



## MA (History) Semester-3

### Structure with effect from: 2022-23

Course Type	Course Code	Name of Course	Theory /Practical	Total Credit	Contact Hours Per week	Exam duration in hours	Component of Marks		
							Internal	External	Total
							Total/ Passing	Total/ Passing	Total/ Passing
Core Course	PA03CHIS51	Social and Economic History of Mediaeval Gujarat: 942–1818	Theory	5	5	3	30/11	70/28	100/40
	PA03CHIS52	Economic History of Colonial India: 1757–1947	Theory	5	5	3	30/11	70/28	100/40
	PA03CHIS53	Philosophy of History and Historiography: Indian Tradition	Theory	5	5	3	30/11	70/28	100/40
Elective	PA03EHIS51	Tourism in India	Theory	5	5	3	30/11	70/28	100/40
	PA03EHIS52	Research Method in History							
	PA03EHIS53	Agrarian and Village History of Colonial India: 1757–1947							
	PA03EHIS54	Builders of Modern India: M K Gandhi:	Theory	5	5	3	30/11	70/28	100/40





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Syllabus with effect from the Academic Year 2022-2023

**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03CHIS51	Title of the Course	Social and Economic History of Mediaeval Gujarat: 942–1818
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	As general background of Gujarat history for papers on modern Gujarat, this course familiarises students with social and economic activities of what is now Gujarat from Solanki Period onwards.
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Course Content		
Unit	Description	Weightage (%)
1.	<b>Solanki Period</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Historical sources: literature, inscriptions, coins, sculptures, and architecture</li><li>• Social conditions: structure of Hindu society, condition of women, foreign settlers,</li><li>• Economic conditions: agriculture and industries; trade and trade items; Bharuch as port</li></ul>	25%
2.	<b>Sultanate Period</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Historical sources: Persian and Arabic histories; literary sources; inscriptions; coinage; travelogues; archaeological evidences</li><li>• Social conditions: constitution of Hindu and Muslim society; position of women in Hindu and Muslim society;</li><li>• Economic conditions: agriculture, trade, industries, Khambat as port</li></ul>	25%
3.	<b>Mughal Period</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Historical sources: Perso-arabic chronicles, inscription, coins, literary sources,</li><li>• Social condition: Hindu and Muslim societies; impacts of Islam on Gujarati culture; Hindu-Muslim interactions; condition of women</li><li>• Economic condition: agriculture, trade, foreign trade (the Portuguese, English, and Dutch); the rise of Surat as port</li></ul>	25%





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4.	<b>Maratha Period</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Historical sources: Persian chronicles, Marathi and English archives, inscriptions and coins, literary sources</li><li>• Disarray and disarrangement of Hindu society, reorganisation of Muslim society, advent of Christianity and its impact on Gujarati society</li><li>• Economy: agriculture, trade, revenue system, industries, the rise of Mumbai as urbs prima indiae.</li></ul>	25%
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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.	understand the general social and economic history of mediaeval Gujarat
2.	know the sources of mediaeval Gujarat, and how political change ushered socio-economic changes
3.	assess the political and socio-economic background of the modern age in Gujarat
Suggested References:	
Sr. No.	References
1.	Majumdar, Ashok Kumar. 1954. <i>Chaulukyas of Gujarat</i> . Bombay: Bharaitya Vidyabhavan.
2.	M. S. Commissariat. 1938-57. <i>History of Gujarat</i> . 2 vols. Amdavad: Gujarat Vidyasabha.
3.	પરીખ, ર. છો. અને હ. ગં. શાસ્ત્રી (સંપા.) ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. ગ્રંથ ૪-૭. અમદાવાદ: ભો. જી. વિદ્યાભવન.
4.	જોટે, રત્નમણિરાવ ભીમરાવ. ૧૯૪૫. ગુજરાતનો સાંસ્કૃતિક યુગ, ઇસ્લામ યુગ ગ્રંથ ૧, ૨. અમદાવાદ: ગુજરાત વિદ્યાસભા.
5.	પરીખ, પ્રવીણચંદ્ર. ૧૯૮૯. મધ્યકાલીન ભારતમાં આર્થિક જીવન અને સંગઠન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.





