GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - I
PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY IN WESTERN TRADITION
HIS-401
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of philosophy of History and Historiography in Western tradition. This course should provide the students an understanding of the emergence of history as a discipline traditions of Historiography, view of historians and philosophers on History and other aspects,

OUTCOME:

This course will provide depth knowledge and keen interest in philosophy of History and Historiography in Western tradition. It will develop research attitude in the students.

UNIT – 1

A. Meaning of history and importance of its study
B. Nature and Scope of History
C. History and allied disciplines: Archaeology, Geography, Numismatics, Epigraphy, Economics, Sociology, Political Science and Literature.

UNIT – 2

A. Greco – Tradition of Historiography - Main features, contribution of Herodotus, Thucydides and Polybius.
B. Roman Tradition of Historiography Main features contribution of Tacitus and Livy.

UNIT -3

A. Impact of Christianity on Historiography in Mediaeval England.
B. Main Features of History Writing during the renaissance; Historiography during Enlightenment.
C. Impact of Romanticism; Hegel and Marx’s Views on History
D. Positivist historiography, Ranke as a Historian.
UNIT – 4

A. Annales School.
B. Arnold Toynbee and Collingwood as philosopher of Historian.
C. Structuralism.
D. Post-modern perspectives in Historiography.

Suggested Readings:

1. Ashley Montagu : Toynbee and History, 1956
7. Donagan Alan and Donagan Barbara : Philosophy of History, 1965
10. Flrng : The Writing of History, 2910
13. Goel Dharmendra : Philosophy of History
16. Heras : Writing of History, 1926
17. Joshi V.V. : The Problem of History and Historiography
18. Kellet : Aspects of History
19. Lambert : Nature of History
28. Thapar Romila and Others : Communalism and Writing of Indian History
31. Pandey Govindchand : Itihas Swaroop Avam Siddhaanth
34. Dr. Dharaiya R.K. : Itihas Nu Tatwa Gyan and Itihas Lekan Abhigam, University Granth Nirman Board
OBJECTIVES:
Students will study this paper on the basis of various source material instead of one book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study materials.

OUTCOME
After completing this course students would be efficient and competent for become a Lecturer. Student would be leader for society. After completing this course he/she would be able to earn only his/her bread and butter but he/she will show the path to may other also.

UNIT – 1 Legacy of the 19th Century
A. Growth of Capitalism
B. Imperialism
C. Liberalism

UNIT – 2
A. Rise and growth of Nationalism
B. Rise and Growth of Socialism and Communism
C. Political Condition of Europe on the eve of 19th century.

UNIT – 3
A. Origins of the First World War; Causes and Results of the First World War
B. Responsibility of the First World War
C. Paris Peace Conference

UNIT – 4
A. Bolshevik Revolution of 1917 A.D.
B. Impact of the Bolshevik Revolution on the world
C. Home and Foreign Policy of Stalin.
Edward McNall burns,
Philip Lee Ralph,
Robert E Wmer,
Standish Meachanm : World Civilization – includes Western Civilizations
Their History & Culture, Volume 1 (Modern period)
7th edition Publishers 86-U.B. Jawahar Nagar, Delhi

Davis A.H. : An outline History of World
Weach W.H. : History of the World

Britain in the Century of Total War: Peace and

Bhattacharyajee : Arwin A History of Europe (1789-1945) New Delhi
1982

Dervy T.K. and

Lich theim, George : A Short History of Socialism (Glasgow-1976)
E. Lipson : Europe in the 19th and 20th Centuries – 1815-1939
(London – 1954)

Sea Burg P. : The Rise and Decline of the Cold War
Louis Gottsehalf : The Transformation of Modern Europe (Indian

Roth J.J. (ed.) (1967) : World War 1 A Turning point in Modern History
(1967)

Victor c. Albjerg &
Marg Wrte Hail aebey : Europe from 1914 to the preferi –New York (1951)

William Raym : Culture and Society (Columbia University Press
(1983)

GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -1
HISTORY OF INDIA 1757 A.D. TO 1857 A.D.
HIS-403
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES:

This course aimed at acquainting students about the various aspects of the foundation and expansion of East India Company rule in India from 1757 A.D. TO 1858 A.D. Students of History should have a comprehensive understanding of the East India Company rule to enter in to a meaningful dialogue with the present.

OUTCOME:

This course should lead to a deeper understanding the knowledge of the East India Company rule in India. This historical insight and knowledge will enable students to understand current problems better and suggest ways of coping with them.

UNIT – 1

A. Sources; archival records, Literary sources
B. Private papers; newspapers and oral traditions
C. Foreign sources
D. Late pre-colonial order; polity; economy; society; and culture

UNIT – 2

A. Significance of the battle of Plassey and establishment of dual Government in Bengal.
B. Ideology of expansion and mercantilism
C. Policies and programmes of expansion
D. Instruments of expansion – war and diplomacy
E. Parliamentary Acts and Administrative structure

UNIT – 3

A. British understanding of Indian Society – Orientalist; Evangelical and Utilitarian
B. Education Indigenous and Modern, Significance of Sir Charles Wood’s Dispatch.
C. Emergence of new middle class and its role in Social reform.
UNIT - 4

A. Nature and forms of resistance
B. Pre – 1857 – Peasant, tribal and Cultural resistance
C. Upheaval of 1857 : Ideology; programmes leadership at various levels; people’s participation; British repression; failure, its immediate and long term effects, various opinions about its nature and its effects.

Suggested Readings:

3. Ashoka Mehta and Patwardhan : The Communal Triangle in India
5. Bipan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)
6. Bipan Chandra : Communalism in Modern India (2nd eds.) (Delhi, Vikas, 1987)
10. Desai, A.R. : Peasant Struggles in India (Delhi oup, 1979)
12. Durga Das : India from Carzon to Nehru and After.
13. Dutt R.P. : India to day (Kolkata, Manisha Granthalaya, 1979)
17. Guha, Ranajit : Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, oup, 1983).
22. Shashtri Nilkanth : The Advanced History of India.
23. Sumit Sarkar : Modern India.
30. Gyangangotri Granth: Bharatna Swatantrasangramo
31. Dr. Dharaiya R.K.: Adhunik Bharatno Ithias and Bharatna Swatantra Sangramo Part 1 & 2 (University Granth Nirman Board)

32. Dr. Patel Mangubhai R.: Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo (University Granth Nirman Board)
OBJECTIVES:

The aim of this course is acquainting students about the various aspects of History of India from 1858 A.D. to 1919 A.D. Students of History should have a comprehensive understanding of the crown period to enter in to a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the crown period in India up to 1919 A.D. This historical insight and knowledge will enable students to understanding current problems better and suggest ways of coping with them.

UNIT – 1

A. Transfer of power to British crown : Act of 1858 A.D. and Queen Victoria’s proclamation.
B. Factors leading to the growth of national consciousness during 19th century : Political, Economic, Social, Education and Literature and modern means of transport and communication.

UNIT – 2

A. Birth of Indian National Congress : Moderate phase (1885 A.D. to 1905 A.D.).
B. Radical phase of the Congress (1906 A.D. to 1919 A.D.).
C. Muslim league and growth of communalism.

UNIT – 3

A. Partition of Bengal and Swadesi movement.
B. Revolutionary Activities in India and abroad from 1905 A.D. to 1919 A.D.

UNIT – 4

A. Home rule movement and its significance.
B. The Rowlett act – the Jallianwala Bagh incident.
C. Khilafat movement.
Suggested Readings:


3. Ashoka Mehta and Patwardhan : The Communal Triangle in India


5. Bipan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)

6. Bipan Chandra : Communalism in Modern India (2nd eds.) (Delhi, Vikas, 1987)


10. Desai, A.R. : Peasant Struggles in India (Delhi oup, 1979)


12. Durga Das : India from Carzon to Nehru and After.

13. Dutt R.P. : India to day (Kolkata, Manisha Granthalaya, 1979)


17. Guha, Ranajit : Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, oup, 1983).
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<td>Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo (University Granth Nirman Board)</td>
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OBJECTIVES:

The paramount motive in introducing history of Science and Technology in ancient India is to awaken the scientific curiosity of the students regarding India’s scientific and technological ancient glories.

