



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		
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-European problem 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 <i>Homo</i>: 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

- Classroom Lecture (CL)
- Seminars (Student-led and Faculty-moderated)
- Field/Museum/Institutional Visit (FMI)
- 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

- Class quiz/Group discussion: 5 Marks
- Assignment/Term paper: 5 Marks
- Seminar/Presentation: 5 Marks
- Attendance: 5 Marks



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M.A. History Semester-I

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 %



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M.A. History Semester-I

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	<i>Babylon</i>	J. Oates	1986	London: Thames and Hudson.
2	<i>Early Mesopotamia: Society and Economy at the Dawn of History.</i>	J. Nicholas Postgate	1992	London: Routledge and Kegan Paul
3	<i>History of Ancient Egypt</i>	N.A.Gimal	1992	Cambridge, Mass.: Blackwell.
4	<i>Human Paleobiology</i>	R.B. Eckhardt	2000	Cambridge: University Press
5	<i>In Search of the Indo-Europeans: Language, Archaeology and Myth</i>	J.P.Mallory	1989	London: Thames & Hudson.
6	<i>The Evolution of Human Societies: From Foraging Group to Agrarian State</i>	A.W. Johnson and Timothy Earle	2nd ed. 2000	Cambridge: University Press
7	<i>The Rise of Civilization from Early Farmers to Urban Society in Ancient Near East.</i>	Charles Redman	1978	San Francisco: W. H. Freeman & Co.
8	<i>What Happened in History?</i>	V.G.Childe	1942	London: Harmondsworth.
9	પ્રાચીન સમ્યતાઈ	નેમિશરણ મિત્તલ		જયપુર:રિસર્ચ પબ્લિકેશન
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/DZv8VylQ7YU
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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M.A. History Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
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 Europe 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)



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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

(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	-



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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	<i>Aspects of European History 1789–1980</i>	Stephan J. Lee	1982	London: Routledge
2	<i>Cold War to Détente 1945–1980</i>	C. Brown and Peter Mooney	1980	London: Heinemann Educational Books
3	<i>History of Modern World 1919–1980</i>	S. P. Nanda	1998	New Delhi: Anmol
4	<i>World History in the Twentieth Century</i>	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 सिंह	१९८६	नई दिल्ली :एस .चंद.
9	आंतरराष्ट्रीयसंबंधो. भाग २	मंगुभाई पटेल	१९८२	अमदावाद: युनिवर्सिटीग्रंथनिर्माण बोर्ड.
10	आंतरराष्ट्रीयसंबंधो	रश्मिकांतरावण	१९८४	अमदावाद: युनिवर्सिटीग्रंथनिर्माण बोर्ड
11	आधुनिक यूरोपनोर्धितिहास	देवेन्द्रभट्ट	२००१	अमदावाद: युनिवर्सिटीग्रंथनिर्माण बोर्ड
12	आधुनिक साम्राज्यवादनोर्धितिहास	मोहनवमेघाणी	१९८८	अमदावाद: युनिवर्सिटीग्रंथनिर्माण बोर्ड
13	सोवियेत रशियानोर्धितिहास.	जयकुमारशुक्ल	१९८०	अमदावाद: युनिवर्सिटीग्रंथनिर्माण बोर्ड



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M.A. History Semester-I

• 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 (એન્સાઇક્લોપીડિયા)
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	Total Notional Hours	Course credits
			L-P-T		
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)



SARDAR PATEL UNIVERSITY

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• 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 %



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M.A. History Semester-I

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition / Year	Publisher
1	<i>Eighteen Fifty Seven</i>	S. N. Sen	1957	New Delhi: Publication Division
2	<i>History and Culture of the Indian People, Vol. 8 to 11</i>	R. C. Majumdar	1969-77	Bombay: Bhartiya Vidya Bhavan
3	<i>Indirect Rule in India: Residents and the Residency System, 1764-1858</i>	Michael H. Fisher	1991	Oxford: University Press
4	<i>The New History of Modern India, 1707-1947</i>	Anil Chandra Banerjee	1983	Calcutta: K. P. Bagchi
5	<i>From Plassey to Partition: A History of Modern India</i>	Shekhar Bandyopadhyaya	2015	Orient BlackSwan
6	ભારતનોઈતિહાસ (મરાઠાયુગ): ૧૭૦૭-૧૮૧૮	મનુભાઈશાહ	૧૯૮૨	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ
7	ભારતનોઈતિહાસ ૧૮૧૮-૧૮૮૫	રમેશકાંતગો. પરીખ	૧૯૮૪	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	Total Notional Hours	Course credits
			L-P-T		
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)



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

• 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 %



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

• 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 Utilitarians in 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	આધુનિક ભારતમાં સામાજિક પરિવર્તન	એમ. એન.શ્રીનિવાસ	૧૯૭૫	અમદાવાદ: યુ નિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
9	ગુજરાતમાં ઓગણીસમી સદીમાં સામાજિક પરિવર્તન	નીરા દેસાઈ	૧૯૮૩	અમદાવાદ: યુ નિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
10	ભારતનો ઇતિહાસ ૧૮૧૮-૧૮૮૫.	રમેશકાંત ગો. પરીખ	૧૯૮૪	અમદાવાદ: યુ નિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
11	ભારતમાં સામાજિક અને ધાર્મિક ચળવળો	સુરેશભાઈ ચી. શેઠ	૧૯૯૯	અમદાવાદ: યુ નિવર્સિટી 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		
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)



