



નંબર : દ્યુમી./ઈતિહાસ/859

તા. 05/09/2023
11/11/2023

પ્રતિ,
રજિસ્ટ્રારશ્રી,
એક્ઝટર્નલ વિભાગ
સરદાર પટેલ યુનિવર્સિટી
વલ્લભ વિદ્યાનગર.


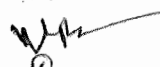

વિષય : અનુસ્નાતક એક્ઝટર્નલ બ્રિજ કોર્સ (ઈતિહાસ વિષય)નો પ્રસ્તાવિત અભ્યાસક્રમ રજૂ કરવા બાબત.

સંદર્ભ : આપશ્રીના પત્ર નંબર ડી/ એક્ઝટર્નલ/૨૦૨૨-૨૩/૬૮૩૦ તા.૨૬/૧૨/૨૦૨૨.

મહોદય,

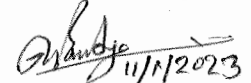
નમસ્તે,

ઉપરોક્ત વિષય અને સંદર્ભે આપશ્રીને સવિનય જાણાવવાનું કે, અનુસ્નાતક ઈતિહાસ વિષયમાં બાહ્ય અભ્યાસક્રમમાં (એક્ઝટર્નલ) શૈક્ષણિક વર્ષ ૨૦૨૨-૨૦૨૩માં બ્રિજ કોર્સ અભ્યાસક્રમ સિલેબસ સુધારા સમિતિએ તૈયાર કર્યો છે. આ અભ્યાસક્રમ અમે સહી કરનાર સભ્યો આગળની ઘટતી કાર્યવાહી કરવા માટે આપના કાર્યાલયમાં જમા કરાવીએ છીએ. જે અંગે ઘટતું કરશો.

અભ્યાસ સમિતિ :- 1. પ્રોફ. જિગીષ એમ. પંડયા (અવાલક) 
2. ડૉ. શૈલેષ સોલંકી (સભ્ય) — Ab —
3. ડૉ. દિલિપ ચૌધરી (સભ્ય) — Ab —
4. ડૉ. વસંત પટેલ (સભ્ય) 
5. ડૉ. હેમંત દવે (સભ્ય) 
6. મુસ્તાફાબાનુ મહમદકુર્દી શેખ (વિદ્યા આર્થી સભ્ય) m.m.shaiikh.

આભાર સહ,

આપનો વિશ્વાસુ,


11/11/2023

(જિગીષ એમ. પંડયા)

Professor & Head
P.G. Department of History અવાલક, સેશન 805
Sardar Patel University, અભ્યાસ સમિતિ
Vallabh Vidyanagar ઈતિહાસ વિષય

સરદાર પટેલ યુનિવર્સિટી
વલ્લભ વિદ્યાનગર




Policy for Bridge Course

The Bridge Course are three in all. The framework of each will be as follows:

1. The exam will be of 100 marks consisting of four questions of 25 marks each with internal options for each question.
2. As the student pursuing his/her post-graduate degree in a subject that was not by opted by him/her at the graduate level, the marks obtained in the Bridge Course will be mentioned in the marksheet of post-graduate course so that his/her general grounding the subject can be assessed.
3. The passing standard will be 40 percent meaning 40 marks out of 100 and 120 marks out of total 300.
4. The student will be required to pass all the papers before he or she is declared successful at the post-graduate level examination. In case, he/she passes the post-graduate exam but is unable to clear the Bridge Course, he/she will be issued the marksheet of the PG Course only after the clearance of the Bridge Course. In case the student has not already cleared the Bridge Course papers, he/she will be allowed the take the final PG exam if he/she is appearing for the Bridge Course at the same time; students who has not taken the exam or who is not appearing for the Bridge Course exam with the post-graduate exam, will not be allowed to take the later exam.


સી.કે.સી.


11/11/2023
(સી.કે.સી. એન. વી.સી.)
અધ્યાપક/અધ્યક્ષ BOS.
અભ્યાસ સમિતિ,
સર્દાર પંડિત મહાજી

Professor & Head
P.G. Department of History
Sardar Patel University,
Vallabh Vidyanagar



Sardar Patel University

Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

Course Code		Title of the Course	History of Ancient India
Total Credits of the course	4	Hours per Week	

Course objectives:	This paper, along with the paper on mediaeval and history research method introduces the students to a general understanding of ancient Indian history so that they understand history of modern India which is offered at M.A. History External
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">India: Land, Environment, and EcologySurvey of Sources: Archaeological and LiteraryStone Age CulturesNeolithic Revolution: Beginning of Food Production and Domestication of Animals	25%
2.	<ul style="list-style-type: none">The Harappan Civilisation: Main Features and Socio-economic StructureSociety, Economy, Polity, Religion and Culture in Vedic PeriodSocial Formations in Early Historical India: Varna, Jati, Occupations, State Formation, Guilds, Forms of Marriage, and Land OwnershipThe Mauryan Period: State, Administration, Scripts and Art	25%
3.	<ul style="list-style-type: none">The Ajivikas, Buddhism and Jainism and their influenceThe Kushanas: Polity, Economy and ArtThe Satavahanas: Polity, Coinage, Art and Architecture	25%



Sardar Patel University

Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

	<ul style="list-style-type: none">• The Kshatrapas in Western India: Administration, Economy, Art and Architecture	
4.	<ul style="list-style-type: none">• The Guptas: Polity, Literature, Art and Architecture, Science, Society and Economic Developments• The Rise of Puranic Hinduism• The Invasion of the Hunas and its Impact	25%

Suggested References:	
Sr. No.	References
1.	Allchin, F. R. 1995. <i>The Archaeology of Early Historic South Asia: The Emergence of Cities and States</i> . New Delhi: Cambridge University Press.
2.	Chakrabarti, Dilip K. 2009. <i>India - An Archaeological History: Paleolithic Beginnings to Early History Foundation</i> . New Delhi: Oxford University Press.
3.	Kaul, Shonaleeka. 2014. <i>Cultural History of Early South Asia: A Reader</i> . New Delhi: Orient Blackswan.
4.	Majumdar, R. C. 1951-. <i>History and Culture of Indian People</i> . Bombay: Bharatiya Vidya Bhavan (vol. 1-4).
5.	Paddayya, K. 2004. <i>Prehistoric Research in the Indian Subcontinent: A Reappraisal and New Directions</i> . New Delhi: Munshiram Manoharlal.
6.	Settar, S. and Ravi Korisetar. <i>Indian Archaeology in Retrospect</i> , vol. 1: <i>Prehistory - The Early Archaeology of South Asia</i> . New Delhi: Munshiram Manoharlal.
7.	Singh, Upinder. 2009. <i>A History of Ancient and Early Medieval India</i> . New Delhi: Pearson.