OUTCOME:

By having pertinent exploration of Ancient Indian Science and Technology, students can develop spontaneous modalities to safeguard ancient monuments, environment, marine biomes and so forth.

UNIT – 1

A. Mining and Metallurgy during Harrappan Period.
B. Maritime Technology during Harrappan Period (Marine archaeology)
C. Vedic Science and Technology
D. Environmental and Climatic change in Ancient India and Biodiversity loss

UNIT – 2

A. Agricultural Science and Technology between 3rd C.B.C. to 8th C.A.D.
B. Pottery Technology in Ancient India
C. Mining and Metallurgy
D. Astronomy in Ancient India
E. Maritime Technology
UNIT – 3

A. Maritime Technology and Oceanography
B. Bio-Sciences and Bio-Technologies
C. Al-Chemical and latro-chemical technology
D. Deforestation, environmental change and bio-diversity degradation

UNIT – 4

A. Development in medicine and surgery (study of anatomy)
B. Ayurvedic Pathology
C. Ayurvedic Symptomatology
D. Ayurvedic Medical ethics
E. Ayurvedic Pharmacology

Ancient India

(1) A.K. Bag (ed.), History of Technology in India
(2) S.J. Needham (gen. ed.), Science and Civilization in China, 6 volumes and many numbers.
(3) Charles Singer (ed.), History of Technology, 4 volumes.
(4) Romila Thapar, Cultural Parts.
(6) Alfred Crosley, Ecological Imperialism.
(7) Richard Grove, green Imperialism.
(8) Ramchandra Guha, Ecological History of India.
OBJECTIVES:

The course ‘Social Change in Gujarat During the 19th Century’ aimed at acquainting students about the various aspects and processes of Social Change during the 19th Century. This course should provide the students depth of understanding of socio-religious evils and background and students can understand the social issues of 19th century.

OUTCOME:

This course will provide depth knowledge and critical insight of Social issues and process of social change and this historical insight and knowledge will enable students to understand current social issues and its solutions. This course will also develop research attitude among the students.

UNIT – 1

A. Sources for the study of history of the 19th century Gujarat.
C. Political, Social, Economic and Cultural condition of Gujarat on the eve of the 19th century.
D. Indigenous protest movement – The role of Sahajanand Swami and Swaminarayan sect.

UNIT – 2

A. Administrative, economic and educational changes in Gujarat after the establishment of British rule in Gujarat.
B. Role of Manavdharma sabha (1844 A.D.) and Gujarat vernacular society in social transformation.
UNIT – 3
A. Some representative social reformers of 19th century – Durgaram Mehta, Narmad, Dalpatram, Karsandas Mulji, Mahipatram Rupram.
B. Three case studies pertaining to burning social issues (1) Maharaj Libel case – 1862 A.D., (2) Widow – remarriage movement & (3) Age of consent bill – 1891 A.D.
C. Manilal Nabhubhai Dwivedi, Goverdhanram Madhavram Tripathi, Manahsukuhrum Suryaram Tripathi and Manishankar Kikani.
D. Social Reform activities in Princely states of Gujarat.

UNIT – 4
A. Social Reform Institutions and their leaders – Prarthana Samaj and Arya Samaj – Bholanath Sarabhai and Swami Dayanand Sarasvati and their activities.
B. Social Reform activities of Gujarat Sabha and Ladies Club.

Suggested Readings:
Neera Desai, Social Change in Gujarat during the 19th Century
R.L.Raval – Socio-Religious Reformation Movements in Gujarat during 19th Century, New Delhi,1984
Achyut Yagnic, Shaping of Modern Gujarat, Pangwin India, Delhi,2007
Vijaysinh Chavda, Modern Gujarat, Baroda
G.D.Patel, The Land Revenue Settlements and British Rule in India, Ahmedabad,1969
Makrand Mehta, The Land Revenue Settlements and British Rule in India, Ahmedabad,1969
Makrand Mehta, The Land Revenue Settlements and British Rule in India, Ahmedabad,1969
Makrand Mehta, The Land Revenue Settlements and British Rule in India, Ahmedabad,1969
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Makrand Mehta, The Land Revenue Settlements and British Rule in India, Ahmedabad,1969
Makran
ગુજરાત જે. ડેસાઈ, પશ્ચિમ ભારતામાં અંગેજી રાજકીય અને સામાજક પરિપ્રેક્ષણમાં, અમદાવાદ, 1988
પંડ્યા જાનીલાલ, શ્રીયુટ ગોવધર્નનરામ, 1910
નર્મદી, મારી કિરિકત, સુરત, 1867
નર્મદી, જુનું નર્મદા, મુંબઈ, 1887
નાનાલાલ કૃનીર, એલાપત્રામ (અંગેજી ભારતમાં), અમદાવાદ, 1933
રસ્તી વર્સ, 19મી સદીમાં ગુજરાતમાં સવામીનારાયણ સંપ્રેક્ષણનું સંસ્કૃતક પ્રેક્ષણ, રાજકોટ, 1997
જોશી ભૃણાણાંક અને અનુભાવ (સંસ્કૃત), ગુજરાતની સાહિત્યની ઇતિહાસ, અમદાવાદ, 1976, (ગણ્ધ 3-4 જેવેરી કૃષ્ણલાલ, ગુજરાતની સાહિત્યની માર્ગસૂચક અને વાપર્યુ માર્ગસૂચક તંબો, સુરત, 1958
શાહાલાખી દેિસરી, સાહિત્ય સાહિત્યનું ડીજાટ્સ, મુંબઈ, 1911
રસ્તી વૃદ્ધ, એલાપત્રામ અંક અધ્યયન, વડોદરા, 1955
રાજ્ઞેર ગુજરાતનો દેલવણીની ઇતિહાસ, અમદાવાદ, 1966
પ્રીંઠ કિલી, ગુજરાતમાં સી શિક્ષણની ઇતિહાસ, અમદાવાદ, 1979
શાસ્ત્રી જેવાદ્રમ કલિદેસ, ગુજરાતનો ઇતિહાસ અને મહારાજ લભગભૂતિની જીવનચિત્ર, ગુજરાત, 1927
રતન માજાલ, ગુજરાતની પ્રતિભાવની ઇતિહાસ, અમદાવાદ, 1950
માવરન અંગે હોલ, રાજસ્થાની વળઝાલમાં અમદાવાદ મુ. ની જલો, અમદાવાદ, 1962
શેહ મગાલાખી વાણિજ્યનં, અમદાવાદ, 1851
રનમુદીલાશ જોટે, ગુજરાતનું પાટનગાર, અમદાવાદ, 1929
Ballhatchet, Kenneth, Social Policy and Social Change in Western India (1817-1830), London, 1957
Bell H Wilberforle, The History of Kathiyavad, Londono, 1916
Makarand Mehta, Urbanization in Western India, Ahmedabad, 1988
Commissariat M.S., History of Gujarat, Vol.-III, Ahmedaba, 198
Dave H.T. Life and Philosophy of Swaminarayan, Bombay, 1967
સુધીર ચંદ્ર સાહિત્ય અને સામાજિક ચેતના, સુરત, 1986
Singh Yogendra, Modernization of Indian Traditions, New Delhi, 1973
M.N. Shrinivas – Social Change in India, Bombay, 1960
Majmudar M.R., Cultural History of Gujarat, Bombay, 1965
Moore Wilbert – Social Change, 1963
Bowle John, Politics and Opinions in the Nineteenth Century, 1954
જે. ડેસાઈ, એલાપત્રામ, હસ્તની અર્થશાસ્ત્રીય ઇતિહાસ, 1914
પટેલ શાનદાર, કવિ શામણ સાહીની કૃતિઓમાં પ્રતિભિન્નતા 18માંથી સૌરાષ્ટ્ર સામાજકસ, 1963
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - II
HISTORY AND HISTORIOGRAPHY IN INDIAN TRADITION
HIS-407
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES:

This course aimed at acquainting students about the various aspects of the history and Historiography in Indian tradition. This course should provide the students an understanding of History as a discipline, traditions of historiography from Ancient to Modern India, view of historians and others and contribution to regional historiography.

