Course	se Code UA01CHIS51 Title of the Course Rise of Modern We		est		
	otal Credits of he Course04Hours per Week04				
	<ul> <li>Course</li> <li>Objectives:</li> <li>1. To understand about various approaches to study about Mod</li> <li>2. To orient the students in the details about towards the emerge</li> <li>European state of system.</li> <li>3. This paper examines the process of policy formulation and terroblems of its implementation.</li> </ul>		ence of		
Unit					Waightaga*
	1.	n from Foundations to	Conitalian + Con	and Theories	Weightage*
1.		n from Feudalism to	-	ses and Theories.	25
2.		nce : Causes and Imp			-
3.	Reformation : Origin, Course and Consequences.			-	
4.	Scientific and Agricultural development.				
Unit	2.				
1.	Geograph	nical Exploration.			25
2.	Early Colonial Exploration.				
3.	Economic Development of the 16 <sup>th</sup> Century.				
4.	Proto Industrialism – the rise of new merchants.				
Unit	3.				
1.	Emergen	ce of the European S	tate System – Spa	ain, France.	25
2.	Emergen	ce of the European S	tate System – En	gland, Russia.	
3.	The Engl	ish revolution : Majo	or Issues, Politica	and Intellectual currents.	
4.	Rise of m	odern Science and r	evolutionary mod	e.	

Unit	4.	
1.	Preludes of the Industrial revolution : Phase-I Emergence in England, meaning, Causes.	25
2.	Preludes of the Industrial revolution : Phase-II Causes, Impacts, Emergence of New Social Classes.	
3.	Political and Economic Issues in the American revolution.	
4.	American Leaders.	

Teaching- Learning MethodologyLecture, Recitation, Group discussion, Guest speaker, Debate, Assignme Seminar, Quizzes					
Evalu	Evaluation Pattern				
Sr. No.	Details of the Evaluation W				
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)				
2.	Internal Co Quizzes, Se	15%			
3.	University I	70%			

Cou	Course Outcomes: Having completed this course, the learnerwill be able to			
1.	To familiarise students with the rise of the modern west world and transition the society and economy form feudalism to capitalism.			
2.	<ul> <li>They will learn how to rise of renaissance in Italy and spread of humanism in Europe and results of the European.</li> <li>a. Reformation in the 16<sup>th</sup> century and sift of economic balance and the price revolution.</li> </ul>			
3.	They gather knowledge towards the emergence of European state of system like France, Spain, England etc			

Sugges	Suggested References:			
Sr. No.	References			
1.	Hobs awn Eric j, : The age of revolution 1789-1948.			
2.	Thompson J M : The French Revolution.			
3.	Walls,Peter : The American war of Independence			
4.	ભટ્ટ દેવેન્દ્ર : યુરોપ નો ઇતિહાસ			
5.	દવે નવનીત : અમેરીકન ક્રાતિ			
6.	ધારૈયા આર.કે  : આધુનીક વિશ્વની ક્રાતિઓ			

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

Course	se Code UA01CHIS51 Title of the Course Rise of Modern We		est		
	otal Credits of he Course04Hours per Week04				
	<ul> <li>Course</li> <li>Objectives:</li> <li>1. To understand about various approaches to study about Mod</li> <li>2. To orient the students in the details about towards the emerge</li> <li>European state of system.</li> <li>3. This paper examines the process of policy formulation and terroblems of its implementation.</li> </ul>		ence of		
Unit					Waightaga*
	1.	n from Foundations to	Conitalian + Con	and Theories	Weightage*
1.		n from Feudalism to	-	ses and Theories.	25
2.		nce : Causes and Imp			-
3.	Reformation : Origin, Course and Consequences.			-	
4.	Scientific and Agricultural development.				
Unit	2.				
1.	Geograph	nical Exploration.			25
2.	Early Colonial Exploration.				
3.	Economic Development of the 16 <sup>th</sup> Century.				
4.	Proto Industrialism – the rise of new merchants.				
Unit	3.				
1.	Emergen	ce of the European S	tate System – Spa	ain, France.	25
2.	Emergen	ce of the European S	tate System – En	gland, Russia.	
3.	The Engl	ish revolution : Majo	or Issues, Politica	and Intellectual currents.	
4.	Rise of m	odern Science and r	evolutionary mod	e.	

Unit	4.	
1.	Preludes of the Industrial revolution : Phase-I Emergence in England, meaning, Causes.	25
2.	Preludes of the Industrial revolution : Phase-II Causes, Impacts, Emergence of New Social Classes.	
3.	Political and Economic Issues in the American revolution.	
4.	American Leaders.	

Teaching- Learning MethodologyLecture, Recitation, Group discussion, Guest speaker, Debate, Assignme Seminar, Quizzes					
Evalu	Evaluation Pattern				
Sr. No.	Details of the Evaluation W				
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)				
2.	Internal Co Quizzes, Se	15%			
3.	University I	70%			

Cou	Course Outcomes: Having completed this course, the learnerwill be able to			
1.	To familiarise students with the rise of the modern west world and transition the society and economy form feudalism to capitalism.			
2.	<ul> <li>They will learn how to rise of renaissance in Italy and spread of humanism in Europe and results of the European.</li> <li>a. Reformation in the 16<sup>th</sup> century and sift of economic balance and the price revolution.</li> </ul>			
3.	They gather knowledge towards the emergence of European state of system like France, Spain, England etc			

Sugges	Suggested References:			
Sr. No.	References			
1.	Hobs awn Eric j, : The age of revolution 1789-1948.			
2.	Thompson J M : The French Revolution.			
3.	Walls,Peter : The American war of Independence			
4.	ભટ્ટ દેવેન્દ્ર : યુરોપ નો ઇતિહાસ			
5.	દવે નવનીત : અમેરીકન ક્રાતિ			
6.	ધારૈયા આર.કે  : આધુનીક વિશ્વની ક્રાતિઓ			

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

Course	se Code UA01GHIS51 Title of the Course Rise of Modern W		est		
	tal Credits of e Course 04 Hours per 04 04				
Course Objectives:		<ol> <li>To orient th European st</li> <li>This paper e</li> </ol>	e students in the c ate of system.	approaches to study about Mod letails about towards the emerg ress of policy formulation and th on.	ence of
Course	Content				-
Unit	1.				Weightage*
1.	Transitio	n from Feudalism to	Capitalism : Cau	ses and Theories.	25
2.	Renaissa	nce : Causes and Imp	pacts.		]
3.	Reformation : Origin, Course and Consequences.				
4.	Scientific and Agricultural development.				
Unit	2.				
1.	Geograph	nical Exploration.			25
2.	Early Colonial Exploration.				
3.	Economic Development of the 16 <sup>th</sup> Century.				
4.	Proto Industrialism – the rise of new merchants.				
Unit	3.				
1.	Emergen	ce of the European S	state System – Spa	ain, France.	25
2.	Emergen	ce of the European S	tate System – Eng	gland, Russia.	
3.	The Engl	ish revolution : Majo	or Issues, Politica	and Intellectual currents.	
4.	Rise of m	odern Science and r	evolutionary mod	e.	