Sardar Patel University

Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

Course Code		Title of the Course	History of Mediaeval India
Total Credits of the course	4	Hours per Week	

Course objectives:	This paper, along with the paper on ancient and modern India introduces the students to a general understanding of Indian history so that they can appreciate better the courses offered in M.A. History External.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">The development of Regional states and development of regional identities: Harsha, the Partiharas in the north, Palas in Bengal, Chaulukyas, Rashtrakutas and Gangas in the south, and Maitrakas of GujaratSocio-economic and Religious Conditions in the Second Half of the First Millennium CE	25%
2.	<ul style="list-style-type: none">The Rajput Polity: Solankis of Gujarat, Gahadvalas in the North, Shahis in the North-west, Chauhans in Rajasthan and Delhi, Chandellas in BundelkhandThe Art-Architecture and Literature under the Rajputs	25%
3.	<ul style="list-style-type: none">Islamic Invasions from the North-west and Its Impact on Indian Polity, Society, Economy, and ReligionThe Resistance of the Rajputs: A SurveyThe Mughals: Administration, Economy, and Religious Policy	25%
4.	<ul style="list-style-type: none">The Bhakti and Sufi MovementsThe Vijayanagara Empire: Polity, Economy, Art and Architecture	25%



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Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

	<ul style="list-style-type: none">• Art and Architecture under the Sultanate and the Mughals• The Deccan Sultanates: A Survey	
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Suggested References:	
Sr. No.	References
1.	Chandra, Satish. 2020. <i>A History of Medieval India</i> . New Delhi: Orient BlackSwan.
2.	Chattopadhyaya, B. D. <i>The Making of Early Mediaeval India</i> . New Delhi: Oxford University Press.
3.	Farooqui, Salma. 2011. <i>A Comprehensive History of Medieval India from Twelfth to the Mid Eighteenth Century</i> . New Delhi: Pearson.
4.	Majumdar, R. C. 1951-. <i>History and Culture of Indian People</i> . Bombay: Bharatiya Vidya Bhavan (vol. 4-9).
5.	Vaidya, C. V. <i>History of Mediaeval Hindu India: Being a History of India from 600 to 1200 A. D.</i> 3 volumes.



Sardar Patel University

Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

Master of Arts: History

M. A. History External Bridge Course

Course Code		Title of the Course	Historical Method
Total Credits of the course	4	Hours per Week	

Course objectives:	This paper, along with the paper on ancient and mediaeval India introduces the students to a how history is reconstructed from sources. This course prepares the student for specialised courses on modern Indian history and that of philosophy of history and historiography.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">History: Meaning, Scope, and TypesSources of History: Archaeological, Literary and OralInterdisciplinarity in History	25%
2.	<ul style="list-style-type: none">Scrutiny of Sources: Internal and External CriticismCausation in HistoryHistoricism	25%
3.	<ul style="list-style-type: none">Writing of History: Reading, Taking Notes, Evaluating Evidence, and Making JudgementsBibliography and References: Importance and MethodBias in Historical Writings:	25%
4.	<ul style="list-style-type: none">R. K. Mookerjee as a Nationalist HistorianR. C. Majumdar as a Rationalist Critical HistorianW. H. Moreland as a Mediaevalist Economic Historian	25%



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Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

Suggested References:	
Sr. No.	References
1.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
2.	Gottschalk, Louis. 1950. <i>Understanding History: A Primer of Historical Method</i> . New York: Alfred A. Knopf.
3.	Philips, C. H. 1961. <i>Historiography in India, Pakistan and Ceylon</i> . Oxford: Oxford University Press.
4.	Sheik Ali, B. 1978. <i>History: Its Theory and Method</i> . Bombay, etc.: MacMillan.
5.	Sreedharan, E. <i>Textbook of Historiography</i> . New Delhi: Orient BlackSwan.
6.	Topolsky, J. 1976. <i>Methodology of History</i> . (Translated from Polish by O. Wojtasiewicz). Warsaw: Polish Scientific Publishers.
7.	Webster, John C.B. 2019 <i>Studying History</i> . New Delhi: Primus Books.
8.	पांडे, गोविन्द चंद्र. २००३. इतिहास: स्वरूप एवं सिद्धान्त. जयपुर: हिन्दी ग्रंथ अकादमी.
9.	राधेशरन. २००६. इतिहास और इतिहासलेखन. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी.
10.	परीभ, रसिकलाल छोटालाल. १९६४. <i>इतिहास: स्वरूप અને પદ્ધતિ</i> . અમદાવાદ: ગુજરાત યુનિવર્સિટી.



Sardar Patel University

Master of Arts: History (External)

M. A. History (External) Bridge Course for Graduate Students from Other Subjects

(Effective from June 2022–23 onwards)

Interdisciplinary Topics for Ph.D. Dissertation:



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Vallabh Vidyanagar, Gujarat
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Syllabus with effect from the Academic Year 2023-2024
In tandem with NEP-2020

Master of Arts: History

Multi-disciplinary Course across Disciplines

M. A. History: Semester III

Course Code		Title of the Course	Builders of Modern India: Mahatma Gandhi
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	<ol style="list-style-type: none">1. To have students a general idea of how Gujarat and South Africa shaped Gandhi as a political leader and a social reformer.2. To sensitise students about Gandhi's contributions to India's freedom struggle and how he generated mass support.3. To make students understand his socio-political philosophy through his writings and constructive programmes.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">• Saurashtra in the Nineteenth Century• Gandhi's Initial Years• Gandhi in England	25%
1.	<ul style="list-style-type: none">• Gandhi in South Africa and his Experiments• Gandhi's Arrival in Indian Politics• Gandhi's Philosophy of National Movement	25%
2.	<ul style="list-style-type: none">• Constructive Activities• Gandhi and Women• Gandhi and Muslims	25%
3.	<ul style="list-style-type: none">• Gandhi and Hind Swaraj• Gandhi and Religion• Gandhi's Philosophy of Education	25%





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In tandem with NEP-2020

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand Gandhi's immense contributions to India's independence, and his views on social and economic equality. They will also see how Gujarat and South Africa influenced his political actions and programmes. It will also sensitise them to the urgency of social and economic equality and how to bring these about. It also underlines the fact that politics and social service are inseparable.

Suggested References:	
Sr. No.	References
1.	Britton, Burnett. 2000. <i>Gandhi Arrives in South Africa</i> . Canton, ME: Greenleaf Books.
2.	Desai, Narayan. 2003. मारुं जीवन ए ज मारी वाणी . 4 vols. Amdavad: Navjivan Prakashan Mandir.
3.	Desai, Neera. 1978/1998. ગુજરાતમાં ઓગણીસમી સદીમાં સામાજિક પરિવર્તન . (Gujarati tr. of eadem, <i>Social Change in Gujarat: A Study of Nineteenth Century Gujarati Society</i>). Amdavad: Yunivarsiti Granthnirman Bord.
4.	DiSalvo, Charles R. 2013. M. K. Gandhi, <i>Attorney at Law: The Man before the Mahatma</i> . Berkeley, etc.: University of California Press.





