

## **Program Specific Outcomes: History**

A graduate with BA and/or Ma in History undergoes training in primarily three historical periods : Ancient or early India, medieval India and world and lastly modern India and world. It also focuses upon the transition periods such as eighteenth century in both India and world. The course work of MA ranges from historical thoughts to historiography; from general to gender history; and from regional to global; The program/s especially caters to the students from other disciplines: It takes the student on a historical journey from Baroda city to South Asia; from history of cinema to history of science. A foundational level course at BA level generates a sense of responsibility in the students and makes them conscious to protect their environment along with protecting their cultural heritage. The project work at MA level trains the students to treat the historical sources, analyse the data and carry out an investigation which may culminate into Ph.D in History.

BLOOMS: Remember, Understand, Application, Analysis, Evaluation, Creation

PSO1: The program adds value to the student's existing understanding of history and enables them to remember the basic concepts with greater facility.

PSO2: The program offers a comprehensive framework to the students of history which enables them to put into application their knowledge and give them an advantage in the competitive examinations.

PSO3: The program offers the students an understanding of regional, national and international historical narratives.

PSO4: The program enables creation and enhancement of analytical skills amongst the students.

PSO5: The program inculcates a deeper sense of consciousness of the evolution of various civilisations. This enables the students to evaluate and address social, environmental and welfare issues of the present.

PSO6: The program is structured to bring to fore the problems and issues of the past and its resolutions. This enables the students to comprehensively engage with present and devise creative solutions to the current state of affairs and also determine future policies.

	<b>The Maharaja Sayajirao University of Baroda</b> <b>Faculty of Arts</b> <b>Department of History</b> <b>Vadodara-390 002 (Gujarat) India</b> Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a>		<b>Academic Year</b>	<b>2020-21</b>
	<b>Bachelor of Arts (BA) in History</b> <b>Bachelor Program</b>			
<b>Year</b>	<b>I</b>	<b>CORE-01</b> <b>EARLY INDIA-I</b>	<b>Credits / Hours per week</b>	<b>04</b>
<b>Semester</b>	<b>I</b>	Year of Introduction: 2019-20	<b>Maximum Marks / Grade</b>	<b>100</b>
<b>Mode of Transaction</b>		Lectures and Tutorials		
<b>Course Outcome (CO):</b> CO1 Understand the concept of Pre-History, Proto History and History. CO2 Know the various sources for the study of early India. CO3 Understand the significance of the Harappan Civilization. CO4 An understanding of the processes of change and continuity from the pre-historic phase till the fourth century CE. CO5 Analyze the development of society and culture. CO6 An understanding of state formation and its working in early India. CO7 Significance of the Persian, Greek, Bactarian Greek, Parthian, Shaka and Kushan invasions.				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<p><b>PRE-HISTORY TO HARAPPAN CIVILIZATION (C. 2.5 M – 1500 BCE)</b></p> <p>1. Concepts: Pre-History, Proto-History and History. Sources for Early India</p> <p>2. Paleolithic, Mesolithic, Neolithic and Chalcolithic Ages</p> <p>3. The Harappan Civilization</p> <p>4. Iron Age and Megalithic Culture</p>	15	25	1, 2, 4, 5,	CO1 CO2 CO3 CO4	PSO1 PSO5			
2	<p><b>VEDIC AND POST VEDIC PERIOD (C. 1500-300 BCE)</b></p> <p>1. The Vedic Age: Polity, Society, Religion and Economy</p> <p>2. The Sixteen <i>Mahajanpadas</i>. The Rise of Magadha</p> <p>3. Buddhism and Jainism.</p> <p>4. Persian &amp; Greek Invasions</p>	15	25	1, 4,	CO5 CO6	PSO1 PSO3			

3	<b>POST- MAURYAN PERIOD (C. 200 BCE- 300 CE)</b> 1. The Mauryan Empire: Formation and Expansion 2. State: Administrative Structure. Ashoka's idea of Dhamma 3. Social, Economic, Religion, Arts and Architecture developments 4. Decline	15	25	1, 4	CO6 CO7	PSO5 PSO6			
4	<b>POST- MAURYAN PERIOD (C. 200 BCE- 300 CE)</b> 1. Invasions of the Bactrian Greeks, Parthians, Shakas & Kushanas 2. Shungas, Kanvas & Satvahanas, Chedi, Chera, Chola & Pandya 3. Society, Economy and Religion, Sangam Literature 4. Art and Architecture	15	25	1, 4, 5	CO5 CO6 CO7	PSO3 PSO5 PSO6			

#### Reference Books

1	Upinder Singh, <i>A History of Ancient and Early Medieval India</i> , Pearson, Delhi, 2009
2	Romila Thapar, <i>Early India: From Origins to AD 1300</i> , Penguin India, 2013
3	Ranbir Chakravarti, <i>Exploring Early India up to A.D 1300</i> , Macmillan India, 2010
4	Burton Stein, <i>A History of India</i> , Oxford India Paperbacks, New Delhi, 1998
5	D.N. Jha, <i>An Outline History of Ancient India</i> , Delhi, 1998
6	A.L Basham, <i>The Wonder That Was India</i> , 1954
7	----- <i>The Illustrated Cultural History of India</i> , London, 2007

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>ALLIED-01</b>  <b>HISTORY OF INDIAN FREEDOM</b>  <b>MOVEMENT 1857-1916</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>I</b></p>	<p>Year of Introduction: 2013-2014  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 The study of this course familiarizes the student about the expansion and consolidation of British rule in India and also enables an understanding of the nature and policy of the colonial rule.  CO2 The course also gives an insight of response of Indians to the colonial rule and trains them to critically engage and evaluate the facts.  CO3 This course enables the student to understand and remember different perspectives of the nationalism in India and how Indians adopted modern notion of nationalism in the 19<sup>th</sup> century.  CO4 The course installs a sense of analyses of historical facts which culminates in project writing processes.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Establishment of British Rule &amp; People's Response (1757-1885)</b> 1. Expansion and Consolidation of British Rule in India 2. British Rule: Nature & Policies 3. Responses of Indians to British Rule	15	25	2, 4	CO1	PSO1 PSO3			
2	<b>National Awakening</b> 1. Factors responsible for the rise of national awakening in India 2. The Uprising of 1857: Causes, Consequence and Perspectives 3. Regional Literature and Indian Nationalism	15	25	2	CO2 CO3	PSO2 PSO3			
3	<b>The Movement for Freedom</b> 1. Foundation of the Indian National Congress in 1885: Moderates and Extremists 2. Partition of Bengal and the Swadeshi Movement 3. Home Rule Leagues. Gadhar Movement	15	25	1, 2, 5	CO2 CO3	PSO2 PSO3 PSO4 PSO6			

4	<b>Project</b> Project and assignments based on above topics mentioned in Units I, II & III	15	25	1, 2, 3, 5	CO1 CO2 CO3	PSO1 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	Sarkar Sumit, <i>Modern India, 1885-1948</i> , MacMillan 1989								
2	Baron De, Bipan Chandra and Amlesh Tripathi, <i>Freedom Struggle</i> , NBT, Delhi								
3	Grover B. L., <i>A New Look on Modern India History</i> , S. Chand, 1988, Delhi								
4	Tarachand, <i>History of Indian Freedom Movement</i> , Publication Division, Ministry of Information and Broadcasting, India, 1967								
5	Ishita Banerjee Dube, <i>A History of Modern India</i> , Cambridge University Press, 2014								
6	Pandit Sunderlal, <i>British Rule in India</i> , Sage Publishing House, 2018								
7	Pandit Sunderlal, <i>How India Lost Her Freedom</i> , Sage Publishing House, 2018								

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<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>ALLIED-02</b>  <b>HISTORY OF INDIAN FREEDOM</b>  <b>MOVEMENT 1857-1916</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>I</b></p>	<p>Year of Introduction: 2013-2014  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 The study of this course familiarizes the student about the expansion and consolidation of British rule in India and also enables an understanding of the nature and policy of the colonial rule.  CO2 The course also gives an insight of response of Indians to the colonial rule and trains them to critically engage and evaluate the facts.  CO3 This course enables the student to understand and remember different perspectives of the nationalism in India and how Indians adopted modern notion of nationalism in the 19<sup>th</sup> century.  CO4 The course installs a sense of analyses of historical facts which culminates in project writing processes.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Establishment of British Rule &amp; People's Response (1757-1885)</b> 1.Expansion and Consolidation of British Rule in India 2.British Rule: Nature & Policies 3.Responses of Indians to British Rule	15	25	2, 4	CO1	PSO1 PSO3			
2	<b>National Awakening</b> 1. Factors responsible for the rise of national awakening in India 2.The Uprising of 1857: Causes, Consequence and Perspectives 3.Regional Literature and Indian Nationalism	15	25	2	CO2 CO3	PSO2 PSO3			
3	<b>The Movement for Freedom</b> 1. Foundation of the Indian National Congress in 1885: Moderates and Extremists 2. Partition of Bengal and the Swadeshi Movement 3. Home Rule Leagues. Gadhar Movement	15	25	1, 2, 5	CO2 CO3	PSO2 PSO3 PSO4 PSO6			

4	<b>Project</b> Project and assignments based on above topics mentioned in Units I, II & III	15	25	1, 2, 3, 5	CO1 CO2 CO3	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	Sarkar Sumit, <i>Modern India</i> , 1885-1948, MacMillan 1989								
2	Baron De, Bipan Chandra and Amlesh Tripathi, <i>Freedom Struggle</i> , NBT, Delhi								
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<p align="center"> <b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b> </p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"> <b>INTER DISCIPLINARY</b>  <b>ELECTIVE-01</b>  <b>BARODA: KNOWING OUR</b>  <b>CITY-I</b> </p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>I</b></p>	<p> Year of Introduction: 2013-2014  Year of Syllabus Revision: 2018-2019 </p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b></p> <p>CO1 The course encourages students to understand, analysis and evaluate the present Baroda district in light of the past.</p> <p>CO2 The course enhances the student’s understanding of formation, expansion and consolidation of former Baroda State in eighteenth and nineteenth centuries.</p> <p>CO3 The course augments the enthusiasm of students to understand, analysis and remember the urban history of Baroda.</p> <p>CO4 The course enhances the student’s understanding of development process taken place in art &amp; architecture, science &amp; technology, transportation &amp; communication, agricultural &amp; industry, trade and commerce etc. in Baroda.</p> <p>CO5 The course inspires the student’s curiosity to be familiar with <i>sanskari nagri</i> (cultural city) Baroda in Gujarat.</p> <p>CO6 The course encourages student’s learning through study tours of heritage or historical sites located in Baroda as well as in other districts of Gujarat.</p> <p>CO7 The course augments student’s enthusiasm to be creative for career advancement into various fields.</p>				

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1	<b>Introducing Vadodara</b> 1. Baroda: Nomenclature through the Ages 2. Historical Geography 3. Vadodara District: An Introduction	15	25	2, 4, 5	CO1 CO3	PSO2 PSO4 PSO6			
2	<b>Vadodara in Nineteenth Century</b> 1. Gaekwad State of Baroda: An Introduction 2. Sayajirao III: A Ruler & A Visionary 3. Baroda College & the M. S. University of Baroda	15	25	2, 4	CO2 CO3 CO4	PSO1 PSO2 PSO4 PSO6			
3	<b>Urbanization of Vadodara</b> 1. Nineteenth Century Buildings in Vadodara City: Their location & Historic Value 2. Museums in Vadodara: Baroda Museum and Art Gallery & Maharaja Fateh Singh Museum	15	25	2, 3, 4	CO3 CO4 CO5 CO6	PSO1 PSO2 PSO4 PSO5 PSO6			

4	<b>Project</b> Project and assignments based on above topics mentioned in Units I, II & III	15	25	1, 2, 3, 4, 5, 6, 7	CO1 CO2 CO3 CO5 CO6 CO7	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	<i>Gazetteer of Bombay Presidency</i> , Vol. VII, Bombay, 1883								
2	<i>Gazetteer of Baroda State</i> , Vol. I & II, Baroda, 1923								
3	R. N. Mehta, <i>Vadodara: Ek Adhyayan</i> , Vadodara, 1959								
4	B. Subbarao, <i>Baroda Through the Ages</i> , Vadodara, 1958								

