GUJARAT UNIVERSITY

MASTER OF ARTS

HISTORY

SYLLABUS

SEMESTER II & IV

(To be implemented from the Academic year 2018-2019)
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER - II
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2018-2019

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M.A., History Sem-IV
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2018-2019

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<th>Name of the Course</th>
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<td>511 – History of Ahmedabad</td>
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<td>512 – Project Report (Optional)</td>
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<td>512 – Studies in Indian Paintings and Iconography (Optional)</td>
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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 1857 A.D. Students of History should have a comprehensive understanding of the East India Company rule to enter into a meaningful dialogue with the present.

OUTCOME:
This course should lead to a deeper understanding and 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 I
Sources:
A. Archival records and literary sources.
B. Private papers.
C. News papers and Oral traditions.
D. Concepts, Terms, Ideas: Sources and Evidences, Foreign Sources, Archival Material, Memoirs, Periodicals

Unit II
A. Disintegration of the Mughal system and its impact upon Indian society foundation of British Rule in India from Karnataka wars to Baxar, British ideology and policy.
B. British relation with Mysore up to 1799 A.D., Anglo-Maratha relations up to 1818 A.D.
C. Concepts Terms Ideas: Central and Provincial Structure, Paramountcy, Civil Service, Judiciary, Local Self Goverment
Unit III
A. Achievements of Ranjitsinh in Punjab and his relations with the British; British policy towards Afghanistan and Sindh.
B. Anglo-Burmese relations; Anglo-Sikh relations (1839 A.D.-1849 A.D.).
D. Concepts, Terms, Ideas: Imperialism, Popular Resistance, Upheaval

Unit IV
A. Constitutional developments; Regulating act; Pitt's India Act and Charter Act:
B. Growth of civil services; The British revenue system (1757 A.D. - 1857 A.D.); judicial administration in India under company rule; Evolution of British paramountcy over the Princely states in India up to 1857.
C. Ideology Dimensions of British socio-economic policy in India; Orientalist, Evangelical and Utilitarian.
D. Growth of education in India under British rule up to 1857 A.D.
E. Concepts, Terms, Ideas: Rule of Law, Regulating Act, Charter Act, Princely States, Orientalism, Utilitarianism, Evangelical

REFERENCES:
2. Anil Seal : The Emergence of Indian Nationalism, 1968
4. Desai, A.R. : Peasant Struggles in India (Delhi, oup 1979)
6. Dutt R. P. : India today, Kolkata, 1979
9. Guha, Ranajit : Elementary Aspects of Peasant Insurgency in colonial India, Delhi, 1983
12. Thompson Edward : Rise and Fulfilment of British Rule in India, & Garrat T.C. Alahabad, 1966
14. ----- Gyan Gangotri Granth Shreni, Bharatna Swatantrasangramo
15. Patel Mangubhai Bharatna Swatantra Sangramo and Tena Ghadvaiyavo, Ahmedabad
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -2
Social and Economic History of India [1526 To 1800 A.D.]
HIS-408
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2017-18

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

OUTCOME:
After completing this course student would be efficient and competent about social and economy of India during 1526-1800, its also help students in direction to understand the various fields of society before British rule in India; The students will show the path to modern India.

Unit 1: Sources
Source material for the social and economic history of India
A. Autobiographics and Biographies
B. Accounts of Foreign Travellers
C. State Documents
D. Concepts, Terms, Ideas: Biographical Literature Autobiographies, Foreign Accounts, State Documents

Unit 2:
A. Social and Economic condition of India on the eve of the establishment of the Mughal rule
B. Social and economic life during the Mughals.
C. Social and religious policies of the Mughals.
D. Concepts, Terms, Ideas: Jamindari, Mansbdari Jat and Sawar