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5.	Gandhi, M. K. <i>Constructive Programmes: Its Meaning and Place</i> . Navjivan.
6.	Gandhi, M. K. <i>Hind Svaraj</i> . Navjivan.
7.	Gandhi, M. K. <i>My Experiments with Truth</i> . Navjivan.
8.	Guha, Ramchandra. <i>India before Gandhi</i> . Allen Lane.
9.	Prabhu, R. K. and U. R. Rao. <i>The Mind of Mahatma Gandhi</i> . Navjivan.
10.	ગાંધી, મોહનદાસ. દક્ષિણ આફ્રિકામાં સત્યાગ્રહનો ઇતિહાસ. નવજીવન.
11.	ગાંધી, મોહનદાસ. રચનાત્મક કાર્યક્રમ: એનું રહસ્ય અને સ્થાન. નવજીવન.
12.	ગાંધી, મોહનદાસ. સત્યના પ્રયોગો. નવજીવન.
13.	ગાંધી, મોહનદાસ. હિંદ સ્વરાજ. નવજીવન.
14.	પ્રભુ, આર. કે. અને .યૂ. આર. રાવ. મહાત્મા ગાંધીના વિચારો. નેશનલ બુક ટ્રસ્ટ.

On-line resources to be used if available as reference material
On-line Resources
http://www.mkgandhi.org/
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

Multi-disciplinary Course across Disciplines

M. A. History: Semester IV

Course Code		Title of the Course	Builders of Modern India: Sardar Patel
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	<ol style="list-style-type: none">1. If we have to name one person who shaped the modern political map of India it has to be Sardar Vallabhbhai Patel. This course informs the students of the varied contributions made by Sardar to public life of India.2. To understand Sardar's contributions to the organization of Indian National Congress, to the development of Amdavad, to Indian freedom movement, and to the integration of princely states of India.3. To acknowledge Sardar's service as the first Home Minister of India and as founder of many an institutions like Indian Administrative Service.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">• Sardar: his early life• Sardar as Barrister• Sadar and pubic life	25%
2.	<ul style="list-style-type: none">• Sardar and Ahmedabad Municipal Corporation• Sardar and Indian National Congress	25%
3.	<ul style="list-style-type: none">• Sardar and the Jhanda Satyagraha• Sardar's leadership in Bardoli Satyagraha• Sardar and Rajkot Satyagraha	25%





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4.	<ul style="list-style-type: none">• Sardar's role in the Constitution of India• Sardar and Princely States• Sardar as Home Minister	25%
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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand Sardar Patel's contributions to modern India
2.	have a thorough idea of his leadership qualities
3.	know how integration of India was achieved by him against all odds.

Suggested References:	
Sr. No.	References
1.	Gandhi, Rajmohan. <i>Sardar: A Life</i> . Ahmedabad: Navjivan.
2.	Menon, V. P. <i>The Story of Integration of Indian States</i> . Longmans, Green and Co.
3.	Saggi, Parshottam Das. <i>Life and Work of Sardar Vallabhbhai Patel</i> . Bombay: Overseas Publishing House.
4.	ગાંધી, રાજમોહન. સરદાર: એક સમિપિત જીવન. અમદાવાદ: નવજીવન.
5.	દોશી, યશવંત. સરદાર વલ્લભભાઈ પટેલનું જીવનચરિત્ર. ૨ ભાગ.





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	અમદાવાદ: નવજીવન.
6.	પરીખ, ન. દ્રા. અને ઉ.દ. શાહ. સરદાર વલ્લભભાઈનાં ભાષણો. અમદાવાદ: નવજીવન.
7.	શંકર, વી.. સરદાર પટેલ: પસંદ કરેલ પત્રવ્યવહાર (૧૯૪૫-૧૯૫૦). અમદાવાદ: નવજીવન.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History

Value Added Course in History: Introduction to Archaeology

Course Code		Title of the Course	Certificate
Total Credits of the course	2	Hours per Week	1

Course objectives:	History of India is based as much on text as it is on archaeological sources. This value-added course aims to teach the basics of archaeology, its history, field methods and techniques, ways of interpreting, and many more to those who are interested in archaeology but pursuing some other discipline. It also sensitises students to the limitations of archaeology and the kind of problems any correlation of archaeology and text poses. Finally, how archaeology is used for political, social, and national aims.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">What is archaeology? Why archaeology?History of archaeology (from antiquarianism to post-processualism): World and IndianMethods of doing archaeology: exploration, tool typology, excavation, stratigraphy,Interpretation of archaeological record, report writing	25%
2.	<ul style="list-style-type: none">Archaeology: an interdisciplinary disciplineArchaeology and linguistics: the problem of the AryansArchaeology and text: the Ramayana as a case studyWho owns the past? Political use of archaeology	25%





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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	20%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	10%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	have a general idea of archaeology
2.	understand the use and misuse of archaeology
3.	understand archaeological record and value it

Suggested References:	
Sr. No.	References
1.	Anthony, David W. 2007. <i>The Horse, the Wheel, the Language: How Bronze-Age Riders from the Eurasian Steppes shaped the Modern World</i> . Princeton and Oxford: Princeton University Press.
2.	Bryant, Edwin. 2001. <i>The Quest for the Origins of Vedic Culture: The Indo-Aryan Migration Debate</i> . New York and Oxford: Oxford University Press.
3.	Bryant, Edwin F. and Laurie L. Patton (ed.). 2005. <i>The Indo-Aryan Controversy: Evidence and Inference in Indian History</i> . London and New York: Routledge.
4.	Dave, Hemant. Ramayana: between archaeology and text. In A. K. Singh (ed.) <i>Ramayana: Many Voices, Many Visions</i> , pp. 108–152. New Delhi: D. K. Printworld.
5.	Gamkrelidze, Thomas V. and Vjačeslav V. Ivanov. 1995. <i>Indo-European and the Indo-Europeans: A Reconstruction and Historical Analysis of a Proto-</i>





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	<i>Language and a Proto-Culture</i> , pt. 1, <i>The Text</i> . (Eng. version by Johanna Nichols and edited by Werner Winter.) Berlin and New York: Mouton de Gruyter.
6.	Johnson, Matthew. <i>Archaeological Theory: An Introduction</i> . Oxford: Wiley Blackwell.
7.	Lal, B. B. 2002, "Historicity of the Mahabharata and the Ramayana: What Has Archaeology to Say in the Matter? In S. Settar and Ravi Korisettar (ed.), <i>Indian Archaeology in Retrospect</i> , vol. 4: <i>Archaeology and Historiography: History, Theory and Method</i> , pp. 29- 70. New Delhi: Manohar.
8.	Mehendale, M. A. 1993. The Indo-Aryans, the Indo-Iranians and the Indo-Europeans. In S. B. Deo and Suryanath Kamath (ed.), <i>The Aryan Problem</i> , pp. 43-50. Pune: Bharatiya Itihas Sankalan Samiti.
9.	Renfrew, Colin and Paul Bahn. <i>Archaeology: Theories, Method and Practice</i> . London: Thames and Hudson.
10.	Sankalia, H. D. 1982. <i>The Ramayana in Historical Perspective</i> . Delhi: Macmillan.
11.	Sankalia, H. D. 1983. <i>Introduction to Archaeology</i> . Pune: Deccan College.
12.	Schmitt, R. 1974. Proto-Indo-European culture and archaeology: some critical remarks. <i>Journal of Indo-European Studies</i> 2: 279-287.
13.	Trigger, Bruce. 1989. <i>A History of Archaeological Thought</i> . Cambridge University Press.
14.	મહેતા, રમણલાલ નાગરજી. પુરાવસ્તુવિદ્યા. વડોદરા: એમ. એસ. યુનિવર્સિટી.
15.	મહેતા, રમણલાલ નાગરજી. પુરાવસ્તુવિદ્યાની વિભાવના. અમદાવાદ: ગુજરાત વિદ્યાપીઠ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

