



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2022-2023

Course Code	PA04CHIS51	Title of the Course	India since Independence (1947–2000)
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper will sensitize students to the problems India is facing today and their genealogies and the achievements that India made against all odds and how India carved a niche in the international space for itself. It also makes students aware of how we can deal with the problems of communalism, castism, regionalism, pollution, poverty, etc. The student will have a fair idea of politics, economy and society of modern India and the current state of affairs.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">• Legacy of the Colonial State• Challenges and Issues at the Eve of Independence• India's Experience with Parliamentary Democracy: a Review	25%
2.	<ul style="list-style-type: none">• Challenges before National Unity: Separatist Movements in Kashmir, Panjab and North-eastern states• Socio-cultural Challenges: Communalism, Casteism, and Language (1947–2000): an Historical Overview• Pattern of Urbanisation: Major Trends and Problems	25%
3.	<ul style="list-style-type: none">• India's Experiment with Mixed Economy Model• Green Revolution and Growth of Industrial Sector• Growth of Local Self-government	25%
4.	<ul style="list-style-type: none">• India's Foreign Policy and India at War: Pakistan (1965, 1971), China (1962)• Programmes for Rural Development• Policy and Programmes for the Development of Weaker Sections: Tribals, Dalits, and Women	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, 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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	learn fairly well the political history of post-independence India
2.	understand the economic development of India and its experiments with mixed economy
3.	know how and with which process the unification of India, not only political but social as well, was achieved

Suggested References:	
Sr. No.	References
1.	Brass, Paul R. 1997. <i>The Politics of India since Independence</i> . New Delhi: Cambridge University Press.
2.	Chandra, Bipan. 2008. <i>India since Independence</i> (revised and updated). New Delhi: Penguin India.
3.	Desai, A. R. (ed.). 1986. <i>Agrarian Struggles in India after Independence</i> . Bombay: Oxford University Press.
4.	Dube, S. C. 1977. <i>India since Independence</i> . New Delhi: Vikas.
5.	Guha, Ramachandra. 2008. <i>India after Gandhi: The History of World's Largest Democracy</i> . New Delhi: Picador.
6.	Kapila, Uma. 2017. <i>Indian Economy since Independence: A Comprehensive and Critical Analysis of India's Economy, 1947-2016</i> . Delhi: Academic Foundation.
7.	Kohli, Atul. 1987. <i>The State and Poverty in India: The Politics of Reform</i> . Cambridge: Cambridge University Press.
8.	Maheshwari, Shriram. 1985. <i>Rural Development in India</i> . New Delhi: Sage.
9.	Prasad, K. N. 1993. <i>Indian Economy since 1951: Growth with Imbalances</i> . New Delhi: Intellectual Publishing House.
10.	चंद्र, बिपन. आजादी के बाद का भारत. दिल्ली: दिल्ली विश्वविद्यालय.
11.	कश्यप, सुभाष. २००३. आपहुं बंधारण. शुक्ल बिपिनचंद्र. दिल्ली: नेशनल बुक ट्रस्ट.
12.	कोठारी, रजनी. भारतनुं राजकारण. अमदावाड: युनिवर्सिटी ग्रंथनिर्माण बोर्ड.
13.	यावडा, विजयसिंह. स्वातंत्र्योत्तर भारत.
14.	जमीनदार, रसेश. २०मी सदीनुं भारत. अमदावाड: गूजरात विद्यापीठ.