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<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-02</b>  <b>EARLY INDIA-II</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>II</b></p>	<p>Year of Introduction: 2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 Comprehensive understanding of important development during the period 300-600 CE.  CO2 Know the meaning and significant aspects of early medieval India.  CO3 Understand the working of Varna and Jati in early India.  CO4 Assess the developments in Arts, Architecture, and literature in pre-medieval India.  CO5 Concept of 'Indian Feudalism'.  CO6 Significance of the invasions of the Arabs and Turks.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Gupta Era: c. 300-600 CE</b> 1. Rise, Expansion and Consolidation. Guptas and the Vakatakas 2. Political and Economy Organisations 3. Society, Culture, Religion, Art and Architecture & Literary Developments 4. Decline of the Guptas	15	25	1, 2, 4	CO1 CO2 CO3 CO4	PSO1 PSO5			
2	<b>Early Medieval Period c. 600-1200 CE</b> 1. Post Gupta Polities. Pushyabhuti under Harsha 2. Chalukyas, Pallavas, Pandyas and Cholas 3. Palas, Pratiharas and Rashtrakutas 4. Origin of Rajputs and Crystallization of Rajputs Powers in Northern India	15	25	2, 4	CO2 CO3 CO4	PSO1 PSO2 PSO4			
3	<b>Economy, Society and Culture c. 600-1200 CE</b> 1. Agrarian and Non- Agrarian Economy 2. Social: Proliferation of the <i>Jatis</i> 3. Religion, Philosophy, Literature, Art and Architecture	15	25	2, 3	CO2 CO3	PSO2 PSO3 PSO5			

4	<b>Early Medieval India: An Overview</b> 1. Indian Feudalism 2. Society and Economy 3. Invasions of Arabs and Turks	15	25	2, 4, 5	CO4 CO5 CO6	PSO1 PSO6			
<b>Reference Books</b>									
1	Asopa J.N., 2005, <i>Gleanings from India: Cultural Historical Political and Social</i> , Universal Scientific Publishers.								
2	Basham A. L., 1954, <i>The Wonder That Was India</i> . New York.								
3	Basham A. L., 1988, (Ed.), <i>A Cultural History of India</i> , reprint, London.								
4	Basham A. L., 2007, <i>The Illustrated Cultural History of India</i> , London.								
5	Bhattacharyya <u>Haridas</u> , 1953, <i>The cultural heritage of India</i> Ramakrishna Mission Institute of Culture, Calcutta.								
6	Bridget & Raymond Allchin, 1993, <i>The Birth of Indian Civilization</i> , Penguin Books, London.								
7	Chattopadhyaya Brajadulal, 2005, <i>Studying Early India: Archaeology, Texts, and Historical</i> , Delhi.								
8	Gupta D. N, 1995, <i>Changing Mode of Production in India</i> , Delhi.								
9	Jha D.N., 1994, <i>An Outline History of Ancient India</i> , Delhi.								
10	Jha, D. N., 1967, <i>Revenue System in Post-Maurya and Gupta Times</i> , Calcutta.								
11	Ludden David, 2002, <i>India &amp; South Asia: a Short History</i> , London.								
12	Rothermund D and H. Kulke, 1986, <i>A History of India</i> , London.								
13	Sharma R. S., 1968, <i>Aspects of political Ideas and institutions in Ancient India</i> , Delhi.								
14	Stein Burton, 1998, <i>A History of India</i> , London.								
15	RomilaThapar, 2003, <i>Early India: From Origins to AD 1300</i> , Penguin India								

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<p><b>Bachelor of Arts (BA) in History</b> <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>ALLIED-03</b> <b>HISTORY OF INDIAN FREEDOM</b> <b>MOVEMENT 1917-1950</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>II</b></p>	<p>Year of Introduction: 2013-2014 Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 This course enables the students to understand, analysis and evaluate the nature &amp; impacts of British rule in India.  CO2 This course inspires students to understand and analysis the different perspectives of the nationalism in India.  CO3 The course encourages the students to understand, analysis and evaluate the history of freedom movements against British rule in India.  CO4 The course makes student to understand and analysis India's freedom against British rule and the partition of India into two nations – India and Pakistan.  CO5 The course enable student to understand and remember the integration of Indian States after independence.  CO6 The course augments student's enthusiasm to understand, analysis and evaluate the nature of Indian polity and governance in present time in the light of past. This course enhances student's remembering capabilities by providing them with visual manifestations of the programs.  CO7 The course enables the students to apply their skills and training of looking at historical events from people's perspectives.</p>				

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1	<b>Gandhian Movements</b> 1. Initial Movements: Champaran, Kheda and Ahmedabad 2. Non-Cooperation Movement 3. Civil Disobedience Movement 4. Quit India Movement	15	25	2, 4, 5	CO1 CO2 CO3 CO4	PSO1 PSO2 PSO3 PSO6			
2	<b>Freedom Movement and Revolutionaries</b> 1. Revolutionaries: Basic Principles and Literature 2. Revolutionary Activities (1890-1917) 3. Revolutionary Activities (1923-1935)	15	25	2, 4	CO2 CO3 CO4	PSO3 PSO4 PSO6			
3	<b>Freedom Movement and the Masses</b> 1. Tribal Movements 2. Peasant and Labour Movements 3. People's Movement in the Princely states	15	25	2, 4, 5	CO2 CO3 CO4	PSO2 PSO4 PSO6			
4	<b>Independence of India</b> 1. Independence of India 2. Partition of India and Communalism 3. Integration of Indian States	15	25	2, 4, 5	CO4 CO5 CO6	PSO1 PSO2 PSO3 PSO4 PSO6			

<b>Reference Books</b>	
1	Sarkar Sumit, <i>Modern India</i> , 1885-1948, MacMillan 1989
2	Baron De, Bipan Chandra and Amlesh Tripathi, <i>Freedom Struggle</i> , NBT, Delhi
3	Grover B. L., <i>A New Look on Modern India History</i> , S. Chand, 1988, Delhi
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5	Ishita Banerjee Dube, <i>A History of Modern India</i> , Cambridge University Press, 2014
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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>ALLIED-04</b>  <b>HISTORY OF INDIAN FREEDOM</b>  <b>MOVEMENT 1917-1950</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>II</b></p>	<p>Year of Introduction: 2013-2014  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 This course enables the students to understand, analysis and evaluate the nature &amp; impacts of British rule in India.  CO2 This course inspires students to understand and analysis the different perspectives of the nationalism in India.  CO3 The course encourages the students to understand, analysis and evaluate the history of freedom movements against British rule in India.  CO4 The course makes student to understand and analysis India's freedom against British rule and the partition of India into two nations – India and Pakistan.  CO5 The course enable student to understand and remember the integration of Indian States after independence.  CO6 The course augments student's enthusiasm to understand, analysis and evaluate the nature of Indian polity and governance in present time in the light of past.  CO7 This course enhances student's remembering capabilities by providing them with visual manifestations of the programs.  CO8 The course enables the students to apply their skills and training of looking at historical events from people's perspectives.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Gandhian Movements</b> 1. Initial Movements: Champaran, Kheda and Ahmedabad 2. Non-Cooperation Movement 3. Civil Disobedience Movement 4. Quit India Movement	15	25	2, 4, 5	CO1 CO2 CO3 CO4	PSO1 PSO3 PSO4			
2	<b>Freedom Movement and Revolutionaries</b> 1. Revolutionaries: Basic Principles and Literature 2. Revolutionary Activities (1890-1917) 3. Revolutionary Activities (1923-1935)	15	25	2, 4	CO2 CO3 CO4	PSO3 PSO4			
3	<b>Freedom Movement and the Masses</b> 1. Tribal Movements 2. Peasant and Labour Movements 3. People's Movement in the Princely states	15	25	2, 4, 5	CO2 CO3 CO4	PSO2 PSO4 PSO6			

4	<b>Independence of India</b> 1. Independence of India 2. Partition of India and Communalism 3. Integration of Indian States	15	25	2, 4, 5	CO4 CO5 CO6	PSO1 PSO2 PSO3 PSO4 PSO6			
<b>Reference Books</b>									
1	Sarkar Sumit, <i>Modern India</i> , 1885-1948, MacMillan 1989								
2	Baron De, Bipan Chandra and AmleshTripathi, <i>Freedom Struggle</i> , NBT, Delhi								
3	Grover B. L., <i>A New Look on Modern India History</i> , S. Chand, 1988, Delhi								
4	Tarachand, <i>History of Indian Freedom Movement</i> , Publication Division, Ministry of Information and Broadcasting, India, 1967								
5	Ishita Banerjee Dube, <i>A History of Modern India</i> , Cambridge University Press, 2014								
6	Pandit Sunderlal, <i>British Rule in India</i> , Sage Publishing House, 2018								
7	Pandit Sunderlal, <i>How India Lost Her Freedom</i> , Sage Publishing House, 2018								

	<p align="center"> <b>The Maharaja Sayajirao University of Baroda</b>  <b>Faculty of Arts</b>  <b>Department of History</b>  <b>Vadodara-390 002 (Gujarat) India</b>  Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a> </p>	<p align="center"><b>Academic Year</b></p>	<p align="center"><b>2020-21</b></p>	
<p align="center"> <b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b> </p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"> <b>INTER DISCIPLINARY</b>  <b>ELECTIVE-02</b>  <b>BARODA: KNOWING OUR</b>  <b>CITY-II</b> </p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>II</b></p>	<p> Year of Introduction: 2013-2014  Year of Syllabus Revision: 2018-2019 </p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b></p> <p>CO1 The course encourages students to understand, analysis and evaluate the present Baroda district in light of the past.</p> <p>CO2 The course enhances the student's understanding of formation, expansion and consolidation of former Baroda State in eighteenth and nineteenth centuries.</p> <p>CO3 The course augments the enthusiasm of students to understand, analysis and remember the urban history of Baroda.</p> <p>CO4 The course enhances the student's understanding of development process taken place in art &amp; architecture, science &amp; technology, transportation &amp; communication, agricultural &amp; industry, trade and commerce etc. in Baroda.</p> <p>CO5 The course inspires the student's curiosity to be familiar with <i>sanskari nagri</i> (cultural city) Baroda in Gujarat.</p> <p>CO6 The course encourages student's learning through study tours of heritage or historical sites located in Baroda as well as in other districts of Gujarat.</p> <p>CO7 The course augments student's enthusiasm to be creative for career advancement into various fields.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<p><b>Development of Infrastructure in Vadodara</b></p> <ol style="list-style-type: none"> <li>1. Gardens in Vadodara <ol style="list-style-type: none"> <li>a. Their making</li> <li>b. Usage and upkeep in contemporary times.</li> </ol> </li> <li>2. Water Management System <ol style="list-style-type: none"> <li>a. During Gaekwad period</li> <li>b. Contemporary Times</li> </ol> </li> </ol>	15	25	2, 4, 5	CO1 CO3	PSO2 PSO4 PSO6			
2	<p><b>Libraries and Archives in Vadodara</b></p> <ol style="list-style-type: none"> <li>1. Libraries in Vadodara <ol style="list-style-type: none"> <li>a. Smt Hansa Mehta Library, Oriental Institute &amp; other libraries of the M. S. University.</li> <li>b. Central Library, Mandavi-Vadodara</li> </ol> </li> <li>2. Central Record Office (Archives), Vadodara <ol style="list-style-type: none"> <li>a. Its making: infrastructure and records</li> <li>b. Usage and preservation in contemporary times</li> </ol> </li> </ol>	15	25	2, 4	CO2 CO3 CO4	PSO1 PSO2 PSO4 PSO6			

3	<b>Contemporary Vadodara</b> 1. Contemporary Vadodara: 1960 to till date a. Eminent personalities from all walks of life b. Industrial Units c. Buildings- Pointers from Public Spaces 2. Why it is called <i>sanskarnagari</i> ? – Perceptions & Interpretations	15	25	2, 3, 4	CO3 CO4 CO5 CO6	PSO1 PSO2 PSO4 PSO5 PSO6			
4	<b>Project</b> Project and assignments will be based on above topics mentioned in Units I, II & III	15	25	1, 2, 3, 4, 5, 6, 7	CO1 CO2 CO3 CO4 CO5 CO6 CO7	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	<i>Gazetteer of Bombay Presidency</i> , Vol. VII, Bombay, 1883								
2	<i>Gazetteer of Baroda State</i> Vol. I & II, Baroda 1923								
3	Gulam Mohammed Sheikh, <i>Contemporary Art in Baroda</i> , Delhi, 1997								
4	Priya Maholay-Jaradi, <i>Baroda: A Cosmopolitan Provenance</i> , Mumbai, 2015								

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<p><b>Bachelor of Arts (BA) in History</b> <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-03</b> <b>MEDIEVAL INDIA: TURKS AND</b> <b>THE DELHI SULTANS</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>III</b></p>	<p>Year of Introduction: 2014-2015 Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			



1	<b>Turks and the Delhi Sultans</b> 1. Sources 2. India on the eve of the Turkish Invasions. 3. Turkish Invasions and the establishment of the Delhi Sultanate. 4. Expansion and Consolidation under the Ilbaris: Aibak, Iltutmish and Balban.	15	25	2, 3, 4, 5	CO1 CO3 CO4 CO8	PSO1 PSO2 PSO3			
2	<b>Khaljis, Tughluq, Sayyids and Lodis</b> 1. Rise of the Khaljis: The Khalji Coup de tat. 2. AlauddinKhalji: political and economic measures. 3. Mohammad bin Tughlaq: Ambitious Projects 4. Firuz Shah Tughlaq	15	25	2, 3, 4, 5	CO1 CO2 CO3 CO8	PSO2 PSO3			
3	<b>The Regional Kingdoms: 13<sup>th</sup> to 15<sup>th</sup> CE</b> 1. Central and Eastern India 2. Western and Northern India 3. Deccan and South India: Vijaynagar Empire and Bahmani Sultanate 4. Economy	15	25	1, 2	CO7 CO8	PSO4 PSO6			
4	<b>Society and Culture</b> 1. Society 2. Bhakti and Sufi Movements 3. Art, Architecture and Literature of Delhi Sultanate 4. Art and Architecture of Regional Kingdoms	15	25	1, 2, 4, 5	CO1 CO2 CO4 CO5 CO6	PSO5 PSO6			
<b>Reference Books</b>									
1	Ahmad Aziz, 1964, (Reprint Edition), <i>Studies of Islamic culture in Indian Environment</i> , Oxford.								