Diploma in History of Gujarat:

Programme Outcome (PO)-	This programme allows the students to do a one-year post-graduate diploma in History of Gujarat, which allows them to do just one year course and take the diploma degree. However, if they wish to continue their studies, they can come back and do one more year and have an M.A. in History degree. This course gives them an in depth understanding of history of Gujarat and some knowledge of world history and history of India.
Programme Specific Outcome (PSO) for Sem I	This course, <ol style="list-style-type: none">1. familiarise students with the general history of ancient world and how human evolved into a civilised species.2. Will give a political outline of modern India and also of modern Gujarat as this course offers a Diploma degree in modern Gujarat.3. Informs students of the social and economic conditions of ancient India and how these have shaped the same in modern Gujarat.
Programme Specific Outcome (PSO) for Sem II	This course, <ol style="list-style-type: none">1. Gives the students a very detailed information of modern Gujarat and its various institutions, how it transformed itself to modernity, what were the discourses by which this was achieved, and how various classes of its population dealt with the British Raj.2. With a number of papers on history of Gujarat, the student understands the historical processes and also understands how social engineering and leadership are part of that proceses.





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Master of Arts: History

Diploma in History of Gujarat: Semester I

Course Code		Title of the Course	Ancient World
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	<ol style="list-style-type: none">4. To give the students a general idea of how human beings evolved from their nearest kins, the apes, and the various theories of human evolution.5. Also, how from making crude stone implements humans invented agriculture and husbandry, built urban centres, and ultimately civilisations.
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Course Content		
Unit	Description	Weightage (%)
2.	<ul style="list-style-type: none">• The Origin of <i>Homo</i>: Evidence and Theories• The Palaeolithic Cultures: The Lower, Middle, and Upper Palaeolithic• The Mesolithic Prelude and the Neolithic Revolution	25%
3.	<ul style="list-style-type: none">• The Urban Revolution and the Advent of Civilisation• Ancient Egypt: Society, Economy, Contributions• Ancient Mesopotamia: Society, Economy, Contributions	25%
4.	<ul style="list-style-type: none">• The Central Asian Civilisation: main features• The Problem of the Indo-Europeans• The Greek Civilisation: Society, Economy, Contributions	25%
5.	<ul style="list-style-type: none">• The Roman World: Polity, Society, and Economy• The Decline and Disintegration of the Roman Empire• The Rise of the Feudal Order	25%

Teaching-	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-
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learning Methodology	visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
4.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
5.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
6.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
2.	understand the general outline of human history. The emphasis is more on the processes than description. They will see how a society functions and changes vis-à-vis ecology, environment, polity, and economy. Classical Greece and Rome intellectually shaped modern Europe in post-renaissance period and thus will serve to understanding much of modern world. The case of the Indo-Europeans has been included to demonstrates how linguistics help reconstruct history.

Suggested References:	
Sr. No.	References
15.	Childe, V. G. 1942. <i>What Happened in History?</i> London: Harmondsworth.
16.	Eckhardt, R. B. 2000. <i>Human Paleobiology</i> . Cambridge: Cambridge University Press.
17.	Grimal, N. A. 1992. <i>History of Ancient Egypt</i> . Cambridge, Mass.: Blackwell.
18.	Johnson, A. W. and Timothy Earle. 2000. <i>The Evolution of Human Societies: From Foraging Group to Agrarian State</i> . 2nd edition. Cambridge: Cambridge University Press.
19.	Mallory, J. P. 1989. <i>In Search of the Indo-Europeans: Language, Archaeology and Myth</i> . London: Thames & Hudson.
20.	Oates, J. 1986. <i>Babylon</i> . London: Thames and Hudson.





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21.	Postgate, J. Nicholas. 1992. <i>Early Mesopotamia: Society and Economy at the Dawn of History</i> . London: Routledge and Kegan Paul.
22.	Redman, Charles. 1978. <i>The Rise of Civilization from Early Farmers to Urban Society in Ancient Near East</i> . San Francisco: W. H. Freeman & Co.
23.	મિત્તલ. નેમિશરણ. પ્રાચીન સભ્યતાઈ. જયપુર: રિસર્ચ પબ્લિકેશન.
24.	આચાર્ય, નવીનચંદ્ર અને થોમસ પરમાર. ૨૦૦૨. જગતની અગ્રગણ્ય સભ્યતાઓ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material
On-line Resources
https://www.youtube.com/watch/DZv8VylQ7YU for human evolution (AMNH)
https://humanorigins.si.edu/evidence
Stone Age - Wikipedia
https://www.britannica.com/topic/list-of-ancient-civilizations-2079395
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester I

Course Code		Title of the Course	Political History of Modern India: 1757-1884
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	History of modern India in general was largely fashioned by its political history. This paper informs the students with what tactics English power became paramount in India and how they established their administration and various institutions to strengthen it. India's resistance to this, by the Marathas, the Sikhs, and especially the events of 1857, help understand not only the Indian response but also how and why the Indians failed to put up a consolidated effort.
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Course Content		
Unit	Description	Weightage (%)
3.	<ul style="list-style-type: none">The Foundation of British Rule in India: from Karnatic Wars to BaxarBritish Relations with Mysore up to 1799Anglo-Maratha Relations up to 1818	25%
4.	<ul style="list-style-type: none">Achievements of Ranjitsinh in Panjab and his Relations with the BritishAnglo-Sikh Relations (1839-1849)William Bentinck and his Regime	25%
5.	<ul style="list-style-type: none">Lord Dalhousie and the Impacts of his RuleAn Overview of Popular Resistance against the British (1757-1857)The Upheaval of 1857: Causes, Nature and Impacts	25%
6.	<ul style="list-style-type: none">The Transfer of Power: From Company to Crown	25%





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	<ul style="list-style-type: none"> • From Canning to Ripon: Major Developments • An overview of Constitutional Changes: Regulating Act, Pitt’s India Act, and the Charter Acts; the Growth of General Administration at Central and Provincial Levels 	
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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
4.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
5.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
6.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
4.	have a detailed idea of foundation and expansion of British power in India
5.	understand the administrative and political set up of the empire and how it came about
6.	know in brief the constitutional development during the period

Suggested References:	
Sr. No.	References
16.	Banerjee, Anil Chandra. 1983. <i>The New History of Modern India, 1707–1947</i> . Calcutta: K. P. Bagchi.
17.	Fisher, Michael H. 1991. <i>Indirect Rule in India: Residents and the Residency System, 1764-1858</i> . Oxford: Oxford University Press. 1993.
18.	Majumdar, R. C. 1969–77. <i>History and Culture of the Indian People</i> , Vol. 8 to 11. Bombay: Bhartiya Vidya Bhavan.
19.	Sen S. N. 1957. <i>Eighteen Fifty Seven</i> . New Delhi: Publication Division.