OUTCOME:

The course will provide depth knowledge and keen interest in History and Historiography in Indian tradition. It will develop research attitude in the students.

UNIT – 1

A. Ancient Indian Historical Traditions : Epics, Puranas, Vanshavalis, Rajatarangini : Biographical Literature.
B. Islamic thoughts of historiography and its main features; historiography during the Sultanate : Ziauddin Barni and Tarikh-i-Firuzshahi; Historiography during the Mughal Period : Abul Fazi and Akbarnama.

UNIT – 2

A. Colonial Historiography ; Main Trends, V.A. Smith as a historian Contributions of the Orientalists
B. The Nationalist Reaction : Contributions and Features; R.C. Majumdar as Historians.

UNIT – 3

A. Marxist Historiography : Main Trends and Contributions : D.D. Kosambi as a Historian
B. Cambridge School : Contributions, Subaltern School : Ranjit Guha as a Historian.
UNIT – 4

A. Indigenous views on History, Mahatma Gandhi; Jawaharlal Nehru;


Suggested Readings:-

1. Ashley Montagu : Toynbee and History, 1956
7. Donagan Alan and Donagan Barbara : Philosophy of History, 1965
10. Flrng : The Writing of History, 2910
13. Goel Dharmendra : Philosophy of History
16. Heras : Writing of History, 1926
17. Joshi V.V. : The Problem of History and Historiography
18. Kellet : Aspects of History
19. Lambert : Nature of History
20. Langlois Charles and Seignobes Charles : Introduction to the Study of History, English
<table>
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<th>No.</th>
<th>Author</th>
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<th>Year(s)</th>
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<tr>
<td>22</td>
<td>Momigliano A.D.</td>
<td>Studies of Historiography, 1966</td>
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<tr>
<td>23</td>
<td>Raymond Aron</td>
<td>Introduction to the Philosophy of History, 1961</td>
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<td>24</td>
<td>Renier G.J.</td>
<td>History, its purpose and Method, 1950, 1961</td>
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<tr>
<td>25</td>
<td>Sen S.P. (Ed.)</td>
<td>Historians and Historiography in Modern India, 1973</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Shastri K.A.N. and Remanna H.S</td>
<td>Historical Method in Relation to Indian History. 1956</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Thapar Romila and Others</td>
<td>Communalism and Writing of Indian History</td>
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<tr>
<td>29</td>
<td>Thompson J.W.</td>
<td>History of Historical Writing Vol. 1 and Vol. 11 1942</td>
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<td>31</td>
<td>Pandey Govindchand</td>
<td>Itihas Swaroop Avam Siddhaanth</td>
<td></td>
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<tr>
<td>32</td>
<td>Buddh Prakash</td>
<td>Itihas Darshan, 1962</td>
<td></td>
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<tr>
<td>33</td>
<td>Parikh Rasiklal C.</td>
<td>Itihas, swaroop Ane Paddati, 1969</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Dr. Dharaiya R.K.</td>
<td>Itihas Nu Tatwa Gyan and Itihas Lekan Abhigam, University Granth Nirman Board</td>
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OBJECTIVES:

Students will study this paper on the basis of various source material instead of on book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study material.

OUTCOME

After completing this course student would be efficient and competent for become a Lecturer. Student would be a leader for society. After completing this course he/she would be in position to lead people in various fields of society. He/she would not be able to earn only his/her bread and butter but he/she will show the path to many others also. UNIT – 1

A. Ideology of Nazism
B. Responsibility of Hitler for 2nd World War
C. England and France’s Policy of appeasement towards Germany (Hitler)

UNIT – 2

A. League of Nations
B. United Nations
C. Cold War

UNIT – 3

A. Communist Revolution in China
B. Impact of Communist Revolution on World Politics
C. Non-Aligned Movement and the Third World

UNIT – 4

A. Nationalist movements and decolonization
B. Problem of Kashmir
C. Problem of Vietnam
Suggested Readings:

1. Edward Mcnall burns,
   Philip Lee ralph,
   Robert E Wmer,
   Standish Mechanm : World Civilization – includes Western Civilizations
   Their History & Culture, Volume 1 (Modern period)
   7th edition Publishers 86-U.B. Jawahar Nagar, Delhi

2. Davis A.H. : An outline History of World

   Britain in the Century of Total War: Peace and

4. Artheer Marwick : Britain in the Century of Total War : Peace and Social
   Change 1900-1957 (London-1968)

   1982

6. Dervy T.K. and

7. Lich theim, George : A Short History of Socialism (Glasgow-1976)

8. E. Lipson : Europe in the 19th and 20th Centuries – 1815-1939
   (London – 1954)

9. Sea Burg P. : The Rise and Decline of the Cold War

10. Louis Gottsehalf : The Transformation of Modern Europe (Indian

11. Roth J.J. (ed.) : World War 1 A Turning point in Modern History
    (1967)

12. Victor c. Albjerg &
    Marg Wrte Hail aebey : Europe from 1914 to the preferi –New York (1951)

    (1983)

15. प्रो.डा.आर.अल.रावल आंतरराष्ट्रीय संबंधो 1901-1945 (युन.ग्रंथ निर्माण बोर्ड, अमदावाड.)

16. प्रो.देरेन्जलाल बक यूरोपन सत्ता का इतिहास - 1789 थी 1950 (दूसरी विश्व युद्ध) (युन.ग्रंथ निर्माण बोर्ड – 1981)

17. प्रो.डा.मंजुलाल पटेल सरमुखत्वात्मक, जसलाल, नाजीलाल (युन.ग्रंथ निर्माण बोर्ड – अमदावाड 1983)

18. प्रो.डा.आर.आर.धारेया मध्य-पूर्व देशों के इतिहास दूसरी विश्व युद्ध (युन.ग्रंथ निर्माण बोर्ड – अमदावाड 1983)

19. प्रो.डा.वी.वी.जनी अभिनय अश्विनी देशों के इतिहास युन.ग्रंथ निर्माण बोर्ड, अमदावाड.

20. प्रो.डा.पी.जी.कारोट पूर्व अश्विनी देशों के इतिहास (युन.ग्रंथ निर्माण बोर्ड, अमदावाड).

21. शेख नवेश सी. बिंदियों कालियों (युनि. ग्रंथ निर्माण बोर्ड)

22. डीयर डे.ओबोल यूरोपन सत्ता का इतिहास 1-2, अनुवादक – दुसरी विश्व युद्ध (युनि. ग्रंथ निर्माण बोर्ड) संक्षेपत

23. नेहरू जवाहरलाल जीतना इतिहास ने रेडाक्शन, नवजीवन प्रकाशन, 1989

24. प्रो.जोशी आर.डी आंतरराष्ट्रीय संगठन (युनि. ग्रंथ निर्माण बोर्ड)
OBJECTIVES:

The aim of this course is acquainting students about the process of the transformation of Indian Society during 1800 A.D. to 1920 A.D. students of History should have a comprehensive understanding of the transition in India to enter in to a meaningful dialogue with the present.

OUTCOME:

This course will provide depth knowledge and keen interest in transformation of India. This historical insight and knowledge will enable students to understand current social and other problems better and suggest ways of coping with them.

UNIT – 1

A. Indian Society in the Pre-colonial era; salient features; Concept of Modernization and Westernization in the context with modern India.

B. Process of Sanskritization in the context with modern India.

C. Forces of change: The impact of the western value system, British education, press and literature and the colonial state.

UNIT – 2

A. Socio-Religious reform movements in Hindu Society : Brahmo Samaj and Prarthana Samaj.

B. Arya Samaj and Dayanand Saraswati

C. Ramkrishna Mission and Swami Vivekanand

D. Theosophical Society.
UNIT – 3
A. Socio-religious reform movements among the Muslims : The Wahabi movement and Islamic revivalism.
B. Socio-religious reform movements among the Muslims : Sir Syed Ahmed Khan and the Aligrah movement
C. Deoband movement
D. Reform movement among Sikhs and Parsis.

