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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCHIS01**	History of Modern World: 1945–2000	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Analyse the dynamics of decolonization in Asia and Africa and evaluate the institutional successes and failures of the United Nations Organization (UNO).

CLO2: Critique the ideological and strategic foundations of the Cold War and the emergence of the Non-Aligned Movement (NAM) as a third-world alternative.

CLO3: Explain the the collapse of the Socialist state system and the disintegration of the USSR.

CLO4: Examine the impact of scientific and technological advancements on 20th-century civilization and the transition of Africa toward democracy.

CLO5: Evaluate contemporary global challenges

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**The Rise of New Nations and Ideological Shifts:** • Nationalist Movements and Processes of Decolonisation in Asia and Africa; • Communist Revolution in China • UNO: Its Achievements and Failure	CL, S, ICT, IBL, SDL	CLO1
II	**Bipolarity and the Quest for Autonomy:** • Cold War in Historical Perspective • The Non-Aligned Movement and the Third World • The Vietnam and Palestine Issues	CL, S, ICT, IBL, SDL	CLO2
III	**Transitions to a New World Order:** • Collapse of the Socialist State-System and Disintegration of the USSR • Apartheid and Africa towards Democracy • Impact of Science and Technology on World Civilisation	CL, S, ICT, IBL, SDL	CLO3 CLO5
IV	**Contemporary Global Challenges:** • Challenges before World Civilisation: • Ecological and Environment Crisis • Problem of Population • Fundamentalism and International Terrorism	CL, S, ICT, IBL, 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) Inquiry-Based Learning
  (e) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-II

- **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	30	2	1	10	**13**
II	CLO2	30	1	1	10	**12**
III	CLO3, CLO5	30	1	1	10	**12**
IV	CLO5	30	1	2	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:

(a) 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	3	2	2	1	1	2
CLO2	3	1	3	2	1	3	2	1	1	3
CLO3	3	1	3	3	2	3	3	2	1	2
CLO4	3	2	2	2	2	2	3	3	2	2
CLO5	3	1	2	3	2	2	2	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	-

M.A. History Semester-II

- **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:HeinemannEducational Books
3	*History of Modern World 1919–1980*	S.P.Nanda	1998	New Delhi: Anmol
4	*World History in the Twentieth Century*	A.D. Coenwell	1980	New York: Longman
5	आंतरराष्ट्रीय संबंध	मथुरालाल शर्मा		जयपुर
6	आधुनिक विश्व का इतिहास	हरिशंकर शर्मा		जयपुर
7	આધુનિક વિશ્વ કા ઇતિહાસ૧૫૦૦-૨૦૦૦	હુ કમચંદજૈન એવં કૃષ્ણચંદ્ર માથુર	૨૦૦૧	જયપુર :જૈનપ્રકાશન મંદિર
8	આંતરરાષ્ટ્રીય સંબંધો	રશ્મિકાંત રાવળ	૧૯૯૪	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ
9	આંતરરાષ્ટ્રીય સંબંધો ભાગ૨	મંગુભાઈપટેલ	૧૯૯૨	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ.
10	આધુનિકયુરોપનોઇતિહાસ	દેવેન્દ્ર ભટ્ટ	૨૦૦૧	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ
11	બિનજોડાણના આજ્ઞાર્થો	એ. પી. રાણા	૧૯૮૩	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	**P2A02NCHIS02**	India's Struggle for Freedom: 1885–1947	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Analyse the various historiographical approaches to Indian nationalism and the forces that led to the rise of institutionalized politics.

CLO2: Evaluate the ideological shift from Moderate to Extremist politics and the significance of the Swadeshi Movement.

CLO3: Critique the strategies and impacts of Gandhian mass movements, specifically the Non-cooperation and Civil Disobedience movements.

CLO4: Examine the evolution of communal trends and their critical impact on the freedom struggle and the eventual partition of India.