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20.	પરીખ, રમેશકાંત ગો. ૧૯૯૪. ભારતનો ઇતિહાસ ૧૮૧૮-૧૮૮૫. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
21.	શાહ, મનુભાઈ. ૧૯૯૨. ભારતનો ઇતિહાસ (મરાઠા યુગ): ૧૭૦૭- ૧૮૧૮. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester I

Course Code		Title of the Course	Political History of Gujarat: 1914-1960
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on constructive activities deals with the 'Gandhian Era' in Gujarat and how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Political Condition of Gujarat in 1914-15Gandhi's Political Ideology and StrategyHome Rule Movement in Gujarat	25%
2.	<ul style="list-style-type: none">Kheda SatyagrahGujarat in Non-cooperation MovementGujarat in Civil Disobedience Movement	25%
3.	<ul style="list-style-type: none">Gujarat and Quit India MovementPolitical Awakening and Organizations in Princely States: Vadodara Rajya Praja Mandal and Kathiawad Rajakiya Parishad	25%
4.	<ul style="list-style-type: none">Achievements of Sayajirao IIIIntegration of Princely States in Gujarat and the Role played by Sardar PatelThe Mahagujarat Movement and the Foundation of the State of Gujarat	25%





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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	know the political history of Gujarat
2.	understand in detail the role played by various leaders in history of Gujarat
3.	how Gujarat from Bombay Presidency evolved into modern state of Gujarat

Suggested References:	
Sr. No.	References
1.	Hardiman, David. 1992. <i>Peasant Resistance in India (1858-1914)</i> . Delhi: Oxford University Press.
2.	Yagnik, Achyut and Suchitra Sheth. <i>The Shaping of Modern Gujarat: Plurality, Hindutva and Beyond</i> . New Delhi: Penguin.
3.	પરીખ, ર. છો. અને હ. ગં. શાસ્ત્રી (સંપા.) ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. ગ્રંથ ૮. અમદાવાદ: ભો. જે. વિદ્યાભવન.
4.	રાજગોર, શિવપ્રસાદ. ૧૯૭૪. અર્વાચીન ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material





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On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester I

Course Code		Title of the Course	Social and Economic History of Ancient India
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This course covers some central themes of Indian social and economic history from the earliest times and how they changed over a period. Instead of treating conceptual categories like <i>varna</i> , <i>jati</i> , untouchability, slavery, and urbanisation as static, it shows how these were fluid, porous, and always open to interpretations. It also underlines how these concepts were construed at different times by scholars depending upon their own predilections and also shows how sources can be misused in history writing.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">India: Concept, Geography, and EnvironmentImportance of Study of History of Society and Economy in Ancient IndiaScrutiny of Sources: Archaeological and Literary	25%
2.	<ul style="list-style-type: none">Agriculture and HusbandryCrafts and IndustriesTrade: Maritime and Internal	25%
3.	<ul style="list-style-type: none">Varna and JatiPosition of Women and Forms of MarriagesSlavery and Untouchability	25%
4.	<ul style="list-style-type: none">MonetisationUrbanisationDeurbanisation	25%





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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (serials, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	know how literature and archaeology help reconstruct ancient Indian society and economy
2.	have a good idea of the main characteristic features of ancient Indian society and economy
3.	understand how the categories like varna, jati, untouchability, slavery, internal trade, (de)urbanisation were not static but changeable.
4.	know that history depends less on sources and more interpretations.

Suggested References:	
Sr. No.	References
1.	Allchin, Briget and F. R. Allchin. 1982. <i>The Rise of Civilization in India and Pakistan</i> . Delhi: Cambridge University Press.
2.	Allchin, F. R. et al. 1995. <i>Historical Archaeology of Early India</i> . Delhi: Cambridge University Press.
3.	Kane, P. V. 1930–62. <i>History of Dharmashastra</i> (relevant sections). Pune: Bhandarkar Oriental Research Institute.
4.	Kosambi, D. D. 1958. <i>An Introduction to the Study of Indian History</i> . Bombay:





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	Popular Prakashan.
5.	Randhava, M. S. <i>A History of Agriculture in India</i> . New Delhi: Indian Council of Agricultural Research.
6.	Sharma, R. S. 1995. <i>Perspectives in Social and Economic History of Early India</i> . Delhi: Motilal Banarasidass.
7.	झा, डी. एन. और कृष्णमोहन श्रीमाली. प्राचीन भारत का इतिहास. दिल्ली: दिल्ली विश्वविद्यालय.
8.	विद्यालंकार, सत्यकेतु. २०१०. प्राचीन भारतीय इतिहास का वैदिक युग. नवी दिल्ली: सरस्वती सदन.
9.	शर्मा, रामशरण. १९९२. प्रारंभिक भारत का आर्थिक एवं सामाजिक इतिहास. दिल्ली: दिल्ली विश्वविद्यालय.
10.	शर्मा, रामशरण. १९७३. भारतीय सामन्तवाद. दिल्ली: राजकमल.
11.	शर्मा, रामशरण. १९९२. शूद्रों का प्राचीन इतिहास. दिल्ली: राजकमल.
12.	शर्मा, रामशरण. १९९५. भारत के प्राचीन नगरों का पतन. दिल्ली: राजकमल.
13.	शुक्ल, गिरीशचंद्र एवं विमलेश कुमार पांडेय. २००२. प्राक् एवं प्रागितिहासिक भारतीय पुरातत्त्व. नई दिल्ली: मोतीलाल बनारसीदास.
14.	દેસાઈ, ગુણવંતભાઈ. ૧૯૮૮. પશ્ચિમ ભારતમાં અંગ્રેજો-રાજકીય અને સામાજિક પરિપ્રેક્ષ્યમાં. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
15.	પંડ્યા, સુમના. ૧૯૮૪. ભારતનો આદ્ય ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
16.	शास्त्री, हरिप्रसाद. १९८४. प्राचीन भारत. अमदावाड: गुजरात युनिवर्सिटी.
17.	शास्त्री, हरिप्रसाद અને પ્રવીણચંદ્ર પરીખ. ૧૯૭૯. ભારતીય સિક્કાશાસ્ત્ર.