UNIT – 4
A. Reform movement among the depressed classes
B. Cast movements : Jotiba Phule and Narayan Guru
C. Movements for the women uplift and Ishwarchandra Vidyasagar
D. Missionary activities among Tribals and Dalits.

Suggested Readings:
3. Ashoka Mehta and Patwardhan : The Communal Triangle in India
5. Bipan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)
6. Bipan Chandra : Communalism in Modern India (2nd eds.) (Delhi, Vikas, 1987)
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<td>9.</td>
<td>Chakravarty Syuhas</td>
<td>The Raj Syndrome A Study in Imperial Perception (Delhi, Penguin Overseas, 1991)</td>
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<td>10.</td>
<td>Desai, A.R.</td>
<td>Peasant Struggles in India (Delhi oup, 1979)</td>
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<td>Durga Das</td>
<td>India from Carzon to Nehru and After.</td>
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<td>India to day (Kolkatta, Manisha Granthalaya, 1979)</td>
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<td>Guha, Ranajit</td>
<td>Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, oup, 1983).</td>
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<td>The Advanced History of India.</td>
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<td>Modern India.</td>
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30. Gyangangotri Granth: Bharatna Swatantrasangramo

31. Dr. Dharaiya R.K.: Adhunik Bharatno Ithias and Bharatna Swatantra Sangramo Part 1 & 2 (University Granth Nirman Board)

32. Dr. Patel Mangubhai R.: Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo (University Granth Nirman Board)
GUJRAT UNIVERSITY
HISTORY
M.A. SEMESTER -II
HISTORY OF MODERN INDIA ; 1920 A.D. TO 1964 A.D.
HIS-410
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of History of India from 2910 A.D. to 1964 A.D. Students of History should have a comprehensive understanding of Gandhian Era and Nehruan Era to enter into a meaningful dialogue with the present.

OUTCOME:

This course will provide depth knowledge and promote critical insights about Gandhian Era and Nehruan Era in India. This historical insight and knowledge will enable students to understand current social issues and problems better and suggest ways of coping with them. It will develop research attitude in the students.

UNIT – 1
A. Emergence of Gandhi in the Nationalist movement – Ideology and strategy.
B. Non-co-operation movement and its consequences.

UNIT – 2
A. Civil Disobedience movement.
B. The round total conferences.
C. Revolutionary activities (1922 A.D. to 1932 A.D.)

UNIT – 3
A. Quit India movement and its results.
B. Subhas Chandra Bose and I.N.A.
C. Cabinet Mission and Mount Betton Plan.
D. Communal triangle and the partition of India, Indian Independence Act.
UNIT – 4

A. Sardar Patel as an Architect of integration of Indian Unity.
B. Five years plans : Assessment.
C. Foreign policy – non alignment.
D. Uplift of the down trodden and women.

Suggested Readings:

3. Ashoka Mehta and Patwardhan : The Communal Triangle in India
5. Bipan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)
6. Bipan Chandra : Communalism in Modern India (2nd eds.) (Delhi, Vikas, 1987)
10. Desai, A.R. : Peasant Struggles in India (Delhi oup, 1979)
12. Durga Das : India from Carzon to Nehru and After.
13. Dutt R.P. : India to day (Kolkatta, Manisha Granthalaya, 1979)
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<td>15</td>
<td>Griffiths Percival</td>
<td>The British Impact on India, London.</td>
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<td>Guha, Ranajit</td>
<td>Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, oup, 1983).</td>
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<tr>
<td>20</td>
<td>Majumdar R.C.</td>
<td>History and Culture of the Indian People Vols. IX, X and XI Bombay, The Advanced History of India.</td>
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<tr>
<td>21</td>
<td>Maulana Abdul Kalam</td>
<td>India Wins Freedom</td>
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<tr>
<td>22</td>
<td>Shashtri Nilkanth</td>
<td>The Advanced History of India.</td>
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32. Dr. Patel Mangubhai R.: Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo (University Granth Nirman Board)
OBJECTIVES:

Various aspects of History (Monuments archeological sites, museums, etc.) have been for ages tourist attractions and history is being used as a tourism product for a long time. This course should be aimed at the application of History in Tourism.

It should take in to account an understanding of tourism, designing of tourism products and the packaging of History as a tourism product. Many aspects of History like art, architecture, handicrafts, textiles, folk culture historical events, sites, monuments, etc. can be studied for this purpose. Besides this course should also incorporate guiding skills in order to develop an understanding among the learners of how to guide at historical monuments/sites etc.

OUTCOME:

Tourism is the fast growing industry in the latest scenario. This course will provide depth knowledge about History as a tourism product. It will develop the guiding skills among learners. The learners can contribute to solve the several problems of the society.

UNIT – 1

A. Sources for the study of Tourism in History.
B. Concept of Tourism and its objectives.
C. Nature and types of tourism.

UNIT – 2

A. Historical Evolution and development.
B. History as a tourism product.
C. Constituents of Tourism and Tourism organizations.

UNIT – 3

A. Nature of Tourism in Ancient India forces and impact.
B. Foreign Tourists in Ancient India and their observations.
C. Development of tourism activities in Medieval India.
D. Foreign Tourists and their observations.
UNIT – 4
A. Development of Tourism in Modern India and changing forms of Tourism.
C. Impact of Tourism.
D. Threats and obstacles to Tourism.

Reference Books:
1. Chis Cooper and Fletcher, Tourism : Principles and Practices
2. S. Wahab, Tourism Marketing.
3. Joan Bakewell, the complete Traveller.
4. James W. Morrison, Travel Agent and Tourism.
6. Douglas Pierce, Tourism To day : A geographical Analysis.
8. Krishna deva, Temples of North India.
13. Hall C. Michael, Geography of Tourism and recreation, Environment, Place and space, 2002.
OBJECTIVES:
Students will study this paper on the basis of various source materials instead of one book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study material.

OUTCOME:
After completing this course student would be efficient and competent for become a Lecturer. Student would be a leader for society. After completing this course he/she would be in position to lead people in various field of society. He/she would not be able to earn only his/her bread and butter but he/she will show the path to may others also.

UNIT – 1
A. Social and Economic condition of India on the eve of the Establishment of the Mughal rule.
B. Social and Economic life at the time of the Mughals.
C. Social and religious policies of the Mughals.

UNIT – 2
A. Economic life and Institutions under the Mughals rural sector.
B. Economic life and Institutions under the urban sector.
C. Decline of the Mughal: Its Economic and Social Causes.

UNIT – 3
A. Economic life of Surat during 1st half of the 18th century.
B. Indian merchants and bankers with special reference to the Tara Vadis of Surat
UNIT – 4

A. Rise of the Maratha power under Shivaji’s leadership – its social & economic Causes.

B. Land Revenue administration of Shivaji and of the Peshwas.

C. A Case Study of Virji Vora and Sheh Shantidas Jhaveri as medieval merchants and bankers.

Readings:

Books:

1. M.P. Srivastava, ‘Social life under the Great Mughals’
2. Irfan Habib, ‘The Agrarian System of Mughals India’ (Bombay, 1963)
3. W.H. Moreland, ‘Agrarian System of Moslem India’ (Delhi, 1968)
5. H.N. Navi, ‘Urbanization and Urban Centers under the Great Mughals 1556 to 1707’ (Simla, 1972)
6. N.A. Siddiqi, ‘Land Revenue Administration under the Mughals 1700-1750’ (Bombay, 1970)
7. Surendra Gopal, ‘Commerce and Crafts in Gujarat 16th and 17th Centuries’ (New Delhi, 1975).
8. Jadunath Sarkar, ‘Fall of the Mughal Empire’, 3 volumes, Calcutta, 1932
10. Sudha V. Desai, ‘Social Life in Maharashtra, under the Peshwas’, (Bombay, 1978)
12. Satish Chandra, ‘Parties and Politics the Mughal Court, 1707-1740’ (New Delhi, 1972)
13. S. Nural Aasan, ‘Thoughts on Agrarian Relations in Mughal India’ (New Delhi, 1973)
Articles:


OBJECTIVES:

The objective of introducing maritime India 1500-1800 is to awaken students’ curiosity in maritime history of India. Students may acquire holistic knowledge of the utility of ocean in human life.