CLO5: Compare the contributions of revolutionary movements, the Indian National Army (INA), and the Quit India Movement toward achieving national sovereignty.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Foundations of Indian Nationalism and Institutional Politics** • Nationalism: Concept; Approaches to the Study of Indian Nationalism • Forces for the Emergence of Nationalism and Rise of Institutionalised Politics • The Foundation and Early Functioning of the Indian National Congress	CL, S, ICT, IBL, SDL	CLO1
II	**From Moderates to Mass Mobilization: The Rise of Extremism and Gandhi** • Challenge to Moderate Politics: Rise of Extremism in Indian National Politics (1890–1914) • Partition of Bengal and the Swadeshi Movement • The Rise of Gandhi in Indian Politics (1915–1930)	CL, S, ICT, IBL, SDL	CLO2 CLO3
III	**Eras of Mass Resistance and the Challenge of Communalism** • Non-cooperation and Khilafat Movements • Civil Disobedience Movement • Communal Trends and its impact on Freedom Struggle 1906–1947	CL, S, ICT, IBL, SDL	CLO4
IV	**Revolutionary Paths and India's Independence:** • Nationalism with Arms: Bhagat Singh and his Associates • Subhash Chandra Bose and Indian National Army • Quit India Movement and towards Freedom	CL, S, ICT, IBL, SDL	CLO5

M.A. History Semester-II

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

- **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	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**

(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	2	3	3	3	1	2	1	1	1	2
CLO2	1	3	2	2	2	2	2	1	1	2
CLO3	2	3	3	2	3	2	2	1	1	3
CLO4	1	3	3	2	2	3	1	1	1	3
CLO5	2	3	2	3	3	2	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	-

M.A. History Semester-II

- **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	History of Freedom Movement in India	R.C. Majumdar	1962	Calcutta: K. L. Firma Mukhopadhyay
2	India's Struggle for Independence	BipanChandra	1989	New Delhi:Penguin
3	Modern India 1885–1945.	SumitSarkar	1983	New Delhi: McMillan
4	Social Background of Indian Nationalism	A.R.Desai	1948	Bombay: Popular Prakashan
5	आधुनिक भारत	सुमित सरकार	१९९३	नईदिल्ही :मैकमिलन
6	आधुनिक भारत का इतिहास	बी .एल. ग्रोवरएवंयशपाल	२००१	नवीदिल्ली :एस .चंद
7	भारत का मुक्तिसंग्राम	अयोध्यासिं घ	--	दिल्ली :दिल्ली विश्वविद्यालय
8	भारत का स्वतंत्रतासंघर्ष	बिपनचंद्र	२००२	दिल्ली :दिल्ली विश्वविद्यालय
9	भारतीय क्रांतिकारी आंदोलन का इतिहास	मन्मथनाथ गुप्त	१९६६	दिल्ली :आत्माराम एंड सन्स
10	स्वाधीनतासंग्राम :बदलते परिप्रेक्ष्य	रामविलास शर्मा	२००३	दिल्ली :दिल्ली विश्वविद्यालय
11	આધુનિક ભારતનો ઈતિહાસ અને ભારતના સ્વાતંત્ર્યસંગ્રામો ભાગ૨	રમણભાઈ કકલભાઈ ધારૈયા	૨૦૦૦	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
12	ભારતના સ્વતંત્રતાસંગ્રામ અને તેના ઘડવૈયાઓ	મંગુભાઈ પટેલ		અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
13	ભારતીય રાષ્ટ્રવાદની સામાજિક ભૂમિકા	અક્ષયકુમાર દેસાઈ	૧૯૯૭	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
14	સ્વાધીનતાસંગ્રામ	વિપિનચંદ્ર અને અન્ય	૧૯૭૩	દિલ્લી: નેશનલ બુક ટ્રસ્ટ

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
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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M.A. History Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCHIS03**	Philosophy of History and Historiography: the Western Tradition	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1:Analyze the nature, scope, and epistemologies of history and critique its development

CLO2: Evaluate the development of classical historiography from the Greco-Roman period and the impact of Christian thought on historical narratives.

CLO3:Critique the major 19th-century historiographical movements, including the Positivism of Ranke and the Materialism of Marx.

CLO4:Critically evaluate the contributions of the Annales School and evaluate the transition toward interdisciplinary historical studies.