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

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 %



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

• 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.), <i>Stalwarts who Shaped Indian Archaeology</i>)	Hemant Dave	2025	Delhi: The Indian Archaeological Society
5.	ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ	રસિકલાલ છોટાલાલ પરીખ અને હરિપ્રસાદ શાસ્ત્રી		અમદાવાદ: ભો. જી. વિદ્યાભવન
6.	દ્વ્યાશ્રય મહાકાવ્ય	મણિલાલ નભુભાઈ દિવેદી	૧૮૮૩	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)	હેમન્ટ દવે	૨૦૨૪	મુંબઈ: ભારતીય વિદ્યાભવન
9.	મધુસૂદન ઢાંકી: વ્યક્તિત્વ અને કૃતિત્વ. (ફાર્બસ ગુજરાતી સભા ત્રૈમાસિક ૮૨ (૩): ૨૮-૪૧.)	હેમન્ટ 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 Vishvakosh – 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

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



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

• 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 %



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

• 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	પ્રાકૃત્વપ્રાગિતિહાસિકભારતીયપુરાતત્ત્વ	ગિરીશચંદ્રશુક્લ અવંવિમલેશકુમાર પાંડેય	૨૦૦૨	નર્દિલ્લી : મોતીલાલબનારસીદાસ.
8	પ્રાચીનભારતકાઈતિહાસ	ડી .અન. જ્ઞાઔરકૃષ્ણમોહન શ્રીમાલી	--	દિલ્લી :દિલ્લીવિશ્વવિદ્યાલય
9	પ્રાચીનભારતીયઈતિહાસકાવૈદિકયુગ	સત્યકેતુવિદ્યાલંકાર	૨૦૧૦	નવીદિલ્હી :સરસ્વતીસદન
10	પ્રારંભિકભારતકાઆર્થિકઅવંસામાજિકઈતિહાસ	રામશરણશર્મા	૧૯૯૨	દિલ્લી :દિલ્લીવિશ્વવિદ્યાલય
11	ભારતકેપ્રાચીનનગરોંકાપતન	રામશરણશર્મા	૧૯૯૬	દિલ્લી :રાજકમલ
12	ભારતીયસામન્તવાદ	રામશરણશર્મા	૧૯૭૩	દિલ્લી :રાજકમલ
13	શૂદ્રોંકાપ્રાચીનઈતિહાસ	રામશરણશર્મા	૧૯૯૨	દિલ્લી :રાજકમલ
14	પશ્ચિમભારતમાંઅંગ્રેજો-રાજકીયઅનેસામાજિકપરિપ્રેક્ષમાં	ગુણવંતભાઈદિસાઈ	૧૯૮૮	અમદાવાદ: યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ
15	પ્રાચીનભારત	હરિપ્રસાદશાસ્ત્રી	૧૯૮૪	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
16	ભારતનોઆઘઈતિહાસ	સુમનાપંડ્યા	૧૯૮૪	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
17	ભારતમાંસંસ્કૃતિનોઉપકાળ	હસમુખધીરજલાલ સાંકળિયા	૧૯૭૬	અમદાવાદ: ગૂજરાતવિદ્યાપીઠ



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

Sr.No.	Title	Author(s)	Edition/Year	Publisher
18	ભારતીય સિક્કાશાસ્ત્ર	હરિપ્રસાદશાસ્ત્રીઅ નેપ્રવીણચંદ્રપરીઅ	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	



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	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

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



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• 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	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%



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• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition / Year	Publisher
1	<i>Harsha: A Political Study</i>	D. Devahuti	1969	New Delhi: Oxford University Press
2	<i>Ancient Indian Political Thought and Institutions</i>	B.A. Saletore	1963	Bombay: Asia Publishing House
3	<i>Aspects of Political Ideas and Institutions in Ancient India</i>	R. S. Sharma	1958	New Delhi: Motilal Banarasidass
4	<i>Hindu Polity: A Constitutional History of India in Hindu Times.</i>	K. P. Jayaswal	1915	Calcutta: Butterworth & Company. (several reprints)
5	<i>State and Government in Ancient India.</i>	A.S. Altekar	1958	Delhi: Motilal Banarasidass
6	પ્રાચીન ભારતીય શાસનવ્યવસ્થા ઔર રાજ્યશાસ્ત્ર	સત્યકેતુ વિદ્યાલંકાર		મસૂરી
7	પ્રાચીન ભારતીય રાજ્યવ્યવસ્થા અને સંસ્થાઓ	રમાણભાઈ કક્લભાઈધાર્યા		અમદાવાદ: સી. જમનાદાસ એન્ડ કું.
8	હિન્દુ રાજ્યવ્યવસ્થા.	કે. પી. જયસ્વાલ		
9	હિન્દુ રાજ્યપદ્ધતિઓનો ઇતિહાસ	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/
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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	P2A01NSHIS01	ICT in Historical Research	1-1-0	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: 50 Marks

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

(u) Class quiz/Group discussion: 5 Marks

(v) Assignment/Term paper: 5 Marks

(w) Seminar/Presentation: 5 Marks

(x) Attendance: 5 Marks



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b. Summative assessment

(f) Mid-term exam: 30 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
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No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	20 %
2	Mid-Semester Examination		30 %

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	<i>The Transformation of Historical Research in the Digital Age</i>	Ian Milligan	2022	Cambridge University Press
2	<i>Using Computers in History</i>	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