OBJECTIVES:

The aim of this course is acquainting students about 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
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<td>Historical Method in Relation to Indian History. 1956</td>
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<td>Communalism and Writing of Indian History</td>
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<td>Thompson J.W.</td>
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<td>Buddh Prakash</td>
<td>Itihas Darshan, 1962</td>
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<td>Parikh Rasiklal C.</td>
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<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 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.
<table>
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<tr>
<th>Author</th>
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<tr>
<td>Philip Lee Ralph</td>
<td>An outline History of World</td>
</tr>
<tr>
<td>Robert E Wmer</td>
<td>History of the World</td>
</tr>
<tr>
<td>Standish Meachanm</td>
<td>Britain in the Century of Total War: Peace and Social Change 1900 – 1967 (London-1968)</td>
</tr>
<tr>
<td>Bhattacharyajee</td>
<td>A Short History of Socialism (Glasgow-1976)</td>
</tr>
<tr>
<td>Sea Burg P.</td>
<td>The Rise and Decline of the Cold War</td>
</tr>
<tr>
<td>Roth J.J. (ed.)</td>
<td>World War I A Turning point in Modern History (1967)</td>
</tr>
<tr>
<td>Victor c. Albjerg &amp; Marg Wrte Hail aebey</td>
<td>Europe from 1914 to the preferi –New York (1951)</td>
</tr>
</tbody>
</table>
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. Biplan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)
6. Biplan 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)


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)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -1
HISTORY OF INDIA 1858 A.D. TO 1919 A.D.
HIS-404
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 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 (Kolkatta, 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)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -1
HISTORY OF SCIENCE AND TECHNOLOGY IN ANCIENT INDIA
HIS-405
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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.
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -1
SOCIAL CHANGE IN GUJARAT DURING THE 19TH CENTURY
HIS-406
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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, Manahsukuhram 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 The British Rule in India, Ahmedabad,1969
ગુજરાત રાષ્ટ્રપાતક,પક્ષપદ ભારતમાં અંગેલી રાજકીય અને સામાજક
પરિપ્રેષણમાં,અમદાવાદ,1888
પંડ્યા કાલિનાદ,શ્રીયુત ગોવધાનરામ,1910
નરેશ,મારી હરીનદ,સુરત,1867
નરેશ,જૂનુ મારી,મંગલ્યાદ,1887
નાનાલાલ કવીનાર્થ દલપતરામ(ત્રણ ભાગમાં),અમદાવાદ,1933
રામશેখર વ્યાસ,19મી સદીમાં ગુજરાતમાં સ્વામીગારાતારનું સંપ્રદાયનું સાંસ્કૃતિક પ્રદાન,
રાજકોટ,1997
જોશી ઉમાશિંકર અને અંબલાને, ગુજરાતી સાહિત્યનો ઇતિહાસ, અમદાવાદ,1976,(ગુણદાર 3-4
અંજલી દુધાલાલ, ગુજરાતી સાહિત્યને માર્ગસૂચી અને વધુ માર્ગસૂચી સંબોધન,સુરત,1958
દશાલાલાલ દેરાસરી, સાહીના સાહિત્યને િડિંગિંગ,મુંબઇ,1911
હસ્તિત બુંદેલ દલપતરામ આદી અધ્યાયન,વડોદરા,1955
રાજગોર શ્રીપુનપાલ, ગુજરાતનો કેલ્નનો ઇતિહાસ,અમદાવાદ,1966
પ્રબૈંદુ કાંક્ર, ગુજરાતમાં સી સીખ્સનો ઇતિહાસ,અમદાવાદ,1979
શાસ્તી જેવા્રામ કાલીદાસ, ગોડલનો ઇતિહાસ અને મહારાજ લગભગનું 
જ્વનચરિત્ર,ગોડલ,1927
રાતન મા્રીટી પગારીતી ગુજરાતી ઇતિહાસ, અમદાવાદ,1950
માલગિઝ અને દલાલ, રાજ્રી યાના્રામમાં અમદાવાદ મ્યાન. મોડોનો જગ્થ,અમદાવાદ,1962
શૈક્ મણિકાલાલ વથટગંધ, અમદાવાદનો ઇતિહાસ, અમદાવાદ,1851
સન્માનકિશર જે્ની, ગુજરાતનું પાટનગર, અમદાવાદ,1929
Ballhatchet,Kenneth,Social Policy and Social Change in Western India(1817-1830),
લોંડન,1957
Bell H Wilberforle, The History of Kathiyavad, Londono, 1916
Makarand Mehta, Urbanization in Western India, Ahmedabad, 1988
Dave H.T. Life and Philosophy of Swaminarayan, Bombay, 1967
સુધીર યંગ, સાહિત્ય અને સામાજક 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
દેસાય દલપતરામ, ગુજરાત અગ્રો ઇતિહાસ, 1914
પટેલ ચુંન્દ્ર કાંત, કવી શાસ્તી માહી કુલિનોથી ેગ્રીને પ્રતિભિન્નત 18મી શક્યનું સામાજજીવ, 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;
B. Contribution to regional Historiography : Bhagvanlal Indraji, Shri Durga Shankar
Shastri, Ratnamanirao Bhimrao Jote and dr. Hariprasad Shastri.