OUTCOME

This course is useful to understand the utility of Ocean in human life throughout the history, with special emphasis on the period 1500 – 1800.

UNIT – 1: Sources and Methodologies for studying maritime India

A. Marine Archaeology
B. Other Archaeological sources
C. Literary Sources
D. Travel accounts, ship logs etc.
E. Archival sources

UNIT – 2

A. Man, Ocean and Maritime Technology
B. Ports of India and their constructional technology
C. Shipping technology
D. Navigational technology

UNIT – 3: Maritime trade of India

A. Coastal trade, Inter-Asiatic Trade and Euro-centric Trade.
B. Indian maritime merchants, Asian maritime merchant and European maritime merchant in Indian maritime trade.
C. European companies and Indian maritime trade
D. Diaspora maritime trade
E. Maritime law
UNIT – 4: Ocean and Climate

A. Ocean as Regulator of heat
B. Ocean as Regulator of climate
C. Ocean as regulator of weather
D. Marine Pollution

Suggested Readings:
1. Abhay Kumar Singh, Modern World System and Indian Proto-Industrialization: Bengal 1650-1800 (NBP, New Delhi, 2006) in two volumes
2. Ashin Das Gupta, Indian Merchants and Decline of Surat
3. M.N. Pearson, New Cambridge History of India
4. Om Prakash, Dutch East India Company and the Economy of Bengal
5. K.N. Chaudhary, Trading World of Asia, Trade and Civilization in the Indian Ocean
7. Irfan Habib, Cambridge Economic History of India, in two volumes
8. Marcus Rediker, Between the devil and the Blue Deep Sea (Cambridge, 1987)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - III
SOCIAL CHANGE IN GUJARAT DURING THE 20TH CENTURY
HIS-501
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES:

The course “Social Change During the 20th Century” aimed at acquainting students about the process and activities of Social change during 20th century. This course also provides critical insight about the Gandhian grass root workers and organizations and their activities and role in the reconstruction of the society.

OUTCOME:

This course will provide depth knowledge, keen interest and promote critical insight about the 20th century Gujarat. This Historical sense and knowledge will enable students to understand the current social issues and its solutions. This course will also develop research attitude among the students.

UNIT – 1

A. Legacy of the 19th century
B. Political, Social, Economic and Cultural condition of Gujarat on the Eve of the 20th century

UNIT – 2

A. Approaches towards social reforms before Gandhian Era – Special Reference to Christian Missions, Sayajirao Gaekwar III and Vanita Vishram (1907 A.D.)

UNIT – 3:

A. Gandhian Grass root activities – Meaning, definition and activities – Special Reference to Labourers, women, dalits and Adivasis
C. Some representative Gandhian Grass root workers – Ansuyaben Sarabhai
D. Fulchandbhai Shah, Pushpaben Mehta, ravishanker Maharaj, Thakkarbapa, Jugatram Dave and Muldas Vaishya.

E. Contribution of important institutions, Ahmedabad Majur Mahajan Sangh, Bhil Seva Mandal (Dahod), Gujarat Harijan Sevak Sangh, Swaraj Ashram (Vedchhi) and Gram Dakshinamuri (Ambala)

UNIT – 4:
A. Social Change in Gujarat in Post Independence Era
B. Five Year Plans and Upliftment of weaker sections
C. Representative Women Institutions – Seva and AVAJ

Suggested Readings:
David Hardiman, The Comming of Devi, OUP, New Delhi,1987
David Hardiman, Gandhi : his Times and ours.
શારદાબેન મહેતા, જીવન સંભારણા (આત્મકથા),વડોદરા,1938
દેસાઈ મહાદેવ, ધમર્યુનું રહૃષય� (અમદાવાદના મિલમજૂરની લડતનો ઈિતહાસ),અમદાવાદ,1930
V.K.Vashistha,Bhagat Movement, Udaipur, 1997
Dhavan Gopinath,Political Philosophy of Mahatma Gandhi,Ahmedabad,1951 (Second Edition)
રમણ મોદી, રચનાત્મક પર્વૃિĂઓનું સામાજીક દશર્ન, અમદાવાદ,1977
દલપત શ્રીમાણી,સેવામૂલ્ય પરિક્ષિતલાલ
ગીરા ઘોડણીયા, બ્રાંઢીચી પ્રભાવણમાં સ્થાનગીર, અમદાવાદ,1997
રાહિણ પંડ્યા, ગુજરાતમાં આમીલ સમાજનું પરિવર્તન અને ગાંધીવારી નેતૃત્વ,અમદાવાદ,2000
અંજના શાહ, આદવા સ્વાસ્થ્યનું પ્રસ્તુત, અમદાવાદ,1964
અંજના શાહ, સમાજ સુધારણામાં ગાંધીજીનું પ્રકાશ
અરુણ વાઘેલા,પંચમહાલ આદવા સ્વાસ્થ્યની વિકસાયાયા,અમદાવાદ,2008
આઇ.પી.દેસાઇ, વેડ્ચી આંદોલન, સુરત, 1982
નારાયણ દેસાઇ, વેડ્ચીનો વડાં
અરવિંદ ઝડ, ગુજરાત ચીફ હોસ્ટીસ, ઉષાબેન ઝડ, અમદાવાદ શહેરમાં સ્વાધીનતા બદલાવવા અભિયાન, અમદાવાદ, 1982
ચાનેલ દેસાઇ, રાની પરજમાં જાગૃતી, સુરત, 1971
પી.ઝ.કોરાત,ભારતના સ્વાતંત્ર્ય સંગ્રામમાં ગાંધીવાદી પાયાના કાર્યકરો, પાશ્ચાત્ય પ્રકાશન, અમદાવાદ, 1999
કુપલાલાલ જી.વી.ગાંધીજી જીવન વિચાર
ગાંધી મહિનલાસ, ખેડ સ્વરાજ, અમદાવાદ
દેવે ઝગતામ, મારી જીવનકથા
દેસાઇ શાંલિલાલ, અમદાવાદ મજૂર મહાજન સંઘ, અમદાવાદ
બેંકર શંકરલાલ – ગાંધીજી અને મજૂર પ્રવૃત્તિઓ, અમદાવાદ, 1965
મહેડ સુભિમત, જ્યોતિ વિકાસ્યાત, અમદાવાદ
OBJECTIVES:

Students will study this paper on the basis of various source material instead of one book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study material.

OUTCOME:

After completing this course student would be efficient and competent for become a Lecturer. Student would be a leader for society. After completing this course he/she would be in position to lead people in various field of society. He/she would not be able to earn only his/her bread and butter but he/she will show the path to many others also.

UNIT – 1

A. Nature of Indian economy in the mid nineteenth century, main features – extent which economy was traditional.
B. British policy towards Indian handicraft industries – effects on artisans
C. Major land revenue systems : Zamindari and Ryotwai – their economic effects

UNIT – 2:

A. Transformation of agrarian economy : Agricultural policy of the colonical Government and its effects on agriculture
B. Policy relating to rural money lending and agricultural marketing
C. Commercialization of agriculture

UNIT – 3

A. Co-operative movement
B. Framines and British Policy
C. Royal Commission on agriculture – 1926
UNIT – 4

A. Railway – its development – Economic impact
B. Road transportation
C. Water transportation with special reference to the Scindhia Steamship Company

Reference Books and Articles:
7. Rajat Ray : ‘Industrialization in India Growth and Conflict in the Private Corporate Sector’ (Delhi, 1979)
12. Bipin Chandra : Bharatme Arthik Rashtravadh ka Uday ore Vikas
13. Sumit Sarkar : Adhunik Bharat
15. K. Satya : Bharatme Upniveshvad Aur Rashtravad

   Arun Joshi, Lala Shri Ram

18. R.R. Harris, Jamsetji : ‘A Chronical of his life’ (Bombay, 1958)
   Nusserwanji Tata


20. G.D. Khanolkar : Walchand Hirachand : ‘Man His Times and Acievements’
   (Bombay, 1969)


   (New Delhi, 1959)

24. S. Ambirajan : ‘Classicial Political Economy and British Policy in India’
   (Calcutta, 1965)

25. V.V. Bhatt : ‘Aspects of Economic Change and Policy in India, 1800-
   1960’ (Bombay, 1963)

   (Princeton University Press, 1967)

27. Indian Economic Association : ‘The Drain Theory’ (Bombay, 1970

   (Delhi, 1971)

   Colonial India’, (Cambridge, 1978)

30. Dhirubhai Thaker: Parampara Ane Pragati Late Shri Kasturbhai Lalbhai Nu
   Jivancharitra, (Mumbai – 1980)
OBJECTIVES:

The most cardinal objective of introducing history of science and technology in medieval India is to awaken students curiosity in historical continuity and change in history of Science and Technology in India. Students may acquire holistic idea about assimilative capacity of Indian science, technology and culture.

