

## HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

**COURSE NAME: ELEMENTS OF HISTORICAL METHODS -1**

**SEMESTER: 5**

**PROGRAM CODE HISTORY – MAJOR DIS.**

**COURSE CODE: AR23MJDSC- HIS 501**

**EFFECTIVE FROM JUNE 2025-26 UNDER NEP**

<b>Total Credits- 04      (04 Period/Week)</b>	<b>Theory</b>	<b>External-50 Marks</b>
		<b>Internal- 50 Marks</b>

**Program Outcome:**

1. Demonstrate a comprehensive understanding of historical concepts, methods, and their application in interpreting past events.
2. Develop critical thinking skills to analyze and interpret historical evidence and sources with accuracy and relevance.
3. Exhibit research-oriented skills by effectively utilizing primary and secondary sources to construct historical narratives and arguments.

**Course Outcome:**

1. Understand the definition, meaning, and scope of history, along with its relevance in the fields of arts and science.
2. Analyze the auxiliary sciences of history and evaluate the credibility of historical documents.
3. Identify the need for rewriting history and classify the various sources of history, emphasizing the importance of primary sources.

<b>Sr.No</b>		<b>Credit</b>	<b>Hr</b>
<b>1</b>	<b>Unit-1</b> 1 – Definition, Meaning , Scope of History 2 - History Of Arts 3 – History Of Science	<b>4</b>	<b>16</b>
<b>2</b>	<b>Unit-2</b> 1 – Auxiliary Science of History 2- Credibility of documents	<b>4</b>	<b>16</b>
<b>3</b>	<b>Unit-3</b> 1 – Need for Rewriting of History 2 - Sources of History and their Classification 3 – Importance of Primary Sources	<b>4</b>	<b>16</b>
<b>4</b>	<b>Unit-4</b> 1 – Sir Jadunath sarkar 2 – Pro Bipan Chandra 3 – Ishvarlal Oza	<b>4</b>	<b>16</b>

**Reference:**

1. Car E.H – What is History
2. Dharaia R.K – Aitihasik Paddhatio

**Further Reading:**

1. Pandey Govindchandra – Etahas Swarup evam sidhhant
2. Jamindar Rashesh – Etahas Sanshodhan

## HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

**COURSE NAME: HISTORY OF GUJARAT: 470 TO 942 A.D**

**SEMESTER: 5**

**PROGRAM CODE: HISTORY - Major Dis**

**COURSE CODE: AR23MJDSC- HIS 501 A**

**EFFECTIVE FROM JUNE 2025-26 UNDER NEP**

<b>Total Credits- 04 (04 Period/Week)</b>	<b>Theory</b>	<b>External-50 Marks</b>
		<b>Internal- 50 Marks</b>

**Program Outcome:**

1. Gain comprehensive knowledge of historical sources and their application in interpreting historical events.
2. Develop critical skills to analyze and evaluate historical achievements of ancient civilizations and rulers.
3. Demonstrate an understanding of administrative and cultural systems of historical kingdoms, emphasizing their impact on society.

**Course Outcome:**

1. Analyze various sources of history, including archaeological, epigraphical, numismatic, and literary sources.
2. Understand the historical significance of Lothal and the achievements of the Maitraka rulers.
3. Examine the administrative and cultural achievements of the Maitrakas in historical context.

<b>Sr.No</b>		<b>Credit</b>	<b>Hr</b>
<b>1</b>	<b>Unit-1</b> SOURCES : 1. Archaeological 2. Epigraphical 3. Numismatic 4. Literary	<b>4</b>	<b>16</b>
<b>2</b>	<b>Unit-2</b> 1. Historical Age of Lothal 2. Maitrakas Ruler and Achievement	<b>4</b>	<b>16</b>
<b>3</b>	<b>Unit-3</b> 1. Administrative System of Maitrakas 2. Cultural achievement of Maitrakas	<b>4</b>	<b>16</b>
<b>4</b>	<b>Unit-4</b> 1. Vanraj Chavda And the rise of Anhilwad Patan 2. Who were Gujar ? Different views – Their position in the History of Gujarat	<b>4</b>	<b>16</b>