CLO5: Examine post-colonial and post-modern perspectives to engage critically with contemporary challenges to objective historical truth.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Nature and Epistemologies of Historical Knowledge** • History: Meaning, Types, Scope, Epistemology and Significance • Concepts of 'Philosophy of History' and 'Historiography' • Epistemologies of History	CL, S. ICT, SDL	CLO1
II	**Greco-Roman Foundations and the Shift to Mediaeval Providentialism** • Graeco-Roman Historiography: Main Features, Herodotus, Thucydides, Polybius, Tacitus and Livy • Impact of Christianity and Historiography in Mediaeval Europe	CL, S. ICT, SDL	CLO1. CLO2
III	**The Age of Reason: Historicism, Positivism, and Dialectical Materialism** • Vico's Ideas of History • Historicism: Kant, Herder, and Hegel • Positivist Historiography and Ranke as Historian • Marx's Views on History	CL, S. ICT, SDL	CLO1, CLO3
IV	**Twentieth Century Historiography:** • Croce and Collingwood as Philosophers of History • Annales School and Interdisciplinarity in Historical Studies • Post-colonial and Post-modern perspectives in Historiography	CL, S. ICT, SDL	CLO1, CLO4, CLO5

- **(*) Learning Pedagogies/Methods**
  - (k) Classroom Lecture (CL)
  - (l) Seminars (Student-led and Faculty-moderated)
  - (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-II

- **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	30	1	2	10	**13**
II	CLO1, CLO2	30	1	1	10	**12**
III	CLO1,CLO3	30	1	1	10	**12**
IV	CLO1,CLO4, 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	PLO									
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**
CLO1	2	1	3	2	-	1	1	1	1	2
CLO2	3	1	3	2	1	2	1	1	2	2
CLO3	3	1	3	2	2	2	3	1	1	2
CLO4	3	2	3	3	2	1	3	2	2	3
CLO5	3	1	3	3	3	2	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-II

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	*A Global History of Modern historiography*	Georg Giggersand Q. Edward Wang	2008	Pearson Education Limited
2	*A History of History*	AlunMunslow	2012	London and New York: Routledge
3	*Textbook of Historiography*	E. Sreedharan	2004	New Delhi: Orient Longman
4	*The Idea of History*	R.G. Collingwood	1946	Oxford: Clarendon Press
5	*The New History*	AlunMunslow	2003	Harlow: Pearson
6	*The New Nature of History*	ArthurMarwick	1989	New York: Palgrave
7	इतिहास और इतिहासलेखन	राधे शरन	२००६	भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी
8	इतिहास :स्वरूप एवं सिद्धान्त	गोविन्दचंद्र पांडे	२००३	जयपुर : हिन्दीग्रंथअकादमी
9	ઈતિહાસ: સ્વરૂપ અને પદ્ધતિ	રસિકલાલ છોટાલાલ પરીખ	૧૯૬૫	અમદાવાદ: ગુજરાત યુનિવર્સિટી
10	ઈતિહાસનું તત્ત્વજ્ઞાન અને ઈતિહાસલેખન અભિગમ	રમણભાઈ કકલભાઈ ધારૈયા	૧૯૮૯	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
11	કાર્લમાર્ક્સ	હસમુખ પટેલ	૧૯૮૦	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.A. History Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NEHIS01**	Constitutional and Administrative History of India: 1858–1950	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1:Analyze the legal and political significance of the 1858 Transfer of Power and the evolution of Legislative Councils through the Acts of 1861, 1892, and 1909.

CLO2: Evaluate the impacts of the Montford Reforms and the Government of India Act of 1935, with a focus on Provincial Autonomy.

CLO3: Assess the importance of the constitutional negotiations of the War period and the 1947 Independence Act and the 1950 Constitution.

CLO4: Examine the historical evolution of the Crown's policy toward Princely States and the growth of provincial administrative structures.

CLO5:Explain the development of Public Services in India from 1858 to 1947 and their role in modern Indian administration.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**From Company to Crown: The Genesis of Council Governance** • Transfer of Power to British Crown: Act of 1958 and Queen's Victoria's Proclamation • The Council Acts: 1861, 1892, 1909	CL, S, ICT, SDL	CLO1
II	**The Path to Provincial Autonomy and Constitutional Reform** • Montague Declaration (1917) and Montford Reforms (1919) • Exercise for Constitution (1922–1935): An Overview • The Act of 1935 and Provincial Autonomy	CL, S, ICT, SDL	CLO2
III	**Transition to Sovereignty and the Republic's Constitution** • Constitutional Exercises during the War Period (1940–1946): An Overview • Mountbatten Plan and Indian Independence Act (1947) • Constitution of Republic of India (1950)	CL, S, ICT, SDL	CLO3
IV	**Administrative Evolution: Public Services and Princely State Policies** • Crown's Policy towards Princely States • Growth of Central and Provincial Administration (1858–1947): ASurvey • Public Services in India (1858–1947)	CL, S, ICT, SDL	CLO4 CLO5