Suggested Readidngs:-
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
                          Translation by G.G. Berry, 2915, 1951
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<td>24</td>
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<td>History, its purpose and Method, 1950, 1961</td>
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</table>
GUJARAT UNIVERSITY  
HISTORY  
M.A. SEMESTER - II  
WORLD HISTORY SINCE 1925 A.D.  
HIS-408  
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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 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. Ideology of Nazism
B. Responsibility of Hiter 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 Poltics
C. Non-Alignment 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 Wimer,
   Standish Meacham: 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 Social Change 1900 – 1967
   (London-1968)

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


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


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


15. प्रो.डॉ.आर. अल. रावल : आंतरराष्ट्रीय संबंधो 1901-1945 (युन.गंध निमंण बोर्ड, अमहावाड.)


17. प्रो.डॉ.मंजुबाबाहु पटेल : सरमुक्ताशाही, जातीवाद, नाजीवाद (युन.गंध निमंण बोर्ड – अमहावाड 1983)

18. प्रो.डॉ.आर. धारेया : मध्य-पूर्व एशियाने इतिहास द्वितीय आवृत्ति – 1997 युन.गंध निमंण बोर्ड, अमहावाड

19. प्रो.डॉ.अस.री.जनी : अशिश एशियाने इतिहास युन.गंध निमंण बोर्ड, अमहावाड.

20. प्रो.डॉ.पी.जे.कारट : पूर्व एशियाने इतिहास (युन.गंध निमंण बोर्ड, अमहावाड.

21. शेख सुरेश सी. : बिड़ली कान्तियो (युन. गंध निमंण बोर्ड)

22. शैयर एम. एफ. बि.स. : युरोपीय इतिहास भाग 1-2, अंशों के द्वीप "बुकोविया" (युन.गंध निमंण बोर्ड) संकलना.

23. नेहरु जयभारत : जगतने इतिहासने रंगितस्न, नवजयव नकाशन, 1989

24. प्रो.जोशी आर.डी. : आंतरराष्ट्रीय संगठन (युन.गंध निमंण बोर्ड)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - II
INDIAN SOCIETY IN TRANSITION : 1800 A.D. TO 1920 A.D.
HIS-409
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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 : Brahma Samaj and Prarthana Samaj.

B. Arya Samaj and Dayanand Saraswati

C. Ramakrishna 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 Aligarh 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)
<table>
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<tr>
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<th>Author</th>
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<tbody>
<tr>
<td>9</td>
<td>Chakravarty Syuhas</td>
<td>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>11</td>
<td>Desai, A.R.</td>
<td>Social Background of Indian nationalism (Mumbai, Popular Prakashan 1986)</td>
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<td>12</td>
<td>Durga Das</td>
<td>India from Carzon to Nehru and After.</td>
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<td>13</td>
<td>Dutt R.P.</td>
<td>India to day (Kolkatta, Manisha Granthalaya, 1979)</td>
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<td>15</td>
<td>Griffiths Percival</td>
<td>The British Impact on India, London.</td>
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<tr>
<td>17</td>
<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>
</tr>
<tr>
<td>21</td>
<td>Maulana Abdul Kalam Azad</td>
<td>India Wins Freedom</td>
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<td>22</td>
<td>Shashtri Nilkanth</td>
<td>The Advanced History of India.</td>
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<td>23</td>
<td>Sumit Sarkar</td>
<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)
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 in to 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)


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:

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. 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.
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, undeer 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)
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.