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On-line resources to be used if available as reference material
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On-line Resources
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Relevant entries in Wikipedia ( <a href="https://www.wikipedia.org/">https://www.wikipedia.org/</a> ) and Encyclopaedia Britannica ( <a href="https://www.britannica.com/">https://www.britannica.com/</a> )
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Relevant books available on archive.org
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Relevant articles on Jstor ( <a href="https://www.jstor.org/">https://www.jstor.org/</a> ), Project Muse ( <a href="https://muse.jhu.edu/">https://muse.jhu.edu/</a> )
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Syllabus with effect from the Academic Year 2022-2023

**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03CHIS52	Title of the Course	Economic History of Colonial India: 1757–1947
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	The economic structure of modern India is largely shaped by its colonial history. This course teaches how Indian economy fared under a colonial rule: how the traditional industries and crafts were ruined, how British policy at the same times also introduced innovations through education and other means, and how Indians responded to these developments. It also underlines how economic nationalism helped entrepreneurs. The student will have a good idea of the economic developments in India the last two hundred years.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"><li>Indian Economy on the Eve of the British Rule</li><li>British Economic Policy and its Impacts</li><li>Decline of the Indigenous Industries</li></ul>	25%
2.	<ul style="list-style-type: none"><li>Rise of Economic Nationalism</li><li>Forces for Industrialisation and its Nature</li><li>Growth of Modern Industries: Plantation, Textile, Iron and steel, Cement, etc.</li></ul>	25%
3.	<ul style="list-style-type: none"><li>Growth of Transportation System: Railways, Roads, Shipping and Civil Aviation</li><li>Banking and Credit System: Modern and Traditional</li><li>Pattern of Foreign Trade: An Overview</li></ul>	25%
4.	<ul style="list-style-type: none"><li>Maritime Trade in the Indian Ocean</li><li>Impacts of World Class and Great Depression</li><li>Peasant and Trade Union Movements</li></ul>	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





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1.	learn the impact of British rule on Indian economy and resultantly on Indian people
2.	understand the origins of economic nationalism and how it gave birth to swadeshi movement
3.	know the outline of Indian economic history

**Suggested References:**

Sr. No.	References
1.	Chandra, Bipan. 2010. <i>The Rise and Growth of Economic Nationalism in India</i> . New Delhi: Har-Anand.
2.	Dietmar, Rothermund. 1988. <i>An Economic History of India from Pre-colonial times to 1986</i> . London: Cambridge University Press.
3.	Kumar, Dharma. 1983. <i>The Cambridge Economic History of India, Vol II, c. 1750–c. 1970</i> . New Delhi: Cambridge University Press.
4.	Nanda, S. P. 1999. <i>Economic and Social History of Modern India</i> . New Delhi: Anmol.
5.	Tomlinson, B. R. 1993. <i>The Economy of Modern India 1860–1970</i> . Cambridge: Cambridge University Press.
6.	દત્ત, રોમેશ ચંદ્ર. ૧૯૬૩. દોઢ સદીનો આર્થિક ઇતિહાસ. ગુજરાતી સંક્ષેપ: વિઠ્ઠલદાસ કોઠારી. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
7.	મહેતા, મકરંદ. ૧૯૯૫. સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ: મુખ્ય પ્રવાહો. અમદાવાદ: અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
8.	શાસ્ત્રી, આર. વી. ૧૯૯૯. ભારતનો આર્થિક 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/>)





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**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03CHIS53	Title of the Course	Philosophy of History and Historiography: Indian Tradition
Total Credits of the course	5	Hours per Week	5