Unit	4.	
1.	Preludes of the Industrial revolution : Phase-I Emergence in England, meaning, Causes.	25
2.	Preludes of the Industrial revolution : Phase-II Causes, Impacts, Emergence of New Social Classes.	
3.	Political and Economic Issues in the American revolution.	
4.	American Leaders.	

Learn	Teaching- Learning MethodologyLecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Seminar, Quizzes				
Evalu	Evaluation Pattern				
Sr. No.	Details of th	Weightage			
1.	Internal Wr	15%			
2.	2. Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)				
3.	3. University Examination				

Cou	rse Outcomes: Having completed this course, the learnerwill be able to
1.	To familiarise students with the rise of the modern west world and transition the society and economy form feudalism to capitalism.
2.	<ul> <li>They will learn how to rise of renaissance in Italy and spread of humanism in Europe and results of the European.</li> <li>a. Reformation in the 16<sup>th</sup> century and sift of economic balance and the price revolution.</li> </ul>
3.	They gather knowledge towards the emergence of European state of system like France, Spain, England etc

Sugges	Suggested References:		
Sr. No.	References		
1.	Hobs awn Eric j, : The age of revolution 1789-1948.		
2.	Thompson J M : The French Revolution.		
3.	Walls,Peter : The American war of Independence		
4.	ભટ્ટ દેવેન્દ્ર : યુરોપ નો ઇતિહાસ		
5.	દવે નવનીત : અમેરીકન ક્રાતિ		
6.	ધારૈયા આર.કે  : આધુનીક વિશ્વની ક્રાતિઓ		

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

Course	Code	UA01GHIS51	Title of the Course	Rise of Modern W	est	
Total C the Cor	Credits of urse	04	Hours per Week	04		
	<ol> <li>Course</li> <li>To understand about various approaches to study about Mode</li> <li>To orient the students in the details about towards the emerge European state of system.</li> <li>This paper examines the process of policy formulation and the problems of its implementation.</li> </ol>			ence of		
Course	Content				-	
Unit	1.				Weightage*	
1.	Transitio	n from Feudalism to	Capitalism : Cau	ses and Theories.	25	
2.	Renaissa	nce : Causes and Imp	pacts.		]	
3.	Reformation : Origin, Course and Consequences.					
4.	Scientific and Agricultural development.					
Unit	2.					
1.	Geographical Exploration.				25	
2.	Early Colonial Exploration.					
3.	Economic Development of the 16 <sup>th</sup> Century.					
4.	Proto Ind					
Unit	3.					
1.	Emergence of the European State System – Spain, France.				25	
2.	Emergence of the European State System – England, Russia.					
3.	The English revolution : Major Issues, Political and Intellectual currents.					
4.	Rise of m	odern Science and r	evolutionary mod	e.		

Unit	4.	
1.	Preludes of the Industrial revolution : Phase-I Emergence in England, meaning, Causes.	25
2.	Preludes of the Industrial revolution : Phase-II Causes, Impacts, Emergence of New Social Classes.	
3.	Political and Economic Issues in the American revolution.	
4.	American Leaders.	

Learn	Teaching- Learning MethodologyLecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Seminar, Quizzes				
Evalu	Evaluation Pattern				
Sr. No.	Details of th	Weightage			
1.	Internal Wr	15%			
2.	2. Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)				
3.	3. University Examination				

Cou	rse Outcomes: Having completed this course, the learnerwill be able to
1.	To familiarise students with the rise of the modern west world and transition the society and economy form feudalism to capitalism.
2.	<ul> <li>They will learn how to rise of renaissance in Italy and spread of humanism in Europe and results of the European.</li> <li>a. Reformation in the 16<sup>th</sup> century and sift of economic balance and the price revolution.</li> </ul>
3.	They gather knowledge towards the emergence of European state of system like France, Spain, England etc

Sugges	Suggested References:		
Sr. No.	References		
1.	Hobs awn Eric j, : The age of revolution 1789-1948.		
2.	Thompson J M : The French Revolution.		
3.	Walls,Peter : The American war of Independence		
4.	ભટ્ટ દેવેન્દ્ર : યુરોપ નો ઇતિહાસ		
5.	દવે નવનીત : અમેરીકન ક્રાતિ		
6.	ધારૈયા આર.કે  : આધુનીક વિશ્વની ક્રાતિઓ		

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

Course	Se Code     Title of the Course     History of India –I ( Earlies B.C. )		st time to 323		
Total Control the Control Total Control Tota	Credits of urse	04	Hours per Week	04	
Course Objecti	ves:	history 2. It helps to introduc	the students to the	the basic normative concepts of the important debated in the subject bout ancient Indian history.	
Course	Content				
Unit	1.				Weightage*
1.	Sources a	nd tools of Ancient Inc	lian History.		25
2.	Pre-histor	ic India : Pre –historic	ways of life.		
3.	Pre-Harpp	pen Culture- Prelude to	Harppen Civilizat	ion.	
4.	The Haraj	ppan civilization :Main	features.		
Unit	2.				
1.	Vedic Indian : Society, Religion and Economy.				25
2.	Vedic Literature.				
3.	Post Vedic India : A Summary.				
4.	The Mahakavyas : Ramayana and Mahabharata as sources for the reconstruction of Indian History. Contribution of Jainism to Literature and Art.				
Unit	3.				
1.	Jainism :	Mahavir swami .			25
2.	Buddhism	n : Gautam Buddha			
3.	Contribut	ion of Buddaism to lite	erature and art.		
4.	Contribution of Jainism to literature and art.				
Unit	4.				
1.	The rise of Mangadha Empire.				25
2.	Persian ar				
3.	Impact of Persian and Greek invasions.				
4.	Effect of i	invasions Ganrajyas :	Functioning, Type	and decline	