શાર્દુબનેં મહેતા, જીવન સોનારી ઓફિસિયોલેડ જીંડી, 1938

ે તેલાશા મુખચેવ, ધમાયુદ્ધનું રહસ્ય: (અમદાવાદના મેલમુક્તિમાંથી લઈને બ્રીફિંગ), અમદાવાદ, 1930

કશીનદ્રાલા મશુબાના, ગાંધીબિયાર હોયન

V.K.Vashistha,Bhagat Movement, Udaipur, 1997

Dhavan Gopinath,Political Philosophy of Mahatma Gandhi,Ahmedabad,1951 (Second Edition)

વિશેષતા ખોરિંદી, રચનાનો પ્રક્રિયાઓનું આધાર કર્ના વિક્રમ, અમદાવાદ, 1977

ડેલપાટ શ્રીમાણી, સેવારૂપ પરિચિતિલાલ

ગીરા ઘોલેડાયી, વૃદ્ધિની પુજારીમાંથી બીજી મહેતા, અમદાવાદ, 1997

રોહિત પંડ્યા, ગુજરાતના આમીઠી સમાજ પરિવર્તન અને ગાંધીવારી નીતિઓ, અમદાવાદ, 2000

વિમલ શાહ, અદેધારી વીવિડ્યોના પ્રશ્નો, અમદાવાદ, 1964

અંજના શાહ, સમાજ સુધારણા અને ગાંધીજીનું પ્રકાશ

અુનાં વાંચીયા, પંજામાલ અદેધારી વીવિડ્યોની વિકાસયાત્રા, ગોધરા, 2008
આઇ.પી.દેસાઈ, બેઠકી આંદોલન, સુરત, 1982
નારાયણ દેસાઈ, વેડછી આંદોલન, સુરત, 1982
અરવિંદ ભટ્ટ, ગુજરાતના ચૌધરીઓ, અમદાવાદ, 1982
ઉષાબેન ભટ્ટ, અમદાવાદ શ્રી નેતા શાહબ, અમદાવાદ, 1982
સુરતલાલ દેસાઈ, રાનીપરજમાં જાગૃતી, સુરત, 1971
પી.જી.કોરાત, ગુજરાતના સ્વાતંત્ર્ય સંગઠના દાયક નેતૃત્વ, અમદાવાદ, 1999
કૃપલાણી કૃ.વી.ગાંધી જીવન વિચાર
ગાંધી મોહનદાસ, હિંદી સ્વરાજ, અમદાવાદ
દવે જુગાતરામ, મારી જીવનકથા
દેસાઈ શાલીલાલ, અમદાવાદ માળ મહાજન સંઘ, અમદાવાદ
બેંકર શંકરલાલ – ગાંધીજી અને માળ પ્રવૃત્તિઓ, અમદાવાદ, 1965
મહેદ સુસિમતા, જ્યોતી વિકાસવાર્તા, 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 Upniveshvard Aur Rashtravad

   Arun Joshi, Lala Shri Ram

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

19. B.R. Badshah : The life of Rao Bahadur Ranchhodlal Chhotalal
    C.I.E.’ (Bombay, 1899)

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


    (New Delhi, 1959)

24. S. Ambirajan : ‘Classcial 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)

29. Epic Stokes, Peasant ‘The Studies in Agrarian Society and Peasant Rebellion in
    and the Raj : Colonial India’, (Cambridge, 1978)

30. Dhirubhai Thaker: Parampara Ane Pragati Late Shri Kasturbhai Lalbhai Nu
    Jivancharitra, (Mumbai – 1980)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - III
HISTORY OF SCIENCE AND TECHNOLOGY IN MEDIEVAL INDIA
HIS-503`
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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 an 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.


GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - III
APPLICATION OF HISTORY IN TOURISM – II
HIS-504-E
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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 on 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
   and Nizami
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.


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 nasopano (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)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - IV
RESEARCH METHODOLOGY
HIS-507

TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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 datas
   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. : Itihas nu Tattvajnana ane Itihaslekhana 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)


17. B.M. Bhatia: ‘Famines in India’, (Bombay 1962)


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

21. V.V. Bhatt: ‘Aspects of Economic Change and Policy in India, 1800-1060’ (Bombay, 1963)


24. Sukhbii Chaudhary: ‘Peasants and Worker’s Movement in India, 1905-1929’ (Delhi, 1971)

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 cardinally 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
GUJRAT 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 Sakaralal
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