Course objectives:	Against the widespread belief that ancient India did not have a sense of history, this paper informs the students that there were more than one ways in which the ancient Indians recorded history. It also deals with how history was perceived by the Perso-Arabic historiographers during the mediaeval ages and what were their limitations. In modern times, the contributions of both Indian and Western historians are contextualised and it is shown how history moved from political highbrow point of view to history from below. How Indian thinkers viewed history is also included.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"><li>इतिहास: Meaning and Nature</li><li>Ancient Indian Historical Traditions and <i>Rajatarangini</i></li><li>Historiography during the Sultanate and Mughal Period</li></ul>	25%
2.	<ul style="list-style-type: none"><li>History in the Making: the Western Contributions (Vincent Smith)</li><li>History in the Making: the Indian Contributions (Bhagwanlal Indraji)</li><li>The Marxist Intervention</li></ul>	25%
3.	<ul style="list-style-type: none"><li>D. D. Kosambi as Historian</li><li>Cambridge School</li><li>Subaltern School</li></ul>	25%
4.	<i>Indigenous Views on History:</i> <ul style="list-style-type: none"><li>Mahatma Gandhi</li><li>Babasaheb Ambedkar</li><li>Mohammad Iqbal.</li></ul>	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 ancient Indian historical traditions
2.	understand how the framework of Indian history evolved over a period and how many different scholars contributed to it
3.	evaluate various schools of Indian historiography and their contributions.

Suggested References:	
Sr. No.	References
1.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
2.	Grover, Verinder (ed). 1995. <i>Mohammad Iqbal</i> . New Delhi: Deep and Deep.
3.	Pargiter, F. E. 1913. <i>The Purāna Texts of the Dynasties of Kali Age</i> . Varanasi: Chaukhambha Sanskrit Sansthan (reprint)
4.	Pargiter, F. E. 1922. <i>Ancient Indian Historical Tradition</i> . Oxford: Oxford University Press.
5.	Pathak, Vishwambhar Sharan. 1966. <i>Ancient Historians of India: A Study in Historical Biographies</i> . Bombay, etc.: Asia Publishing House.
6.	Perret, Roy W. 1999. History, time, and knowledge in ancient India. <i>History and Theory</i> 38 (3): 307–321.
7.	Philips, C. H. 1961. <i>Historians of India Pakistan and Ceylon</i> . Oxford: Oxford University Press.
8.	Sarkar, Jagadish Narayan. 1977. <i>History of History Writing in Medieval India</i> Calcutta: Ratna Prakashan.
9.	Sen, S. P.(ed). 1973. <i>Historians and Historiography in Modern India</i> . Calcutta: Institute of Historical Studies.
10.	Sharma, Ramesh Chandra and others. 1991. <i>Historiography and Historians in India since Independence</i> . Agra: M. G. Publishers.
11.	पांडे, गोविन्द चंद्र. २००३. इतिहास: स्वरूप एवं सिद्धान्त. जयपुर: हिन्दी ग्रंथ अकादमी.
12.	शर्मा, रामविलास. १९९२. भारतीय इतिहास और ऐतिहासिक भौतिकवाद. दिल्ली: दिल्ली विश्वविद्यालय
13.	આંબેડકર, બાબાસાહેબ. ૧૯૯૮. અસ્પૃશ્યો કોણ હતા? ડૉ. બાબાસાહેબ આંબેડકર સંપૂર્ણ અક્ષરદેહ, ગ્રંથ ૧૩. ગાંધીનગર: ગુજરાત રાજ્ય.
14.	આંબેડકર, બાબાસાહેબ. ૧૯૯૮. શૂદ્રો કોણ હતા? ડૉ. બાબાસાહેબ આંબેડકર સંપૂર્ણ અક્ષરદેહ, ગ્રંથ ૧૩. ગાંધીનગર: ગુજરાત રાજ્ય.
15.	ગાંધી, મોહનદાસ કરમચંદ. ૧૯૦૯. હિન્દ સ્વરાજ. અમદાવાદ: નવજીવન.