Unit 3:
A. Economic life and institutions under the Mughals: rural sector
B. Economic life and institutions: urban sector
C. Decline of the Mughals: its Economic and Social Causes
Unit 4:
A. Economic life of Surat during 1st half of the 18th century.
B. Indian merchants and bankers with special reference to the Travadis of Surat
C. A case study of Virji Vora and Sheth Shantidas Jhaveri as Medieval Merchants and bankers.
D. Concepts, Terms, Ideas : Bandar Mubarak, Trade Centres, Banking

References

1 R.V. Shastri : Economic History of India 1757-1960 Part I & II, Ahmedabad
and Irfan Habib
4 Bipan Chandra : The Rise and Growth of Economic Nationalism in India, New Delhi, 1969
5 Rajat Ray : 'Industrialization in India Growth and Conflict in the Private Corporate Sector, Delhi, 1979
7 B. M. Bhatia : ‘Famines in India’, Bombay, 1962
9 Akshay Kumar Desai : Bharatiya Rashtravadni Samajik Bhumika [Gujarati]
10 Makrand Mehta : Sansthanik Bharatno Arthik Ithias, (Gujarati) Ahmedabad-1985)
11 Makrand Mehta: Mahajanoni Yashgatha (Gujarati), Ahmedabad
12 Jashu Patel : Bharatno Itihas [1526-1707], (Gujarati), Ahmedabad
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -II
(Contemporary World)
HIS - 409
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2017-18

OBJECTIVES:
The objectives of introducing the course is to awaken students curiosity in Contemporary World. How distinctive causes were operating on the root of transforming world and how it has taken the present shape are the main content of the course.

OUTCOME:
By acquiring ideas about changing faces of Contemporary World in 20th Century. Following sections can cardinaly critical in shape students’ mind in the direction of Contemporary World.

Unit – I  World between two world wars
   (A) Communist Russia
   (B) Fascism in Italy
   (C) Nazism in Germany
   (D) Concepts, Terms, Ideas : Communism, Nazism, Fascism, Socialism

Unit – II  World between two world wars
   (A) Reparation, War-debts and Great Depression (1909-30)
   (B) Appeasement Policy
   (C) Locarno Pact
   (D) Concepts : Great Depression

Unit – III  IInd World War
   (A) Causes & Results
   (B) Responsibility of War
   (C) United Nations
   (D) Concepts, Terms, Ideas : World Peace, World War, Cold War
Unit – IV

(A) Cold War
(B) Non Alignment Movement
(C) Problem of Vietnam

Reference

(1) Devendra Bhatt, Vismi Sadinu Vishv (Gujarati)
(2) Louis Fisher, Europe No Itihas, Trans. (Gujarati)
(3) Jain Aur Mathur, Adhunik Vishv Ka Itihas, 2007
(4) R. L. Raval, Antarasstriy Sambandho, Bhag-1, Ahmedabad
(5) H. A. Davis, An outline of the world history
(6) E. H. Carr, International Relations between the two world wars
(7) Grant D Temporley, Europe in the Ninteenth and Twentieth Century.
(8) Broon and Other (Twin.) Vismi Shatabdi Ka Vishv (Da Kando Mai)
(9) Devendrasinh Chauhan, Europe Ka Itihas (1815-1919)
(10) Parthsarthi Gupta (ed.), Samkalin Europe Ka Itihas
(11) Lalbahadur Verma, Europe Ka Itihas 1-2
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -2
His – 410

History of Freedom Movement in India [1858-1947]
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2017-18

Objectives :
The aim of this course is acquainting students about the various aspects of History of India from 1858 to 1947, specially about the Indian Freedom Movement. Students of History should have a comprehensive understanding of Freedom Movement and Gandhian Thoughts to enter into a meaningful dialogue with the present.