Evalu Sr. No. 1. 2. 3.	uation Pattern         Details of the Evaluation         Internal Written / Practical Examination (As per CBCS R.6.8.3)         Internal Continuous Assessment in the form of Practical, Viva-Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)         University Examination         rse Outcomes: Having completed this course, the learner will be able to	Weightage           15%           voce,         15%           70%		
No. 1. 2.	Internal Written / Practical Examination (As per CBCS R.6.8.3)         Internal Continuous Assessment in the form of Practical, Viva-Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)         University Examination	15% voce, 15%		
2.	Internal Continuous Assessment in the form of Practical, Viva- Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) University Examination	voce, 15%		
	Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)University Examination			
3.		70%		
	se Outcomes: Having completed this course, the learner will be able to			
Cours				
	To familiarize the student with the part of Indian history that is popularly known as ancient India .			
2.	This course trains the students in the use of sources for ancient Indian history.			
3.	Major development of history up to 300 BCE .			
Sugge	ested References:			
Sr. No.	References			
1.	ShastriK.A.Nilkanth, History of India Part-1			
2.	Majbudar R.C, Ancient India			
3.	Mahajan Vidhayadhar, Ancient India			
4.	Mookharjee R.K, Glimpses Invasions			
On-li	ine resources to be used if available as reference material			
On-li	ine Resources			
Relev	vant entries on Wikipedia and Encyclopaedia Britannica			

			B.A. (History) Set	mester-I	
Course	Course Code UA01GICL51		Title of the Course	Cultural History of India Ancient Periods (Indus valley to 3 <sup>rd</sup> Century B.C.)	
	Total Credits of ne Course04Hours per Week04				
Objectives: 2. 3.		Mauryas 2. It delineates Ramayana ag 3. It familiarise	the development of ge culture s the students with	istory of India from Harappar f varna system and ashrama sy n the basic philosophy of the e Buddhism and Jainism.	stems and with the
Course	Content				
Unit	1.				Weightage* (%)
1.	Culture an	d civilization : meaning	ng and differences.		25
2.	Salient fea	tures of Indian Cultur	e.		
3.	Literary so	ources of cultural histo	ory of Ancient Indi	a.	
4.	Archaeological tools of cultural history of Ancient India				
Unit	2.				
1.	Town planning of Indus valley civilization.			25	
2.	Sculpture	of Indus Civilization.			
3.	An introduction of Vedic literature.				
4.	Philosophy of the main Upnishads				
Unit	3.				
1.	Vedic Var	na system.			25
2.	Vedic ashram agreement.				
3.	Indian ideals reflected in the Ramayana.				
4.	The massage of Indian religion and the Bhagwat Geeta reflected in Mahabharat				
Unit	4.				
1.	The Contra and art.	ibution of Jainism to I	ndian culture in the	e field of literature religion	25
2.	The Contr religion ar	ibution of Buddhism t nd art.	o Indian culture in	the field of literature	
3.	The effect	of Alexander's raid o	n India.		

4.	The rise of	the Magadha before the establishment of the Mauryan empire.					
	ing-Learning odology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignr Quizzes	nents, Seminar,				
Evalu	ation Pattern						
Sr. No.	Details of the	Details of the Evaluation Weightage					
1.	Internal Writ	ten / Practical Examination (As per CBCS R.6.8.3)	15%				
2.		ntinuous Assessment in the form of Practical, Viva-voce, Quizzes, ssignments, Attendance (As per CBCS R.6.8.3)	15%				
3.	University E	xamination	70%				
Cours	e Outcomes: H	laving completed this course, the learner will be able to					
1.	To make stude	ent understand the use of sources in reconstructing ancient India					
2.	How various reform movements in ancient India changed Indian culture						
3.	How literature affected the general outlook of ancient Indians						
4.	To make students understand the historical importance of Alexander's raid						
Sugge	ested Reference	25:					
Sr. No	D. References						
1.	R.C.Majbu	udar, The classical age.					
2.	Vikram Sir	hh, Glimpses of Indian culture.					
3	પરમાર થોમસ્	ા . બી , ભારતીય સંસ્ક્રુતિની ઝલક (પ્રાચીન કાલ )					
4	શાસ્ત્રી હરિપ્ર	સાદ , પ્રાચીન ભારત, ભાગ -૧-૨ .					
5	ચાવડા વિજયસિંહ , ભારતનો સાંસ્ક્રુતિક ઇતિહાસ.						
On-lir	ne resources to	be used if available as reference material					
On-lir	ne Resources						
Relev	ant entries on V	Wikipedia and Encyclopaedia Britannica					

		I	B.A. (History) Set	mester-I	
Course Code		UA01SHIS51	Title of the Course	Indian Renaissance : Part -1	
Total Credits of the Course02		Hours per Week	04		
Course1.To familiarise the studentObjectives:India		them with the g	with the general history of reforms in mod spreat personalities who contributed to Ind in the process.		
Course	Content				
Unit	1.			Weightage*(%)	
1.	Renaissa	nce : Meaning, Chara	acteristics.	25	
2.	Bhakti M	ovement : Causes a	nd Impacts.		
3.	Sufi Mov	ement :Characteristi	cs.		
4.	Saints of	India and Sufi Move	ement.		
Unit	2.				
1.	Indian ren	naissance : causes.		25	
2.	Advent of the Britisher and India's conditions.				
3.	English education in India.				
4.	Role of press in Modern India				
Unit	3.				
1.	Social ref	forms in India : Cont	ributions of Raja	Ram Mohanroy. 25	
2.	Prathan S	lamaj			
3.	Dayanano	d Sarswati and Arya	Samaj.		
4.	Reforms in Sikh religious				
Unit	4.				
1.	New Hine	duism		25	
2.	Theosoph	nical society : Annie	Besent		
3.	Ramkrish	ana Mission : Activi	ities.		
	Kabir.				

Teaching- Learning Methodology		Lecture, Recitation, Group discussion, Guest speaker, Debate, As Seminar, Quizzes	ssignments,
Evalı	uation Pattern		
Sr. No.	Details of the Evaluation Weighta		Weightage
1.	Internal Wi	ritten / Practical Examination (As per CBCS R.6.8.3)	15%
2.		ontinuous Assessment in the form of Practical, Viva-voce, eminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University	Examination	70%
Cour	se Outcomes:	Having completed this course, the learner will be able to	
1.	To sensitize students to the main development in Indian religions		
2.	To make them understand the causes for these changes		
3.	To study not	able institutions and individuals who made major contributions in t	these changes
Sugg	ested Referer	nces:	
Sr. No.	Reference	es	
1.	. Shastri K.A Nilkanth, History of India Part-1		
2.	Majbudar	R.C, Ancient India. ચાવડા વિજ્યસિહ, ભારતનો સાંસ્ક્રુતિક ઇતિહાસ	
3.	3. એમ.એન.શ્રીનીવાસ ,આધુનીક ભારતમા સામાજીક પરીવર્તન		
4.	સુરેશ. શેઠ, ભ	ારતમા સમાજીક અને ધર્મીક ચળવળો.	
	ં. નીરા દેસાઇ, ગુજરતમા ૧૯મી સદીમા સમાજીક પરીવર્તન		