2	Ahmad M. A., 1972, (Reprint Edition), <i>Political History and History of Early Turkish Empire of Delhi</i> , Delhi.
3	Chandra Satish, 1999(Reprint Edition), <i>Medieval India</i> , Vol. I & II, Delhi.
4	Habib Muhammad & Nizami K. A., 1970, (Reprint Edition), <i>A Comprehensive History of India, Vol. V</i> , Delhi.
5	Hussain Yusuf, 1957, (Reprint Edition), <i>Glimpses of Medieval Indian Culture</i> , Bombay.
6	Metcalf Barbara D. & Thomas R. Metcalf, 2002, <i>A Concise History of India</i> , Cambridge University Press, Cambridge.
7	Richards J.F., 1993, <i>The Mughals</i> , Cambridge.
8	Rizvi S.A. A., 1992, <i>The Wonder That Was India</i> , Delhi.
9	Rothermund D and H. Kulke, 1986, <i>A History of India</i> , London.
10	Stein Burton, 1998, <i>A History of India</i> , London.
11	Tripathi R. P., 1956, (Reprint Edition), <i>Some Aspects of Muslim Administration</i> , Allahabad.

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-04</b>  <b>MODERN INDIA (1757-1950)-I</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>III</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 The course enhances the capabilities of students to comprehensively place the narrative of creation of modern India.  CO2 This course makes the students understand the complexities of colonial rule and response of Indians.  CO3 Through this course students can engage with current political scenario which applied the knowledge gained.  CO4 This source enables the students to analyse the colonial administration and its issues.  CO5 Through this course the students are able to evaluate the trajectories of Indian National Movement.  CO6 The evaluation process encourages the students to be creative in their assessments of various topic of the course.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Political Foundation of Modern India and colonial control</b> 1. Decline of Mughal Empire and Rise of Regional States 2. English East India Company and the Indian Rulers: Contest for power 1757-1857 3. Colonial Administration	15	25	1, 2, 3, 4	CO1 CO2 CO3 CO4	PSO1 PSO3			
2	<b>Nation and Nationalism</b> 1. Revolt of 1857 2. Factors responsible for the rise of national awakening 3. Early Nationalists and formation of Indian National Congress 4. Extremists and the Indian National Congress till 1916	15	25	4, 5	CO4 CO5	PSO2 PSO3 PSO6			

3	<b>Gandhi and the Mass Movements</b> 1. Gandhi: His Ideas and Initial Movements 2. Non-Cooperation Movement 3. Civil Disobedience Movement 4. Quit India Movement and Cabinet Mission	15	25	4, 5	CO4 CO5	PSO1 PSO2 PSO3 PSO4 PSO6			
4	<b>Independence and its Issues</b> 1. Indian National Army & Royal Indian Navy Uprising 2. Independence and Partition 3. Integration and the Indian States	15	25	1, 3, 5	CO1 CO3 CO6	PSO2 PSO3 PSO6			
<b>Reference Books</b>									
1	Bipin Chandra, 1979, <i>Nationalism and Colonialism in Modern India</i> , New Delhi.								
2	Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K.N. and Mahajan, S., 2016. <i>India's struggle for independence</i> . Penguin UK.								
3	Shekhar Bandopadhyay, 2004, <i>From Plassey to Partition: A History of Modern India</i> , New Delhi.								
4	4. Grover, B. L., and G. S., 1999, <i>A New Look at Modern Indian History</i> , S. Chand, Delhi, 1988								
5	Jones, Kenneth W., 1994, <i>Socio-Religious Reform Movements in British India. The New Cambridge History</i> , Vol. 3, Cambridge Press.								
6	Sailendranath Sen, 2010, <i>An Advance History of Modern India</i> , New Delhi.								
7	Nanda, S. P., 2000, <i>Modern Indian History</i> , New Delhi								
8	Sarkar, S., 1989. <i>Modern India 1885–1947</i> . Springer.								
9	Chandra, B., 2008, <i>History of Modern India</i> , Orient Longman								

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>ALLIED-05</b>  <b>HISTORY OF MODERN WORLD</b>  <b>(1789-1919)</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>III</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 Understanding of the current global situations through the history of Modern World.  CO2 Conceptual understanding of the changes that occurred in the world in the eighteenth and nineteenth centuries and its impact.  CO3 Applying the ideals of the significant revolutions in practical life.  CO4 Learn about the nation-building processes that happened in Modern World.  CO5 Analyzing the reasons behind the world in conflict and impact.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Revolutionary Transformation</b> 1. Renaissance and Reformation and its impact on the World 2. World in the Eighteenth Century 3. American Revolution 4. The Industrial Revolution	15	25	2	CO1 CO2	PSO3 PSO4			
2	<b>France and the World</b> 1. French Revolution 2. The Napoleonic Era and Congress of Vienna 3. Revolutions: 1830 and 1848	15	25	2, 3	CO2 CO3	PSO3 PSO4			
3	<b>Nationalism and Colonialism</b> 1. Unification of Italy 2. Unification of Germany 3. Colonialism and Imperialism: Asia & Africa	15	25	2, 3	CO3 CO4	PSO3 PSO4 PSO6			

4	<b>World in Conflict: World War-I</b> 1. The War 2. Russian Revolution 3. League of Nations	15	25	2, 4	CO4 CO5	PSO1 PSO2 PSO3 PSO4 PSO6			
<b>Reference Books</b>									
1	Burns B. M., & P. L. Ralph, 1963 (Indian Edition from Goyal Saab), <i>World Civilizations</i> , Vol. B & C, New York.								
2	Carr E. H, (Reprint Edition), <i>The Russian Revolution: From Lenin to Stalin</i> , New York.								
3	Haque M.A., H.S. Patreik & P.K. Mandal, 2003, <i>Contemporary World History</i> , (NCERT), Delhi.								
4	Hobsbawm E. J., (Reprint Edition), <i>The Age of Revolution: Europe, 1789-1848</i> , London.								
5	Hobsbawm E. J., (Reprint Edition), <i>Nations and Nationalism since 1780</i> , (Reprint Edition), London.								
6	Jain H. C. & K.C. Mathur, 1999, <i>World History (1500-1950)</i> , Jaipur.								
7	Magdoff Harry, (Reprint Edition), <i>Imperialism: From Colonial Age to the Present</i> , Cambridge.								
8	Magdoff Harry, 2004, <i>Imperialism without Colonialism</i> , Cambridge, Delhi.								
9	Rude George, (Reprint Edition), <i>Ideology and Popular Protest</i> , Paris.								
10	Rude George, 1977, <i>Revolutionary Europe</i> , London, London.								
11	Thomson David, (Reprint Edition), <i>History of Europe</i> , London.								

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<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>ALLIED-06</b>  <b>HISTORY OF MODERN WORLD</b>  <b>(1789-1919)</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>III</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 Understanding of the current global situations through the history of Modern World.  CO2 Conceptual understanding of the changes that occurred in the world in the nineteenth and twentieth centuries and its impact.  CO3 Applying the ideals of the significant revolutions in practical life.  CO4 Learn about the nation-building processes that happened in Modern World.  CO5 Analyzing the reasons behind the world in conflict and impact.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Revolutionary Transformations</b> 1. Renaissance and Reformation and its impact on the World 2. World in the Eighteenth Century 3. American Revolution 4. The Industrial Revolution	15	25	2	CO1 CO2	PSO PSO3			
2	<b>France and the World</b> 1. French Revolution 2. The Napoleonic Era and Congress of Vienna 3. Revolutions: 1830 and 1848	15	25	2, 3	CO2 CO3	PSO3 PSO4			
3	<b>Nationalism and Colonialism</b> 1. Unification of Italy 2. Unification of Germany 3. Colonialism and Imperialism: Asia & Africa	15	25	2, 3	CO3 CO4	PSO3 PSO4 PSO6			
4	<b>World in Conflict: World War-I</b> 1. The War 2. Russian Revolution 3. League of Nations	15	25	2, 4	CO4 CO5	PSO2 PSO3 PSO4 PSO6			

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1	Burns B. M., & P. L. Ralph, 1963 (Indian Edition from Goyal Saab), <i>World Civilizations</i> , Vol. B & C, New York.
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6	Jain H. C. & K.C. Mathur, 1999, <i>World History (1500-1950)</i> , Jaipur.
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10	Rude George, 1977, <i>Revolutionary Europe</i> , London, London.
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<p align="center"><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p align="center"><b>INTER DISCIPLINARY  ELECTIVE-03  SOUTH ASIA: HISTORY,  SOCIETY AND CULTURE-I</b></p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p><b>Semester</b></p>	<p><b>III</b></p>	<p>Year of Introduction: 2020-2021</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		



<b>1</b>	<b>Geography and Political South Asia</b> 1. Historiography 2. Geographical outline 3. Countries of South Asia	15	25	2, 4, 5	CO1 CO2 CO5	PSO1 PSO2			
<b>2</b>	<b>The Indian Subcontinent and Indic Civilisation</b> 1. Ancient transformation 2. Medieval transitions 3. Early Modern Regions 4. Advent of Europeans	15	25	2, 4, 5	CO2 CO3	PSO1 PSO2 PSO4			
<b>3</b>	<b>State Transformation and Empire Building in South Asia (1858-1998)</b> 1. The British Raj in India (1858-1947) 2. Indian Monarchies and principalities 3. India Pakistan and Bangladesh 4. Nepal and Sri Lanka	15	25	2, 4, 5	CO2 CO4 CO5 CO6	PSO2 PSO3 PSO4 PSO6			
<b>4</b>	<b>Global South Asia</b> 1. Globalization 2. Regional Trends	15	25	2, 4, 5	CO4 CO5 CO6	PSO3 PSO4			
<b>Reference Books</b>									
1	David Ludden, India and South Asia: A Short History, London, One World Publications, London, 2002, Reprint, 2014								
2	Thomas Trautmann, India, A Brief History of a Civilization, OUP, 2010								
3	Babli Sinha ed. South Asian Transnationalisms: Cultural Exchange in the Twentieth Century, Rutledge, 2012								

4	Burton Stein, A history of India, OUP, 1998
5	Nigel Kelly, The History and Culture of Pakistan, Peak Publications, London, 2010
6	Glassie Henry, Art and Life in Bangladesh, Indiana University Press, 1997
7	John Whelpton, A history of Nepal, Cambridge University Press, 2007
8	William Van Schendel, A History of Bangladesh, Cambridge University press, 2009
9	K. M. De Silva, A History of Sri Lanka, Penguin Books, 2005