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16.	ધારૈયા, રમણભાઈ કકલભાઈ. ઇતિહાસનું તત્ત્વજ્ઞાન અને ઇતિહાસલેખન અભિગમ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
17.	પરીખ, રસિકલાલ છોટાલાલ. ઇતિહાસ: સ્વરૂપ અને પદ્ધતિ. અમદાવાદ:
18.	મહેતા, રમણલાલ નાગરજી. ઇતિહાસની વિભાવના. 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

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**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03EHIS51	Title of the Course	Tourism in India
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This paper covers the basic concepts of tourism and familiarises students with famous tourist places, which are also of historical importance, of ancient, mediaeval, and modern of India and of Gujarat.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"><li>• Concept and Aims of Tourism</li><li>• Nature and Types of Tourism</li><li>• Importance and Scope of Tourism</li></ul>	25%
2.	<ul style="list-style-type: none"><li>• Tourism in Ancient India: Foreign Travellers</li><li>• Tourism in Mediaeval India: Foreign Travellers and Their Travelogues</li><li>• Development of Tourism during British India</li></ul>	25%
3.	<b>Important Historical Tourist Spots in India</b> <ul style="list-style-type: none"><li>• Ajanta and Ellora Caves</li><li>• Fatehpur Sikri</li><li>• Mumbai</li></ul>	25%
4.	<b>Important Historical Tourist Spots in Gujarat</b> <ul style="list-style-type: none"><li>• Lothal and Dholavira</li><li>• Patan</li><li>• Amdavad</li></ul>	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 concept of tourism and its interconnectedness especially with history
2.	how modern tourism is different from ancient and mediaeval tours
3.	know the importance of certain historical sites as tourist spots

Suggested References:

Sr. No.	References
1.	Chris Cooper and Fletcher. <i>Tourism: Principles and Practices</i> .
2.	Bhatia, A. K. <i>Tourism Principles</i> .
3.	Bansal, S. P. <i>Tourism Development and its Impacts</i> .
4.	Bhandari, N. K. <i>Cultural Heritage of India</i> .
5.	કપૂર, વિમલ કુમાર. ૨૦૦૯. ધાર્મિક એવં સાંસ્કૃતિક પર્યટન સ્થલ. નઈ દિલ્લી: ડિસ્કવરી પબ્લિશિંગ.
6.	કોરાટ, પી. જી. ઇતિહાસમાં પ્રવાસન વિનિયોગ. અમદાવાદ: પાર્શ્વ પ્રકાશન.
7.	ગંગર, અમૃત. મુંબઈ ૨૪ x ૭. અમદાવાદ: અરુણોદય પ્રકાશન.
8.	જોટે, રત્નમણિરાવ. ઐતિહાસિક નગરી અમદાવાદ.
9.	ઠાકુર, શૈલેન્દ્ર. પ્રવાસ ભારતી. રાજકોટ: પ્રવીણ પુસ્તક ભંડાર.
10.	દેસાઈ, મહેબૂબ. ૨૦૦૬. ગુજરાતમાં પ્રવાસન. અમદાવાદ: ગૂર્જર.
11.	મહેતા, મકરંદ. અમદાવાદ: ગઈ કાલ અને આજ.
12.	વ્યાસ, રજની. ૨૦૦૬. સ્વાગતમ્ ગુજરાત. અમદાવાદ: અક્ષરા.

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

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**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03EHIS52	Title of the Course	Research Method in History
Total Credits of the course	5	Hours per Week	5

Course objectives:	This paper covers the basic concepts of research method in history. It deals with how history writing in actuality takes place and how it works. It will show students how to evaluate a source, to ask questions, to interpret, and to write. It also teaches the students to the standard method(s) of documentation in history.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"><li>Historical Method: Problem-oriented Research; Selection of Theme; Review of Literature; Formation of Hypothesis; Research Design; Data Collection</li></ul>	25%
2.	<ul style="list-style-type: none"><li>Types of Data: Primary: Archives and Libraries (types of documents; location; handwritten MSS; typed; microfilms; photographs; electronic or digitised records)</li><li>Oral History (interviews): Methods, Importance, and Problems</li><li>Fieldwork in History:</li><li>Synthesis of Data: Priority of Sources</li></ul>	25%
3.	<ul style="list-style-type: none"><li>Quality of Data and its Analysis: Authenticity and Credibility</li><li>Critical Reading of Texts: Comparative Method; Discourse Analysis; Semiotic Analysis; Content Analysis</li><li>Interpretation of Data: Imagination and Creativity</li></ul>	25%
4.	<ul style="list-style-type: none"><li>Report writing: its Method and Problems.</li><li>Various Methods of Documentation, Bibliographies and Referencing</li><li>Use of Computer in Research Writing: Bibliography, Footnotes, Endnotes, Cross references, Indexing, etc.</li></ul>	25%