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

Course Code		UA02CHIS51	Title of the Course	History of Modern Euro 1939 A.D.)	ope ( 1789-
Total Credits of the Course04		04	Hours per Week	04	
Course Object		French Re 2. To study in	volution to the s detail some ev	ut basic outline of Europear econd world war ents that shaped modern w sted all attempts at dictator	orld
Course	e Content				
Unit	1.				Weightage* (%)
1.	French F	Revolution : 1789 c	auses.		25
2.	French F	Revolution : 1789 c	onsequences.		
3.	Vienna (	Congress : Aims,	Organization, I	mportance.	
4.	French F	Revolution : 1830 c	auses and cons	sequences	
Unit	2.				
1.	Rise of N	Nationalism and re	making States :	Concept, Course.	25
2.	Unificatio	on of Germany.			
3.	Unification	on of Italy.			
4.	Europe a	at the turn of the tw	ventieth century		
Unit	3.				
1.	First Wo	rld War : Causes a	and Result.		25
2.	League	of Nations : aims a	nd Achievemen	t.	
3.	Russian	Revolution (1905)	: Causes and R	tesult.	
4.	Russian	Revolution (1917)	: Causes and R	lesult	

Unit	4.	
1.	Rise of Dictatorship: Germany.	25
2.	Rise of Dictatorship : Italy	
3.	Second World War : Causes and Result.	
4.	UNO : aims and Achievement	

Teaching- Learning MethodologyLecture, Recitation, Group discussion, Guest speak Seminar, Quizzes		Lecture, Recitation, Group discussion, Guest speaker, Debate, As Seminar, Quizzes	ssignments,
Evalu	Evaluation Pattern		
Sr. No.	Details of the Evaluation Weightage		Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3) 15%		15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)		15%
3.	University Examination 70%		

Cou	Course Outcomes: Having completed this course, the learner will be able to		
1.	They will learn about the revolution and its impact of European country.		
2.	How industrialization had occurred and its affected on social and economic transformation of Europe.		
3.	How the sense regarding the nationalism and unification had development among the European countries on eve of the 2 <sup>nd</sup> World War.		

Sugges	Suggested References:		
Sr. No.	References		
1.	Corvell. R.D., World History in the 20 <sup>th</sup> Century.		
2.	Hobs awn Eric j , The age of revolution 1789-1948.		
3.	Thompson J M ., The French Revolution.		
4.	Walls, Peter, The American War of Independence.		
5.	ભટ્ દેવેંન્દ્ર , યુરોપનો ઇતિહાસ		
6.	દવે નવનીત, અમેરીકન ક્રાંતિ.		
On-line	On-line resources to be used if available as reference material		
On-line	On-line Resources		
Releva	Relevant entries on Wikipedia and Encyclopaedia Britannica		

B.A. (History ) Semester –II			
Course Code	Course Code UA02CHIS52		History of India
	UAUZGHISJZ	Course	
Total Credits of	04	Hours per	04
the Course	04	Week	

Course Objectives:	<ol> <li>To familiarise students in detail with the Mauryan and Gupta period of Indian history.</li> <li>To study the society and economy of these two ages.</li> <li>To understand the cultural achievements of these thousand years of Indian history.</li> </ol>
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Course	Course Content		
Unit	1. W		
1.	Sources for studding Mayuran History (Archeology and Literary)	25	
2.	Rise of MauryanEmpire : The founder Chandragupata.		
3.	Mauryan Emperor Ashok : Achievements, Sculpture.		
4.	Administrative system during the Mauryan era.		
Unit	2.		
1.	Society and Economy during Mauryan era.	25	
2.	Art and religion During Mauryan.		
3.	Mauryan Culture		
4.	Decline of Mauryanand political disintegration of India.		
Unit	3.		
1.	Rise of Gupta Empire.	25	
2.	Samudragupata : Achievements.		
3.	Chandra gupta-II : Achievements.		
4.	Kumargupte : Achievements		

Unit	4.	
1.	Social and Cultural development during the Gupta era.25	
2.	Literature, Art, Education and Science during Gupta era.	
3.	Post Gupta period ;Harshvardhan and his times.	
4.	Education in ancient India.	

Teaching-	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments,
Learning	Seminar, Quizzes
Methodology	

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

Cou	Course Outcomes: Having completed this course, the learner will be able to		
	They will learn about how to rise of Maurya empire and politics played by Ashoka and the fall of the Maurya.		
2.	They can acquire knowledge about the post Maurya politics with special reference to the Kushans and the Saravanan's rise of the Gupatas development of the empire, art, architecture and etc.		
3.	They will acquire knowledge towards the changing the status of agrarian economy, trade, commerce and urbanization of towns.		

Sugges	Suggested References:		
Sr. No.	References		
1.	Shastri K.A. Nilkanth , History of India Part-1		
2.	Majmudar R.C, Ancient India.		
3	MookarjeeR.K, Glimpses of Ancient India.		
4	ચાવડા વિજ્યસિહ, ભારતનો સાંસ્ક્રુતિક ઇતિહાસ		
5	શાસ્ત્રીહરિપ્રસાદ, હડપ્પા અને મોંહેજો-દ્ડો		
6	મેહતા આર.એન. ભારતીય પ્રાગ ઇતિહાસ		
7	પરીખ પ્રવીણચંદ્ર , ભારત દર્શન આદીયુગ		
On-line	On-line resources to be used if available as reference material		
On-lin	On-line Resources		
Releva	Relevant entries on Wikipedia and Encyclopaedia Britannica		

Course	e Code	UA02GHIS51	Title of the Course	History of Modern Europe ( 1789- 1939 A.D. )	
Total C the Co	Credits of urse	04	Hours per Week	04	
	Course1. To acquire knowledge about basic outline of European French Revolution to the second world war2. To study in detail some events that shaped modern we 3. To teach how humans resisted all attempts at dictators		orld		
Course	Content				
Unit	1.				Weightage* (%)
1.	French F	Revolution : 1789 c	auses.		25
2.	French F	Revolution : 1789 c	onsequences.		
3.	Vienna (	Congress : Aims,	Organization, I	mportance.	
4.	French F	Revolution : 1830 c	auses and cons	sequences	
Unit	2.				
1.	Rise of N	Nationalism and re	making States :	Concept, Course.	25
2.	Unificatio	on of Germany.			
3.	Unificatio	on of Italy.			
4.	Europe a	at the turn of the tw	ventieth century		
Unit	3.				
1.	First Wo	rld War : Causes a	and Result.		25
2.	League	of Nations : aims a	nd Achievemen	t.	
3.	Russian	Revolution (1905)	: Causes and R	Result.	
4.	Russian	Revolution (1917)	: Causes and R	Result	