15.	જોષી, ભાસ્કર હ. ૧૯૯૯. ભારતનું કૃષિક્ષેત્ર: વિકાસ અને પડકાર. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
16.	દેસાઈ, અક્ષયકુમાર ર. ભારતીય રાષ્ટ્રવાદનાં સાંપ્રત વલણો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
17.	દોશી, હરીશ. ૧૯૮૦. નગર સમાજશાસ્ત્ર. (પ્રકરણ: ૫) અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
18.	દોશી, હરીશ. ૧૯૮૯. ભારતમાં નગરીકરણ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
19.	શાહ, જે. આર. ભારતમાં અર્થકારણમાં વિકાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
20.	શુક્લ, દિનેશ અને હસમુખ અમીન. ૧૯૯૫. ભારતીય રાજકારણની રૂપરેખા. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
21.	શ્રીનિવાસ, એમ. એન. આધુનિક ભારતમાં સામાજિક પરિવર્તન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
22.	રાણા, એ. પી. ૧૯૮૩. બિનજોડાણના આજ્ઞાર્થી. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

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/>)





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

Course Code	PA04CHIS52	Title of the Course	Transition to Modernity: Gujarat 1796–1909
Total Credits of the course	5	Hours per Week	5

Course objectives:	Arrival of Gandhi on Indian political stage was a momentous event. How Gandhi's arrival was anticipated by the Gujarat in the preceding century is covered in this paper. How Gujarat passed from mediaevalism to modernity and what were the factors, like print technology, Walker Settlement, and establishment of institutions like Manavdharmasabha, were responsible for it.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Sources for the History of Modern GujaratGujarati Society and Economy at the Turn of the CenturyEstablishment and the Rise of the British Power in Gujarat up to 1857	25%
2.	<ul style="list-style-type: none">The Rise and Development of Nationalism in GujaratA Review of Princely States of Gujarat up to 1909Religious Conditions in Gujarat up to 1909	25%
3.	<ul style="list-style-type: none">Beginning of Press and Education and their Impact on Gujarati SocietyImpact of British Rule on Rural and Urban Society of GujaratIndustries, Trade and Commerce in Gujarat up to 1909	25%
4.	<ul style="list-style-type: none">The Socio-religious Reform Movements in Gujarat: a ReviewIntellectual History of Gujarat till 1909The Cultural and Political Background of <i>Hind Svaraj</i>	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppt, 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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand Gujarat's transition to modernity
2.	assess the role of various institutions, leaders, and government policies in this transition
3.	know the general economic and social conditions of Gujarat during the nineteenth century

Suggested References:	
Sr. No.	References
1.	Ballahtchet, Kenneth. 1961. <i>Social Policy and Social Change in Western India (1817-1830)</i> . London: Oxford University Press.
2.	Choksey, R. D. 1965. <i>Economic Life in Bombay Gujarat 1800-1939</i> . Bombay:
3.	Dharaiya, R. K. 1970. <i>Gujarat in 1857</i> . Ahmedabad: Gujarat University.
4.	Mehta, Makarand. 1982. <i>The Ahmedabad Cotton Textile Industry: Genesis and Growth</i> . Ahmedabad: New Order Book Co.
5.	Raval, R. L. 1987. <i>Socio-Religious Reform Movements in Gujarat during the Nineteenth Century</i> . New Delhi: Ess Ess.
6.	ત્રિવેદી, નવલરામ જગન્નાથ. ૧૯૫૭. <i>સમાજસુધારાનું રેખાદર્શન</i> . અમદાવાદ: ગુજરાત વિદ્યાસભા.
7.	દેસાઈ, નીરા. <i>ગુજરાતમાં ૧૯મી સદીમાં સામાજિક પરિવર્તન</i> . અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
8.	પરીખ, રસિકલાલ છોટાલાલ અને હરિપ્રસાદ ગંગાશંકર શાસ્ત્રી (સંપા૦). ૧૯૮૧. <i>મરાઠા કાલ, ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ</i> , ગ્રંથ ૭. અમદાવાદ: ભો૦ જે૦ વિદ્યાભવન.
9.	પારેખ, હીરાલાલ. <i>અર્વાચીન ગુજરાતનું રેખાદર્શન</i> . અમદાવાદ: ગુજરાત વિદ્યાસભા.
10.	મશરૂવાળા, કિશોર. <i>સહજાનંદ સ્વામી</i> . અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
11.	રાજગોર, શિવપ્રસાદ. <i>અર્વાચીન ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ</i> . અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
12.	શાસ્ત્રી, હરિપ્રસાદ ગંગાશંકર અને પ્રવીણચંદ્ર પરીખ (સંપા૦). ૧૯૮૪. <i>બ્રિટિશ કાલ (૧૯૧૪ સુધીનો), ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ</i> , ગ્રંથ ૮. અમદાવાદ: ભો૦ જે૦ વિદ્યાભવન.