Teaching-learning Methodology	Direct lectures, seminars, tutorials, home assignments, audio-visual media (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.	Understand the basics of historical research
2.	differentiate the primary and secondary data and know the importance of oral history and fieldwork
3.	read texts critically and to extract information from a variety of sources
4.	learn to write historical text

Suggested References:	
Sr. No.	References
1.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
2.	Gottschalk, Louis. 1950. <i>Understanding History: A Primer of Historical Method</i> . New York: Alfred A. Knopf.
3.	Topolsky, J. 1976. <i>Methodology of History</i> . (Translated from Polish by O. Wojtasiewicz). Warsaw: Polish Scientific Publishers.
4.	पांडे, गोविन्द चंद्र. २००३. इतिहास: स्वरूप एवं सिद्धान्त. जयपुर: हिन्दी ग्रंथ अकादमी.
5.	राधेशरण. २००६. इतिहास और इतिहासलेखन. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी.

On-line resources to be used if available as reference material	
On-line Resources	
Relevant entries in Wikipedia ( <a href="https://www.wikipedia.org/">https://www.wikipedia.org/</a> ) and Encyclopaedia Britannica ( <a href="https://www.britannica.com/">https://www.britannica.com/</a> )	
Relevant books available on archive.org	
Relevant articles on Jstor ( <a href="https://www.jstor.org/">https://www.jstor.org/</a> ), Project Muse ( <a href="https://muse.jhu.edu/">https://muse.jhu.edu/</a> )	





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**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03EHIS53	Title of the Course	Agrarian and Village History of Colonial India: 1757–1947
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This paper deals with the transformation of villages in general and of village economy in particular in the eighteenth to twentieth centuries because of the colonial rule. This course makes student aware of the policies implemented by the British from time to time and their impacts on village social and economic structure.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"><li>Agrarian economy in India during the mid-18<sup>th</sup> Century</li><li>Indian Village Society during pre-colonial Period, the Notions of 'Village Community' and 'Village Self-sufficiency'</li><li>Growth of British Revenue System: Permanent Settlement, Ryotwari System and, the Mahalwari System: Main Features and Impacts</li></ul>	
2.	<ul style="list-style-type: none"><li>Commercialisation of Agriculture and its Organisation</li><li>Decline of the Indigenous Village Industries</li><li>Growth of Agro-based Industries and its Impacts on Village Society</li></ul>	
3.	<ul style="list-style-type: none"><li>Famines in India during the Colonial Period and its Impact on the Village Society</li><li>The Famine Policy of the Colonial State</li><li>Development of Irrigation and its Impact on Agriculture and Rural Society</li></ul>	
4.	<ul style="list-style-type: none"><li>Impact of the New Agrarian Policy on the Social Structure in Rural India</li><li>Growth of Agricultural Labour in Colonial India and the Agrestic Serfdom</li><li>Cooperative Movements in Agricultural and Rural Sectors</li></ul>	

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%

Course outcomes: Having completed this course, the learner will be able to	
1.	know the history of India from below
2.	understand the impacts of British agrarian policies on Indian villages
3.	see the development of agro-based industries