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	અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
18.	સાંકળિયા, હસમુખ ધીરજલાલ. ૧૯૭૬. ભારતમાં સંસ્કૃતિનો ઉષ્કાળ. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester I

Course Code		Title of the Course	Research Method in History
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper covers the basic concepts of research method in history. It deals with how history writing in actuality takes place and how it works. It will show students how to evaluate a source, to ask questions, to interpret, and to write. It also teaches the students to the standard method(s) of documentation in history.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Historical Method: Problem-oriented Research; Selection of Theme; Review of Literature; Formation of Hypothesis; Research Design; Data Collection	25%
2.	<ul style="list-style-type: none">Types of Data: Primary: Archives and Libraries (types of documents; location; handwritten MSS; typed; microfilms; photographs; electronic or digitised records)Oral History (interviews): Methods, Importance, and ProblemsFieldwork in History:Synthesis of Data: Priority of Sources	25%
3.	<ul style="list-style-type: none">Quality of Data and its Analysis: Authenticity and CredibilityCritical Reading of Texts: Comparative Method; Discourse Analysis; Semiotic Analysis; Content Analysis	25%





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	<ul style="list-style-type: none"> • Interpretation of Data: Imagination and Creativity 	
4.	<ul style="list-style-type: none"> • Historical writing: its Method and Problems. • Various Methods of Documentation, Bibliographies and Referencing • Use of Computer in Research Writing: Bibliography, Footnotes, Endnotes, Cross references, Indexing, etc. 	25%

Teaching-learning Methodology	Direct lectures, seminars, tutorials, home assignments, audio-visual media (ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	Understand the basics of historical research
2.	differentiate the primary and secondary data and know the importance of oral history and fieldwork
3.	read texts critically and to extract information from a variety of sources
4.	learn to write historical text

Suggested References:	
Sr. No.	References
1.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
2.	Gottschalk, Louis. 1950. <i>Understanding History: A Primer of Historical Method</i> .





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	New York: Alfred A. Knopf.
3.	Topolsky, J. 1976. <i>Methodology of History</i> . (Translated from Polish by O. Wojtasiewicz). Warsaw: Polish Scientific Publishers.
4.	पांडे, गोविन्द चंद्र. २००३. इतिहास: स्वरूप एवं सिद्धान्त. जयपुर: हिन्दी ग्रंथ अकादमी.
5.	राधेशरन. २००६. इतिहास और इतिहासलेखन. भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester I

Course Code		Title of the Course	Social and Economic History of Mediaeval Gujarat: 942-1818
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	As general background of Gujarat history for papers on modern Gujarat, this course familiarises students with social and economic activities of what is now Gujarat from Solanki Period onwards.
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Course Content		
Unit	Description	Weightage (%)
1.	Solanki Period <ul style="list-style-type: none">• Introduction• Historical Sources: Literature, Inscriptions, Coins, Sculptures, and Architecture• Social Conditions: Structure of Hindu Society, Condition of Women, Foreign Settlers,• Economic Conditions: Agriculture and Industries; Trade and Trade Items; Bharuch as Port	25%
2.	Sultanate Period <ul style="list-style-type: none">• Introduction• Historical Sources: Persian and Arabic Histories; Literary sources; Inscriptions; Coinage; Travelogues; Archaeological Evidences• Social Conditions: Constitution of Hindu and Muslim Society; Position of Women in Hindu and Muslim Society;	25%





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	<ul style="list-style-type: none">Economic Conditions: Agriculture, Trade, Industries, Khambhat as Port	
3.	Mughal Period <ul style="list-style-type: none">IntroductionHistorical Sources: Perso-Arabic Chronicles, Inscription, Coins, Literary Sources,Social condition: Hindu and Muslim Societies; Impacts of Islam on Gujarati culture; Hindu-Muslim Interactions; Condition of WomenEconomic Condition: Agriculture, Trade, Foreign Trade (the Portuguese, English, and Dutch); the Rise of Surat as Port	25%
4.	Maratha Period <ul style="list-style-type: none">IntroductionHistorical Sources: Persian Chronicles, Marathi and English Archives, Inscriptions and Coins, Literary SourcesDisarray and Disarrangement of Hindu Society, Reorganisation of Muslim Society, Advent of Christianity and its Impact on Gujarati SocietyEconomy: Agriculture, Trade, Revenue System, Industries, the Rise of Mumbai as <i>urbs prima indiae</i>.	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%





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Course outcomes: Having completed this course, the learner will be able to	
1.	understand the general social and economic history of mediaeval Gujarat
2.	know the sources of mediaeval Gujarat, and how political change ushered socio-economic changes
3.	assess the political and socio-economic background of the modern age in Gujarat

Suggested References:	
Sr. No.	References
1.	Majumdar, Ashok Kumar. 1954. <i>Chaulukyas of Gujarat</i> . Bombay: Bharaitya Vidya Bhavan.
2.	M. S. Commissariat. 1938-57. <i>History of Gujarat</i> . 2 vols. Amdavad: Gujarat Vidyasabha.
3.	પરીખ, ર. છો. અને હ. ગં. શાસ્ત્રી (સંપા.) ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. ગ્રંથ ૪-૭. અમદાવાદ: ભો. જે. વિદ્યાભવન.
4.	જોટે, રત્નમણિરાવ ભીમરાવ. ૧૯૪૫. ગુજરાતનો સાંસ્કૃતિક યુગ, ઇસ્લામ યુગ ગ્રંથ ૧, ૨. અમદાવાદ: ગુજરાત વિદ્યાસભા.
5.	પરીખ, પ્રવીણચંદ્ર. ૧૯૮૯. મધ્યકાલીન ભારતમાં આર્થિક જીવન અને સંગઠન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

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Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester I

Course Code		Title of the Course	Ancient Indian Political Thought and Institutions
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This course covers some central aspects of ancient Indian political thought and institutions. It shows how during freedom movement, some Indian historians interpreted Indian institutions as having modern democratic character and how they built their argument. It also deals with various theories of origin of state, of kingship, and of administration.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">• Historiography of Political Thought in Ancient India• Survey of Sources: Archaeological and Textual• Theories of Origin of State	25%
2.	<ul style="list-style-type: none">• Kingship: Status and Power• Kingship and Popular Institutions (<i>Sabha, Samiti</i>, and later Institutions)• Republics	25%
3.	<ul style="list-style-type: none">• Judicial Administration• Revenue and Taxation• Inter-state Relations: <i>Mandala</i> Theory	25%
4.	<ul style="list-style-type: none">• Maurya Polity and the <i>Arthashastra</i>• Gupta Polity• Village Administration	25%





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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (serials, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	have a fairly good idea of ancient Indian political thought and institutions
2.	understand the connection between political ends and history-writing
3.	understand how judiciary, revenue collection, etc. functioned in ancient India
4.	have a clear idea of two main polities of ancient India

Suggested References:	
Sr. No.	References
1.	Altekar, A. S. 1958. <i>State and Government in Ancient India</i> . Delhi: Motilal Banarasidass.
2.	Devahuti, D. 1969. <i>Harsa: A Political Study</i> . New Delhi: Oxford University Press.
3.	Jayaswal, K. P. 1915. <i>Hindu Polity: A Constitutional History of India in Hindu Times</i> . Calcutta: Butterworth & Company. (several reprints)
4.	Sharma, R. S. 1958. <i>Aspects of Political Ideas and Institutions in Ancient India</i> . Delhi.
5.	विद्यालंकार, सत्यकेतु. प्राचीन भारतीय शासनव्यवस्था और राज्यशास्त्र मसूरी.