**Reference:**

1. Majumdar A.K : Chalukyas of Gujarat
2. Munshi.K. M : The Glory that was Gurjardesa

**Further Reading:**

1. Shastri Hariprasad : Gujarat no prachin itihās
2. Shastri Hariprasad : Maitrakalin Gujarat , 1-2

# HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

INDIAN CONSTITUTION -1

SEMESTER: 5

PROGRAM CODE: HISTORY - Major Dis

COURSE CODE: AR23MJDSC- HIS 501 B IKS

EFFECTIVE FROM JUNE 2025-26 UNDER NEP

Total Credits- 04 (04 Period/Week)	Theory	External-50 Marks
		Internal- 50 Marks

<b>Program Outcome:</b> 1.Demonstrate a thorough understanding of the Indian Constitution and its foundational principles. 2. Develop critical thinking to analyze the significance of Fundamental Rights and Directive Principles in shaping governance. 3. Examine the role of the Union Executive and Cabinet in the functioning of the Indian democratic system.
<b>Course Outcome:</b> 1.Understand the process of making the Indian Constitution and identify its salient features. 2. Analyze the importance of the Preamble and evaluate the role of Fundamental Rights in the Constitution. 3. Examine the Directive Principles of State Policy and their relevance in governance.

Sr.No		Credit	Hr
1	Unit-1 1.The making of Constitution : Constituent Assembly and its work 2. Salient features of the constitution.	4	16
2	Unit-2 1. The Preamble and its importance 2. The fundamental Rights	4	16
3	Unit-3 1. The Directive Principals of the State Policy 2. The Union Executive : The Precedent – His Power and Position	4	16
4	Unit-4 1. The Cabinet : Composition, power and Position Of The Prime Minister	4	16

**Reference:**

1. Benerjee B.N : The New Constitution of India .
2. Mahajan V.D : Constitution History of India .

**Further Reading:**

1. Gajendragadkar P.B : The Constitution of India.
2. કે.સી. દેસાઈ અને પ્રવીણ શેઠ : ભારતના બંધારણીય વિકાસ

## HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

**COURSE NAME: SARDAR PATEL AND DR. B. R. AMBEDAKER**

**SEMESTER- 5**

**PROGRAM CODE: HISTORY MINOR DIS.**

**COURSE CODE: AR23MIDSC-HIS 502**

**EFFECTIVE FROM JUNE 2025-26 UNDER NEP**

<b>Total Credits- 04</b> <b>(04 Period/Week)</b>	<b>Theory</b>	<b>External-50 Marks</b>
		<b>Internal- 50 Marks</b>

**Program Outcome:**

1. Demonstrate a comprehensive understanding of the lives, leadership, and contributions of key historical figures like Sardar Patel and Dr. Ambedkar.
2. Develop critical thinking skills to analyze grassroots movements and their impact on Indian society and politics.
3. Evaluate the significance of Sardar Patel's role in unifying princely states and Dr. Ambedkar's role in drafting the Indian Constitution.

**Course Outcome:**

1. Analyze the early life, leadership journey, and grassroots activities of Sardar Vallabhbhai Patel, with a focus on Gujarat's Satyagrahas.
2. Examine Sardar Patel's role in the Congress, the unification of princely states, and his lasting legacy in Indian history.
3. Understand Dr. B.R. Ambedkar's early life, education, and his struggle for the rights of the downtrodden, particularly Dalits and women.