Outcome :
The course will provide depth knowledge and promote critical insights about Freedom Movement and Gandhian Thoughts 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) Factors leading to the National Consciousness during 19th Century : Political, Economic, Social, Education, Literature, press and Modern means of Transportation
(B) Birth of Indian National Congress – Factors behind the establishments of Congress
Moderate Phase [1885 - 1905]
Extremist Phase [1885 - 1919]
(C) Concepts, Terms, Ideas : National Consciousness, Congress, Means of Transportations, Indian Renaissance

Unit – II. Freedom Movement during 1905 to 1920
(A) Partition of Bengal and Swadeshi Movement [1905 - 1911]
(B) Revolutions Movement in India and Abroad [1906-1916]
(C) Home Rule Movement [1916-18]
(D) Concepts, Terms, Ideas : Swadeshi and Boycott, Economic Nationalism, Home Rule, Revolutionary Movement
Unit – III. Mahatma Gandhi and Indian Freedom Movement

(A) Non Co-operative Movement 1920-22 : Causes, Programmes and Impacts
(B) Civil Dis-obedience Movement [1930-32] : Causes, Programmes and Impacts
(C) Quit India Movement [1943-44] : Causes, Programmes and Impacts
(D) Concepts, Terms, Ideas : Civil Disobedience, Non Co-operation, Gandhian Movement

Unit – IV. Non-gandhian Phase of Indian Freedom Movement [1915-1947]

(A) Muslim League and Communal Politics
(B) Subhashchandra Bose and Indian National Army
(C) Dalit and Tribal Movements during The Freedom Movement
(D) Concepts, Terms, Ideas : Communalism, Left wing politics, Depressed classes

REFERENCES

3. Ashoka Mehta & Achyut Patwardhan : The Communal Triangle in India
5. Bipan Chandra : Communalism in Modern India (2nd eds.), 1987
7. Desai, A.R. : Peasant Struggles in India, Delhi, 1979
9. Durga Das : India from Curzon to Nehru and After.
10. Dutt R. P. : India today, Kolkatta, 1979
11. Guha, Ranajit : Elementary Aspects of Peasant Insurgency in Colonial India, Delhi, 1983

(11)
14. Sumit Sarkar : Modern India, Delhi, 1983
17. Pandit Sunderlal : Bharatma Angreji Rajya, Part 1 & 2, (Gujarati)
19. Gyangangotri Granth: Bharatna Swatantrasangram, V.V.Nagar, (Gujarati)
21. Patel Mangubhai R.: Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo (University Granth Nirman Board), (Gujarati)
22. Shukl Ramlakhan (ed.) Adhunik Bharat Ka Itihas (Hindi), Delhi, 2006
OBJECTIVES:
History is concerned with virtually every type of human activity. The last three to 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 to deep understanding about the role of 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 among the students regards to Gender Issues.

Unit-1:
(a) Sources for the Women History
(b) Relevance of women in the study of History, Approaches to women studies: Liberal and Radical
(c) Status of women in Indian Society at the eve of 19th Century
(d) Concepts, Terms, Ideas: Feminism, Feminist Historiography

Unit-2:
(a) Women and Social consciousness during colonial period - Social Reform Movement and surfacing of women issues in the 19th century - women and education, laws pertaining to women.
(b) Representative women leaders - Pandita Ramabai, Gangaben Yagnik, Jamnabai Pandita, Savitribai Phule
(c) Concepts, Terms, Ideas: Social Consciousness, Social Reform, Women Laws
Unit-3:
(a) Freedom struggle and the nature of women's participation - the role of Madam Bhikaji Cama, Sarojini Naidu, Kamaladevi Chattopadhyay, Suchita Kripalani, Ushaben Mehta and Maniben Patel.
(b) Concepts, Terms, Ideas: Women’s Participation, Women Leadership

Unit-4:
(a) Women’s organization; Hindu Shtri Mandal (1903), Ladies club (1888, Ahmedabad) Vanita Vishram (1907 – Surat and Ahmedabad)
   All India Women Conference (AIWC – 1927), Jyotisangh [1934, Ahmedabad], All India Depressed Classes Women Conference, Nagpur, 1942
(b) The Contribution of Women in Art, Literature and Historiography
(c) Concepts: Woman Organization, Women Literature

