



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	Total Notional Hours	Course credits
			L-P-T		
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 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)



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M.A. History Semester-II

• 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	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	-



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• 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. Coenwell	1980	New York: Longman
5	આંતરરાષ્ટ્રીય સંબંધ	મથુરાલાલ શર્મા		જયપુર
6	આધુનિક વિશ્વ કા ઇતિહાસ	હરિશંકર શર્મા		જયપુર
7	આધુનિક વિશ્વ કા ઇતિહાસ ૧૫૦૦-૨૦૦૦	દુ કમચંદ જૈન એવં કૃષ્ણચંદ્ર માથુર	૨૦૦૧	જયપુર : જૈન પ્રકાશન મંદિર
8	આંતરરાષ્ટ્રીય સંબંધો	રશ્મિકાંત રાવળ	૧૯૮૪	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ
9	આંતરરાષ્ટ્રીય સંબંધો ભાગ ૨	મંગુભાઈ પટેલ	૧૯૮૨	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ.
10	આધુનિક યુરોપનો ઇતિહાસ	દેવેન્દ્ર ભટ્ટ	૨૦૦૧	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણબોર્ડ
11	બિનજોડાણના આજાર્થો	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/
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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



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- (*) **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 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, 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
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• 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	આધુનિક ભારત	સુમિત સરકાર	૧૯૯૩	નઈદિલ્હી :મૈકમિલન
6	આધુનિક ભારત કા ઇતિહાસ	બી .એલ. ગ્રોવરઅવંચશપાલ	૨૦૦૧	નવીદિલ્લી :એસ .ચંદ
7	ભારત કા મુક્તિસંગ્રામ	અયોધ્યાસિં ઘ	--	દિલ્લી :દિલ્લી વિશ્વવિદ્યાલય
8	ભારત કા સ્વતંત્રતાસંગ્રામ	બિપનચંદ્ર	૨૦૦૨	દિલ્લી :દિલ્લી વિશ્વવિદ્યાલય
9	ભારતીય ક્રાંતિકારી આંદોલન કા ઇતિહાસ	મન્મથનાથ ગુપ્ત	૧૯૬૬	દિલ્લી :આત્મારામ ઇન્ડ સન્સ
10	સ્વાધીનતાસંગ્રામ :બદલતે પરિપ્રેક્ષ્ય	રામવિલાસ શર્મા	૨૦૦૩	દિલ્લી :દિલ્લી વિશ્વવિદ્યાલય
11	આધુનિક ભારતનો ઇતિહાસ અને ભારતના સ્વાતંત્ર્યસંગ્રામો ભાગ૨	રમણભાઈ કકલભાઈ ધાર્યા	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/
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M.A. History Semester-II

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



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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	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%



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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	<i>A Global History of Modern historiography</i>	Georg Giggersand Q. Edward Wang	2008	Pearson Education Limited
2	<i>A History of History</i>	AlunMunslow	2012	London and New York: Routledge
3	<i>Textbook of Historiography</i>	E. Sreedharan	2004	New Delhi: Orient Longman
4	<i>The Idea of History</i>	R.G. Collingwood	1946	Oxford: Clarendon Press
5	<i>The New History</i>	AlunMunslow	2003	Harlow: Pearson
6	<i>The New Nature of History</i>	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	ઇતિહાસ: સ્વરૂપ અને પદ્ધતિ	રસિકલાલ છોટાલાલ પરીખ	૧૯૬૫	અમદાવાદ: ગુજરાત યુનિવર્સિટી
10	ઇતિહાસનું તત્ત્વજ્ઞાન અને ઇતિહાસલેખન અભિગમ	રમણભાઈ કકલભાઈ ધારૈયા	૧૯૮૮	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
11	કાર્લમાક્સ	હસમુખ પટેલ	૧૯૮૦	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
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M.A. History Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
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 1858 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): A Survey - 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)



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M.A. History Semester-II

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	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%