<b>Sr.No</b>		<b>Credit</b>	<b>Hr</b>
<b>1</b>	<b>Unit-1</b> 1.Sardar Vallabhbhai Patel : Early life and process of rise and growth of leadership 2. Sardar and Gujarat, Kheda Satyagrah -1918, Borsad Satyagrah – 1923, Bardoli Satyagrah- 1928 3. Sardar and Gandhian Grass root Activities	<b>4</b>	<b>16</b>
<b>2</b>	<b>Unit-2</b> 1.Sardar and Leadership of Congress 2.Sardar and the unification of Princely States of India 3.Legacy of Sardar Patel	<b>4</b>	<b>16</b>
<b>3</b>	<b>Unit-3</b> 1.Dr. B.R. Ambedaker (1891-1956) : Early Life and Education 2.Dr. Ambedaker's Life Struggle 3.Philosophy of Ambedaker towards downtrodden (special reference to Dalits and Women)	<b>4</b>	<b>16</b>
<b>4</b>	<b>Unit-4</b> 1.Dr. Ambedaker and Indian History: Mahad Satyagrah and Kalaram Temple Satyagrah 2.Formation of Constitution and Legacy of Babasaheb 3.Babasaheb and Buddhism	<b>4</b>	<b>16</b>

**Reference:**

1. B.R. Ambedakar, Annihilation of Caste
2. B.R. Ambedaker Who were Shurdas

**Further Reading:**

1. પાઠક રામનારાયણ , અખંડ ભારતના શિલ્પી સરદાર વલ્લભભાઈ પટેલ,અમદાવાદ
2. પરીખ નરહરિ , સરદાર વલ્લભભાઈ પટેલ ભાગ - ૧,૨



## HEMCHAND RACHARYA NORTH GUJARAT UNIVERSITY, PATAN

**COURSE NAME: SOCIAL & RELIGI. REFORM MOVEMENTS IN MODERN INDIA**

**SEMESTER: 5**

**PROGRAM CODE HISTORY – MINOR DIS.**

**COURSE CODE: AR23MIDSC- HIS 502 A**

**EFFECTIVE FROM JUNE 2025-26 UNDER NEP**

<b>Total Credits- 04 (04 Period/Week)</b>	<b>Theory</b>	<b>External-50 Marks</b>
		<b>Internal- 50 Marks</b>

**Program Outcome:**

1. Demonstrate an understanding of the various social and religious reform movements in 19th and early 20th-century India.
2. Analyze the impact of key reformers and their movements on Indian society's socio-religious structure and consciousness.
3. Evaluate the contributions of reformers like Raja Rammohan Roy, Dayanand Saraswati, and Swami Vivekananda in promoting social justice.

**Course Outcome:**

1. Understand the contributions of Raja Rammohan Roy, Ishwarchandra Vidyasagar, Keshav Chandra Sen, and others in promoting social and religious consciousness.
2. Analyze the social and religious reform movements like the Young Bengal Movement, Prarthana Samaj, and Ved Samaj.
3. Evaluate the impact of Dayanand Saraswati's Arya Samaj and Annie Besant's Theosophical Society on Indian social and religious reform.

<b>Sr.No</b>		<b>Credit</b>	<b>Hr</b>
<b>1</b>	<b>Unit-1</b> 1. Brahmo samaj- Contribution of Raja Ram mohanray, Ishwarchandra Vidhyasagar and Keshavchandra Sen in the social and religious consciousness. 2. Young Bengal Movement 3. Prarthna samaj 4. Ved samaj	<b>4</b>	<b>16</b>
<b>2</b>	<b>Unit-2</b> 1. Arya samaj – Contribution of Dayanand sarswati in the social and religious consciousness. 2. Theosophical society- contribution of Annie Besant in the social and religious consciousness.	<b>4</b>	<b>16</b>
<b>3</b>	<b>Unit-3</b> 1. Ramkrishna mission and Swami Vivekanad 2. Reform movement in Parsi society (rahnuma-majadaysan) 3. Reform movement in sikh Society-1890	<b>4</b>	<b>16</b>
<b>4</b>	<b>Unit-4</b> 1. Reform movement in Muslim society- Aligarh movement and Sir Saiyad Ahemad. 2. The Dalit Movement in India – Contribution of Jyotiba fule and Savitribai Fule in social and Education development of Dalits.	<b>4</b>	<b>16</b>

**Reference:**

- 1.Majmudar R.C & Others: An Advance History of India
- 2.Sharma R.S: The Making of India

**Further Reading:**

- 1.Chhabra S.S: Advance History of India
2. Sarkar Sumit : Modern India 1885-1947