OUTCOME:

Students may utilize some new techniques in solving some of the current global problems.

UNIT – 1

A. Mining and Metallurgy in medieval India
B. Agricultural Technology in medieval India
C. Textile Technology, Sultanate India
D. Maritime Technology, Sultanate India
E. Medical Technology

UNIT – 2

A. Agricultural Technology during Mughal India
B. Maritime Technology and Oceanography during Mughal India
C. Mining and Metallurgy during Mughal India
D. Medical systems and Medical Technologies
E. Textile Technology

UNIT – 3

A. Bio-Sciences and bio-technologies during Mughal India
B. Deforestation and Environmental Pollution
C. Global warming and Climate change
D. Environment, Climate and Disease
UNIT – 4

A. Maritime technology during 18th century
B. Environmental change during 18th century
C. Disease transmission during 18th century
D. Bio-sciences and bio-technologies during 18th century

Medieval India

1. Ifran Habib, Agrarian System of Mughal India, Mughal Atlas
5. D.P. Chattopadhyaya and Ravinder Kumar, Science, Philosophy and Culture, 2 parts.
OBJECTIVES:

Various aspects of History (monuments archeological sites, museums, etc.) have been for ages tourist attractions and history is being used as a tourism product for a long time. This course should be aimed at the application of History in tourism.

It should take into account an understanding of tourism, designing of tourism products and the packaging of History as a tourism product. Many aspects of History like art, architecture, handicrafts, textiles, folk culture historical events, sites, monuments, etc. can be studied for this purpose. Besides this course should also incorporate guiding skills in order to develop an understanding among the learners of how to guide at historical monuments/sites etc.

OUTCOME

Tourism is the fast growing industry in the latest scenario. This course will provide depth knowledge about History as a tourism product. It will develop the guiding skills among learners. The learners can contribute to solve the several problems of the society.

UNIT – 1

A. Use of History in Tourism
B. Importance of the Wonders of the World in Tourism
C. Major Monuments of India
D. Historical sites – Mohen-jo-Dero and Harrappa

UNIT – 2

A. Major and Minor Monuments of Gujarat
B. Historical Sites of Gujarat
C. Architecture of Ahmedabad
D. Satyagrah Ashram and its importance as a Tourist Centre
UNIT – 3
A. Folk cultures and Arts
B. Fairs, Festivals and Religions
C. Handicrafts, Textiles, etc.

UNIT – 4
A. Museums and its importance in tourism
B. Guiding skills
C. Scope for Development of Tourism in Gujarat
D. Issues in Tourism

Reference Books:
1. Chis Cooper and Fletcher, Tourism : Principles and Practices
2. S. Wahab, Tourism Marketing
3. Joan Bakewell, The complete Traveller
4. James W. Morrison, Travel Agent and Tourism
5. Edward D. Mills, Design for Holidays and Tourism
6. Douglas Pierce, Tourism To Day : A Geographical Analysis
7. A. K. Bhatia, Tourism principles
8. Krishna Deva, Temples of North India
9. Vidya Dehejia, Buddhist Temples
13. Hall C. Michael, Geography of Tourism and Recreation, Environment, place and Space, 2002
15. Kaserken, Hospitality Marketing, 2002
17. Law chris, Urban Tourism, 2002
22. N.K. Bhandari, Cultural Heritage of India, 2007
23. Yogesh Kumar Sharma, Pragya Sharma, Handbook of Tourism, 2006
OBJECTIVES:

The course State in India aimed at acquainting students about the various aspects of state in India from proto states to state in independent India. This course should provide the students an understanding of the nature and comparison of the state from Ancient to Modern India. It provides depth knowledge of states in India and also how the present shape of the same has taken place.

OUTCOME:

This course will provide depth knowledge, keen interest and promote critical insights about states in India. This historical insight and knowledge will enable students to understand current issues and problems better and suggest ways of coping with them. It will develop research attitude in the students.

UNIT – 1

A. Towards formation of the State: Proto-states, chiefdoms of later Vedic times and Territorial states in the Age of Buddha.

UNIT – 2

A. Gupta polity: Administrative organization, tributary system, and socio-economic Basis.
B. State formation in the South: chiefdoms and cholas.
C. Administrative system of the Rajput states – their characteristics.

UNIT – 3

A. Nature and functions of the state under the Sultans of Delhi and Islamic theory of State.
B. Vijayanagar State: Structure, features and nature.
UNIT – 4

A. The Mughal state’s Administrative Institutions, Mansabdari system, socio Economics basis.

B. Nature and functions of the Maratha state under Shivaji.

BOOKS FOR STUDY:

1. Altekar A.S. : State and Government in Ancient India
2. Saletore B.A. : Ancient Indian Political Thought and Institutions
3. Beniprasad : The State in Ancient India
4. Majumdar R.C. (Ed.): History and Culture of the people of India Vo. I, III, V, VI, VII & VII.
5. Tripathi, R.S. : Some Aspects of Muslim Administration
7. Dr. Ishwariprasad: A Short History of the Muslim Rule in India
8. Sarkar Jadunath : The Mughal Administration
9. Quereshi, I.H. : Administration of the Sultanate of Delhi
10. Sen, S.N. : The Administrative System of Marathas
12. Pylee, M.V. : India’s Constitution
15. Roberts, P.E. : History of British Rule in India
16. Shastri, K A N : The Advanced History of India
17. Savell : A forgotten Empire
18. Sharma, Rama, M.H.: The History of Vijayanagar Empire
20. Sharma, Harishchandra: Prachin Bhartiya Rajnaitik Vichar Avam Sansthavo
21. Sarkar, Jadunath : Mudal Vahivattantra
22. Lunia, B.N. : Madyakalin Bharat Ka Ithias
23. Naik, Chotubhai : Madhyayugin Bharat Part 1 & 2
24. Bhargav, V.S. : Madhyakalin Bharatiya Ithias Avam Santhavo
25. Shukla, Jaykumar: Sultan, Mudal and Maratha Samaina Rajkiya Siddanto & Sansthao
OBJECTIVES:

History is concerned with virtually every type of human activity. The last three or four decades have seen the growth of new areas of historical study such as environment, women, tourism, science and technology and many others. The aim of this course is acquainting students about the various aspects of women from Ancient India to Modern India. This course should provide the students an understanding of the women in Indian Society.

OUTCOME:

This course will provide depth knowledge and promote critical insights about women in Indian society. This historical insight and knowledge will enable students to understand current social issues and problems better and suggest ways of coping with them. It will develop research attitude in the students.

UNIT – 1

A. Relevance of women in the study of history approaches to women studies: Liberal And Radical.

B. Status of women in Indian Society :.Ancient – Medieval and Modern Periods.

UNIT – 2

A. Women and Social consciousness during colonial period – Social Reform Movements and surfacing of women issues in the 19th century – women and Education, laws pertaining to women.