Unit	4.	
1.	Rise of Dictatorship: Germany.	25
2.	Rise of Dictatorship : Italy	
3.	Second World War : Causes and Result.	
4.	UNO : aims and Achievement	

Learn	ching- ming hodology		
Evaluation Pattern			
Sr. No.	Details of th	ne Evaluation	Weightage
1.	Internal Wr	itten / Practical Examination (As per CBCS R.6.8.3)	15%
2.		ontinuous Assessment in the form of Practical, Viva-voce, minars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University I	Examination	70%

Cou	Course Outcomes: Having completed this course, the learner will be able to		
1.	They will learn about the revolution and its impact of European country.		
2.	How industrialization had occurred and its affected on social and economic transformation of Europe.		
3.	How the sense regarding the nationalism and unification had development among the European countries on eve of the 2 <sup>nd</sup> World War.		

Sugges	Suggested References:		
Sr. No.	References		
1.	Corvell. R.D., World History in the 20 <sup>th</sup> Century.		
2.	Hobs awn Eric j , The age of revolution 1789-1948.		
3.	Thompson J M ., The French Revolution.		
4.	Walls, Peter, The American War of Independence.		
5.	ભટ્ દેવેંન્દ્ર , યુરોપનો ઇતિહાસ		
6.	દવે નવનીત, અમેરીકન ક્રાંતિ.		
On-line	e resources to be used if available as reference material		
On-line	e Resources		
Relevant entries on Wikipedia and Encyclopaedia Britannica			

B.A. (History ) Semester –II				
Course Code	UA02GHIS52	Title of the	History of India	
	UAUZGHISSZ	Course		
Total Credits of	04	Hours per	04	
the Course	04	Week		

Course Objectives:	<ol> <li>To familiarise students in detail with the Mauryan and Gupta period of Indian history.</li> <li>To study the society and economy of these two ages.</li> <li>To understand the cultural achievements of these thousand years of Indian history.</li> </ol>
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Course Content			
Unit	1.	Weightage* (%)	
1.	Sources for studding Mayuran History (Archeology and Literary)	25	
2.	Rise of MauryanEmpire : The founder Chandragupata.		
3.	Mauryan Emperor Ashok : Achievements, Sculpture.		
4.	Administrative system during the Mauryan era.		
Unit	2.		
1.	Society and Economy during Mauryan era.	25	
2.	Art and religion During Mauryan.		
3.	Mauryan Culture		
4.	Decline of Mauryanand political disintegration of India.		
Unit	3.		
1.	Rise of Gupta Empire.	25	
2.	Samudragupata : Achievements.		
3.	Chandra gupta-II : Achievements.		
4.	Kumargupte : Achievements		

Unit	4.	
1.	Social and Cultural development during the Gupta era.	25
2.	Literature, Art, Education and Science during Gupta era.	
3.	Post Gupta period ;Harshvardhan and his times.	
4.	Education in ancient India.	

Teaching-	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments,
Learning	Seminar, Quizzes
Methodology	

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

Cou	Course Outcomes: Having completed this course, the learner will be able to		
	They will learn about how to rise of Maurya empire and politics played by Ashoka and the fall of the Maurya.		
2.	They can acquire knowledge about the post Maurya politics with special reference to the Kushans and the Saravanan's rise of the Gupatas development of the empire, art, architecture and etc.		
3.	They will acquire knowledge towards the changing the status of agrarian economy, trade, commerce and urbanization of towns.		

Sugges	Suggested References:			
Sr. No.	References			
1.	Shastri K.A. Nilkanth , History of India Part-1			
2.	Majmudar R.C, Ancient India.			
3	MookarjeeR.K, Glimpses of Ancient India.			
4	ચાવડા વિજ્યસિહ, ભારતનો સાંસ્ક્રુતિક ઇતિહાસ			
5	શાસ્ત્રીહરિપ્રસાદ, હડપ્પા અને મોંહેજો-દ્ડો			
6	મેહતા આર.એન. ભારતીય પ્રાગ ઇતિહાસ			
7	પરીખ પ્રવીણચંદ્ર , ભારત દર્શન આદીયુગ			
On-line	On-line resources to be used if available as reference material			
On-lin	On-line Resources			
Releva	Relevant entries on Wikipedia and Encyclopaedia Britannica			

B.A. (History ) Semester –II					
Code	Course	UA02GICL51	Title of the Course	Cultural History of Ind Periods (4 <sup>th</sup> Century E A.D.)	
Total C Course	Credits of the	04	Hours per Week	04	
Object	<ul> <li>Course Objectives:</li> <li>1. The course covers the cultural history of India from the the end of the first millennium</li> <li>2. It features the achievements of kings like Asoka, Kar Smudra Gupta and Harsha.</li> <li>3. It also familiaries the students with India's contributions of art, architecture, education, and various sciences.</li> </ul>			Kanishka, and	
Course	Content				
Unit	1.				Weightage*
1.	Mauryan adı	ministration syste	m.		25
2.	Cultural ach	ievement of the e	mperor Ashoka	a.	
3.	The art in Ma	auryan period.			
4.	Kanishka- 1 <sup>s</sup>	<sup>st</sup> and Buddhism.			
Unit	2.				
1.	Achievemen	ts of Samidragup	ta.		25
2.	Social life during Gupta period.				
3.	Religions and sects during Gupta age.				
4.	Literary herit	tage of Gupta per	iod		
Unit	3.				
1.	Art and Arch	nitecture of Gupta	period.		25
2.	Thinkers of the ancient India : Chankaya, Patanjali and Vatsyayana.				
3.	Harshvardha	an's political and o	cultural achieve	ements.	
4.	Cultural con	tribution of the de	velopment of I	ndian culture.	
Unit	4.				
1.	Pallava's co	ntribution to the d	evelopment of	Indian culture.	25
2.	Centers of E and Vikrams		ent India :Taksl	hshila, Nalnada, Vallabhi	