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6.	ધારૈયા, રમણભાઈ કકલભાઈ. પ્રાચીન ભારતીય રાજ્યવ્યવસ્થા અને સંસ્થાઓ. અમદાવાદ: સી. જમનાદાસ એન્ડ કું.
7.	જાયસ્વાલ, કે. પી. હિન્દુ રાજ્યવ્યવસ્થા.
8.	સોમપુરા, કે. એફ. હિન્દુ રાજ્યપદ્ધતિઓનો ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

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On-line Resources
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Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	India's Struggle for Freedom: 1885-1947
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	This course familiarises the student with the main currents of nationalist movements: establishment of various institutions before Congress, various movements, and leadership issues. It also sensitises the student to the fact that Indian freedom struggle was not monolithic nor a contribution of Indian National Congress alone nor a smooth trail as it is often portrayed in textbook narratives.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Nationalism: Concept; Approaches to the Study of Indian NationalismForces for the Emergence of Nationalism and Rise of Institutionalised PoliticsThe Foundation and Early Functioning of the Indian National Congress	25%
2.	<ul style="list-style-type: none">Challenge to Moderate Politics: Rise of Extremism in Indian National Politics (1890-1914)Partition of Bengal and the Swadeshi MovementThe Rise of Gandhi in Indian Politics (1915-1930)	25%
3.	<ul style="list-style-type: none">Non-cooperation and Khilafat MovementsCivil Disobedience MovementCommunal Trends and its impact on Freedom Struggle	25%





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	1906–1947	
4.	<ul style="list-style-type: none">Nationalism with Arms: Bhagat Singh and his AssociatesSubhash Chandra Bose and Indian National ArmyQuit India Movement and towards Freedom	25%

Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	learn the outline of Indian freedom movement in fairly detailed manner
2.	understand the main currents of the movement
3.	know the different ideologies behind the diverse movements

Suggested References:	
Sr. No.	References
1.	Chandra, Bipan. 1989. <i>India's Struggle for Independence</i> . New Delhi: Penguin.
2.	Desai, A. R. 1948. <i>Social Background of Indian Nationalism</i> . Bombay: Popular Prakashan.
3.	Majumdar, R. C. 1962. <i>History of Freedom Movement in India</i> . Calcutta: K. L. Firma Mukhopadhyay.
4.	Sarkar, Sumit. 1983. <i>Modern India 1885–1945</i> . New Delhi: McMillan.
5.	गुप्त, मन्मथनाथ. १९६६. भारतीय क्रांतिकारी आंदोलन का इतिहास.





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	दिल्ली: आत्माराम एंड सन्स.
6.	ग्रोवर, बी. एल. एवं यश पाल. २००१. आधुनिक भारत का इतिहास. नवी दिल्ली: एस. चंद्र.
7.	चंद्र, बिपन. २००२. भारत का स्वतंत्रता संघर्ष. दिल्ली: दिल्ली विश्वविद्यालय.
8.	शर्मा, रामविलास. २००३. स्वाधीनता संग्राम: बदलते परिप्रेक्ष्य. दिल्ली: दिल्ली विश्वविद्यालय.
9.	सरकार, सुमित. १९९३. आधुनिक भारत. नई दिल्ली: मैकमिलन.
10.	सिंघ, अयोध्या. भारत का मुक्तिसंग्राम. दिल्ली: दिल्ली विश्वविद्यालय.
11.	चंद्र, विपिन अने अन्य. १९७३. स्वाधीनता संग्राम. दिल्ली: नेशनल बुक ट्रस्ट.
12.	हेसाई, अक्षयकुमार. १९९७. भारतीय राष्ट्रवादन सामाजिक भूमिका. अमदावाद: युनिवर्सिटी ग्रंथनिर्माण बोर्ड.
13.	धारैया, रमणभाई ककलभाई. २०००. आधुनिक भारतનો इतिहास अने भारतना स्वातंत्र्य संग्रामो. २ भाग. अमदावाद: युनिवर्सिटी ग्रंथनिर्माण बोर्ड.
14.	पटेल, मंगुभाई. भारतना स्वतंत्रता संग्राम अने तेना धडवैयायो. अमदावाद: युनिवर्सिटी ग्रंथनिर्माण बोर्ड.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

Relevant books available on archive.org

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)





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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	Transition to Modernity: Gujarat 1796-1909
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Arrival of Gandhi on Indian political stage was a momentous event. How Gandhi's arrival was anticipated by the Gujarat in the preceding century is covered in this paper. How Gujarat passed from mediaevalism to modernity and what were the factors, like print technology, Walker Settlement, and establishment of institutions like Manavdharmasabha, were responsible for it.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Sources for the History of Modern GujaratGujarati Society and Economy at the Turn of the CenturyEstablishment and the Rise of the British Power in Gujarat up to 1857	25%
2.	<ul style="list-style-type: none">The Rise and Development of Nationalism in GujaratA Review of Princely States of Gujarat up to 1909Religious Conditions in Gujarat up to 1909	25%
3.	<ul style="list-style-type: none">Beginning of Press and Education and their Impact on Gujarati SocietyImpact of British Rule on Rural and Urban Society of GujaratIndustries, Trade and Commerce in Gujarat up to 1909	25%
4.	<ul style="list-style-type: none">The Socio-religious Reform Movements in Gujarat: a	25%





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	Review <ul style="list-style-type: none">• Intellectual History of Gujarat till 1909• The Cultural and Political Background of <i>Hind Svaraj</i>	
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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand Gujarat's transition to modernity
2.	assess the role of various institutions, leaders, and government policies in this transition
3.	know the general economic and social conditions of Gujarat during the nineteenth century

Suggested References:	
Sr. No.	References
1.	Ballahtchet, Kenneth. 1961. <i>Social Policy and Social Change in Western India (1817–1830)</i> . London: Oxford University Press.
2.	Choksey, R. D. 1965. <i>Economic Life in Bombay Gujarat 1800–1939</i> . Bombay:
3.	Dharaiya, R. K. 1970. <i>Gujarat in 1857</i> . Ahmedabad: Gujarat University.
4.	Mehta, Makarand. 1982. <i>The Ahmedabad Cotton Textile Industry: Genesis and Growth</i> . Ahmedabad: New Order Book Co.
5.	Raval, R. L. 1987. <i>Socio-Religious Reform Movements in Gujarat during the</i>