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/)





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

Course Code	PA04CHIS53	Title of the Course	Constructive Activities in Gujarat (1914–2000)
Total Credits of the course	5	Hours per Week	5

Course objectives:	In Gandhi's political philosophy, social activism no less important than political activities. Freedom for him meant not only political freedom from the British but also social and economic freedom – freedom in the sense of self-reliance, where economic activities like khadi and social activity like removal of untouchability. How these activities helped strengthen political activities and how 'organic intellectuals' were born from it.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Challenges before the Gujarati Society on the Eve of 20th CenturyMahatma Gandhi's Thoughts on and Programmes for Social ReconstructionThe Ashram System: Sabarmati Ashram	25%
2.	<ul style="list-style-type: none">Harijan Sevak Sangh: activities and programmesBhil Seva Mandal: activities and programmesWomen's Uplift: Jyoti Sangh; SEWA	25%
3.	<ul style="list-style-type: none">Labour Welfare Activities and Majoor Mahajan SanghEducational Institutions: Gujarat Vidyapeeth and Vallabh Vidyalay, Bochasan	25%
4.	<ul style="list-style-type: none">Saurashtra Rachanatmak Samiti and its ActivitiesSayajirao III and his Welfare ActivitiesBhaikaka as the Founder of Vallabh Vidyanagar and as a Constructive Activist	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, 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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand the interconnection with constructive activities and Indian freedom movement
2.	know the role played by various institutions in reconstructing activities
3.	understand how village regeneration took place because of these activities

Suggested References:	
Sr. No.	References
1.	Lakha, Salim. 1988. <i>Capitalism and Class in Colonial India: The Case of Ahmedabad</i> . New Delhi: Sterling.
2.	Mashruwala, Kishorlal. 1971. <i>Towards Sarvoday Order</i> . Ahmedabad: Navjivan
3.	Sharp, Gene. 1979. <i>Gandhi as a Political Strategist</i> . Boston: Porter Sargent.
4.	Terchek, Ronald J. 2000. <i>Gandhi: Struggling for Autonomy</i> . New Delhi: Vistaar.
5.	કોરાટ, પી. જી. ભારતના સ્વાતંત્ર્યસંગ્રામમાં પાયાના કાર્યકરોનું પ્રદાન. અમદાવાદ: પાર્શ્વ પ્રકાશન.
6.	દવે, જુગતરામ. મારી જીવનકથા. અમદાવાદ: નવજીવન.
7.	દેસાઈ, આઈ. પી. વેડછી આંદોલન.
8.	દેસાઈ, શાંતિલાલ. અમદાવાદ મજૂર મહાજન સંઘ. અમદાવાદ.
9.	પટેલ, ભાઈલાલભાઈ ઘા. ૧૯૭૦. ભાઈકાકાનાં સંસ્મરણો. અમદાવાદ: સસ્તું સાહિત્ય.
10.	બેંકર, શંકરલાલ. ગાંધી અને મજૂર સમિતિ. અમદાવાદ.
11.	ભટ્ટ, ઉષા. અમદાવાદ શહેરની સ્ત્રી નેતૃત્વશક્તિ. અમદાવાદ.
12.	ભટ્ટ, મીરા. સ્વયંસિદ્ધિનાં આરોહણ: સેવા આંદોલનની કથા. અમદાવાદ.
13.	મોદી, રમણ. રચનાત્મક કાર્યક્રમનું સામાજિક દર્શન. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
14.	મ્હેડ, સુસ્મિતા. જ્યોતિ વિકાસ યાત્રા. અમદાવાદ.
15.	શાહ, કાંતિલાલ. ઠક્કરબાપા. અમદાવાદ.
16.	શ્રીમાળી, દલપત. સેવામૂર્તિ પરીક્ષિતલાલ. અમદાવાદ.
17.	સોલંકી, ઉદયસિંહ જે. ૨૦૦૦. વલ્લભવિદ્યાલય, બોચાસણ. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.