	<p align="center"><b>The Maharaja Sayajirao University of Baroda</b>  <b>Faculty of Arts</b>  <b>Department of History</b>  <b>Vadodara-390 002 (Gujarat) India</b>  Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a></p>		<p align="center"><b>Academic Year</b></p>	<p align="center"><b>2020-21</b></p>
<p align="center"><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"><b>CORE-05</b>  <b>MEDIEVAL INDIA: THE</b>  <b>MUGHALS</b></p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>IV</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 The study of medieval history equips the students to understand and analyse the changes that occurred in the medieval period.  CO2 Study of the period gave enables the students to understand the social-cultural transformations. This enables them to remember and critically look at the existing narratives.  CO3 It gives the conceptual understanding of state formation and administration of state in medieval times.  CO3 The course enables the students to understand the cultural consciousness and cross-cultural developments though the study of Sufi and Bhakti tradition of medieval India. This helps the creatively formulate the narrative of past.  CO4 The course gave insight of art and architecture development during the medieval phase and origin and development of Indo-Islamic architecture.  CO5 The study of the course deep insight about class, classification, composition of medieval society.  CO6 This course gave deep insight of provincial kingdoms of medieval India.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Establishment of the Mughal Empire</b> 1. Sources for the Mughal Period 2. Legacy of Indo-Islamic Frontier 3. Establishment of Mughal Empire: Babur & Humayun	15	25	4, 5	CO1 CO8	PSO1 PSO3			
2	<b>The Mughal State</b> 1. Expansion and Consolidation: Akbar to Aurangzeb 2. Idea of Kingship and Sovereignty, Administrative Organisation, Nature of the state 3. Imperial Crises and the Decline of Mughal Empire	15	25	2, 3	CO2 CO3 CO7	PSO2 PSO3			
3	<b>Economic and Social Developments</b> 1. Agrarian Economy 2. Craft Production. Trade and Commerce 3. Society and Religion	15	25	2, 4	CO3 CO4 CO6	PSO1 PSO2 PSO3 PSO4 PSO6			

4	<b>Cultural Developments</b> 1. Arts and Architecture 2. Literary developments 3. Medieval India: An Overview	15	25	2, 4	CO1 CO5	PSO5 PSO6			
<b>Reference Books</b>									
1	Ahmad Aziz, 1964, (Reprint Edition), <i>Studies of Islamic culture in Indian Environment</i> , Oxford.								
2	Ahmad M. A., 1972, (Reprint Edition), <i>Political History and History of Early Turkish Empire of Delhi</i> , Delhi.								
3	Brown Percy, 1975, (Reprint Edition), <i>Indian Architecture (Islamic Period)</i> , Bombay.								
4	Brown Percy, 1975, (Reprint Edition), <i>Indian Paintings under Mughals</i> , New York.								
5	Chandra Satish, 1999(Reprint Edition), <i>Medieval India</i> , Vol. I & II, Delhi.								
6	Farquhar J. N., 1967, <i>An Outline of Religious Literature of India</i> , Delhi.								
7	Habib Muhammad &K. A. Nizami, 1970, (Reprint Edition), <i>A Comprehensive History of India, Vol. V</i> , Delhi.								
8	Hussain Yusuf, 1957, (Reprint Edition), <i>Glimpses of Medieval Indian Culture</i> , Bombay.								
9	Jindal K. B., 1955, <i>A History of Hindi Literature</i> , Allahabad.								
10	Majumdar A. K., 1965, <i>Bhakti Renaissance</i> , Bombay.								
11	Metcalf Barbara D. & Thomas R. Metcalf, 2002, <i>A Concise History of India</i> , Cambridge University Press, Cambridge.								
12	Mukhia Harbans, 2005, <i>The Mughals</i> , Delhi.								
13	Nath R., 1976, (Reprint Edition), <i>Some Aspects of Mughal Architecture</i> , New Delhi.								
14	Nigam, S. B. P., 1968, (Reprint Edition), <i>Nobility under the Sultans of Delhi</i> , Delhi.								
15	Richards J.F., 1993, <i>The Mughal Empire</i> , Cambridge.								

16	Rizvi S.A. A., 1992, <i>The Wonder That Was India</i> , Delhi.
17	Rothermund D and H. Kulke, 1986, <i>A History of India</i> , London.
18	Saran Parmatma, 1952, (Reprint Edition), <i>Studies in Medieval History of India</i> , Delhi.
19	Stein Burton, 1998, <i>A History of India</i> , London.
20	Tripathi R. P., 1956, (Reprint Edition), <i>Some Aspects of Muslim Administration</i> , Allahabad.

 <p>THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं शिवं सुन्दरम्</p>	<p><b>The Maharaja Sayajirao University of Baroda</b>  <b>Faculty of Arts</b>  <b>Department of History</b>  <b>Vadodara-390 002 (Gujarat) India</b>  Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a></p>		<p><b>Academic Year</b></p>	<p><b>2020-21</b></p>
<p align="center"><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p align="center"><b>CORE-06</b>  <b>MODERN INDIA 1757-1950-II</b></p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p><b>Semester</b></p>	<p><b>IV</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 The course in the semester deals with social and economic aspects of Modern India. This helps them to understand remember general social spectrum.  CO2 The course enables the student to comprehensively understand economic issues of the Pre-Independent India.  CO3 Through the course, the students can understand current economic situation and apply that knowledge to create and suggest policy level changes.  CO4 The course enables the students to critically evaluate and analyse the anomalies present in the social and economic structures of Modern India.  CO5 This course covers especially the marginalised sections of the society. This enables the students to place there in present day context.  CO6 Modern India is understood to be only about colonial rule. This course through their discourse on princely states creates and adds a different narrative.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Social Changes and Reforms in Modern India</b> 1. Social, Religious and Cultural Reform Movements 2. Modern Education and Indian Press 3. Literary, Artistic and Cultural Movements in Modern India	15	25	2, 3, 5	CO1 CO4 CO5	PSO2 PSO5			
2	<b>Social Issues and Movements in Modern India</b> 1. Women's Movements in India 2. Agrarian Protest Movements 3. Lower Caste Movements 4. Tribal Movements	15	25	2, 3, 5	CO2 CO3 CO4 CO5	PSO5 PSO6			
3	<b>Modern Indian Economy</b> 1. Major Land Revenue Systems and their Impact 2. Economic Exploitation and Nationalism: Drain of Wealth 3. Deindustrialization & Rise of Modern Industries 4. Development of Transport and Communications	15	25	2, 5	CO2 CO3 CO4	PSO2 PSO4 PSO6			

4	<b>Princely States and Modern India</b> 1. English East India Company and the Princely States 2. Princely States under the Crown 3. Integration and Reorganization of the states.	15	25	2, 6	CO1 CO6	PSO1 PSO3			
<b>Reference Books</b>									
1	Bipin Chandra, 1979, <i>Nationalism and Colonialism in Modern India</i> , New Delhi								
2	Shekhar Bandopadhyay, 2004, <i>From Plassey to Partition: A History of Modern India</i> , New Delhi.								
3	Grover, B. L., and G. S., 1999 edition, <i>A New Look at Modern Indian History</i> , Chand and Company, 1988 (1 <sup>st</sup> ed)								
4	Jones, Kenneth W., 1994, <i>Socio-Religious Reform Movements in British India. The New Cambridge History</i> , Vol. 3, Cambridge Press								
5	Spear, P., <i>Oxford History of Modern India, 1740-1975</i> , 2000								
6	Sen Sailendranath, 2010, <i>An Advance History of Modern India</i> , New Delhi								
7	Nanda, S. P., 2000, <i>Modern Indian History</i> , New Delhi								
8	Sarkar Sumit, 1989, <i>Modern India, 1885-1948</i> , Springer								
9	Chandra, B., 2008, <i>History of Modern India</i> , Orient Longman								

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<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"><b>ALLIED 07</b>  <b>HISTORY OF MODERN WORLD</b>  <b>(1919-1960)</b></p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>IV</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 Evaluation of the world politics from historical point of view.  CO2 Learn about the political changes that shaped the modern world in the twentieth century.  CO3 Comprehensive understanding of the impact of the First World War.  CO4 Analyzing the political background that led to the rise of Dictatorships in the World.  CO5 Understanding the process of Decolonization that took place in the Modern World.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Impact of the First World War</b> 1. The Economic Depression and the World: The case of USA 2. Communism and the formation of USSR 3. Rise of Japan and Turkey	15	25	2, 5	CO1 CO2 CO3	PSO1 PSO3			
2	<b>Rise of Dictatorships in the World</b> 1. Nazism and Germany 2. Fascism and Italy	15	25	4	CO4	PSO3			
3	<b>World War-II and its Impact</b> 1. World War-II 2. UNO & its working 3. Decolonization	15	25	2, 4,	CO4 CO5	PSO2 PSO3 PSO4 PSO6			
4	<b>Project</b> Project and assignments will be based on above topics mentioned in Units I, II & III	15	25	1, 2, 3, 4, 5, 6	CO1 CO2 CO3 CO4 CO5	PSO1 PSO3 PSO4 PSO5 PSO6			

Reference Books	
1	Burns B. M., & P. L. Ralph, 1963 (Indian Edition from Goyal Saab), <i>World Civilizations</i> , Vol. B & C, New York.
2	Carr E. H, (Reprint Edition), <i>The Russian Revolution: From Lenin to Stalin</i> , New York.
3	Haque M.A., H.S. Patreik & P.K. Mandal, 2003, <i>Contemporary World History</i> , (NCERT), Delhi.
4	Hobsbawm E. J., (Reprint Edition), <i>The Age of Revolution: Europe, 1789-1848</i> , London.
5	Hobsbawm E. J. (Reprint Edition), <i>Nations and Nationalism since 1780</i> , (Reprint Edition), London.
6	Jain H. C. & K.C. Mathur, 1999, <i>World History (1500-1950)</i> , Jaipur.
7	Magdoff Harry, (Reprint Edition), <i>Imperialism: From Colonial Age to the Present</i> , Cambridge.
8	Magdoff Harry, 2004, <i>Imperialism without Colonialism</i> , Cambridge, Delhi
9	Rude George, (Reprint Edition), <i>Ideology and Popular Protest</i> , Paris.
10	Rude George, 1977, <i>Revolutionary Europe</i> , London, London.
11	Thomson David, (Reprint Edition), <i>History of Europe</i> , London

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<p align="center"><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>			

<b>Year</b>	<b>I</b>	<b>ALLIED 08 HISTORY OF MODERN WORLD (1919-1960)</b>	<b>Credits / Hours per week</b>					<b>04</b>		
<b>Semester</b>	<b>IV</b>	Year of Introduction: 2014-2015 Year of Syllabus Revision: 2018-2019	<b>Maximum Marks / Grade</b>					<b>100</b>		
<b>Mode of Transaction</b>		Lectures and Tutorials								
<b>Course Outcome (CO):</b> CO1 Evaluation of the world politics from historical point of view. CO2 Learn about the political changes that shaped the modern world in the twentieth century. CO3 Comprehensive understanding of the impact of the First World War. CO4 Analyzing the political background that led to the rise of Dictatorships in the World. CO5 Understanding the process of Decolonization that took place in the Modern World.										
<b>Unit No.</b>	<b>Topic/Unit</b>		<b>Contact Hours</b>	<b>Weightage (%)</b>	<b>BT Level</b>	<b>CO</b>	<b>PSO</b>	<b>Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)</b>	<b>Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs</b>	<b>Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)</b>

1	<b>Impact of the First World War</b> 1. The Economic Depression and the World: The case of USA 2. Communism and the formation of USSR 3. Rise of Japan and Turkey	15	25	2, 5	CO1 CO2 CO3	PSO1 PSO3			
2	<b>Rise of Dictatorships in the World</b> 1. Nazism and Germany 2. Fascism and Italy	15	25	4	CO4	PSO3 PSO4			
3	<b>World War-II and its Impact</b> 1. World War-II 2. UNO & it's working 3. Decolonization	15	25	2, 4,	CO4 CO5	PSO1 PSO2 PSO3 PSO4 PSO6			
4	<b>Project</b> Project and assignments will be based on above topics mentioned in Units I, II & III.	15	25	1, 2, 3, 4, 5, 6	CO1 CO2 CO3 CO4 CO5	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	Burns B. M., & P. L. Ralph, 1963 (Indian Edition from Goyal Saab), <i>World Civilizations</i> , Vol. B & C, New York.								
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4	Hobsbawm E. J., (Reprint Edition), <i>The Age of Revolution: Europe, 1789-1848</i> , London.								
5	Hobsbawm E. J. (Reprint Edition), <i>Nations and Nationalism since 1780</i> , (Reprint Edition), London.								
6	Jain H. C. & K.C. Mathur, 1999, <i>World History (1500-1950)</i> , Jaipur.								