Suggested References:	
Sr. No.	References
1.	Cohn, B. S. 1969. <i>Structural Change in Indian Rural Society</i> . London.
2.	Desai, I. P. and Banwarilal Chaudhri. 1977. <i>History of Rural Development in Modern India</i> . Vol 2. New Delhi, Impex India.
3.	Dube, Shyama Charan. 1965. <i>Indian Village</i> . London: Routledge and Kegan Paul.
4.	Frykenberg, Robert Eric. 1969. <i>Land Control and Social Structure in Indian History</i> . Madison: University of Wisconsin Press.
5.	Frykenberg, Robert Eric (ed.), 1977. <i>Land Tenure and Peasant in South Asia</i> . New Delhi: Manohar.
6.	Kumar, Dharma and Meghnad Desai. 1983. <i>The Cambridge Economic History of India, Vol II, c. 1750–c. 1970</i> . New Delhi: Orient BlackSwan.
7.	Ludden, David. 1999. <i>An Agrarian History of South Asia</i> . Cambridge: Cambridge University Press.
8.	Baden-Powell, Henry. 1990. <i>The Land-systems of British India</i> . (Indian reprint) 3 vols. Delhi: Low Price Publication.
9.	Srinivas, M. N. (Ed.) 1955. <i>India's Village</i> . Bombay: Asia Publishing House.
10.	Stein, Burton. 1992. <i>The Making of Agrarian Policy in British India</i> . Delhi: Oxford University Press.
11.	જોષી, ભાસ્કર હ. ૧૯૯૯. ભારતનું કૃષિક્ષેત્ર: વિકાસ અને પડકાર. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
12.	પંડ્યા, રોહિત. પી. ૧૯૯૮. ગુજરાતના ગ્રામીણ સમાજનું પરિવર્તન અને ગાંધીવાદી નેતૃત્વ. અમદાવાદ: પાર્શ્વ પબ્લિકેશન.
13.	પંડ્યા, રોહિત. પી. ૨૦૦૩. સાંસ્થાનિક ભારતના કિસાન આંદોલનો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.





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14.	મહેતા, મકરંદ. ૧૯૮૬. સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ: મુખ્ય પ્રવાહો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
15.	શાસ્ત્રી, આર. વી. ૧૯૯૧. ભારતનો આર્થિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material
On-line Resources
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Relevant books available on archive.org
Relevant articles on Jstor ( <a href="https://www.jstor.org/">https://www.jstor.org/</a> ), Project Muse ( <a href="https://muse.jhu.edu/">https://muse.jhu.edu/</a> )







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**Master of Arts: History**  
**M. A. History: Semester III**

Course Code	PA03EHIS54	Title of the Course	Builders of Modern India: M K Gandhi:
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This paper deals with the life and works of Mahatma Gandhi. It familiarizes the students with his early life, his experiments in South Africa, his achievements in India and his philosophy of non-violence. It also situates Gandhi in historical context of Gujarat and India.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none"><li>• Saurashtra in the Nineteenth Century</li><li>• Gandhi's Initial Years</li><li>• Gandhi in England</li></ul>	
2.	<ul style="list-style-type: none"><li>• Gandhi in South Africa and his Experiments</li><li>• Gandhi's Arrival in Indian Politics</li><li>• Gandhi's Philosophy of National Movement</li></ul>	
3.	<ul style="list-style-type: none"><li>• Constructive Activities</li><li>• Gandhi and Women</li><li>• Gandhi and Muslims</li></ul>	
4.	<ul style="list-style-type: none"><li>• Gandhi and Hind Swaraj</li><li>• Gandhi and Religion</li><li>• Gandhi's Philosophy of Education</li></ul>	

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 Gandhi's contributions to humanity in detail
2.	understand the impacts of his ideas on Indian religion, society and economy
3.	assess his role in the uplift of the women, dalits, adivasis, and other minority sections of India

Suggested References:	
Sr. No.	References
1.	Gandhi, M. K. <i>My Autobiography or My Experiments with Truth</i> . Amdavad: Navjeevan.
2.	Gandhi, M. K. <i>History of Satyagraha in South Africa</i> . Amdavad: Navjeevan.
3.	Gandhi, M. K. <i>Hind Swaraj</i> . Amdavad: Navjeevan.
4.	Prabhu, R. K. and U. R. Rao. <i>The Mind of Mahatma Gandhi</i> . Amdavad: Navjeevan.
5.	પંડ્યા, રોહિત. પી. ૧૯૯૮. ગુજરાતના ગ્રામીણ સમાજનું પરિવર્તન અને ગાંધીવાદી નેતૃત્વ. અમદાવાદ: પાર્શ્વ પબ્લિકેશન.

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Relevant books available on archive.org
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