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/)





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

Course Code	PA04EHIS51	Title of the Course	Political History of Gujarat: 1914–1960
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on constructive activities deals with the 'Gandhian Era' in Gujarat and how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Political Condition of Gujarat in 1914–15Gandhi's Political Ideology and StrategyHome Rule Movement in Gujarat	25%
2.	<ul style="list-style-type: none">Kheda SatyagrahGujarat in Non-cooperation MovementGujarat in Civil Disobedience Movement	25%
3.	<ul style="list-style-type: none">Gujarat and Quit India MovementPolitical Awakening and Organizations in Princely States: Vadodara Rajya Praja Mandal and Kathiawad Rajakiya Parishad	25%
4.	<ul style="list-style-type: none">Achievements of Sayajirao IIIIntegration of Princely States in Gujarat and the Role played by Sardar PatelThe Mahagujarat Movement and the Foundation of the State of Gujarat	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, 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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	know the political history of Gujarat
2.	understand in detail the role played by various leaders in history of Gujarat
3.	how Gujarat from Bombay Presidency evolved into modern state of Gujarat

Suggested References:	
Sr. No.	References
1.	Hardiman, David. 1992. Peasant Resistance in India (1858–1914). Delhi: Oxford University Press.
2.	Yagnik, Achyut and Suchitra Sheth. The Shaping of Modern Gujarat: Plurality, Hindutva and Beyond. New Delhi: Penguin.
3.	પરીખ, ર. છો. અને હ. ગં. શાસ્ત્રી (સંપા.) ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. ગ્રંથ ૮. અમદાવાદ: ભો. જી. વિદ્યાભવન.
4.	રાજગોર, શિવપ્રસાદ. ૧૯૭૪. અર્વાચીન ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

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/)	





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2022-2023

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

Course Code	PA04EHIS52	Title of the Course	Study of Important Essays
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on constructive activities deals with the 'Gandhian Era' in Gujarat and how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Frank Perlin. 1993. Proto-Industrialization and pre-colonial South Asia. <i>Past & Present</i> 98: 30–95.प्राचीन भारत के सामाजिक इतिहास के अध्ययन, प्रवृत्तियां और संभावनाएं. इतिहास २, जनवरी-दिसम्बर १९९३, पृ० १-७०.रश्मिकांत खेला रावण. १९८९. २०मी सदी दरभ्यान गुजरातमां सामाजिक सुधारानी प्रक्रिया. विद्यापीठ, शिशिर १९८९, पृ० २७-३७.	25%
2.	<ul style="list-style-type: none">Bipan Chandra. 1974. The Indian Capitalist Class and Imperialism before 1947. In R. S. Sharma (ed.), <i>Indian Society: Historical Probings: In Memory of D. D. Kosambi</i>, pp. 390–420. New Delhi: Peoples Publication House.Cathy Chua. 1986. Development of Capitalism in Indian Agriculture: Gujarat, 1850–1900. <i>Economic and Political Weekly</i> 21 (48): 2092–2099.सुमित सरकार. १९८५-१९०५: राजनीतिक एवं आर्थिक संरचना. तदीय, आधुनिक भारत, पृ० २९-६०. नयी दिल्ली: राजकमल प्रकाशन.	25%
3.	<ul style="list-style-type: none">Rani Dhavan Shankardass. Spokesman for the Peasantry: The case of Vallabhbai Patel and Bardoli. <i>Studies in History</i> 2 (1): 47–69.डेविड हार्डिमन. १९९५. दक्षिण गुजरात में आदिवासी आत्माग्रह १९२२-१९२३. शाहिद अमीन और ज्ञानेन्द्र पांडेय, <i>निम्नवर्गीय प्रसंग</i> भाग १, पृ० ९६-१२८.धनश्याम शाह. २००२. समाजशास्त्र. शिरीष पंचाल, बकुल	25%