7	Magdoff Harry, (Reprint Edition), <i>Imperialism: From Colonial Age to the Present</i> , Cambridge.
8	Magdoff Harry, 2004, <i>Imperialism without Colonialism</i> , Cambridge, Delhi
9	Rude George, (Reprint Edition), <i>Ideology and Popular Protest</i> , Paris.
10	Rude George, 1977, <i>Revolutionary Europe</i> , London, London.
11	Thomson David, (Reprint Edition), <i>History of Europe</i> , London

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>INTER DISCIPLINARY  ELECTIVE-04  SOUTH ASIA: HISTORY,  SOCIETY AND CULTURE-II</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>IV</b></p>	<p>Year of Introduction: 2020-2021</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			



<b>1</b>	<b>Religions of South Asia</b> 1. Brahmanism, Hinduism, Buddhism & Jainism 2. Islam 3. Sikhism 4. Christianity	15	25	2, 4	CO1 CO2 CO3	PSO1 PSO2 PSO3 PSO5			
<b>2</b>	<b>Making of Modern Society in South Asia</b> 1. Society in the eighteenth century 2. Organizing ranks under the British Raj 3. Capitalism 4. Social Forces	15	25	2, 4, 5	CO3 CO4	PSO2 PSO3			
<b>3</b>	<b>Producing National Identity</b> 1. Inventing Native Society 2. Language and Classification 3. Social and Religious Reform Movements 4. Political Mobilization and constitutional identities	15	25	2, 3, 4, 5	CO3 CO4 CO5	PSO1 PSO2 PSO4 PSO5 PSO6			
<b>4</b>	<b>Identity Politics</b> 1. National Regions 2. Buddhists, Christians, Sikhs and Muslims 3. Changing Hindu Society	15	25	2, 3, 4, 5	CO4 CO5	PSO3 PSO4 PSO5			

#### Reference Books

1	David Ludden, <i>India and South Asia: A Short History</i> , London, One World Publications, London, 2002, Reprint, 2014
2	Thomas Trautmann, <i>India, A Brief History of a Civilization</i> , OUP, 2010
3	Babli Sinha (ed). <i>South Asian Transnationalisms: Cultural Exchange in the Twentieth Century</i> , Routledge, 2012
4	Burton Stein, <i>A History of India</i> , OUP, 1998
5	Nigel Kelly, <i>The History and Culture of Pakistan</i> , Peak Publications, London, 2010

6	Glassie Henry, <i>Art and Life in Bangladesh</i> , Indiana University Press, 1997
7	John Whelpton, <i>A History of Nepal</i> , Cambridge University Press, 2007
8	William Van Schendel, <i>A History of Bangladesh</i> , Cambridge University press, 2009
9	K. M. De Silva, <i>A History of Sri Lanka</i> , Penguin Books, 2005

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<p align="center"> <b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b> </p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"> <b>FOUNDATION-06</b>  <b>GUJARAT: REGION AND ITS</b>  <b>CULTURE</b> </p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>IV</b></p>	<p align="center">Year of Introduction: 2020-2021</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 This course enables the students for other disciplines to understand and evaluate historical experience of Gujarat.  CO2 The cultural component of this course establishes connection with heritage and to learn the importance of Gujarat as a region.  CO3 This course establishes the importance of tourism in economy development of a state and creates a space for critical engagement.  CO4 The course enables the students to creatively establish a connect with their respective core subjects.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Introducing Gujarat</b> 1. Gujarat: Nomenclature through the Ages 2. Historical Geography of Gujarat	15	25	2, 3	CO1 CO2	PSO1 PSO2			
2	<b>Culture of Gujarat-I</b> 1. Culture: Context and Concept 2. Architectural Heritage of Gujarat 3. Literature of Gujarat	15	25	3, 6	CO2 CO3 CO4	PSO1 PSO2 PSO5			
3	<b>Culture of Gujarat-II</b> 1. Music and Dances of Gujarat 2. Festivals of Gujarat 3. Folklore of Gujarat	15	25	2, 3, 4	CO2 CO3 CO4	PSO4 PSO5 PSO6			
4	<b>Project</b> Project and assignments will be based on above topics mentioned in Units I, II & III	15	25	1, 2, 3, 4, 5, 6	CO1 CO2 CO3 CO4	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									

1	Majmudar, Manjula Ranchhodlal. <i>Cultural history of Gujarat</i> . Popular Prakashan, New Delhi, 1965.
2	Munshi, K. M. <i>Gujarat and Its Literature</i> . Mumbai, Bharatiya Vidyabhavan. 3rd Ed. 1967.
3	Yājñika, Hasu. <i>Folklore of Gujarat</i> . National Book Trust India, 2002.
4	HACKETT, LATHA, and RICHARD HACKETT. "Child-rearing Practices and Psychiatric Disorder in Gujarati and British Children." <i>The British Journal of Social Work</i> 24, no. 2 (1994): 191-202. <a href="http://www.jstor.org/stable/23709637">http://www.jstor.org/stable/23709637</a> .
5	Bhagat, Niranjana. "Experiments in Modern Gujarati Poetry." <i>Indian Literature</i> 21, no. 2 (1978): 62-72. <a href="http://www.jstor.org/stable/23329937">http://www.jstor.org/stable/23329937</a> .
6	Yashaschandra, Sitansu. "Towards Hind Svarāj: An Interpretation of the Rise of Prose in Nineteenth-Century Gujarati Literature." <i>Social Scientist</i> 23, no. 10/12 (1995): 41-55. doi:10.2307/3517882.

 <p>THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं शिवं सुन्दरम्</p>	<p><b>The Maharaja Sayajirao University of Baroda</b> <b>Faculty of Arts</b> <b>Department of History</b> <b>Vadodara-390 002 (Gujarat) India</b> Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a></p>		<p>Academic Year</p>	<p><b>2020-21</b></p>
<p><b>Bachelor of Arts (BA) in History</b> <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-07</b> <b>STAGES IN THE FORMATION</b> <b>OF INDIAN SOCIETY: AN</b> <b>OUTLINE-I</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>V</b></p>	<p>Year of Introduction: 2014-2015 Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 Learn about society and social formations in the Indus and Vedic period.  CO2 Understand the evolution of Varna stratification and patriarchy.  CO3 Understand state formation and social change from the post Vedic to the Mauryan period.  CO4 Know the significance of invasions of the Shakas, Kushans and Huns in India.  CO5 Analyze and assess the changes in Buddhism, Jainism and growth of Puranic Hinduism.  CO6 A compressive understanding of processes of social transformation from the vedic to the early medieval times.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Indus and Vedic Era</b> 1. Looking at Society: Perspectives of History and Social Sciences. 2. Indus Valley Civilization: The Formative Mould. 3. The Aryan Incursions: Warriors, Priests and Pastoral Nomads. 4. The <i>Varna</i> Social Order and Patriarchy.	15	25	1, 2	CO1 CO2	PSO1 PSO3			
2	<b>Between the Late <i>Vedic</i> and the Early Medieval India</b> 1. The Magadhan-Mauryan Complex: State and Society. 2. The Alternative Faiths and their Social Context. 3. The World of the Buddha; Ashokan Edicts: their Socio-Political Content. 4. Ashokan Edicts and their Socio-Political Content.	15	25	2, 4	CO2 CO3 CO5 CO6	PSO1 PSO2 PSO5			

3	<b>Early Medieval India</b> 1. The Guptas: Society in the ‘classical’ age. 2. Incursions: Shakas, Kushans, Huns. Lineaments of a Feudal Society. 3. The Retreat of Buddhism 4. Brahmanic Revival and the Temple Complex	15	25	2, 4, 5	CO4 CO5 CO6	PSO1 PSO2 PSO3 PSO5 PSO6
4	<b>Socio-Political Changes in Early Medieval India</b> 1. Proliferation of Jatis and socio-political change 2. India in the Accounts of Arab Geographers. 3. Patriarchy in Early India 4. Indian Society: Distinctive Features in Early India	15	25	2	CO2 CO6	PSO5 PSO6

#### Reference Books

1	Asopa J.N., 2005, <i>Gleanings from India: Cultural Historical Political and Social</i> , Universal Scientific Publishers.
2	Basham A. L., 1954, <i>The Wonder That Was India, a survey of the culture of the Indian sub-continent before the coming of the muslims</i> , new York.
3	_____ (Ed.), May 1998, <i>A Cultural History of India</i> , reprint, London.
4	_____, Dec. 2007, <i>The Illustrated Cultural History of India</i> , London.
5	Bhattacharyya Haridas, 1953, <i>The Cultural Heritage of India</i> , volume Calcutta.
6	Bridget & Raymond Allchin, 1993, <i>The Birth of Indian Civilization</i> , Penguin Books, London.
7	Chattopadhyaya Brajadulal, 2005, <i>Studying Early India: Archaeology, Texts, and Historical</i> , Delhi.
8	Cohn Bernard, 2000, <i>The Social Anthropology of a Civilization</i> .
9	Habib Irfan, &Jha, Vivekanand, 2004, <i>Mauryan India: A People's History of India-4</i> , Delhi.
10	-----, 2001, <i>Prehistory, People's History of India-I</i> , Tulika- Delhi.

11	-----,2002, <i>The Indus Civilization, People's History of India-2</i> , Tulika- Delhi.
12	-----& V. K. Thakur,2003, <i>The Vedic Age, People's History of India-3</i> , Tulika- Delhi.
13	Gupta D. N., 1995, <i>Changing Mode of Production in India</i> , Delhi.
14	Jha D.N., 1994, <i>An Outline History of Ancient India</i> , Delhi.
15	-----, 1967, <i>Revenue System in Post-Maurya and Gupta Times</i> , Calcutta.
16	Ludden David,2002, <i>India &amp; South Asia: a Short History</i> , London.
17	Metcalf Barbara D. & Thomas R. Metcalf, 2002, <i>A Concise History of India</i> , Cambridge University Press.
18	Munshi K.M., 1947, <i>Foundations of Indian Culture, Bhartiya Vidya Bhavan</i> , Bombay.
19	Nehru Jawaharlal, 1988, (Reprint edition), <i>The Discovery of India</i> , Bombay.
20	Rawlinson H. G., 1952, <i>India: A Short Cultural History</i> , New York.
21	Rothermund D and H. Kulke, 1986, <i>A History of India</i> , London.
22	Sharma R. S., 1968, <i>Aspects of political Ideas and institutions in Ancient India</i> , Delhi.
23	Stein Burton, 1998, <i>A History of India</i> , London.
24	ThaparRomila,1984, <i>The Decline of Mughal Empire</i> , Delhi

	<p align="center"><b>The Maharaja Sayajirao University of Baroda</b>  <b>Faculty of Arts</b>  <b>Department of History</b>  <b>Vadodara-390 002 (Gujarat) India</b>  Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a></p>		<p align="center"><b>Academic Year</b></p>	<p align="center"><b>2020-21</b></p>
<p align="center"><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"><b>CORE-08</b>  <b>REVOLUTIONARY CHANGES IN</b>  <b>THE MODERN WORLD-I</b></p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>V</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome:</b>  CO1 Understanding 18th century European history through ‘Absolutism’; Enlightenment and Scientific Revolution.  CO2 Analyzing history of France by applying the revolutionary ideals of liberty, equality and fraternity.  CO3 Conceptual understanding of ‘liberalism’ and ‘Romanticism’ in the modern world.  CO4 Evaluating the unifications of Italy and Germany through the lens of nationalism. Understanding ‘democracy’ through American War of Independence.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Europe in the mid Eighteenth century</b> 1. Europe in the eighteenth Century 2. Absolutism. 3. The Age of Enlightenment and Scientific Revolution.	15	25	2	CO1	PSO3			
2	<b>Changes in France: 1789-1815</b> 1. Ancient Regime in France. 2. The French Revolution and its Impact 3. Post-Revolutionary France	15	25	3, 4	CO2	PSO3 PSO4			
3	<b>Extension of French Revolutionary Ideals</b> 1. Napoleonic Conflicts 2. Liberalism in Europe 3. Romanticism.	15	25	2	CO3	PSO3 PSO4 PSO6			
4	<b>Nationalism</b> 1. Nationalism & Unification in Italy 2. Unification of Germany. 3. American War of Independence	15	25	2, 5	CO4	PSO3 PSO4			