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

M.A. History Semester-II

- **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	30	1	2	10	**13**
II	CLO2	30	1	1	10	**12**
III	CLO3	30	1	1	10	**12**
IV	CLO4, CLO 5	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	1	3	2	2	1	3	1	1	2	2
CLO2	2	3	2	2	2	3	2	1	1	2
CLO3	1	3	3	2	1	3	1	2	2	3
CLO4	1	3	2	2	2	2	1	1	2	2
CLO5	1	3	2	3	1	3	2	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-II

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	*A Constitutional History of India.1600–1935*	A.B.Keith	1936	London: Methuen & Co.
2	*British Policy in India: 1858–1905*	SarvapalliGopal	1965	New Delhi: Cambridge University Press
3	*Evolution of the Constitutional History of India 1773–1947*	V.B.Mishra	1987	Delhi: Mittal Publications
4	*Ideologies of the Raj*	Thomas R. Metcalf	1997	New Delhi: Cambridge University Press
5	*The English Utilitarianism India*	EricStokes	1959	New Delhi: Oxford University Press.
6	भारतीय संविधान का विकास तथा राष्ट्रीय आंदोलन	आर .सी. अग्रवाल	१९६२	दिल्ली :एस .चंद
7	भारतीय स्वतंत्रतासंग्राम तथा संवैधानिक विकास	बी .एल. ग्रोवर एवं यशपाल	२००४	दिल्ली :एस .चंद
8	संसदीय लोकतंत्र का इतिहास	सुभाष काश्यप	१९९८	दिल्ल :दिल्ली विश्वविद्यालय
9	ભારતનો બંધારણીય ઈતિહાસ	પ્રવીણ શેઠ અને કે. સી. દેસાઈ	૧૯૬૫	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NEHIS02**	Introduction to Theory and Method of Historical Research	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Formulate problem-oriented research designs, including theme selection, literature review, and hypothesis development.

CLO2: Evaluate and synthesize diverse data types, ranging from archival manuscripts and digitized records to oral history interviews and fieldwork.

CLO3: Apply rigorous techniques of external and internal criticism to establish the authenticity and credibility of historical data.

CLO4: Utilize advanced analytical methods—such as discourse, semiotic, and content analysis—to interpret historical texts with creativity and objectivity.

CLO5: Produce structured historical reports using standardized methods of documentation (citation), bibliographies, and ICT-enabled referencing tools.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Foundations of Historical Inquiry and Research Design** • Historical Method: Problem-oriented Research; Selection of Theme; Review of Literature; Formation of Hypothesis; Research Design; Data Collection	CL, S, RP, SDL	CLO1
II	**Source Typology, Oral Traditions, and Data Acquisition:** • 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: ethnographic data • Synthesis of Data: Priority of Sources	CL, S, RP, SDL	CLO2
III	**Heuristics, Hermeneutics, and Analytical Frameworks:** • 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	CL, S, RP, SDL	CLO3
IV	**Academic Writing, Documentation, and Computers:** • 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.	CL, S, RP, SDL	CLO4 CLO5

- **(*) Learning Pedagogies/Methods**
  - (s) Classroom Lecture (CL)
  - (t) Seminars (Student-led and Faculty-moderated)
  - (u) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)
  - (v) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-II

- **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	30	1	2	10	13
II	CLO2	30	1	1	10	12
III	CLO3	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											
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**	**PLO 12**
CLO1	2	2	3	3	1	1	1	2	1	2	2	2
CLO2	2	2	2	3	2	1	1	3	2	2	2	2
CLO3	1	1	3	3	1	1	1	1	1	2	1	1
CLO4	2	1	3	3	3	2	2	2	1	3	2	1
CLO5	1	1	1	2	1	1	1	3	2	3	1	1
CLO6	2	2	3	3	1	1	1	2	1	2	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-II