References
1 Neera Desai, Women in Modern India (Mumbai, 1957)
2 Jana Matson Everett, Women and Social Change in India (Delhi, 1998)
3 Agnew, Vijay, Elite Women in India Politics (New Delhi, 1979)
4 Kumkum Sanguri and Sudesh Vaid, Recasting Women: Essays in Colonial History (Kali for Women, Delhi, 1990)
5 Pratibha Jain and Rajan Maham, Women Images (Jaipur, 1996)
6 Forbes, Geraldine, Women in Modern India (Cambridge, 1996)
7 Nawaz B. Mody ed.; Women in India’s Freedom Struggle (Mumbai, 1999)
8 R. Shrinivasan, Usha Thakkar, Pam Rajput ed.; Pushpanjali: Essays on Gandhian Themes in Honour of Dr. Usha Mehta (Delhi, 1999)
9 ANTYAJAA: Indian Journal of Women and Social Change, Article Ambedkar and Struggle for Women’s Equality
10 Shailja Paik: Dalit Women’s Education in Modern India: Double Discrimination
11 उसमीन मेहता — गुजरातमध्य नारी धरती, अमदावाद, २००८
12 सुदेश शेख, गुजरातमध्य सामाजिक पारिपूर्णताच्या अंशाने (१८५६-१९४०), अमदावाद
13 अम.अन.श्रीनिवास (अनुवाद) आधुनिक भारतमध्य सामाजिक परिवर्तन, अमदावाद, २००७


14  પ્રેમાલંખન સ્વામી, સમાજ સુખાર્માં જયોતિસંખ્યા-દુઃખેદ યોગદાન, રાજસ્થાની સાહિત્ય 
સંસ્થાન, શેખપુર, 2007

15  મોહનનાથ કપુર : સ્વતંત્રતા સંગ્રામ દી. આધ્યાત્મિક ભૂમિકા – 2008, ભાગ-1-2, મહિલા 
સંસ્કૃતિ, 2008.

16  જયોતિસંખ્યા વિકાસ યોજના, અમદાવાદ, 1979

17  વાણી વિશ્વામ સુવાર મહોતસવ સૂચિસંગ્રહ, મુંબઇ.

18  નાબાશંક નિવેદી, સમાજ સુખારંખું દેશાર્થીન, અમદાવાદ, 1934

18  મહેંદ્રભાઈ, ગુજરાતના ઘરેબાદેય, ભાગ 1-2, 2008-19, અમદાવાદ

20  ઉજવાન ભઇ, આધુનિક ભારતમાં સી જીયૂનિતા ઉદ્ઘાટન અને વિકાસ (ઇ.સ. 1818-1850)

21  ઉજવાન નાનાભાઈ ભઇ, અમદાવાદ શાહેરી સી સ્થાનિક શક્તિ (ઇ.સ. 1820 થી 
ઇ.સ. 1843), ગુજ.વુલ્લી., અમદાવાદ
OBJECTIVES:

The aim of this course is acquainting students about the various aspects of Rich Cultural Heritage of the country. Students of History should have a knowledge of the Palaeography, Epigraphy and Numismatics.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Ancient Inscription and Coins of Ancient India. This historical insight and knowledge will enable students to understanding rich cultural heritage of our country.