Chinese t					
Teaching- Learning Methodology Lecture, Recitation, Group discussion, Guest speaker, Debate, Asse					
uation Pattern					
Details of th	e Evaluation	Weightage			
Internal Wri	tten / Practical Examination (As per CBCS R.6.8.3)	15%			
		15%			
University F	Examination	70%			
se Outcomes:	Having completed this course, the learner will be able to				
To analyze a	archaeological and literary sources of ancient India				
To understa	nd the contributions of various dynasties in cultural history c	of India			
To understa	nd the social, religious and economic trends in ancient India	ι			
ested Referen	ces:				
Reference	s				
R.C.Majbudar , The classical age .					
Vikramsinh, Glimpses of Indian Culture.					
પરમાર થોમસ , ભારતીય સંસ્ક્રુતિની ઝલક.					
શાસ્ત્રી હરીપ્ર	ાસાદ ,  પ્રાચીન ભારતનો ઇતિહાસ .				
ચાવડા વિજ	ચાવડા વિજયસિંહ , ભારતનો પ્રાચીન ઇતિહાસ				
	and Astro Chinese t hing- ning odology uation Pattern Details of th Internal Wri Internal Wri Internal Wri Internal Wri Internal Wri Internal Wri University H se Outcomes: To analyze a To understa To understa rested Reference Reference Reference Reference R.C.Majb	Ining       Seminar, Quizzes         Internal Written / Practical Examination (As per CBCS R.6.8.3)         Internal Written / Practical Examination (As per CBCS R.6.8.3)         Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)         University Examination         se Outcomes: Having completed this course, the learner will be able to         To analyze archaeological and literary sources of ancient India         To understand the contributions of various dynasties in cultural history or         To understand the social, religious and economic trends in ancient India         ested References:         References         R.C.Majbudar , The classical age .         Vikramsinh, Glimpses of Indian Culture.         uzanta alwa, watala alwata, watala watala blackata.			

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

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## SARDAR PATEL UNIVERSITY Vallabh Vidyanagar, Gujarat (Reaccredited with 'A' Grade NAAC (CGPA 3.25) Syllabus with effect from the Academic Year 2021-22

Code	CourseTitle of the CourseCultural History of Gujarat :Ancient Periods (8th Century B.C. to 1304 A.D.)		Century B.C.		
Total C Course	Credits of the	04	Hours per Week	04	
	<ul> <li>Course Objectives:</li> <li>1. The course covers the cultural history of Gujarat from the Chavda till the Vaghelas.</li> <li>2. It delineates the social and political life Gujarat during these centuries.</li> <li>3. It familiarises the students with the contributions in the fields like literature, religion, art architecture, and sculptures.</li> </ul>				
Unit	1.				Weightage*
1.	Rise of the ( VanrajChave	Chavda dynasty a da	nd cultural cor	ntribution of	25
2.	Establishment of Solanki State and consideration of MilrajSolanki.				
3.	Bhimdev -1 <sup>st</sup> : Invasion of MahamoodGazanvi on Guajarat.				
4.	Solankikingkarndev -1 <sup>st</sup>				
Unit	2.				
1.	Political victor	ory of Sidharajjay	singh.		25
2.	Cultural ach	ievements of sidh	arajjaysingh.		
3.	Kumarpala's contribution to the cultural history of India.				
4.	Social life of Solanki period.				
Unit	3.				
1.	Economical	condition of Solar	nki period.		25
2.	Religion and	I sects during the	Solanki perioc	l.	
3.	Architecture	of Solankiage : F	Religious and c	ivic.	
4.	Sculpture of	Soalnki period.			

Unit	4.	
1.	Contributions and Hemchandracharya in cultural life of Gujarat.	25
2.	Contribution of Vastupal and Tejpal in the field of literature and art.	
3.	Architecture of Solankiage : Religious and civic .	
4.	Sculptures of Solanki period	

Lear	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Seminar, Quizzes				
Eval	uation Pattern				
Sr. No.	Details of th	ne Evaluation	Weightage		
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)				
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)				
3.	University I	70%			
Cour	Course Outcomes: Having completed this course, the learner will be able to				
1.	To make them understand the general outline of political history of Gujarat				
2.	To understand the contributions of various personalities in cultural history of Gujarat				
3.	To sensitize students to general outline of history of art, architecture and literature of Gujarat				

Sugges	Suggested References:			
Sr. No.	References			
1.	R.C.Majbudar, Cultural heritage of Gujarat.			
2.	Majbudar, Archaeology of Gujarat.			
3	શાસ્ત્રી હરીપ્રસાદ , ગુજરાતનો પ્રાચીન ઇતિહાસ .			
4	ડો. આચર્ય નવીનચંદ્ર . ગુજરાતનો સોલંકીકાલીન ઇતિહાસ			
	દવે કનૈયાલાલ , ગુજરાતનુમૂર્તિવિધાન.			

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

## SARDAR PATEL UNIVERSITY

### Vallabh Vidyanagar, Gujarat (Reaccredited with 'A' Grade NAAC (CGPA 3.25)

Syllabus with effect from the Academic Year 2021-22

Course	e Code	UA02SHIS51	Title of the Course	Indian Renaissance : Part-2		
Total C the Co	Credits of urse	02	Hours per Week	04		
Course Object		was facing 2. It shows society to c	It helps the students to familiarize with the vices that Indian society was facing at the end of the eighteenth century It shows how various religious and social reformists lead the society to deal with those vices. It also deals with the social uplift of the Dalits, Parsis, and women			
\Course	e Content					
Unit	1.				Weightage	
1.	Wahhab	i Movement .			25	
2.	Aligadh	Novement.				
3.	DebondhMovement.					
4.	The reform Movement in the 19 <sup>th</sup> Century : Impacts .					
Unit	2.					
1.	Social p	roblems in India.			25	
2.	Cast movement : JyotibaPhule and Narayan Guru.					
3.	Women in India : Social status and reform			]		
4.	Female Education's efforts.					
Unit	3.					
1.	19 <sup>th</sup> cent	tury Social reforme	ers.		25	
2.	Missionary activities among the Tribals and Dalit					
3.	Social le	gislation in India				

4.	Nationalism and Social reform.	
Unit	4.	
1.	20 <sup>th</sup> century Women's social consciousness : The Emergence and development.	25
2.	Movements for the oppressed classses: Ambekdar	
3.	Social reform among the Parsis	
4.	Role of Indian National Congress in social reforms	

Lear	Teaching- LearningLecture, Recitation, Group discussion, Guest speaker, Debate, Assig Seminar, QuizzesMethodologySeminar, Quizzes					
	Eval	uation Pattern				
Sr. No.	Details of the	Details of the Evaluation				
1.	Internal Wr	itten / Practical Examination (As per CBCS R.6.8.3)	15%			
2.		ontinuous Assessment in the form of Practical, Viva-voce, eminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%			
3.	University ]	Examination	70%			
Cour	se Outcomes:	Having completed this course, the learner will be able to				
1.		To make students understand the patterns of social reform movements in various religions and communities				
2.	To assess t	o assess the role played by their leaders and their background				
3.	To understa interlinked.	o understand how nationalism, modernism and these reform movement were nterlinked.				
Sugg	gested Referen	nces:				
Sr. No.	References					
1.	· શ્રી એમ.એન.શ્રીનિવાસ,આધુનીક ભારતમા સામજિક પરીવર્તન.					
2.	ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .					
3	ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .					
4	શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .					