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	*Indian National Movement: A Critical Study of Five Schools*	JayatiChaturvedi	1990	Agra: M. G. Publishers
	Manual of Historical Research Methodology	E. Sreedharan	2018	Centre for South Indian Studies
2	*The Transformation of Historical Research in the Digital Age*	Ian Milligan	2022	Cambridge University Press
3	*Methodology of History.* (Translated from Polish by O. Wojtasiewicz)	J. Topolsky	1976	Warsaw: Polish Scientific Publishers
3	*Understading History: A Primer of Historical Method*	Louis Gottschalk	1950	New York: Alfred A. Knopf
4	इतिहास और इतिहासलेखन	राधे शरन	२००६	भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी
5	इतिहास :स्वरूप एवं सिद्धान्त	गोविन्दचंद्र पांडे	२००३	जयपुर :हिन्दी ग्रंथ अकादमी

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NEHIS03**	Peasant and Tribal Movements in Colonial India 1757–1947	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1:Analyze the socio-economic causes and nature of early colonial agrarian resistance, including the Santhal Rebellion and Indigo Riots.

CLO2: Evaluate the impact of Gandhian ideology and Nationalist politics on peasant mobilization in Champaran, Awadh, and Bardoli.

CLO3: Critique the role of Socialist and Communist ideologies in shaping radical agrarian movements like Tebhaga and Telangana.

CLO4: Examine the specificities of tribal resistance and peasant revolts within the context of Princely States and regional Gujarat movements.

CLO5:Evlauate the long-term impact of subaltern resistance on the institutional and constitutional development of modern India.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Early Resistance: Agrarian Upheavals and Tribal Revolts in the 19th Century** • Introduction: Concept and Importance of its Study • Santhal Rebellion • Indigo Riots in Bengal (1859–62) • The Deccan Riots (1875)	CL, S, ROL, CL, ITC, SDL	CLO1
II	**Impact of Nationalism and Gandhism:** • Champaran Satyagraha (1917) • Peasant Movements in Taluqdari Estates of Awadh (UP) (1917–1922) • Bardoli Satyagraha (1928)	CL, S, ROL, CL, ITC, SDL	CLO2
III	**Impacts of Socialist Ideology:** • The Bakast Movement in Bihar • Tebhaga Movement in Bengal (1946–47) • Telangana Movement (1946–1951)	CL, S, ROL, CL, ITC, SDL	CLO3
IV	**Regional Struggles: Resistance in Princely States and Localized Tribal Movements:** • Peasant Revolt in the Princely States Khambhat (1890) • The Munda Rebellion • Devi Andolan in South Gujarat	CL, S, ROL, CL, ITC, SDL	CLO4, CLO5

- **(*) Learning Pedagogies/Methods**
  - (w) Classroom Lecture (CL)
  - (x) Seminars (Student-led and Faculty-moderated)
  - (y) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  - (z) Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)
  - (aa) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  - (bb) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-II

- **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	30	1	2	10	**13**
II	CLO2	30	1	1	10	**12**
III	CLO3	30	1	1	10	**12**
IV	CLO4, CLO5	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(K) 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

b. Summative assessment

(f) Mid-term exam: 30 Marks

(L) External assessment:

(f) 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	2	3	3	1	3	1	1	2
CLO2	2	3	3	2	3	2	2	1	1	3
CLO3	3	3	3	2	3	2	3	1	1	2
CLO4	1	3	2	3	3	2	2	1	2	3
CLO5	2	3	3	2	3	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-II