UNIT 1

1. Beginning of Epigraphy in India
2. The Origin of Brahmi Script
3. The Origin of Kharoshthi Script
4. The Alphabets of Mauryan, Kshatrapa and Gupta

UNIT 2

1. Rock Cut Edicts of Ashoka- No. II and XII
2. Allahabad Stone Pillar Inscription
3. Besnagar Garuda Pillar Inscription
4. Mathura Stone Pillar Inscription

UNIT 3

1. The Antiquity of Coinage in India
2. Methods and techniques of manufacturing of Coins
3. Punch marked Coins
4. Coins of Janapadas and Gana-Rajyas

UNIT 4

1. Coins of Indo Greeks
2. Coins of Western Kshatrapas
3. Coins of Kushanas
4. Coins of Guptas

Reference Books:

1). Pandey, B.C. : ‘Indian Palaeography’ Part I (Banaras, 1952)
2). Sircar, D.C. : ‘Selected Inscriptions’ (Calcutta, 1942)
3). Sircar, D.C. : ‘Indian Epigraphy’ (Delhi, 1965)

5). Brown, C.J. : ‘Coins of India’


8). Cunningham : ‘Coins of Ancient India’


13). Bandopadhya Ramalal Das : ‘The Coinage of the Imperial Guptas’
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -II
MARITIME INDIA 1500-1800 A.D. (Optional)
HIS-412E
TO BE IMPLEMENTED FROM THE-ACADEMIC YEAR 2018-2019

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, Travel accounts, ship logs etc.
D. Archival sources
E. Concepts, Terms, Ideas : Maritime, Archaeological Sources, Travel Accounts, Ship Logs, 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  
F. Concepts, Terms, Ideas: Diaspora, Coastal Trade, Maritime – Merchant, Maritime Trade & 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  
E. Concepts, Terms, Ideas: Oceanography, Marine Pollution

References :  
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, Delhi  
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)  
9. Satish Chandra, The Indian Ocean Explorations in History, Commerce and Politics (New Delhi, 1957)
OBJECTIVES:

The aim of this course is acquainting students about the various aspects proto historic India through archaeological remains. Students of History should have a knowledge of the subsequent development of the proto historic period to understand the change and development of the different cultures.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the proto historic period in India. This Archaeological insight and knowledge will enable students to understand change from primitive stage of civilization to the second urbanization in India.

UNIT 1
1. History of Proto historic research in India
2. Pre Harappan Culture
3. Harappan Culture
4. Term, Concept : Pre-history

UNIT 2
1. Aspects of Harappan Culture
   - Town planning
   - Script
   - Religion
   - Trade
   - Arts and Crafts
   - Burials
   - Decline
2. Term, Concept : Burial Practicies, Mother-Goddess

UNIT 3
1. Copper Hoard Culture and OCP
2. Banas Chalcolithic Culture
3. Malwa Chalcolithic Culture
4. Deccan Chalcolithic Culture

UNIT 4
1. Painted Grey Ware Culture (PGW)
2. Northern Black Polished Ware Culture (NBPW)
3. Megalithic Culture
Reference Books:


2). Agrawal, D.P and D.K. Chakrabarti: Essays in Indian Protohistory,

3). Allchin, B.R and D.K. Chakrabarti : A Source Book on Indian Archaeology,
   M.M Publishers Pvt.limited, New Delhi, 1979


5). Banerjee, N.R. : The Iron Age in India,
   M.M Publishers Pvt.limited, New Delhi, 1965

6). Dhavalikar, M.K. : Cultural Imperialism: Indus Civilization in Western India

7). Fairservis, W.A. : The Roots of Ancient India,
   The University of Chicago Press, Chicago, 1975

8). Lal, B.B. : The Earliest Civilization of South Asia
   Aryan Books International, New Delhi, 1979

9). Lal, B.B and S.P. Gupta : Frontiers of the Indus Civilization,
   Books and Books, New Delhi, 1984

10). Possehl, G.L. : Indus Civilization in Saurashtra,
    B.R. Publishing Co., Delhi, 1980

11). Rao, S.R. : Lothal and Indus Civilization,


15). शाक्तिकिरिपुरवाड़ : प्राचीनभारतनाटीहास

16). धार्मिक आर. डे. : प्राचीन भारतनाटीहास

17). ज्ञानदत्त लाहुर : मानुष इतिहास रेखादर्शन

18). मनुबाई पंजोटी : आपल्या वैश्वन अने वास्त}

(22)
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
D. Concepts, Terms, Ideas : Scope and Value of History

