeological and Textual • Theories of Origin of State	CL, S, ICT, SDL	CLO1 CLO2
II	**Kingship and its Ancillaries** • Kingship: Status and Power • Kingship and Popular Institutions (Sabha, Samiti, and later Institutions) • Republics	CL, S, ICT, SDL	CLO3
III	**Administrative Systems** • Judicial Administration • Revenue and Taxation • Inter-state Relations: Mandala Theory	CL, S, ICT, SDL	CLO4
IV	**Imperial & Local Polity** • Maurya Polity and the Arthashastra • Gupta Polity • Village Administration	CL, S, ICT, SDL	CLO5

- **(*) Learning Pedagogies/Methods**
  a) Classroom Lecture (CL)
  b) Seminars (Student-led and Faculty-moderated)
  c) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  d) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-I

- **Weightage of Learning EffortsforAssessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse& above (A)	
I	CLO1, CLO2	30	1	2	10	**13**
II	CLO3	30	1	1	10	**12**
III	CLO4	30	1	1	10	**13**
IV	CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(C) Internal Assessment: 50 Marks

a. Formative assessment (Assessment for Learning): 20 Marks

(a) Class quiz/Group discussion: 5 Marks
(b) Assignment/Term paper: 5 Marks
(c) Seminar/Presentation: 5 Marks
(d) Attendance: 5 Marks

b. Summative assessment

(a) Mid-term exam: 30 Marks

(D) External assessment:

(a) End of Term Examination: 50 Marks

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	2	3	3	3	-	2	1	2	1	2
CLO2	2	3	3	2	1	3	1	1	1	2
CLO3	2	3	2	2	2	3	1	1	2	2
CLO4	3	3	2	2	1	3	3	1	2	2
CLO5	2	3	2	3	2	3	2	2	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50%
2	End-Semester Examination	Written Exam	50%

M.A. History Semester-I

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition / Year	Publisher
1	*Harṣa: A Political Study*	D. Devahuti	1969	New Delhi: Oxford University Press
2	*Ancient Indian Political Thought and Institutions*	B.A. Saletore	1963	Bombay: Asia Publishing House
3	*Aspects of Political Ideas and Institutions in Ancient India*	R. S. Sharma	1958	New Delhi: Motilal Banarasidass
4	*Hindu Polity: A Constitutional History of India in Hindu Times.*	K. P. Jayaswal	1915	Calcutta: Butterworth & Company. (several reprints)
5	*State and Government in Ancient India.*	A.S. Altekar	1958	Delhi: Motilal Banarasidass
6	प्राचीन भारतीय शासनव्यवस्था और राज्यशास्त्र	सत्यकेतु विद्यालंकार		मसूरी
7	પ્રાચીન ભારતીય રાજ્યવ્યવસ્થા અને સંસ્થાઓ	રમણભાઈ કકલભાઈધારૈયા		અમદાવાદ: સી. જમનાદાસ એન્ડ કું.
8	હિન્દુ રાજવ્યવસ્થા.	કે. પી. જાયસ્વાલ		
9	હિન્દુ રાજ્યપદ્ધતિઓનો ઈતિહાસ	કે. એફ. સોમપુરા		અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant articles on Gujarati Vishvakosh	Gujarati Vishwakosh – ગુજરાતી વિશ્વકોશ – ગુજરાતી ભાષાનો સર્વપ્રથમ વિશ્વકોશ (એન્સાઈક્લોપીડિયા)
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ https://muse.jhu.edu/
4	Relevant books available on archive.org	

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 to 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	**P2A01NSHIS01**	ICT in Historical Research	1-0-1	60	02

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Define the core concepts, aims, and methodologies of historical research in the digital age.

CLO2: Apply advanced interpretative techniques, such as discourse analysis and triangulation, to historical records.

CLO3: Demonstrate proficiency in structured academic report writing, including accurate citation and indexing.

CLO4: Utilize computer applications and AI tools for historical write-ups, data visualization, and formatting.

CLO5: Conduct evidence-based inquiry using digital resources while maintaining academic and ethical rigor.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	• Historical Research: Meaning, Concept, Aim, Scope, Methodology in light of the digital revolution	CL, MP, ROL, ICT, RP, IBL	CLO1 CLO5
II	• Interpretation of Historical Record: reading techniques; techniques of analytic reading: reading between the lines, discourse analysis, triangulation, reading against the grain,	CL, MP, ROL, ICT, RP, IBL	CLO2 CLO5
III	• Main features of report writing: statement of problem, chapterisation, main text, footnotes, cross references, bibliography, index	CL, MP, ROL, ICT, RP, IBL	CLO3 CLO5
IV	• Historical Research and Computer: For Write-up: Word Office, use of AI in formatting pictures, charts, etc.	ICT	CLO4 CLO5

- **(*) Learning Pedagogies/Methods**
  - (z) Classroom Lecture (CL)
  - (aa) Micro-Projects/Mini Research Tasks
  - (bb) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  - (cc) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  - (dd) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)
  - (ee) Inquiry-Based Learning
- **Assessment Methodologies/Tools**

(E) Internal Assessment: 25 Marks

a. Formative assessment (FA) (Assessment for Learning): 10 Marks

(u) Class quiz/Group discussion: 3 Marks

(v) Assignment/Term paper: 3 Marks

(w) Seminar/Presentation: 2 Marks

(x) Attendance: 2 Marks

b. Summative assessment (SA)

(f) Mid-term exam: **15 Marks**

(F) External Assessment: 25 Marks

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	1	1	2	3	-	-	-	2	-	1
CLO2	2	2	3	3	2	-	-	1	-	1
CLO3	-	-	-	2	-	-	-	2	-	3
CLO4	-	-	-	2	-	-	-	3	2	2
CLO5	2	2	2	3	1	1	1	2	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50%
2	External Examination	Paper Writing	50%

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	*The Transformation of Historical Research in the Digital Age*	Ian Milligan	2022	Cambridge University Press
2	*Using Computers in History*	Sonja Cameron, Sarah Richardson	2005	Palgrave Macmillan

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Relevant entries in Encyclopaedia Britannica	https://www.britannica.com/
2	Relevant articles on Jstor and Project Muse	https://www.jstor.org/ (https://muse.jhu.edu/)
3	Relevant books available on archive.org	
4	Relevant videos	historical research in digital age - Search Videos