<b>Reference Books</b>	
1	E. J. Hobsbawm, 1962, <i>The Age of Revolution: Europe, 1789-1848</i> , London
2	-----, 1991, <i>Nations and Nationalism since 1780</i> , London
3	David Thomson, 1981 edition, <i>Europe Since Napoleon</i> , Pelican, U K
4	-----, 1950, <i>England in the Nineteenth Century</i> , London.
5	Harry Magdoff, 1978, <i>Imperialism: From Colonial Age to the Present</i> , New York & London, M R Press
6	Barrington Moore Jr., 1966, <i>Social Origins of Dictatorship and Democracy</i> , Beacon Press, Boston
7	George Rude, 1980, <i>Ideology and Popular Protest</i> , Pantheon Books
8	B. M. Burns, & P. L. Ralph, 1963 <i>World Civilizations</i> , Vol. B & C, (Indian Edition –Goyal Saab), Delhi
9	M.A. Haque, H.S. Patreik & P.K. Mandal, 2003, <i>Contemporary World History</i> , (NCERT), Delhi

 सत्यं शिवं सुन्दरम्	<b>The Maharaja Sayajirao University of Baroda</b> <b>Faculty of Arts</b> <b>Department of History</b> <b>Vadodara-390 002 (Gujarat) India</b> Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a>	<b>Academic Year</b>	<b>2020-21</b>	
<b>Bachelor of Arts (BA) in History</b> <b>Bachelor Program</b>				
<b>Year</b>	<b>I</b>	<b>CORE-09</b> <b>INDIA IN THE EIGHTEENTH</b> <b>CENTURY-I</b>	<b>Credits / Hours per week</b>	<b>04</b>
<b>Semester</b>	<b>V</b>	Year of Introduction: 2014-2015 Year of Syllabus Revision: 2018-2019	<b>Maximum Marks / Grade</b>	<b>100</b>
<b>Mode of Transaction</b>	Lectures and Tutorials			



1	<b>Introduction: An Overview</b> 1. The Eighteenth Century in Indian historiography: Changing Perceptions-I 2. Theories of the Decline of Mughal Empire 3. The Wider Crisis of Imperial Decline: the Safavids and the Ottomans.	15	25	2, 5	CO1 CO2	PSO1			
2	<b>Regional Centers of Power-I</b> 1. Bengal and Awadh 2. Hyderabad 3. Mysore	15	25	2, 3	CO3 CO4	PSO2			
3	<b>Regional Centers of Power-II</b> 1. The Marathas 2. Sikhs and Jats 3. Rajputs	15	25	2, 3, 6	CO3 CO4	PSO1 PSO2 PSO6			
4	<b>Project</b> The students would be required to do a project on themes from Unit-I, Unit-II & Unit-III. They would require submit assignments and make presentations as per the instructions of the course teacher.	15	25	1, 2, 3, 4, 5, 6	CO1 CO2 CO3 CO4 CO5 CO6	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			

#### Reference Books

#### Books

1	Bayly C.A., 1990, <i>Indian Society and the Making of the British Empire</i> , Delhi.
2	Barnett Richard, 1998, <i>North India Between Empires</i> , Berkley.
3	Chaudhuri K.N., 1978, <i>The Trading World of Asia and the English East India Company 1660-1760</i> , Cambridge.

4	Nightingale P., 1970, <i>Trade and Empire in Western India, 1784-1806</i> , Cambridge,.
5	Richards, J.F., 1998, <i>Mughal Empire</i> , Cambridge.
6	Wink Andre, 1986, <i>Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-century Maratha Swarajya</i> , Cambridge.
7	Spear, T.G.P., 1951. <i>Twilight of the Mughuls: Studies in Late Mughul Delhi</i> . University Press.
	<b>Articles</b>
1	Karen Leonard, ' <u>The great "firm theory" of the decline of Mughal Empire</u> ', <i>Comparative Studies in Society and History (CSSH)</i> , 13, 1979.
2	J.F. Richards, ' <u>Mughal state finance and the pre-modern world economy</u> ' <i>CSSH</i> , 23, 1981.
3	Karen Leonard, ' <u>The Hyderabad Political System and its Participants</u> ', <i>Journal of Asian Studies (JAS)</i> , vol. XXX, No. 3, May 1971, 569-82.
4	Philip B. Calkins, ' <u>The Formation of a Regionally Oriented Ruling Group in Bengal, 1700-1740</u> ', <i>JAS</i> , XXIX, No. 4, August 1970, 799-806

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<p align="center"> <b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b> </p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"> <b>CORE-10</b>  <b>THE MAKING OF GUJARAT:</b>  <b>MEDIEVAL PHASE</b> </p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>V</b></p>	<p align="center">Year of Introduction: 2021-2022</p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b></p> <p>CO1 Familiar with relevant sources for the study of history of medieval Gujarat.</p> <p>CO2 Learn about political processes in the region during the Khalji and Tughluq phase.</p> <p>CO3 An understanding of major developments under the Muzaffarids regime.</p> <p>CO4 Analyze and assess the significance of Mughal rule over the subah of Gujarat.</p> <p>CO5 A comprehensive understanding of economic growth, social change and cultural developments through the medieval centuries in Gujarat.</p> <p>CO6 Learn about Mughal decline and growing Maratha presence in Gujarat in the eighteenth century.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Gujarat under the Delhi Sultanate</b> 1. Sources for Gujarat under the Sultanate. 2. Pre-Turkish Period in Gujarat. 3. Gujarat under the Khaljis 4. Gujarat under the Tughlaqs.	15	25	2	CO1 CO2	PSO1			
2	<b>Sultanate of Gujarat</b> 1. Establishment and Consolidation 2. Expansion under Mahmud Begada and Bahadur Shah 3. State and Administration 4. Society and Culture	15	25	2	CO2 CO3	PSO2			
3	<b>Gujarat Under the Mughals</b> 1. Mughal Conquest 2. Suba Gujarat 3. Trade and Commerce 4. Society and Culture	15	25	2, 5	CO4 CO5	PSO2 PSO4 PSO6			

4	<b>Mughal Decline</b> 1. Maratha Incursions 2. Decline of Surat 3. Imperial Crisis	15	25	2, 5	CO6	PSO1 PSO2 PSO6			
<b>Reference Books</b>									
1	S. C. Misra, <i>Rise of Muslim Power in Gujarat</i> , Bombay, 1964.								
2	M. S. Commissariat, <i>History of Gujarat</i> , 3 Vols. Delhi, 1968.								
3	G. H. Desai, <i>Gujaratno Itihas</i> , Bombay, 1933.								
4	M. N. Pearson, <i>Rulers and Merchants of Gujarat</i> , Delhi, 1968.								
5	R. B. Jote, <i>Gujaratno Sanskritik Itihas (Islam Yug)</i> , Ahemdabad, 1977.								
6	H. G. Shastri, <i>Gujaratno Itihas</i> , Vol. IX, Ahemdabad, 1969.								
7	S. Hasan Mahmud, "Introduction" to the <i>Tarikh-i-Mahmudshahi</i> , edited by S. C. Misra, Baroda, 1982.								
8	V. K. Jain, <i>Trade and Traders in Western India</i> , Delhi, 1975.								
9	M. S. Commissariat, <i>Studies in the History of Gujarat</i> , Delhi, 1968.								
10	Ali Mohammad Khan, (Tr. M. F. Lokhandwala), <i>Mirat-i-Ahmadi</i> , Baroda, 1965.								
11	C. Bayley, <i>Local Mohammadan Dynasties of Gujarat</i> , Delhi, (reprint), 1977.								
12	Andre Wink, <i>Land and Sovereignty in India, Agrarian society and Politics under the eighteenth century Maratha swarajya</i> . Cambridge, 1986.								
13	J. S. Grewal (ed), <i>Medieval State in Gujarat</i> , Delhi, 1982.								
14	S. A. I. Tirmizi, <i>Studies in Medieval History of Gujarat</i> , Delhi, 1968.								

15	Surendra Gopal, <i>Commerce and Crafts in Gujarat</i> , Delhi, 1975.
16	Ashin Dasgupta, <i>Indian Merchants and the Decline of Surat</i> , Winsconsin, 1967(Reprint).
17	B. G. Gokhale, <i>Surat in the Seventeenth Century</i> , Ahemdabad, 1979.
18	Samira Sheikh, <i>Forging a Region: Sultans, Traders and Pilgrims in Gujarat, 1200-1500</i> , Oxford, 2010
19	M. N. Pearson, <i>Rulers and Merchants of Gujarat</i> , Delhi, 1968
20	Farhat Hasan, <i>State and Locality in Mughal India</i> , Cambridge 2006
21	Ashin Dasgupta, <i>Indian Merchants and the Decline of Surat</i> , Winsconsin, 1967 (Reprint)

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-11</b>  <b>MEDIEVAL EUROPE</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>V</b></p>	<p>Year of Introduction: 2021-2022</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b></p> <p>CO1 An understanding of the major developments in Europe during the middle ages.  CO2 Learn about the growth of the Church, Papacy, Ecclesiastical organization and Monasticism.  CO3 Understand state formation under the Franks and Saxons.  CO4 Analyse the relations between the church and the State during the middle ages.  CO5 Understand the concept of feudalism and growth of feudal society.  CO6 know about Scholasticism, Carolingian and Early Renaissance.  CO7 Understand the developments which paved way for the end of the Middle Ages.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Europe 400-1000 CE</b> 1. Barbarian invasions and Decline of Roman Empire 2. The Church and the Papacy 3. The Franks, Merovingians and Carolingians 4. Feudalism: The Three Orders	15	25	1	CO1 CO2 CO3	PSO1 PSO3			
2	<b>The High Middle Ages</b> 1. The Saxons 2. Empire and the Papacy 3. Feudal Monarchy: England and France	15	25	1	CO2 CO3 CO4	PSO3 PSO4			
3	<b>Religious and Intellectual Developments in the High Middle Ages</b> 1. Church and Papal reforms 2. Monasticism and monastic orders 3. Scholasticism and The Early Renaissance	15	25	2, 3, 4	CO4 CO6	PSO1 PSO2 PSO3 PSO4 PSO6			

4	<b>Economy in the High Middle Ages</b> 1. Economic Revival 2. Urban Revolution 3. End of the Middle ages	15	25	2,	CO7	PSO1 PSO2 PSO3 PSO6			
<b>Reference Books</b>									
1	R. H. C. Davis, <i>A History of Medieval Europe</i> , Longman, 1970.								
2	Edward Gibbon, <i>The Decline and Fall of Roman Empire</i> , Modern Library, 1995.								
3	J. A. Gararty & P. Gay, <i>The Columbia History of the World</i> , Part-II, Harper & Row, 1972.								
4	Martin Scott, <i>Medieval Europe</i> , Longman, 1964.								
5	Marc Bloch, <i>Feudal Society</i> , RKP, London, 1962.								
6	Georges Duby, <i>The Early Growth of the European Economy</i> , London, 1974.								
7	Henri Pirenne, <i>Economic and Social History of Medieval Europe</i> , Princeton Press, 1925 (Reprint).								
8	Edward Mc Neil Burns, Philip Lee Ralph, Robert E. Lerner & Standish Meacham, <i>World Civilisations, Vol. A&amp;B</i> , Goyal Saab, 1986								
9	Joseph Strayer and Hans W. Gatzke, <i>Mainstream of Civilization</i>								
10	Le Goff J, <i>Medieval Civilization</i>								

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-12</b>  <b>SOCIO-ECONOMIC HISTORY</b>  <b>OF MEDIEVAL INDIA</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>V</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			

**Course Outcome (CO):**

CO1 The course encourages students to understand and analysis the nature of Delhi Sultanate and Mughal Empire.

CO2 The course enhances the student's understanding of socio and economic condition in medieval India.

CO3 The course enhances student's understanding about the nature and character of state and administration under Delhi Sultanate and Mughal Empire.

CO4 The student will be able to understand and analysis the network of trade and commerce in medieval time.

CO5 The course augments student's enthusiasm to understand, analysis and remember the urban history of medieval India.

CO6 The course encourages students to be creative to understand, analysis and evaluate the development taken place in science and technology in medieval India.

CO7 Through this course the students are able to productively engage with the changes in the social spectrum of Medieval India, which in turn enhances their capabilities to remember and analyse.

CO8 The students undergo a training to learn about various economic parameters of medieval India, which enhances their evaluative and creative skills.