UNIT-2
A. Sources for Historical Research (a) Primary (b) Secondary
B. Examining authenticity and credibility of historical documents
C. Concepts, Terms, Ideas : Bias in History

UNIT-3
A. Application of tools and techniques in writing scientific history
B. Interpreting datas
C. Language of Historian
D. Concepts, Terms, Ideas : Interpretation of Data
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, Amarsishing : Research Methodology in Social Sciences
5. O.R. Krishnaswami, M. Ramanahm : Methodology of Research in Social Sciences
8. Shastri K.A.N. and Rerhanna H.S. : Historical Method in Relation to Indian History
13. Dharaiya R. K. : Ithihas nu Tattvajnana ane Itihaslekhان Abhigam, (Gujarati), Amdavad
14. Parikh R.C. Ithias : Swaroop ane Paddhati, (Gujarati), Amdavad
15. E. Shreedharam, A Textbook of Historiography, New Delhi, 2007
16. E. Shreedharam, Ithias Lekh (Hindi), New Delhi, 2012
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, Urbanization and Environmental degradation
F. Concepts, Terms, Ideas : Environment

UNIT - 2
A. Deforestation and Environmental Pollution
B. Industrialization and Environmental Pollution
C. Marine Pollution
D. Concepts, Terms, Ideas : Industrialization

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.
E. Concepts, Terms, Ideas : GHGs
UNIT-4
A. GHGs and Global warming
B. Global warming and climate change
C. Global warming and ocean
D. Global warming and biodiversity loss
E. Concepts, Terms, Ideas : Biodiversity

References :
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
OBJECTIVE:
Students will study this paper on the basis of various source material instead of one book. Students will understand various topics of contemporary world in deep instead of outline of the topic. They will learn how to critically examine their study material and how to transform world after First World War.

OUTCOME:
After completing this course student would be efficient and competent for understand The Process of Transformation of World Politics. They can also educate in Interdisciplinary direction.

Unit – I.
(A) Concept of Tourism and its objectives
(B) Nature and types of Tourism
(C) Constituents of Tourism and Tourism Organization W.T.O. SITA and ITDC
(D) Concepts, Terms, Ideas : Tourism

Unit – II.
(A) Use of History in Tourism
(B) Major Monument of Tourism, Wonder of the world, Major monuments of India
(C) Historical events based Tourism in India
(D) Concepts, Terms, Ideas : Wonder of the World

Unit – III.
(A) Some Travellor : Hu An Tsyag
Alberuni and Jin-de Thevonet
(B) The Role of Development in Tourism
Historical sites, Natural Sites, Religious Cities
(C) Festivals and religions Handicrafts
(D) Concepts, Terms, Ideas : Historical Sites
Unit – IV.

(A) Development of Tourism in Modern era. New forms and trends of Tourism
(B) Guiding Skills
(C) Impact of Tourism and Threats and Obstacles
(D) Concepts, Terms, Ideas : Tourist Guide

References :-
1. Chis Cooper and Fletcher, Tourism : Principles and Practices
2. S. Wahab, Tourism Marketing
3. Douglas Pierce, Tourism To day : A Geographical Analysis
4. A. K. Bhatia, Tourism Principles
8. Law Chris, Urban Tourism, 2002
10. G. D. Singlial, Awadh Tiwary-Meera Agrawal, Glimpses of Tourism in India,
    2006.
11. N. K. Bhandari, Culture Heritage of India, 2007
13. P. G. Korat, Mehbub Desai, Itihasma Pravasan Viniyog
OBJECTIVES:

The aim of this course is acquainting students about the spread of Indian culture in South East Asia. Students of History should have a knowledge of the political and cultural history of neighboring countries.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the political history and spread of Indian culture in South East Asia. This historical insight and knowledge will enable students to understanding rich cultural heritage South East Asia.