संदर्भ

Dr.R.K.Dharaiya, Gujarat in 1857, Gujarat University, 1970
शुकल जयकुमार, गुजरातमा हीमकुल आंदोलन, गुजरात विद्यापीठ, अमदावाद
शुकल जयकुमार, बेतालीसमां गुजरात
शुकल जयकुमार, स्वातंत्र्य राष्ट्रीय महिला क्षेत्र, विश्वक्रम ट्रस्ट, अमदावाद, 1998
अंबालाल साकरलाल, भाषाओ अने तेंदो एचडिलाल यावलिक, आत्मकथा भाग 1 थे 6
सुमंत महेता – आत्मकथा, अमदावाड, 1971
सुमंत महेता – समाजपर्यावरण, अमदावाड, 1964
शंकरलाल बेंकर, गैडा सत्याग्रह
समाजवादिया पार्टी, गैडा सत्याग्रह स्वातंत्र्य संगठन
शंकरलाल डेसाइ – रानीपर्वत की जागृति
मलिबेन पटेल – औरसांड सत्याग्रह
शरीर पतेल – Peasantry and Nationalism : A case study of Bardoly Satyagraha
મહાદેવ દેસાઈ – બારડોલી સત્યાગ્રહ, નવજીવન ટ્રસ્ટ, અમદાવાદ, 1991 (પુન:મુદ્રણ)
રોરહત પુંડયા – ગ્રામીણ ગુજરાતમાં સમાજ પરવરતન અને ગાંધીવાહી નેતૃત્વ, અમદાવાદ, 2000
શીલપ્રસાદ રાજગોર – અધારીની ગુજરાતની રાજકીય અને સાંસ્કૃતિક ચર્ચાગ્રાસ, દંડ નિર્માણ બોલ, અમદાવાદ, 1974
પંજમ દેસાઈ, વેદોરા રાજ્ય પ્રજા મંડળ, ગુજરાત વિધાપીક સંઅલતલાલ શાહ – ઘૌલીરા સતયાગ્રહ
શાલેલાલ દેસાઈ, રાજકીય સ્વાતંત્ર્ય સંગ્રામ અને ગુજરાત, અમદાવાદ
શારદેબેન મહેતા – જીવન સંબંધિત, વેદોરા, 1938
મહેનુખ દેસાઈ – લાવનગર રાજ્ય પ્રજા પરવરત
અંજના શાહ – સમાજ સુધારામાં ગાંધીજીના પ્રદાન
અંજના શાહ – ગાંધીજી અને તેમના કાર્યકરો, અમદાવાદ – 2002
અમુલા વાનદલતલ – ચર્ચાગ્રાસ દંડ પુંજા, અમદાવાદ, 2006
રાજમોહન ગાંધી (અનુ.) સરહાર પ્લેટ પેક સમચારિત જીવન, અમદાવાદ, 1994
મહેનુખ મહેતા, 1857 (શહેરી પ્રજા), લો.એ.વિધાનસભા, અમદાવાદ, 2008
અંજના દીલાવરસિંહ, ગુજરાતી ક્રિતિને પ્રદ્યુષિત રાજ્યના અસમિતા, વલલાલ વિધાનસભા, 1974
બીબીનદશ્ત્ર, ભારત કા સ્વતંત્ર સંગ્રામ, નવીદિલી, 1993
સુખીત સરહાર (અનુ.) આધુનિક ભારત, દિલ્હી, 1982
અયોધ્યાસિંહ, ભારત કા મુક્ત સંગ્રામ, દિલ્હી
Tarachand, History of Freedom Movement in India Vol.I to IV, (Government of India)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -4
HISTORY OF AHMEDABAD
HIS-511
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2012-2013

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

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

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

<table>
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<th>Name of the Course</th>
<th>Lectures &amp; Seminar</th>
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<tr>
<td>HIS-401</td>
<td>Philosophy of History and Historiography in Western Tradition</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HIS-402</td>
<td>History of Modern Europe</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HIS-403</td>
<td>History of India : 1757 A.D. to 1857 A.D.</td>
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<td>HIS-404</td>
<td>History of India : 1858 A.D. TO 1919 A.D.</td>
<td>4</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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Total Semester Credits: 24
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>History and Historiography in Indian Tradition</td>
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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>
<td>4</td>
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<td>HIS-411</td>
<td>Application of History in Tourism - I</td>
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<td>Elective</td>
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<tr>
<td>HIS-412</td>
<td>Social and Economic History of India 1526 A.D. to 1800 A.D.</td>
<td>4</td>
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<td>HIS-412 E</td>
<td>Maritime India 1500 A.D. to 1800 A.D.</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 20\textsuperscript{th} Century</td>
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<td>HIS-502</td>
<td>Economic History of India – I (1850 A.D. to 1947 A.D.)</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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<th>Core Course</th>
<th>Name of the Course</th>
<th>Lectures &amp; Seminar</th>
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Total Semester Credits 24