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Character and Composition of the Nobility</b> 1. Delhi Sultanate 2. Mughal Empire	15	25	2	CO1 CO2 CO3	PSO1 PSO3			

2	<b>Agrarian Economy-Land Revenue Administration, Taxation and Village Community</b> 1. Delhi Sultanate 2. Mughal Empire	15	25	2, 4,	CO2 CO3	PSO4
3	<b>Commerce and Trade: Commodities, Networks and System of Taxation and Village Community</b> 1. Indian Ocean Trade Networks and Land Routes 2. Tariff and its mode of collection 3. Trading Communities	15	25	1, 2, 4	CO4 CO5	PSO2 PSO4
4	<b>Karkhanas and Non-Agrarian Production</b> 1. Organisation, Categories and Wages 2. Technology of non-agrarian production 3. Mechanism of Production	15	25	1, 2, 4, 5	CO4 CO5 CO6	PSO4 PSO6

#### Reference Books

1	Ashraf, K. M., <i>Life &amp; Conditions of the People of Hindustan</i> , Delhi, 1959.
2	Chandra, Satish (Ed.), <i>The Indian Ocean: Explorations in History, Commerce and Politics</i> , Delhi, 1978.
3	Habib, Irfan, <i>Agrarian System of Mughal India</i> . Bombay, 1963.
4	_____, <i>An Atlas of the Mughal Empire</i> , Delhi, 1982.
5	Heitzmen, James, <i>The City in South Asia</i> , New York, 2008.
6	Qaisar, A. J., <i>The Indian Response to European Technology &amp; Culture</i> , Delhi, 1982.
7	_____, <i>Building Construction in India</i> , Delhi, 1988.
8	Raychaudhuri Tapan & Irfan Habib (eds), <i>The Cambridge Economic History of India, Vol. I.</i> , Delhi, 1984.
9	Verma, Tripta, <i>Karkhanas under the Mughals: From Akbar to Aurangzeb-A Study in Economic Development</i> , Delhi, 1994.

10	Khan, Sambul Halim, Arts and Crafts Workshop under Mughals, Delhi, 2015.
11	Selected Articles from <i>Journals</i> as essential readings.

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-13</b>  <b>STAGES IN THE FORMATION</b>  <b>OF INDIAN SOCIETY: AN</b>  <b>OUTLINE-II</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>VI</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p><b>Course Outcome (CO):</b>  CO1 Understand the meaning and significance of the Indo-Islamic World.  CO2 A compressive understanding state formation and social change during the pre-Mughal period.  CO3 Assess the nature and significance of the Akbari State.  CO4 Understand the social structures of the Islamic world economy.  CO5 Significance and impact of colonialism on Indian society.  CO6 The course shall give the student an in-depth idea of patterns of continuity and social change.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>The Indo-Islamic World-I</b> 1. Turkish Incursions. 2. Formation of the Delhi Sultanate. 3. The New Social Order: Sultan, Nobles & the Gentry	15	25	2, 4	CO1 CO2	PSO1 PSO3			
2	<b>The Indo-Islamic World-II</b> 1. The Indo-Islamic Equipoise: The <i>Akbari</i> state and <i>Sulah-i-kul</i> . 2. The social structures of the Islamic world economy: 'Merchants, Traders and Artisans'. 3. The social structures of the Islamic world economy: <i>Ulemas, Sufis, and Bhakti</i> Saints. 4. Between the Mughals and the British: Society in the 18 <sup>th</sup> and early 19 <sup>th</sup> centuries.	15	25	2, 4, 5	CO3 CO4 CO5	PSO2 PSO4 PSO5 PSO6			

3	<b>Colonialism and Modernity</b> 1. European Contacts. Colonialism and Indigenous Social Networks. 2. Enumeration and Codification of society and culture. 3. Emergent scales of social change: caste, class, community and gender. 4. Nation and civil society: Indian responses to colonialism and their legacies.	15	25	2, 4, 5	CO5 CO6	PSO3 PSO4 PSO6
4	<b>Project</b> Projects and Assignments would be based on selected topics from Unit-I, Unit-II & Unit-III	15	25	1, 2, 3, 4, 5, 6	CO1 CO2 CO3 CO4 CO5 CO6	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6

#### Reference Books

1	Asopa J.N., 2005, <i>Gleanings from India: Cultural Historical Political and Social</i> , Universal Scientific Publishers.
2	Basham A. L., 1954, <i>The Wonder That Was India, a survey of the culture of the Indian sub-continent before the coming of the muslims</i> , new York.
3	_____ (Ed.), May 1998, <i>A Cultural History of India</i> , reprint, London.
4	_____, Dec. 2007, <i>The Illustrated Cultural History of India</i> , London.
5	Bhattacharyya Haridas, 1953, <i>The Cultural Heritage of India, volume Calcutta</i> .
6	Bridget & Raymond Allchin, 1993, <i>The Birth of Indian Civilization</i> , Penguin Books, London.
7	Chattopadhyaya Brajadulal, 2005, <i>Studying Early India: Archaeology, Texts, and Historical</i> , Delhi.
8	Cohn Bernard, 2000, <i>The Social Anthropology of a Civilization</i> .
9	Habib Irfan, &Jha, Vivekanand, 2004, <i>Mauryan India: A People's History of India-4</i> , Delhi.

10	-----, 2001, <i>Prehistory, People's History of India-1</i> , Tulika- Delhi.
11	-----,2002, <i>The Indus Civilization, People's History of India-2</i> , Tulika- Delhi.
12	-----& V. K. Thakur,2003, <i>The Vedic Age, People's History of India-3</i> , Tulika- Delhi.
13	Gupta D. N., 1995, <i>Changing Mode of Production in India</i> , Delhi.
14	Jha D.N., 1994, <i>An Outline History of Ancient India</i> , Delhi.
15	-----, 1967, <i>Revenue System in Post-Maurya and Gupta Times</i> , Calcutta.
16	Ludden David,2002, <i>India &amp; South Asia: a Short History</i> , London.
17	Metcalf Barbara D. & Thomas R. Metcalf, 2002, <i>A Concise History of India</i> , Cambridge University Press.
18	Munshi K.M., 1947, <i>Foundations of Indian Culture, Bhartiya Vidya Bhavan</i> , Bombay.
19	Nehru Jawaharlal, 1988, (Reprint edition), <i>The Discovery of India</i> , Bombay.
20	Rawlinson H. G., 1952, <i>India: A Short Cultural History</i> , New York.
21	Rothermund D and H. Kulke, 1986, <i>A History of India</i> , London.
22	Sharma R. S., 1968, <i>Aspects of political Ideas and institutions in Ancient India</i> , Delhi.
23	Stein Burton, 1998, <i>A History of India</i> , London.
24	ThaparRomila,1984, <i>The Decline of Mughal Empire</i> , Delhi.

	<p align="center"> <b>The Maharaja Sayajirao University of Baroda</b>  <b>Faculty of Arts</b>  <b>Department of History</b>  <b>Vadodara-390 002 (Gujarat) India</b>  Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a> </p>		<p align="center"><b>Academic Year</b></p>	<p align="center"><b>2020-21</b></p>
<p align="center"> <b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b> </p>				
<p align="center"><b>Year</b></p>	<p align="center"><b>I</b></p>	<p align="center"> <b>CORE-14</b>  <b>REVOLUTIONARY CHANGES IN</b>  <b>THE MODERN WORLD-II</b> </p>	<p align="center"><b>Credits / Hours per week</b></p>	<p align="center"><b>04</b></p>
<p align="center"><b>Semester</b></p>	<p align="center"><b>VI</b></p>	<p> Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019 </p>	<p align="center"><b>Maximum Marks / Grade</b></p>	<p align="center"><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		
<p> <b>Course Outcome (CO):</b>  CO1 Understanding the creating of Industrial capital by learning about Industrial Revolution.  CO2 Revisiting and understanding the Russian Revolution.  CO3 Analysing the challenges poses by socialism to the capitalist world.  CO4 Evaluating the ideological conflicts which manifest itself in the two World Wars. </p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Russia and the Revolution</b> 1. Political, economic and social conditions in Russia before 1917 2. Bolshevik Revolution and Communist State 3. Achievements of the Revolution: A critical Appraisal	15	25	2, 4	CO2	PSO1 PSO3 PSO6			
2	<b>Social and Cultural Impact on the World</b> 1. The Middle class challenged: Socialism, Science and philosophy 2. Realism in Art and Literature 3. Impact of Russian Revolution on the non-Western World.	15	25	4	CO3	PSO2 PSO3 PSO4			
3	<b>The World Wars and Emergence of the Third World</b> 1. Ideological conflicts: World War I 2. World War II 3. Imperial decline and the emergence of the Third World	15	25	5	CO4	PSO1 PSO2 PSO3 PSO4 PSO6			

4	<b>Project</b> Projects and Assignments would be based on selected topics from Unit-I, Unit-II & Unit-III	15	25	1, 2, 3, 4, 5,6	CO1 CO2 CO3 CO4	PSO1 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	E. J. Hobsbawm, 1962, <i>The Age of Revolution: Europe, 1789-1848</i> , London.								
2	-----, 1991, <i>Nations and Nationalism since 1780</i> , London.								
3	David Thomson, 1981 edition, <i>Europe Since Napoleon</i> , Pelican, U K								
4	-----, 1950, <i>England in the Nineteenth Century</i> , London.								
5	Hary Magdoff, 1978, <i>Imperialism: From Colonial Age to the Present</i> , New York & London, M R Press								
6	Barrington Moore Jr., 1966, <i>Social Origins of Dictatorship and Democracy</i> , Beacon Press, Boston								
7	George Rude, 1980, <i>Ideology and Popular Protest</i> , Pantheon Books								
8	B. M. Burns, & P. L. Ralph, 1963 <i>World Civilizations</i> , Vol. B & C, (Indian Edition from Goyal Saab), Delhi.								
9	M.A. Haque, H.S. Patreik & P.K. Mandal, 2003, <i>Contemporary World History</i> , (NCERT), Delhi.								

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-15</b>  <b>INDIA IN THE EIGHTEENTH CENTURY -II</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>VI</b></p>	<p>Year of Introduction: 2014-2015  Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 This course helps the students to effectively understand and remember the evolution of East India companies.  CO2 This course gives the students a clear understanding of creation of British rule in India.  CO3 Through this course the students can effectively evaluate the finer nuances of urbanisation.  CO4 The course is designed to give a clear idea to the students of eighteenth century, which enables them to think creatively in the probable research area.  CO5 This course highlights the issues of eighteenth century in the second half. This encourages critical thinking amongst students.  CO6 The study of Economic and Social changes in the second half of the eighteenth century enables the students to analyse the process of transition.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>Advent of English East India Company</b> 1. The Eighteenth Century in Indian historiography: Changing Perceptions-II 2. European Production and Trade: The East India Companies: English East India Company	15	25	1, 2, 5	CO1 CO2 CO3	PSO1 PSO3			
2	<b>Colonial Control and the Indian States</b> 1. Anglo-Carnatic Wars 2. Bengal: Battle of Plassey and Buxar 3. Anglo-Mysore Wars 4. Anglo-Maratha Wars	15	25	2, 6,	CO4 CO5	PSO1 PSO2 PSO4			
3	<b>The Company Raj</b> 1. Consolidation and governance of the Company Raj 2. Patterns and Processes of British Expansion: Bengal, South India, The Western Coast 3. Beginnings of Colonial Society: Calcutta, Bombay, Madras	15	25	2, 4, 5	CO2 CO3 CO6	PSO1 PSO2 PSO3 PSO4 PSO6			

4	<b>Project</b> Projects and Assignments would be based on selected topics from Unit-I, Unit-II & Unit-III	15	25	1, 2, 3, 4, 5, 6	CO1 CO2 CO3 CO4 CO5 CO6	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6			
<b>Reference Books</b>									
<b>Books</b>									
1	Bayly C.A., 1990, <i>Indian Society and the Making of the British Empire</i> , Delhi.								
2	Barnett Richard, 1998, <i>North India Between Empires</i> , Berkley.								
3	Chaudhuri K.N., 1978, <i>The Trading World of Asia and the English East India Company 1660-1760</i> , Cambridge.								
4	Nightingale P., 1970, <i>Trade and Empire in Western India, 1784-1806</i> , Cambridge,.								
5	Richards, J.F., 1998, <i>Mughal Empire</i> , Cambridge.								
6	Wink Andre, 1986, <i>Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-century Maratha Swarajya</i> , Cambridge.								
7	Subramanian, L., 2010. <i>History of India, 1707-1857</i> . Orient Blackswan.								
8	Lawson, P., 2014. <i>East India Company, The: A History</i> . Routledge.								
<b>Articles</b>									
1	Karen Leonard, ' <u>The great "firm theory" of the decline of Mughal Empire</u> ', <i>Comparative Studies in Society and History (CSSH)</i> , 13, 1979.								
2	J.F. Richards, ' <u>Mughal state finance and the pre-modern world economy</u> ' <i>CSSH</i> , 23, 1981.								
3	Karen Leonard, ' <u>The Hyderabad Political System and its Participants</u> ', <i>Journal of Asian Studies (JAS)</i> , vol. XXX, No. 3, May 1971, 569-82.								