UNIT 1
1. Concept of Greater India
2. Process of Hindu Colonization in South East Asia
3. The Shailendra Empire

UNIT 2
1. The Javanese Empire
2. Hindu Culture in Java- Literature, Religion, Art and Architecture
3. Early Hindu Dynasties in Champa

UNIT 3
1. The Kambuja Empire
2. The Rise of Angkor
3. Downfall of Kambuja Empire

UNIT 4
1. Early Hindu Kingdoms in Burma
2. Hindu Culture in Burma - Literature, Religion, Art and Architecture
3. Hindu Kingdoms in Thailand (Siam)
4. Hindu Culture in Thailand(Siam)- Literature, Religion, Art and Architecture
### Reference Books:

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4. Majumdar, R.C : ‘Kambuja-desa’ (Madras-9144)
5. Majumdar, R.C : ‘Ancient Indian colonies in the far East. II Suvarnadvipa Part I (Decca, 1927) Part-II (Cacutta,1928)
6. Majumdar, R.C : KambujaDesa (Madras 1944)
7. Chatterjee, B.R. : Indian Culture in Java and Sumatra (Calcutta 1927)
8. Chatterjee, B.R. : Indian Cultural Influence in Cambodia (Calcutta 1928)
10. Sarkar, H.B. : Literary Heritage of South East Asia (Calcutta 1957)
11. Dr. Bajjanathpur : सूर्यपुर में भारतीय संस्कृति और उद्यान इतिहास , लाखनऊ
12. Dr. Bajjanathpur : भारत और कम्बुज, हिबोरी
13. Gopal Rao, Dr. : विबोरीलाम, मुंबई-1855
14. Shree Naunur : परदेशमां भारतीय संस्कृतिः,भारतवास-1854
15. Jyotirm. P. Ch. : कंपोटिया, भारतवास-1872
16. Shashi, Hariprasad : भारत भारत विस्तारती भारतीय संस्कृति
17. Shashi Hariprasad : संस्कृति: छहविंशितयामां, भारतवास-1945
18. Shakti Sumana : भारवास भारतीय संस्कृति , भारतवास-1945
19. Shakti H.G. Anu Sumana : पदोशीशेशोऽमां भारतीय संस्कृतिनोप्रयास, गुजरातमंदोई अंड-1980
20. Gostami Ghanshyam : पदोशीशेशोऽमां भारतीय संस्कृतिनोप्रयास, सोराजु युनिवर्सिटी, 2005

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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 Impacts on Gujarat, Role of Adivasis in 1857.
D. Concepts, Terms, Ideas : Regional Sources, Autobiographical Sources

UNIT-2
A. Rise of National Consciousness in Gujarat
B. 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
C. Congress activities in Gujarat during 1885 - 1947 A.D.
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.).
C. Role of Women, Dalits and Tribals in Freedom Movements
D. Concepts, Terms, Ideas : Mass Movement, Regional Satyagraha

UNIT - 4
A. Activities of Prajamandal in Princely States of Gujarat
B. Indian Freedom Movements depicted in Gujarati Literature
C. Some Representative Freedom Fighters of Gujarat - Shankarlal Banker, Kalyanji Mehta, Mithuben Petit and Fulchand Shah
D. Concepts, Terms, Ideas : Prajamandal, Princely States
Tarachand, History of Freedom Movement in India Vol. I to IV (Government of India)
David Hardimen, Gandhi his Times and ours, Delhi
R. K. Dharaiya, Gujarat in 1857, Gujarat University, 1970
Shirin Mehta − Peasantry and Nationalism : A case study of Bardoly Satyagraha, Delhi
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -4
HISTORY OF AHMEDABAD
HIS-511
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2017-18

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 to present day. This year U. N. declared Ahmedabad as a Heritage, in this context, this course will be more important for students.