**On-line Resources** 

Relevant entries on Wikipedia and Encyclopaedia Britannica

Code	CourseTitle of the CourseCultural History of G Periods (8th Century )			Cultural History of Guja Periods (8 <sup>th</sup> Century B.C )	rat :Ancient . to 1304 A.D.
Total C Course	Credits of the 04 Hours per 04 Week				
Course Objectiv	, , , , , , , , , , , , , , , , , , ,				
Course	Content				
Unit	1.				Weightage*
1.	Rise of the C	Chavda dynasty and	cultural contrib	ution of VanrajChavda	25
2.	Establishme	nt of Solanki State a	and consideration	n of MilrajSolanki.	
3.	Bhimdev -1 <sup>s</sup>	<sup>t</sup> : Invasion of Mahai	noodGazanvi o	n Guajarat.	
4.	Solankikingk	arndev -1 <sup>st</sup>			
Unit	2.				
1.	Political victo		25		
2.	Cultural ach	ievements of sidhara	ajjaysingh.		
3.	Kumarpala's	contribution to the	cultural history of	of India.	
4.	Social life of				
Unit	3.				
1.	Economical	condition of Solanki	period.		25
2.	Religion and sects during the Solanki period.				
3.	Architecture of Solankiage : Religious and civic.				
4.	Sculpture of Soalnki period.				
Unit	4.				
1.	Contribution	s and Hemchandrad	harya in cultura	l life of Gujarat.	25
2.	Contribution	of Vastupal and Te	pal in the field c	of literature and art.	
3.	Architecture	of Solankiage : Rel	igious and civic		
4.	Sculptures c	f Solanki period			1

	Teaching-Learning MethodologyLecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Seminar, Quizzes					
Evalı	Evaluation Pattern					
Sr. No.	Details of the Evaluation Weightage					
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3) 15%					
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)					
3.	University Examination 70%					
Course Outcomes: Having completed this course, the learner will be able to						
1.	To make them understand the general outline of political history of Gujarat					
2.	To understand the contributions of various personalities in cultural history of Gujarat					
3.	To sensitize students to general outline of history of art, architecture and literature of Gujarat					

Suggest	Suggested References:				
Sr. No.	References				
1.	R.C.Majbudar, Cultural heritage of Gujarat.				
2.	Majbudar , Archaeology of Gujarat.				
3	શાસ્ત્રી હરીપ્રસાદ , ગુજરાતનો પ્રાચીન ઇતિહાસ .				
4	ડો. આચર્ય નવીનચંદ્ર . ગુજરાતનો સોલંકીકાલીન ઇતિહાસ				
	દવે કનૈયાલાલ , ગુજરાતનુમૂર્તિવિધાન.				

On-line Resources

Relevant entries on Wikipedia and Encyclopaedia Britannica

Course	Course Code UA02SHIS		Title of the Course	Indian Renaissance	Part-2	
Total C the Cou	Credits of ourse02Hours per Week04					
	<ol> <li>Course</li> <li>It helps the students to familiarize with the vices that India facing at the end of the eighteenth century</li> <li>It shows how various religious and social reformists lead deal with those vices.</li> <li>It also deals with the social uplift of the Dalits, Parsis, and variables</li> </ol>				the society to	
\Course	Content					
Unit	1.				Weightage	
1.	Wahhabi	Movement.			25	
2.	AligadhM	lovement.				
3.	Debondh	Movement.				
4.	The refor	m Movement in the	19 <sup>th</sup> Century : Imp	pacts.		
Unit	2.					
1.	Social problems in India.				25	
2.	Cast mov					
3.	Women in India : Social status and reform					
4.	Female Education's efforts.					
Unit	3.					
1.	19 <sup>th</sup> century Social reformers.				25	
2.	Missionary activities among the Tribals and Dalit					
3.	Social legislation in India					
4.	Nationalism and Social reform.					
Unit	4.					
1.	20 <sup>th</sup> century Women's social consciousness : The Emergence and development.				25	
2.	Movements for the oppressed classses: Ambekdar					
3.	Social reform among the Parsis					
4.	Role of Indian National Congress in social reforms					