	ટલેર, જયદેવ શુક્લ (સંપાદ), ૨૦મી સદીનું ગુજરાત, પૃષ્ઠ ૧-૨૦. વડોદરા : સંવાદ પ્રકાશન.	
4.	<ul style="list-style-type: none"> • Crispin N. Bates. The Natural of social change in Rural Gujarat: the Kheda district 1818–1918. <i>Modern Asian Studies</i> 15 (4): 771–821. • ए. आर. कुलकर्णी. १९९४. भारतीय ग्राम मध्यकालीन दकन (मराठादेश) के विशेष संदर्भ में. <i>इतिहास</i> ३, जनवरी-दिसम्बर १९९४, पृ. ५९-१००. • અનંત કાકબા પ્રિયોળકર. ૧૯૪૫/૨૦૦૬. સ્વર્ગ દુર્ગારામ મહેતાજી અને માનવધર્મસભાનો ઉદ્ભવ અને વિકાસ. <i>ફાર્વસ ગુજરાતી સભા ત્રૈમાસિક</i> ૭૧ (૨): ૨૨૮-૨૪૬. 	25%

Teaching-learning Methodology	Classroom reading of texts, group discussion, quizzes, seminars, tutorials, home assignments.
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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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	how history is not just reporting of the sources but more importantly interpretation of the sources and how theorisation takes place in history writing.
2.	how to develop an argument based on the sources and to criticise alternative positions
3.	how history writing differs with the political stand or ideology accepted by the author
4.	have a fair understanding of various processes that took place in modern India, especially in Gujarat.

Suggested References:	
Sr. No.	References
1.	As stated above

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/)	





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

Course Code	PA04EHIS53	Title of the Course	Education in Colonial India: 1813–1947
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Introduced as a colonial noose for a myriad of ends, English education in India proved a boomerang. This paper deals with the debate of the mode of education, the various policies, and development of education in various communities.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"> • Condition of Indigenous Education on the Eve of British Rule. • Beginning of Western Education 1757-1834 • Evolution of British Policy up to 1835: Various Approaches and Controversies. 	25%
2.	<ul style="list-style-type: none"> • Wood's Dispatch (1854): Main Features and Impacts. • Growth of British Education Policy 1858-1905. • Growth of British Education Policy 1905-1947. • Gandhi's Thought on Education and Wardha Scheme (1937). 	25%
3.	<ul style="list-style-type: none"> • Growth of Primary Education 1854-1947. • Growth of Secondary Education 1854-1947. • Growth of Higher Education 1858-1947. • Growth of Technical and Professional Education. 	25%
4.	<ul style="list-style-type: none"> • Development of Education (during Colonial Period) among 1. Muslims ; 2. Dalit classes; 3. Tribals; 4. Women 	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, 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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand the politics of introduction of western education in India
2.	know the general outline of growth of education in India
3.	fathom the impact of education on various, especially marginalised, communities of India

Suggested References:	
Sr. No.	References
1.	Dayal, B. 1953. <i>The Development of Modern Indian Education</i> . Bombay: Orient Longman.
2.	Mukarjee S. N., 1957. <i>History of Education in India</i> . New Delhi: Acharya Book Depot.
3.	Syed, Nurullah and J. P. Naik, 1951. <i>History of Education in India during the British Period</i> . Bombay: MacMillan.
4.	Viswanathan, Gauri. 1989. <i>Masks of Conquest: Literary Study and British Rule in India</i> . Columbia: Columbia University Press.
5.	દેસાઈ, ધનવંત એમ. અર્વાચીન કેળવણીનો વિકાસ. વડોદરા: એમ. એસ. યુનિવર્સિટી.