B. Representative women Reforms – Pandita Ramabai, Tarabai Shinde, Jamnabai Pandita, Vijayalakshmi Trivedi.
UNIT – 3

UNIT – 4
A. Women’s organization; Hindu Shtri Mandal (1903), Ladies Club (1888), Ahmedabad) Vanita Vishram (1907 – Surat), Women Indian Association (WIA-1917), The National Council of Women in India (NCWI – 1925), All India Women Conference (AIWC – 1927).
B. The Contribution of Women in Art and Literature

Reference Books:
1. Dr. Dhrumanben Dewaji, Dr. Priti Shah, Dr. Chandrika Raval ed.; Shtri Siddhi na sopano (in Gujarati) (Shtri Kelavani Mandal, Ahmedabad, 1997)
3. Kamla Bhasin, Pitrusatta Atle Shun (in Gujarati)
8. Uma Chakravarti, Women in early India, (Delhi, 2001)
10. Neera Desai, From Articulation to Accommodation : Women’s Movement in India, (Delhi, 1986)
11. Neera Desai, Women in Modern India (Vora, Mumbai, 1957)
12. Jana Matson Everett, Women and Social Change in India (Delhi, 1998)
13. Agnew, Vijay, Elite Women in Indian Politics (Vikas New Delhi, 1979)
15. Pratibha Jain and Rajan Maham, Women Images (Jaipur, 1996)
18. R. Shrinivasan, Usha Thakkar, Pam Rajput ed.; pushpanjali : Essays on Gandhian Themes in Honour of Dr. Usha Mehta (Devika Publications, Delhi, 1999)
OBJECTIVES:

Recent years in our Universities have witnessed a remarkable increase in number of research scholars. This partly because research degree has become essential for getting an academic assignment and partly because the number of educational institutions had increased considerably. The course Research Methodology aimed acquainting students about the principal processes of research in History. All the essential processes viz. the collection of source materials, the critical examination of sources, the interpretation of facts and techniques and other aspects of research and writing history have been highlighted in this course. This course should provide the students and understanding of the research process.

OUTCOME:

This course will provide depth knowledge, keen interest and research attitude to the students and researchers. The students are enable to know what exactly research is and how it is conducted. This course will promote the students to do research in a scientific way of History.

UNIT – 1

A. Meaning of Research in History, its importance and scope
B. Selection of Topic for Research
C. Typologies of topics of Research

UNIT - 2

A. Sources for Historical Research (a) Secondary (b) Original
B. Examining authenticity and credibility of historical documents

UNIT – 3

A. Application of tools and techniques in writing scientific history
B. Interpreting data
C. Language of Historian
UNIT – 4

A. Note taking
B. Referencing
C. Bibliography

Reference Books:
1. K.N. Chitnis : Research Methodology in History
2. Gopal Lal Jain : Research Methodology, Methods Tools and Techniques
4. A.N. Sadhu, Amarsitsingh : Research Methodology in Social Sciences
5. O.R. Krishnaswami, M. Raganaham : Methodology of Research in Social Sciences
8. Shastri K.A.N. and Remanna H.S. : Historical Method in Relation to Indian History
13. Shastri, K.A. and Ramanna H.S.: Historical Method in Relations to Indian History (Madras)
15. Dharaiya R.K. : Ithihas nu Tattvajnana ane Itihaslekhan Abhigam, Amdavad
17. E. Shreedharan, A Textbook of Historiography
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - IV
ECONOMIC HISTORY OF INDIA – II (1850 A.D. TO 1947 A.D.)
HIS-508
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES:

Students will study this paper on the basis of various source material instead of one book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study material.

OUTCOME:

After completing this course student would be efficient and competent for become a Lecturer. Student would be a leader for society. After completing this course he/she would be in position to lead people in various field of society. he/she would not be able to earn only his/he bread and butter but he/she will show the path to many others also.

UNIT – 1
A. Industrial policy of the colonial government
B. Origin and development of cotton textile industries
C. Origin and development of iron and steel industries

UNIT – 2 : Some Representative Entrepreneurs:
A. Lala Shri Ram
B. Jamshedjee Tata
C. Walchand Hirachand

UNIT – 3
A. Ranchhodlal Chhotalal as a Entrepreneur of Gujarat
B. Kasturbhai Lalbhai as an entrepreneur of Gujarat
C. Rise of Industrial working class and Trade Union Movement
UNIT – 4

A. Economic ideas of Dadabhai Navroji
B. Economic ideas of Gandhiji
C. Evaluation of the overall economic impact of the British rule in India: Whether retardative or progressive

REFERENCE BOOKS AND ARTICLES:

1. Prof. Makrand Mehta : Sansthanik mBharatno Arthik Ithias (University Granth Nirman Board, Ahmedabad-1985)
2. Prof. R.V. Shastri : Economic History of India 1957-1960 Part I & II (University Granth Nirman Board, Ahmedabad)
4. V.B. Singh (ed) : ‘Economic History of India – 1857-1956’ (Bombay 1965)
7. Rajat Ray : ‘Industrialization in India Growth and Conflict in The Private Corporate Sector’ (Delhi, 1979)
<table>
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<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher and Date</th>
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<td>14.</td>
<td>R.R. Harris, Jamsetji</td>
<td>‘A Chronical of his life’ (Bombay 1958)</td>
<td>Nusserwanji Tata</td>
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<td>15.</td>
<td>B.R. Badshah</td>
<td>‘The life of Rao Bahadur Ranchhodlal Chhotalal C.I.E.’ (Bombay, 1899)</td>
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<td>17.</td>
<td>B.M. Bhatia</td>
<td>‘Famines in India’, (Bombay 1962)</td>
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<td>18.</td>
<td>A.R. Desai</td>
<td>‘Peasant Struggles in India’, (Bombay, 1979)</td>
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<td>20.</td>
<td>S. Ambirajan</td>
<td>‘Classical Political Economy and British Policy in India’ (Calcutta, 1965)</td>
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<td>24.</td>
<td>Sukhbii Chaudhary</td>
<td>‘Peasants and Worker’s Movement in India, 1905-1929’ (Delhi, 1971)</td>
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</tr>
</tbody>
</table>
OBJECTIVES:

The course “Environmental History of India”, aimed at acquainting students about the various facets of Indian environment from early times. How distinctive causes were operating on the root of changing Indian environment and how it has taken the present shape are the main content of the course.

OUTCOME:

By acquiring fundamental ideas about changing faces of Indian environment throughout history, student can become sufficiently competent to articulate environmental management modalities to preserve Indian environment. Following units can cardinaly critical in shaping students’ mind in this direction.

UNIT – 1

A. Environmental archaeology
B. Indian environmental Ethos of Philosophy
C. Agriculture and environmental degradation
D. Industry and environmental degradation
E. Commerce and Environmental degradation
F. Urbanization and Environmental degradation

UNIT – 2

A. Deforestation and Environmental Pollution
B. Industrialization and Environmental Pollution
C. Marine Pollution

UNIT – 3

A. Green House Gases (GHGs)
B. Atmosphere concentrations of Green House Gases (GHGs)
C. Historical evolution of atmospheric concentrations of GHGs
D. Atmospheric concentrations of GHGs from 1700 A.D.
UNIT – 4

A. GHGs and Global warming
B. Global warming and climate change
C. Global warming and ocean
D. Global warming and sea-level rise
E. Global warming and biodiversity loss

Readings:
1. Ramchandra Guha, An ecological History of India (New Delhi, 1985)
2. Abhay Kumar Singh, Modern World System and Indian Proto-Industrialization (New Delhi, 2006)
3. Alfred Crpsby : Ecological Imperialism
4. Richard Gove, Green Imperialism
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - IV
FREEDOM MOVEMENTS IN GUJARAT (1857 A.D. TO 1947 A.D.
HIS-510 E
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

OBJECTIVES

The course ‘Freedom Movements in Gujarat’ aimed at acquainting students about the various aspects of Freedom movement in Gujarat during 1857 A.D. to 1947 A.D. This course provides the students an understanding of the nature of the different movements Freedom Fighters and their contribution to Freedom Movements.

OUTCOME:

This course will provide depth knowledge, keen interest and promote critical insight about the freedom movements in Gujarat. This Historical sense and knowledge will enable students to understand the process of Freedom movements. This course will also develop research attitude among the students.

UNIT – 1

A. Source Material for the History of Freedom Movement in Gujarat
B. Political condition of Gujarat at the Middle of 19th century
C. Gujarat in 1857, the Centers of Upheal, Leaders and its Impact on Gujarat, Role of Adivasis in 1857 A.D.

