

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar, Gujarat (Reaccredited with 'A' Grade by NAAC (CGPA 3.25) Syllabus with effect from the Academic Year 2021-2022

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

Course Code	PA01EHIS51	Title of the Course	Indian Society in Transition: 1800– 1920
Total Credits of the	4 + 1	Hours per Week	5
course			

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Course	Nineteenth century in India was a century of turmoil. Old institutions and
objectives:	regimes gave way to the English ones. How these changes came about and
_	what were the main agents of this far-reaching changes and how power of
	traditional institutions was undermined by English rule, education, and
	missionaries is part of this course. Also, how the onslought of westernisation
	alerted Indian intelligentsia to combat it and to seek ways to reform Indian
	religion and society from within. The student will have a fair idea of how
	these movements were influenced by the political ideology of the reformers.

Course	Content	
Unit	Description	Weightage
	_	(%)
1.	Main Agencies of Transformation: Modernisation,	25%
	Westernisation and Sanskritisation	
	The Impact of the West: British Education, Press and	
	Literature	
2.	Socio-Religious Reform Movements in Hindu Society:	25%
	Brahmo Samaj	
	 Arya Samaj and Dayanand Saraswati; 	
	Ramkrishna Mission	
3.	Revivalist Movement among the Muslims: The Wahabi	25%
	Movement	
	 Sir Syed Ahmed Khan and the Aligarh Movement 	
	 Reform Movements among the Sikhs and Parsis. 	
4.	Movements among the Depressed Classes: Caste Movements:	25%
	Jotiba Phule and Narayan Guru	
	 Movements for the Women's Uplift and Ishwarchandra 	
	Vidyasagar	
	The Age of Concent Bill	

Teaching-learning	Direct lectures, quizzes, seminars, tutorials, home assignments,
Methodology	audio-visual media (movies, documentaries, ppts, slides, etc.)





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

Course	Course outcomes: Having completed this course, the learner will be able to	
1.	have a clear understanding of the social and religious conditions of India and the	
	problems Indian society was beset with.	
2.	have a theoretical understanding of the agencies of transformation and how they	
	help explain the various movements	
3.	analyse the various trends of socio-religious reform movements and know who	
	were the main persons and institutions.	

Suggeste	ed References:
Sr. No.	References
1.	Bayly, C. A. 1983. Rulers, Townsmen and Bazaars: North Indian Society in the
2.	Age of British Expansion. New Delhi: Cambridge University Press.
2.	Bayly, C. A. 1988. <i>Indian Society and the Making of the British Empire</i> . New Delhi: Cambridge University Press.
3.	Forbes, Geraldine. 1996. Women in Modern India. New Delhi: Cambridge
	Cambridge University Press.
4.	Jones, Kenneth W. 1989. Socio Religious Reform Movement in British India.
	New Delhi: Cambridge University Press.
5.	Nanda, S. P. 1999. Economic and Social History of Modern India. New Delhi:
	Anmol.
6.	Stokes, Eric. 1959. The English Utilitarians in India. New Delhi: Oxford
	University Press.
7.	रायचौधरी, एस. सी. २००४. आधुनिक भारत का सामाजिक, सांस्कृतिक एवम् आर्थिक इतिहास. नवी दिल्ली: सुरजीत
	पब्लिकेशन.
8.	દેસાઈ, નીરા. ૧૯૮૩. ગુજરાતમાં ઓગણીસમી સદીમાં સામાજિક પરિવર્તન.
	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
9.	પરીખ, રમેશકાંત ગો. ૧૯૯૪. ભારતનો ઇતિહાસ ૧૮૧૮–૧૮૮૫. અમદાવાદ:
	યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
10.	શેઠ, સુરેશભાઈ ચી. ૧૯૯૯. ભારતમાં સામાજિક અને ધાર્મિક ચળવળો. અમદાવાદ:
	યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
11.	શ્રીનિવાસ, એમ. એન. ૧૯૭૫. આધુનિક ભારતમાં સામાજિક પરિવર્તન. અમદાવાદ:
	યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.





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

On-line Resources

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

Relevant books available on archive.org

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