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/)





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

Course Code	PA04EHIS54	Title of the Course	Builders of Modern India: Sardar Patel
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Introduced as a colonial noose for a myriad of ends, English education in India proved a boomerang. This paper deals with the debate of the mode of education, the various policies, and development of education in various communities.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Gujarat in the Second Half of Nineteenth CenturyVallabhbhai Patel: Initial YearsVallabhbhai Patel: as Lawyer	25%
2.	<ul style="list-style-type: none">Patel meets GandhiKheda SatyagrahJhanda Satyagrah	25%
3.	<ul style="list-style-type: none">Patel and Amdavad MunicipalityBardoli and SardarSardar and the Congress	25%
4.	<ul style="list-style-type: none">Sardar and the Unification of IndiaSardar as Home MinisterSardar and the Minorities	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, 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, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	know the life and works of Sardar Patel
2.	understand the politics of Gujarat and the role Sardar Patel played in it
3.	learn the general history of Gujarat in the twentieth century





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Syllabus with effect from the Academic Year 2022-2023

Suggested References:	
Sr. No.	References
1.	Gandhi, Rajmohan. Sardar: A Life. Amdavad: Navjeevan.
2.	Sengupta, Hindol. 2018. The Man who saved India. Sardar Patel and his Idea of India. New Delhi: Penguin Random House India.
3.	Kumar, Ravindra. 1991. Life and Work of Sardar Vallabhbhai Patel. New Delhi: Atlantic Publishers & Distributors.
4.	Parikh, Narhari. 1953. Sardar Vallabhbhai Patel. Amdavad: Navajivan.
5.	ગાંધી, રાજમોહન. સરદાર એક સમર્પિત જીવન. અમદાવાદ: નવજીવન.

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/)





Master of Arts: History
M. A. History: Semester IV
(Effect from June, 2024)

Course Code	PA04EHIS55	Title of the Course	Education in Colonial India: 1813–1947
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Introduced as a colonial noose for a myriad of ends, English education in India proved a boomerang. This paper deals with the debate of the mode of education, the various policies, and development of education in various communities.
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Course Content		
Unit	Description	Weightage (%)
5.	<ul style="list-style-type: none">Condition of Indigenous Education on the Eve of British Rule.Beginning of Western Education 1757-1834Evolution of British Policy up to 1835: Various Approaches and Controversies.	25%
6.	<ul style="list-style-type: none">Wood's Dispatch (1854): Main Features and Impacts.Growth of British Education Policy 1835-1947.Main developments in Primary and Secondary education in colonial India	25%
7.	<ul style="list-style-type: none">Growth of Higher Education in colonial IndiaTechnical and Professional Education 1858-1947Development of Education (during Colonial Period) among women, Dalits, and tribals	25%
8.	Eminent Indian's and their Educational Thinking: <ol style="list-style-type: none">Svami Dayanand Sarasvati and His ideas on Gurukul educationVivekananda's ideas of educationRavindranath Thakur's philosophy of educationGandhi's Thought on Education and Wardha Scheme (1937)	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
4.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
5.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
6.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
4.	understand the politics of introduction of western education in India
5.	know the general outline of growth of education in India
6.	fathom the impact of education on various, especially marginalised, communities of India

Suggested References:	
Sr. No.	References
6.	Dayal, B. 1953. <i>The Development of Modern Indian Education</i> . Bombay: Orient Longman.
7.	Mukarjee S. N., 1957. <i>History of Education in India</i> . New Delhi: Acharya Book Depot.
8.	Syed, Nurullah and J. P. Naik, 1951. <i>History of Education in India during the British Period</i> . Bombay: MacMillan.
9.	Viswanathan, Gauri. 1989. <i>Masks of Conquest: Literary Study and British Rule in India</i> . Columbia: Columbia University Press.
10.	દેસાઈ, ધનવંત એમ. અર્વાચીન કેળવણીનો વિકાસ. વડોદરા: એમ. એસ. યુનિવર્સિટી.
11.	દવે, જયેન્દ્ર શાસ્ત્રી. ભારતીય ચિંતકોનું શિક્ષણચિંતન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

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