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	*Peasant History in South Asia*	David Ludden	1999	Cambridge University Press
2	*Peasant Resistance in India (1858–1914)*	David Hardiman	1992	Delhi: Oxford University Press
3	*Peasant Struggles in India*	A.R.Dasai	1979	Bombay: Oxford University Press
4	*The Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*	E. Stokes	1978	
5	*अंग्रेजी राज में किसान विद्रोह*	प्रभाश्रीनिवासुलु		भोपाल :स्वराज संस्थान संचनालय
6	*भारत में किसान संघर्ष १९५६-१९७५*	क्रिस्टियन सिग्रिस्ट एवं अन्य	१९७६	दिल्ली :मैकमिलन
7	*બારડોલી સત્યાગ્રહ*	ઈશ્વરલાલ ઈચ્છારામ દેસાઈ	૧૯૭૦	સૂરત: સ્વાતંત્ર્ય ઈતિહાસ સમિતિ, જિલ્લા પંચાયત સૂરત
8	*બારડોલી સત્યાગ્રહનો ઈતિહાસ*	મહાદેવ દેસાઈ	૧૯૯૧	અમદાવાદ: નવજીવન
9	*સાંસ્થાનિક ભારતનાં કિસાન આંદોલનો*	રોહિત પંડ્યા	૨૦૦૩	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
10	*સાંસ્થાનિક ભારતનો આર્થિક ઈતિહાસ*	મકરંદ મહેતા	૧૯૮૫	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
11	*સૌરાષ્ટ્રના સ્વાતંત્ર્યસૈનિકો અનેલ ડતો*	જયાબેન શાહ	૧૯૮૮	રાજકોટ
12	*સૌરાષ્ટ્રમાં પ્રજાકીય લડત: ખાખરેચી સત્યાગ્રહ (૧૯૨૯–૧૯૩૦)*	એસ. વી.જાની	૧૯૮૭	સામીપ્ય, ઑક્ટોબર'૮૬–માર્ચ'૮૭

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NEHIS04**	Debates in Indian History	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1:Elaborate upon and determine how political ideology affects historical interpretation.

CLO2:Analyse the critical importance of nomenclature and ethnic identity debates surrounding the Harappan/Indus-Sarasvati civilization and the Indo-Aryan problem.

CLO3:Critique the divergent chronological theories regarding the date of the Buddha, the *Ashtadhyayi*, and the *Arthashastra* using literary and archaeological evidence.

CLO4:Evaluate the validity of "Golden Age" narratives and the socio-economic implications of the de-urbanization and 'mediaevalism' debates.

CLO5:Contrast different historiographical interpretations of the 1857 upheaval as either a "Sepoy Mutiny" or the "First War of Independence" and the contemporary debates surrounding "Composite Culture" and the varied strategies used within the Indian freedom movements.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Identity and Origins: The Proto-Historic Debates:** • Political position and interpretation • What is there in a name? The Harappan/Indus/Indus-Sarasvati Civilisation • The Aryan Debate and the date of the Rigveda	CL, S, MP, ROL, ITC, IBL, SDL	CLO1 CLO2
II	**Chronology and Authorship: Ancient Texts and Personalities:** • The Date of the Buddha • The Date of Ashtadhyayi • The Date of Arthasastra	CL, S, MP, ROL, ITC, IBL, SDL	CLO1 CLO3
III	**Conceptualizing Eras: Golden Ages, De-urbanization, and Periodization:** • The question of 'golden age' • The problem of deurbanisation • When was Mediaevalism ?	CL, S, MP, ROL, ITC, IBL, SDL	CLO1 CLO4
IV	**National Identity and Modern Resistance: 1857 to Freedom Movements:** • Composite Culture? • 1857: Mutiny or War of Independence? • Indian freedom movements: debates	CL, S, MP, ROL, ITC, IBL, SDL	CLO1 CLO5

- **(*) Learning Pedagogies/Methods**
  - (cc) Classroom Lecture (CL)
  - (dd) Seminars (Student-led and Faculty-moderated)
  - (ee) Micro-Projects/Mini Research Tasks
  - (ff) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  - (gg) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
  - (hh) Inquiry-Based Learning
  - (ii) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

M.A. History Semester-II

- **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	CL, S, MP, ROL, ITC, IBL, SDL	30	1	2	10	**13**
II	CL, S, MP, ROL, ITC, IBL, SDL	30	1	1	10	**12**
III	CL, S, MP, ROL, ITC, IBL, SDL	30	1	1	10	**12**
IV	CL, S, MP, ROL, ITC, IBL, SDL	30	2	1	10	**13**
		120	**5**	**5**	**40**	**50**

- **Assessment Methodologies/Tools**

(M) Internal Assessment: 50 Marks

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

(y) Class quiz/Group discussion: 5 Marks
(z) Assignment/Term paper: 5 Marks
(aa) Seminar/Presentation: 5 Marks
(bb) Attendance: 5 Marks

b. Summative assessment

(g) Mid-term exam: 30 Marks

(N) External assessment:

(g) 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	3	1	1	2	1	2	2
CLO2	1	3	3	3	-	2	1	1	1	2
CLO3	2	3	3	2	1	1	3	1	1	2
CLO4	1	3	3	3	2	2	1	1	2	3
CLO5	2	3	3	2	3	2	1	1	1	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-II

- **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	Indian National Movement: A critical study of five schools	Jayati Chaturvedi	1990	Agra: M. G. Publishers
3	Panini: A Survey of Research	George Cardona	1985	New Delhi: Motilal Banarasidass
4	RgVedic and Harappan Cultures: Lexical and Archaeological Aspects	R.S.Sharma	2002	Social Scientist 30 (7/8): 3-12. https://doi.org/10.2307/3518148
5	The Date of the Historical Sakyamuni Buddha	A.K.Narain	2008	New Delhi: B. R. Publishing Corporation
6	The Dating of the Historical Buddha/Die Datierung des Historischen Buddha	Heinz Bechert		Göttingen: Vandenhoeck& Ruprecht.
7	The Indo-Aryan Controversy: Evidence and Inference in Indian History	Edwin F. Bryant Laurie L. Patton (ed.)	2005	London and New York: Routledge.
8	The Quest for the Origins of Vedic Culture: The Indo-Aryan Migration Debate.	Edwin Bryant	2001	New York and Oxford: Oxford University Press
9	The Ṛigvedic People: 'Invaders'?/'Immigrants'? or Indigenous: Evidence of Archaeologyand Literature	B.B.Lal	2015	New Delhi: Aryan Books International
10	The Sepoy Mutiny and the revolt of 1857	R.C.Majumdar	1963	. Calcutta: FirmaK.L. Mukhopadhyay
11	The Vedic Harappans	Bhagwan Singh	1995	New Delhi: Aditya Prakashan.
12	गुप्तकालीन क्लासिकल संस्कृति, गुप्त साम्राज्य का इतिहास, पृ. ४१९-४५४	श्रीराम गोयल	१९८७	मेरठप्रकाशन कुसुमांजलि :

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Relevant entries in Gujarati Vishvakosh	https://gujarativishwakosh.org/
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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
Skill	**P2A02NSHIS01**	Project Work and Viva	1-0-1	60	02

- **Course Learning Outcomes (CLOs)**

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

CLO1:to identify, authenticate, and interpret primary sources (e.g., maps, archival records, artifacts.

CLO2:demonstrate the ability to compare and contrast different secondary interpretations of the same event.

CLO3:formulate a clear, persuasive thesis statement supported by a synthesis of diverse historical evidence.

CLO4:explain the cause-and-effect relationships that drove change over time.

CLO5: communicate their findings clearly, logically and professionally, utilizing proper citation method.

- **(*) Learning Pedagogies/Methods**
  - (jj) Classroom Lecture (CL)
  - (kk) Seminars (Student-led and Faculty-moderated)
  - (ll) Micro-Projects/Mini Research Tasks
  - (mm) Field/Museum/Institutional Visit
  - (nn) Problem-Based Learning (PBL)
  - (oo) Research-Oriented Learning (Literature Review, Data Analysis Exercises)
  - (pp) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)
  - (qq) Inquiry-Based Learning
  - (rr) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)
- **Assessment Methodologies/Tools**

(O) Internal Assessment: 25 Marks

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

(cc) Class quiz/Group discussion: 3 Marks

(dd) Assignment/Term paper: 3 Marks

(ee) Seminar/Presentation: 2 Marks

(ff) Attendance: 2 Marks

b. Summative assessment

(h) Submission of Project work: **15 Marks**

(P) External assessment: 25 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	-	1	1	3	-	-	-	2	2	-
CLO2	2	1	3	2	-	-	-	-	-	1
CLO3	1	1	2	3	-	-	-	1	-	2
CLO4	3	3	1	2	1	1	1	-	-	-
CLO5	-	-	-	-	-	-	-	2	-	3

M.A. History Semester-II

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 + Submission of Project work	50%
2	External Examination	Paper Writing	50%