UNIT – 2

A. Rise of National Consciousness in Gujarat
B. Congress activities in Gujarat during 1885 – 1947 A.D.
C. Freedom Movement in Gujarat before Gandhi – Swadeshi Movement (1905-1911) and Home rule Movement – (1916 – 1920) Social activists before Gandhi – Indulal Yagnic and Ambalal Sakarlal
UNIT – 3

A. Role of Gujarat in Gandhian Movements
B. Some Important Satyagrahas in Gujarat – Kheda Satyagraha (1918 A.D.), Bardoli Satyagraha (1928 A.D.), Salt Satyagraha – (Dholera and Dharasana Satyagraha (1930 A.D.) and Quit India (1942 A.D.).
D. Role of Women, Dalits and Tribals in Freedom Movements

UNIT – 4

A. Role of Caste Federations in Freedom Movement
B. Activities of Prajamandal in Princely States of Gujarat
C. Indian Freedom Movements depicted in Gujarati Literature
D. Some Representative Freedom Fighters of Gujarat – Shankarlal Banker, Kalyanji Mehta, Mithuben Petit and Fulchand Shah

સ્થાનાંશ

Dr.R.K.Dharaiya, Gujarat in 1857, Gujarat University, 1970
શુકલ જયકુમાર, ગુજરાતમાં હોમિલ આંદોલન, ગુજરાત વિદ્યાપિલ્લર, અમદાવાદ શુકલ જયકુમાર, વેશાળીમાં ગુજરાત શુકલ જયકુમાર, પાલનાયે ઉમેરીલ કોષ, વિશ્વચોરસ ટર્સ, અમદાવાદ, 1998
અમદાવાદ સાહ્નાલાલ તાલક્ક, કાલ્પક અને દોશી
છિરીલાલ મહેતા, આત્મકથા ભાગ 1 થી 6
સુમંત મહેતા – આત્મકથા, અમદાવાદ, 1971
સુમંત મહેતા – સમાજચોરસ, અમદાવાદ, 1964
શંકરલાલ ઝેનર, એકા सत्याग्रह
જાગૃત ભાઇ પાઠક, એકા તર સત્યાગ્રહ સંગામ
દ્રકલાલ ડિસેબ – રાણીપુર જગ્યુન
શીર્ણ મહેતા – Peasantry and Nationalism : A case study of Bardoly Satyagraha
મહાદેવ દેસાઈ – વારીકી સત્યાગ્રહ, નવજીવન ટ્રેસ્ટ, અમદાવાદ, 1991 (પુનઃમુદ્રણ)
श્રીલંઠ પંડ્ય – ગુજરાતની જગતમાં સમાજ પરિવર્તન અને ગાંધીવાહી નેતૃત્વ, અમદાવાદ, 2000
શિવપ્રસાદ રાજગોર – અદાલતી ગુજરાતની રાજીના અને સાંસ્કૃતિક ચિત્રો, ગુજરાત નિમ્નના બોક્સ, અમદાવાદ, 1974
પંચજ દેસાઈ, વડોદરા રાજય પ્રજા મંડળ, ગુજરાત વિદ્યાપિકા અન્નિલાલ શાહ – ગુજરાત સત્યાગ્રહ
અનન્નિલાલ દેસાઈ, રાજ્યની સ્વાતંત્ર્ય સંઘામ અને ગુજરાત, અમદાવાદ
શારદાબેન મહેતા – જીવન સંભાળા, વડોદરા, 1938
મહેબુબ દેસાઈ – ધોલેરા રાજ્ય પ્રજા પરિવ્રત
અંજના શાહ – સમાજસુધારામાં ગાંધીજીનું પ્રધાન
અંજના શાહ – ગાંધીજી અને તેમના કાય્ડરો, અમદાવાદ – 2002
અદાલત પાઢીલા – ચિત્રો, ઉપિનપાંત, અમદાવાદ, 2006
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જાડેજા જિલ્લાવસિંહ, ગુજરાતની ક્રિયતામાં પ્રતિબંધિત રાજ્યીમાં અસમિતા, વડોદરા, 1974
ક્રિન્યાનાંત, ભારત કા.સ્વાતંત્ર્યની સંઘામ, નવી દીલી, 1993
સુભીષ સરકાર (અનુ.) આધુનિક ભારત, દીલી, 1982
અયોધયાસિંહ, ભારત કા. મુજીત સંઘામ, દીલી
Tarachand, History of Freedom Movement in India Vol.I to IV, (Government of India)
David Hardimen, Gandhi his Times and ours.
OBJECTIVE:

The most dynamic objective of the course is to acquaint the students about urban history as urbanization is an essential organ of human society in India from Harappan culture.

OUTCOME:

The course is useful in developing civic sense in students. It may help them to contribute in conserving heritage in Ahmedabad.

UNIT – 1

A. Topography and Geography at Ahmedabad.
B. Source Material for the History at Ahmedabad

UNIT – 2

A. Ahmedabad as an administrative city
B. Early kingdoms of Ahmedabad
C. Ahmedabad during the Sultanate and Mughal period
D. Ahmedabad during Maratha British rule

UNIT – 3

A. Heritage of Ahmedabad (Mughal period)
B. Heritage of Ahmedabad (Sultanate period)
C. Heritage of Ahmedabad (British rule)
UNIT – 4

A. Builders of Ahmedabad
B. Ahmedshah – Ist
C. Shantidas Zaveri
D. Ranchhodlal Chhotalal
E. Mahatma Gandhi
F. Vikram Sarabhai

English Books
1. Commissariat M.S. History of Gujarat Vol. 1,2,3
2. Hewerd Spodecle
3. Mehta Kapilray
4. Mehta makrandbhai Genesis & Growth of Ahmedabad
5. Textile Cotton Mills,
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -4
PROJECT
HIS-512
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

Marks : 100
Credit : 4
GUJARAT UNIVERSITY  
DEPARTMENT OF HISTORY  
M.A. – SEMESTER – I  
To be implemented from the Academic Year 2012-2013  

Core Course : 6

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<th>Name of the Course</th>
<th>Lectures &amp; Seminar</th>
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<td>HIS-401</td>
<td>Philosophy of History and Historiography in Western Tradition</td>
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<tr>
<td>HIS-402</td>
<td>History of Modern Europe</td>
<td>4</td>
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<tr>
<td>HIS-403</td>
<td>History of India : 1757 A.D. to 1857 A.D.</td>
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<td>History of India : 1858 A.D. TO 1919 A.D.</td>
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<td>HIS-405</td>
<td>History of Science and Technology in Ancient India</td>
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<td>HIS-406</td>
<td>Social Change in Gujarat during the 19th Century</td>
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GUJARAT UNIVERSITY
DEPARTMENT OF HISTORY
M.A. – SEMESTER – II
To be implemented from the Academic Year 2012-2013

Core Course: 4 and Elective: 2

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<td>HIS-408</td>
<td>World History since 1925 A.D.</td>
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<td>HIS-409</td>
<td>Indian Society in Transition : 1800 A.D. to 1920 A.D.</td>
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<td>HIS-410</td>
<td>History of Modern India : 1920 A.D. to 1964 A.D.</td>
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<tr>
<td>HIS-412</td>
<td>Social and Economic History of India 1526 A.D. to 1800 A.D. OR</td>
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<td>HIS-412 E</td>
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Total Semester Credits: 24
GUJARAT UNIVERSITY
DEPARTMENT OF HISTORY
M.A. – SEMESTER – III

To be implemented from the Academic Year 2012-2013

Core Course :  3 and Elective :  3

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<td>Social Change in Gujarat during 20th Century</td>
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<td>HIS-503</td>
<td>History of Science and Technology in Medieval India</td>
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<td>Application of History in Tourism – II</td>
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GUJARAT UNIVERSITY
DEPARTMENT OF HISTORY
M.A. – SEMESTER – IV
To be implemented from the Academic Year 2012-2013

Core Course : 3 and Elective : 2 plus Project

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<td>HIS-509</td>
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<td>History of Ahmedabad</td>
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