OUTCOME :
The course is useful in developing civic sense in students, it may help them to contribute in conserving heritage of Ahmedabad. Students can also guide to tourist after the deep study of the course.

UNIT-1
A. Source Material for the History of Ahmedabad
B. Topography and Geography of Ahmedabad.
C. Concepts, Terms, Ideas : Historical Geography

UNIT-2
A. Ahmedabad as an administrative and manufacturing city.
B. Early kingdoms of Ahmedabad : Ashaval and Karnavati
C. Ahmedabad during the Sultanate, Mughal and British rule : Building Structure and Architecture.
D. Concepts, Terms, Ideas : Islamic Architecture, Gothic Architecture

UNIT-3
A. Heritage of Ahmedabad : Sultanate, Mughal and British Period
B. Poles of Ahmedabad : Design, Architecture and Decoration
C. Field Trip Report of Ahmedabad
D. Concepts, Terms, Ideas : Poles

UNIT-4
A. Makers of Ahmedabad : Ahmedshah – 1st, Shantidas Zaveri, Ranchhodlal Chhotalal, Mahatma Gandhi, Vikram Sarabhai
B. Ahmedabad as World Heritage City
   ▪ UN Criteria for World Heritage City
   ▪ Identification of World Heritage Monuments
   ▪ Preservation of World Heritage City
C. Concepts, Terms, Ideas : Would Heritage City
References

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2. जोटे रत्नकोळ्यास तीमराव, अम्दानाला, स्थापत्य, अम्दानाला
3. परीष रसिकधाव अने शाली दक्षिणाक्त (संपा.), गुजरातनी राजकीय अने सांस्कृतिक इतिहास भाग प
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4. परीष रसिकधाव छोटाक्याला, गुजरातनी राजवाणीजो, अम्दानाला
5. होर्मस आं.के., रासमाणी, अम्दानाला
6. महेता किशोराम, अम्दानाला, सर्वसंपादक, अम्दानाला
7. शाली दुर्गाशंकर झे., गुजरातनी मध्यकालीन राजकुम इतिहास भाग-१-२, अम्दानाला
9. Spodek Howard : Ahmedabad : Shock City of Twentieth Century
   India, 2011
10. Mehta Makrand : Genesis & Growth of Ahmedabad Textile Cotton Mills
11. Yagnik Achyut and Sheth Suchitra : Ahmedabad : From Royal City to Megacity
GUJARAT UNIVERSITY
HISTORY
M.A. SEMESTER -4

HIS-512 (Optional)
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2017-18

PROJECT REPORT
OBJECTIVES:

The aim of this course is acquainting students about the various aspects of Rich Cultural Heritage of the country. Students of History should have a knowledge of the Paintings and Iconography of their own country.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Painting and Iconography of India. This historical insight and knowledge will enable students to understanding rich cultural heritage of our country.

UNIT 1

1. Definition and Salient features of Indian Paintings
2. The Sadangas of Paintings
3. Pre Historic and Proto Historic Paintings
4. Paintings of Ajanta

UNIT 2

1. Miniature Paintings: The Mughal School
2. Western Indian School of Paintings
3. Subjects and Centers of Rajsthan Paintings
4. Subjects and Centers of Pahari Paintings

UNIT 3

1. Iconography as a source of Cultural Historuy
2. Mudras (Poses of Hands)- Asanas (Sittings Postures)
3. Images of Ten Incarnations of Vishnu
4. Couple Images and Composite Images

UNIT 4

1. Iconographic forms of Shiva
2. Iconographic forms of Five DhyaniBuddhas
3. Iconographic form of Twenty four Tirthankaras
4. Saptamatrikas and Images of Navgrahas

Reference Books:

1. Brown, Percy. : Indian Painting, Calcutta, 1947
2. Sukla, D. N. : Cannons of Indian Painting
3. C. Sivramamurti. : Indian Painting National Book Trust, India Delhi, 1970
4. Panta, Balasaheb : Ajanta

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