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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	<i>A Constitutional History of India.1600–1935</i>	A.B.Keith	1936	London: Methuen & Co.
2	<i>British Policy in India: 1858–1905</i>	SarvapalliGopal	1965	New Delhi: Cambridge University Press
3	<i>Evolution of the Constitutional History of India 1773–1947</i>	V.B.Mishra	1987	Delhi: Mittal Publications
4	<i>Ideologies of the Raj</i>	Thomas R. Metcalf	1997	New Delhi: Cambridge University Press
5	<i>The English Utilitarianism India</i>	EricStokes	1959	New Delhi: Oxford University Press.
6	ભારતીય સંવિધાન કા વિકાસ તથા રાષ્ટ્રીય આંદોલન	આર .સી. અગ્રવાલ	૧૯૬૨	દિલ્લી :એસ .ચંદ
7	ભારતીય સ્વતંત્રતાસંગ્રામ તથા સંવૈધાનિક વિકાસ	બી .એલ. ગોવર એવં યશપાલ	૨૦૦૪	દિલ્લી :એસ .ચંદ
8	સંસદીય લોકતંત્ર કા ઇતિહાસ	સુભાષ કાશ્યપ	૧૯૯૮	દિલ્લ :દિલ્લી વિશ્વવિદ્યાલય
9	ભારતનો બંધારણીય ઇતિહાસ	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	



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M.A. History Semester-II

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



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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	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%



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M.A. History Semester-II

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	<i>Indian National Movement: A Critical Study of Five Schools</i>	Jayati Chaturvedi	1990	Agra: M. G. Publishers
	<i>Manual of Historical Research Methodology</i>	E. Sreedharan	2018	Centre for South Indian Studies
2	<i>The Transformation of Historical Research in the Digital Age</i>	Ian Milligan	2022	Cambridge University Press
3	<i>Methodology of History.</i> (Translated from Polish by O. Wojtasiewicz)	J. Topolsky	1976	Warsaw: Polish Scientific Publishers
3	<i>Understanding History: A Primer of Historical Method</i>	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	



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M.A. History Semester-II

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



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M.A. History Semester-II

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	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%



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M.A. History Semester-II

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	<i>Peasant History in South Asia</i>	David Ludden	1999	Cambridge University Press
2	<i>Peasant Resistance in India (1858-1914)</i>	David Hardiman	1992	Delhi: Oxford University Press
3	<i>Peasant Struggles in India</i>	A.R.Dasai	1979	Bombay: Oxford University Press
4	<i>The Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India</i>	E. Stokes	1978	
5	અંગ્રેજી રાજ મેં કિસાન વિદ્રોહ	પ્રભાશ્રીનિવાસુલુ		ભોપાલ :સ્વરાજ સંસ્થાન સંચનાલય
6	ભારત મેં કિસાન સંઘર્ષ ૧૯૪૬-૧૯૭૭	ક્રિસ્ટિયન સિગ્રિસ્ટ એવં અન્ય	૧૯૭૬	દિલ્લી :મૈકમિલન
7	બારડોલી સત્યાગ્રહ	ઈશ્વરલાલ ઈચ્છારામ દેસાઈ	૧૯૭૦	સૂરત: સ્વાતંત્ર્ય ઈતિહાસ સમિતિ, જિલ્લા પંચાયત સૂરત
8	બારડોલી સત્યાગ્રહનો ઇતિહાસ	મહાદેવ દેસાઈ	૧૯૮૧	અમદાવાદ: નવજીવન
9	સાંસ્થાનિક ભારતનાં કિસાન આંદોલનો	રોહિત પંડ્યા	૨૦૦૩	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
10	સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ	મકરંદ મહેતા	૧૯૮૫	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ
11	સૌરાષ્ટ્રના સ્વાતંત્ર્યસૈનિકો અનેલ ડતો	જયાબેન શાહ	૧૯૮૮	રાજકોટ
12	સૌરાષ્ટ્રમાં પ્રજાકીય લડત: ખાખરેયી સત્યાગ્રહ (૧૯૨૮-૧૯૩૦)	એસ. વી. જાની	૧૯૮૭	સામીપ્ય, ઓક્ટોબર'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	



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M.A. History Semester-II

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



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M.A. History Semester-II

• 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	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	-



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

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

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 Banarasadass
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 R̥gvedic People: 'Invaders'?/'Immigrants'? or Indigenous: Evidence of Archaeology and Literature	B.B.Lal	2015	New Delhi: Aryan Books International
10	The Sepoy Mutiny and the revolt of 1857	R.C.Majumdar	1963	. Calcutta: Firma K.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	



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	P2A02NSHIS01	Project Work and Viva	1-1-0	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: 50 Marks

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

(cc) Class quiz/Group discussion: 5 Marks

(dd) Assignment/Term paper: 5 Marks

(ee) Seminar/Presentation: 5 Marks

(ff) Attendance: 5 Marks

b. Summative assessment

(h) Submission of Project work: 30 Marks

(P) External assessment:

No external assessment

• 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



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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%