No.       Internal Written / Practical Examination (As per CBCS R.6.8.3)       15         1.       Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)       15         3.       University Examination       70         Course Outcomes: Having completed this course, the learner will be able to       70         1.       To make students understand the patterns of social reform movements in various religinand communities         2.       To assess the role played by their leaders and their background         3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:       Sr. No.         References       1         1.       શ્री એમ.એન.શ્રીનિવાસ.આધુનીક ભારતમા સામજિક પરીવર્તન.         2.       છે. નીરા દેસાઈ, ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન.         3.       છે. નીરા દેસાઈ, ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન.         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઈતિહાસ .         On-line resources to be used if available as reference material       On-line Resources	Teachin Methoo	ng-Learning dology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignm Quizzes	nents, Seminar,			
No.       Internal Written / Practical Examination (As per CBCS R.6.8.3)       15         1.       Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)       15         3.       University Examination       70         Course Outcomes: Having completed this course, the learner will be able to       70         1.       To make students understand the patterns of social reform movements in various religined communities         2.       To assess the role played by their leaders and their background         3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:       Sr. No.         References       1         1.       ឆl ฟ.พ.ฟ. มูโกิจเม พนูป และสมา แนกโชร นรีเจน์ค.         2.       มิ. ฟ.พ. มูโกิจเม พนูป และสมา แนกโชร นรีเจน์ค.         3.       มิ. ฟ.พ. มูโกิจเม พนูป และสมา แนกโชร นรีเจน์ค.         4       โลจมน และ เจนโน จูเฉน		Evalu	ation Pattern				
2.       Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)       15         3.       University Examination       70         Course Outcomes: Having completed this course, the learner will be able to       70         1.       To make students understand the patterns of social reform movements in various religinand communities       70         2.       To assess the role played by their leaders and their background       70         3.       To understand how nationalism, modernism and these reform movement were interlink       70         Suggested References:       57       No.       References         1.       \$\frac{1}{3}\$ all-1.\$\frac{1}{3}\$ al		Details of the Evaluation Weightage					
Seminars, Assignments, Attendance (As per CBCS R.6.8.3)       70         3.       University Examination       70         Course Outcomes: Having completed this course, the learner will be able to       70         1.       To make students understand the patterns of social reform movements in various religinand communities       70         2.       To assess the role played by their leaders and their background       70         3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:       57. No.       References         1.       श्री એમ.એન.श्रीनिवाસ,આધુનીક ભારતમા સામજિક પરીવર્તન.       70         2.       છે. નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન.       70         3.       છે. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .       70         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .       70         On-line Resources       70       70	1.	Internal Writ	ten / Practical Examination (As per CBCS R.6.8.3)	15%			
Course Outcomes: Having completed this course, the learner will be able to         1.       To make students understand the patterns of social reform movements in various religined communities         2.       To assess the role played by their leaders and their background         3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:       Sr. No.         References       I         2.       ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન.         2.       ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન.         3       ડો. સુરેશ ચી. શેઠ , ભારતમા સામાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્કુતિક ઇતિહાસ .         On-line Resources       I	2.						
1.       To make students understand the patterns of social reform movements in various religinant communities         2.       To assess the role played by their leaders and their background         3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:       Sr. No.         References       Interview         1.       श्री એમ.એન. શ્रીનિવાસ, આધુનીક ભારતમા સામજિક પરીવર્તન.         2.       ડો. નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .         3       ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .         On-line resources to be used if available as reference material	3.	University E	xamination	70%			
and communities         2.       To assess the role played by their leaders and their background         3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:       Sr. No.         References       Instant and these values of the second se	Course	Outcomes: H	laving completed this course, the learner will be able to				
3.       To understand how nationalism, modernism and these reform movement were interlink         Suggested References:         Sr. No.       References         1.		To make students understand the patterns of social reform movements in various religions and communities					
Suggested References:         Sr. No.       References         1.       શ્रી એમ.એન.શ્રીનિવાસ,આધુનીક ભારતમા સામજિક પરીવર્તન.         2.       ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .         3       ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .         On-line resources to be used if available as reference material	2. T	Fo assess the role played by their leaders and their background					
Sr. No.       References         1.       શ્रી એમ.એન.શ્રીનિવાસ,આધુનીક ભારતમા સામજિક પરીવર્તન.         2.       ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .         3       ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .         On-line resources to be used if available as reference material         On-line Resources	3. T	Fo understan	d how nationalism, modernism and these reform movement were	interlinked.			
1.       શ્રી એમ.એન.શ્રીનિવાસ,આધુનીક ભારતમા સામજિક પરીવર્તન.         2.       ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .         3       ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .         On-line resources to be used if available as reference material	Sugges	ted Reference	25:				
2.       ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .         3       ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .         On-line resources to be used if available as reference material         On-line Resources	Sr. No.	References					
3       ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .         4       શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .         On-line resources to be used if available as reference material         On-line Resources	1.	શ્રી એમ.એન.	શ્રીનિવાસ,આધુનીક ભારતમા સામજિક પરીવર્તન.				
4 શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ . On-line resources to be used if available as reference material On-line Resources	2.	ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .					
On-line resources On-line Resources	3	ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .					
On-line Resources	4	શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .					
	On-line	e resources to	be used if available as reference material				
	On-line	e Resources					
Relevant entries on Wikipedia and Encyclopaedia Britannica	Releva	nt entries on V	Wikipedia and Encyclopaedia Britannica				

Course	Code	UA02SHIS51	Title of the Course	Indian Renaissance	: Part-2
Total C the Cou	Credits of ourse02Hours per Week04				
Course Objecti	<ol> <li>Course</li> <li>It helps the students to familiarize with the vices that India facing at the end of the eighteenth century</li> <li>It shows how various religious and social reformists lead deal with those vices.</li> <li>It also deals with the social uplift of the Dalits, Parsis, and various religious and social variables.</li> </ol>				the society to
\Course	Content				
Unit	1.				Weightage
1.	Wahhabi	Movement.			25
2.	AligadhM	lovement.			
3.	Debondh	Movement.			
4.	The refor	m Movement in the	19 <sup>th</sup> Century : Imp	pacts.	
Unit	2.				
1.	Social problems in India.				25
2.	Cast movement : JyotibaPhule and Narayan Guru.				
3.	Women in India : Social status and reform				
4.	Female Education's efforts.				
Unit	3.				
1.	19 <sup>th</sup> cent	ury Social reformers			25
2.	Missionary activities among the Tribals and Dalit				
3.	Social legislation in India				
4.	Nationalism and Social reform.				
Unit	4.				
1.	20 <sup>th</sup> century Women's social consciousness : The Emergence and development.				25
2.	Movements for the oppressed classses: Ambekdar				]
3.	Social reform among the Parsis				
4.	Role of Indian National Congress in social reforms				

Lear	Feaching- LearningLecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Seminar, QuizzesVethodologySeminar, Quizzes				
	Evalu	uation Pattern			
Sr. No.	Details of the Evaluation Weightage				
1.	Internal Wr	itten / Practical Examination (As per CBCS R.6.8.3)	15%		
2.		ontinuous Assessment in the form of Practical, Viva-voce, eminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%		
3.	University I	Examination	70%		
Cour	se Outcomes:	Having completed this course, the learner will be able to			
1.	To make students understand the patterns of social reform movements in various religions and communities				
2.	To assess the role played by their leaders and their background				
3.	To understand how nationalism, modernism and these reform movement were interlinked.				
Sugg	ested Referen	ices:			
Sr. No.	Reference	28			
1.	શ્રી એમ.એન્	ા.શ્રીનિવાસ,આધુનીક ભારતમા સામજિક પરીવર્તન.			
2.	ડો.નીરા દેસાઇ ,ગુજરાતમા ૧૯મી સદીમા સમાજિક પરીવર્તન .				
3	ડો. સુરેશ ચી. શેઠ , ભારતમા સમાજિક અને ધાર્મિક ચળવળો .				
4	શિવપ્રસાદ રજગોર , અર્વાચિન ગુજરાતનો રાજકીય અને સાંસ્ક્રુતિક ઇતિહાસ .				
On-li	ine resources	to be used if available as reference material			
On-li	ine Resources				
Rele	vant entries or	n Wikipedia and Encyclopaedia Britannica			