4

Philip B. Calkins, 'The Formation of a Regionally Oriented Ruling Group in Bengal, 1700-1740', *JAS*, XXIX, No. 4, August 1970, 799-806.

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-16</b>  <b>MAKING OF GUJARAT-THE</b>  <b>MODERN PHASE</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>VI</b></p>	<p>Year of Introduction: 2021-2022</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>		<p>Lectures and Tutorials</p>		



1	<b>Administrative Changes</b> 1. Political, Economic and Social Condition of Gujarat in the Eighteenth century. 2. British Paramountcy in the Princely states in the Nineteenth Century 3. Modernization of Administration and its Impact	15	25	2,4	CO1 CO2	PSO1 PSO3			
2	<b>Economic Changes</b> 1. British Land Revenue Policy and its Impact 2. Decline of Traditional Industries 3. Development of Modern Industries	15	25	2, 4	CO3	PSO2 PSO4			
3	<b>Transformations in Society and Culture of Gujarat</b> 1. Developments in Gujarati literature 2. Unrest and Protest Movements in Gujarat 3. Socio-Religious Movements in the Nineteenth and Twentieth Centuries: Women and Caste Issues	15	25	1, 2, 4	CO3 CO4 CO5 CO6 CO7	PSO1 PSO2 PSO5 PSO6			
4	<b>Freedom Struggle and Formation of Modern Gujarat</b> 1. Freedom Movement in Gujarat 2. Modernisation in the Princely state of Baroda 3. Integration of Princely states of Gujarat	15	25	2, 4	CO4 CO6 CO8	PSO2 PSO4 PSO6			
<b>Reference Books</b>									
1	Achyut Yagnik & Sheth S (2005), <i>Shaping of Modern Gujarat-Plurality Hindutva and Beyond</i> , Penguin								
2	Amin S. 1995. <i>Event, Metaphor, Memory: Chauri Chaura, 1922-1992</i> .								
3	C A Kincaid, <i>Folk Tales of Sind and Gujarat</i> (Karachi, 1925), pp 69-70.								

4	Chavda, Vijay Singh (ed): <i>Modern Gujarat</i> , New Order, Ahmedabad.
5	H. Wilberforce-Bell, <i>The History of Kathiawar</i> (London: William Heinemann, 1916)
6	M. B. Desai, <i>The Rural Economy of Gujarat</i> , O.U.P. India, 1948
7	M. R. Majmudar, <i>Cultural History of Gujarat</i> (Bombay,1965),
8	Makrand Mehta, <i>The Ahmedabad Cotton Textile Industry: Genesis and Growth</i> (Ahmedabad,1982),
9	Mehta S, <i>Peasantry and Nationalism: A study of Bardoli Satyagraha</i> , Manohar, 1984
10	Mehta S, <i>Women and Social Change</i> , Rawat Publications, 2009
11	Munshi, K M, <i>Gujarat and Its Literature: A Survey from the Earliest Times</i> , Longmans, Green and Co, Bombay. (1935)
12	Neera Desai, <i>Social Change in Gujarat: A study of nineteenth century Gujarati Society</i> , Vora & Company Private Ltd, Bombay, 1978,
13	Neil Charlesworth, <i>Peasants and Imperial Rule: Agriculture and Agrarian Society in the Bombay Presidency, 1850-1935</i> , Orient Longman, 1985
14	Pamela Nightingale, <i>Trade and Empire in Western India, 1784-1804</i> (Cambridge: Cambridge University Press, 1970)
15	R. D. Choksey, <i>Economic Life in the Bombay Gujarat, 1800-1939</i> , Asia Publishing House, New York ,1968
16	R. E. Enthoven, <i>Folk Lore Notes</i> , 2 vols. (Bombay, 1914-15)
17	Raojibhai Manibahi Patel, <i>Jivanna Jharna</i> , Vol I (Ahmedabad 1953), pp 366-67.
18	Raval, R L, <i>Socio-religious Reform Movements in Gujarat: During the 19th Century</i> , Ess Publications, New Delhi. (1987)
19	Raymond B Williams, <i>A New Face of Hinduism: The Swaininaryan Religion</i> (Cambridge, 1984)
20	Sujata Patel, <i>The Making of Industrial Relations: the Ahmedabad Textile Industry, 1918-1939</i> (Delhi, 1987)

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<p><b>Bachelor of Arts (BA) in History</b>  <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-17</b>  <b>MODERN EUROPE AND</b>  <b>BEYOND</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>VI</b></p>	<p>Year of Introduction: 2021-2022</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			
<p><b>Course Outcome (CO):</b>  CO1 The course makes student able to understand the nature of geographical discovery and overseas expansion of modern Europe.  CO2 The course encourages students to understand, evaluate and remember the nexus between east and west in modern time.  CO3 The student gains a detailed understanding of the processes of colonization and decolonization which shaped modern Europe.  CO4 The course encourages student to analysis and evaluate the emergence of nation state in Europe.  CO5 The course inspires student's curiosity to understand and analysis the present international relationship in the light of past.  CO6 The students creatively apply these skills while writing their assignments and projects.</p>				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	<b>The rise of modern West</b> 1. Geographical Discoveries and Overseas Expansion 2. Emergence of Nation-States 3. The East and West: Retreat of Eastern Empires and Western Ascendency Across Asia and Africa	15	25	1, 2, 5	CO1 CO2	PSO1 PSO3			
2	<b>Colonization and Empire Building</b> 1. The Portuguese Empire 2. The Dutch Empire 3. The English Empire 4. The French Empire	15	25	2	CO3	PSO3			
3	<b>De-Colonization and Global Order-I</b> 1. Asia 2. Africa	15	25	2, 3, 4, 5	CO3 CO4 CO5	PSO3 PSO4 PSO6			
4	<b>De-Colonization and Global Order-II</b> 1. United Nations 2. New World	15	25	2, 3, 4, 5	CO3 CO4 CO5	PSO3 PSO4 PSO6			

<b>Reference Books</b>	
1	Bayly, C. A. (2004), <i>The Birth of the Modern World, 1780-194: Global Connections and Comparisons</i> , Blackwell Publishers.
2	Braudel, Fernand (1982), <i>Civilization and Capitalism, 15th-18th Century: The Wheels of Commerce</i> , London.
3	Clough, S. B. (1968), <i>European Economic History: The Economic Development of Western Civilisation</i> , New York.
4	Dobb, Morris (1969), <i>Studies in the Development of Capitalism</i> , London.
5	Girmal, Henry (1978), <i>Decolonisation: The British, French, Dutch and Belgian Empires, 1919-1963</i> , London.
6	Garnett, Richard (2013), <i>Edward Gibbon Wakefield: The Colonization of South Australia and New Zealand</i> , Reprint, Forgotten Books, Hong Kong.
7	Loomba, Ania (1998), <i>Colonialism- Post Colonialism</i> , Routledge.
8	Magdoff, Harry (1978), <i>Imperialism: From the Colonial Age to the Present</i> , New York Press.
9	Rodney, Hilton (2006), <i>The Transition from Feudalism to Capitalism</i> , Delhi (Aakar Books).
<b>Text Books</b>	
1	Pradhan, R. C. (2013), <i>Colonialism in India</i> , Macmillan, New Delhi.
2	Pradhan, R. C. (2013), <i>Colonialism in India</i> , Macmillan, New Delhi.
3	Grosby, Steven (2005), <i>Nationalism: A Very Short Introduction</i> , OUP, New Delhi.
4	Parker, John & Rathbone, Richard (2007), <i>African History: A Very Short Introduction</i> , OUP, New Delhi.
5	Phukan, Meenaxi (2005), <i>Rise of the Modern West</i> , New Delhi.
6	Steger, Manfred B. (2009), <i>Globalization: A Very Short Introduction</i> , OUP, New Delhi

 <p>THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं शिवं सुन्दरम्</p>	<p><b>The Maharaja Sayajirao University of Baroda</b> <b>Faculty of Arts</b> <b>Department of History</b> <b>Vadodara-390 002 (Gujarat) India</b> Contact Email: <a href="mailto:head-history@msubaroda.ac.in">head-history@msubaroda.ac.in</a></p>		<p>Academic Year</p>	<p><b>2020-21</b></p>
<p><b>Bachelor of Arts (BA) in History</b> <b>Bachelor Program</b></p>				
<p><b>Year</b></p>	<p><b>I</b></p>	<p><b>CORE-18</b> <b>SOCIO-ECONOMIC HISTORY</b> <b>OF MODERN INDIA</b></p>	<p><b>Credits / Hours per week</b></p>	<p><b>04</b></p>
<p><b>Semester</b></p>	<p><b>VI</b></p>	<p>Year of Introduction: 2014-2015 Year of Syllabus Revision: 2018-2019</p>	<p><b>Maximum Marks / Grade</b></p>	<p><b>100</b></p>
<p><b>Mode of Transaction</b></p>	<p>Lectures and Tutorials</p>			

**Course Outcome (CO):**

CO1 The course makes students able to understand and analysis the nature of colonial rule in India.

CO2 The course enhances the student's understanding of social and economic changes that took place in modern India with reference to colonial impact.

CO3 The course encourages students to analysis, evaluate and remember the nature of British economic policies and its impacts in India.

CO4 The course make student able to understand, analysis and evaluate the process of westernization and modernization in India.

CO5 The course augments the enthusiasm of students to understand and analysis the present social and economic condition of India in the light of past.

CO6 The students undergo a training to learn about various economic parameters of modern India, which enhances their evaluative and creative skills.

CO7 The students creatively apply these skills while writing their assignments and projects.

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
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1	<b>Economy-I</b> 1. Concept of Colonial Economy 2. Land & Land Revenue Policy 3. De-industrialization and Growth of Modern Industries 4. Development of Communication Networks and Urbanization	15	25	2, 4	CO1 CO2	PSO1 PSO4			
2	<b>Economy-II</b> 1. Drain of Wealth and Economic Nationalism 2. Emergence of Indian Capitalist and Working Class 3. Famines and Peasant Movements	15	25	1, 2, 4, 5	CO2 CO3	PSO2 PSO3			
3	<b>Society-I</b> 1. Society in the Eighteenth Century 2. Impact of Westernisation: Education & the Rise of the Middle Class 3. Socio-Religious Reform Movements 4. Print Media and its Impact	15	25	2, 4, 5	CO2 CO4 CO5	PSO1 PSO2 PSO5 PSO6			
4	<b>Society-II</b> 1. Women's Issues and Movements 2. Caste and Tribal Issues 3. Literary Developments and Regional Literatures	15	25	2, 4, 5	CO4	PSO4 PSO5 PSO6			
<b>Reference Books</b>									
1	Satish Chandra, 1991, <i>The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans</i> . Revised ed., Calcutta: K.P. Bagchi & Co.								
2	<i>The Cambridge Economic History of India</i> . Vol. I edited by Irfan Habib & Tapan Raychaudhary, Vol. II by Dharma Kumar & Meghnad Desai								
3	C. A. Bayly, 1988, <i>Indian Society and the Making of British Empire</i> (NCHI), Cambridge.								
4	C. A. Bayly, 1983, <i>Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870</i> , Cambridge.								

5	Rajnarayan Chandavarkar, 1994, <i>The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-1940</i> , Cambridge
6	B. R. Tomlinson, 1990, <i>The Economy of Modern India, 1860-1970</i> .New Delhi
7	Bipin Chandra, 1966, <i>The Rise and Growth of Economic Nationalism in India</i> , New Delhi.
8	Sailendranath Sen, 2010, <i>An Advance History of Modern India</i> , New Delhi,
9	S. P. Nanda, 2000, <i>Modern Indian History</i> , New Delhi.
10	Neil Charlesworth, 1982, <i>British Rule and the Indian Economy, 1800-1914</i> , London.
11	Neil Charlesworth, 1985, <i>Peasant and Imperial Rule: Agriculture and Agrarian Society in the Bombay Presidency, 1850-1935</i> , Cambridge University Press.