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	<i>Nineteenth Century. New Delhi: Ess Ess.</i>
6.	ત્રિવેદી, નવલરામ જગન્નાથ. ૧૯૫૭. સમાજસુધારાનું રેખાદર્શન. અમદાવાદ: ગુજરાત વિદ્યાસભા.
7.	દેસાઈ, નીરા. ગુજરાતમાં ૧૯મી સદીમાં સામાજિક પરિવર્તન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
8.	પરીખ, રસિકલાલ છોટાલાલ અને હરિપ્રસાદ ગંગાશંકર શાસ્ત્રી (સંપા૦). ૧૯૮૧. મરાઠા કાલ, ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ, ગ્રંથ ૭. અમદાવાદ: ભો૦ જે૦ વિદ્યાભવન.
9.	પારેખ, હીરાલાલ. અર્વાચીન ગુજરાતનું રેખાદર્શન. અમદાવાદ: ગુજરાત વિદ્યાસભા.
10.	મશરૂવાળા, કિશોર. સહજાનંદ સ્વામી. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
11.	રાજગોર, શિવપ્રસાદ. અર્વાચીન ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
12.	શાસ્ત્રી, હરિપ્રસાદ ગંગાશંકર અને પ્રવીણચંદ્ર પરીખ (સંપા૦). ૧૯૮૪. બ્રિટિશ કાલ (૧૯૧૪ સુધીનો), ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ, ગ્રંથ ૮. અમદાવાદ: ભો૦ જે૦ વિદ્યાભવન.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica
(<https://www.britannica.com/>)

Relevant books available on archive.org

Relevant articles on Jstor (<https://www.jstor.org/>), Project Muse (<https://muse.jhu.edu/>)





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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	Constructive Activities in Gujarat (1914-2000)
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	In Gandhi's political philosophy, social activism no less important than political activities. Freedom for him meant not only political freedom from the British but also social and economic freedom – freedom in the sense of self-reliance, where economic activities like khadi and social activity like removal of untouchability. How these activities helped strengthen political activities and how 'organic intellectuals' were born from it.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Challenges before the Gujarati Society on the Eve of 20th CenturyMahatma Gandhi's Thoughts on and Programmes for Social ReconstructionThe Ashram System: Sabarmati Ashram	25%
2.	<ul style="list-style-type: none">Harijan Sevak Sangh: Activities and ProgrammesBhil Seva Mandal: Activities and ProgrammesWomen's Uplift: Jyoti Sangh; SEWA	25%
3.	<ul style="list-style-type: none">Labour Welfare Activities and Majoor Mahajan SanghEducational Institutions: Gujarat Vidyapeeth and Vallabh Vidyalay, Bochasan	25%
4.	<ul style="list-style-type: none">Saurashtra Rachanatmak Samiti and its ActivitiesSayajirao III and his Welfare Activities	25%





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	<ul style="list-style-type: none">Bhaikaka as the Founder of Vallabh Vidyanagar and as a Constructive Activist	
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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand the interconnection with constructive activities and Indian freedom movement
2.	know the role played by various institutions in reconstructing activities
3.	understand how village regeneration took place because of these activities

Suggested References:	
Sr. No.	References
1.	Lakha, Salim. 1988. <i>Capitalism and Class in Colonial India: The Case of Ahmedabad</i> . New Delhi: Sterling.
2.	Mashruwala, Kishorlal. 1971. <i>Towards Sarvoday Order</i> . Ahmedabad: Navjivan
3.	Sharp, Gene. 1979. <i>Gandhi as a Political Strategist</i> . Boston: Porter Sargent.
4.	Terchek, Ronald J. 2000. <i>Gandhi: Struggling for Autonomy</i> . New Delhi: Vistaar.
5.	કોરાટ, પી. જી. ભારતના સ્વાતંત્ર્યસંગ્રામમાં પાયાના કાર્યકરોનું પ્રદાન. અમદાવાદ: પાર્શ્વ પ્રકાશન.





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6.	દવે, જુગતરામ. મારી જીવનકથા. અમદાવાદ: નવજીવન.
7.	દેસાઈ, આઈ. પી. વેડછી આંદોલન.
8.	દેસાઈ, શાંતિલાલ. અમદાવાદ મજૂર મહાજન સંઘ. અમદાવાદ.
9.	પટેલ, ભાઈલાલભાઈ ઘા. ૧૯૭૦. ભાઈકાકાનાં સંસ્મરણો. અમદાવાદ: સસ્તું સાહિત્ય.
10.	બેંકર, શંકરલાલ. ગાંધી અને મજૂર સમિતિ. અમદાવાદ.
11.	ભટ્ટ, ઉષા. અમદાવાદ શહેરની સ્ત્રી નેતૃત્વશક્તિ. અમદાવાદ.
12.	ભટ્ટ, મીરા. સ્વયંસિદ્ધિનાં આરોહણ: સેવા આંદોલનની કથા. અમદાવાદ.
13.	મોદી, રમણ. રચનાત્મક કાર્યક્રમનું સામાજિક દર્શન. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
14.	મહેડ, સુસ્મિતા. જ્યોતિ વિકાસ યાત્રા. અમદાવાદ.
15.	શાહ, કાંતિલાલ. ઠક્કરબાપા. અમદાવાદ.
16.	શ્રીમાળી, દલપત. સેવામૂર્તિ પરીક્ષિતલાલ. અમદાવાદ.
17.	સોલંકી, ઉદયસિંહ જે. ૨૦૦૦. વલ્લભવિદ્યાલય, બોચાસણ. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	Constitutional and Administrative History of India: 1858-1950
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	Indian constitution is the culmination of a long constitutional process that began with Regulating Act in 1772. After 1858 the Queen's declaration promised reforms which were introduced in India gradually. It also deals with administrative history in general. This gives students a fair idea of the present-day structure of our government.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Transfer of Power to British Crown: Act of 1958 and Queen's Victoria's ProclamationThe Council Acts: 1861, 1892, 1909	25%
2.	<ul style="list-style-type: none">Montague Declaration (1917) and Montford Reforms (1919)Exercise for Constitution (1922-1935): An OverviewThe Act of 1935 and Provincial Autonomy	25%
3.	<ul style="list-style-type: none">Constitutional Exercises during the War Period (1940-1946): An OverviewMountbatten Plan and Indian Independence Act (1947)Constitution of Republic of India (1950)	25%
4.	<ul style="list-style-type: none">Crown's Policy towards Princely StatesGrowth of Central and Provincial Administration (1858-1947): A Survey	25%





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	<ul style="list-style-type: none">Public Services in India (1858–1947)	
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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand the constitutional and administrative changes in India
2.	know how present day Indian constitution evolved over the years
3.	learn how various administrative institutions were set up

Suggested References:	
Sr. No.	References
1.	Gopal, Sarvapalli. 1965. <i>British Policy in India: 1858–1905</i> . New Delhi: Cambridge University Press.
2.	Keith, A. B. 1936. <i>A Constitutional History of India: 1600–1935</i> . London: Methuen & Co.
3.	Metcalf, Thomas R. 1997. <i>Ideologies of the Raj</i> . New Delhi: Cambridge University Press.
4.	Mishra, V. B. 1987. <i>Evolution of the Constitutional History of India 1773–1947</i> . Delhi: Mittal Publications.
5.	Stokes, Eric. 1959. <i>The English Utilitarians in India</i> . New Delhi: Oxford University Press.





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6.	अग्रवाल, आर. सी. १९६२. भारतीय संविधान का विकास तथा राष्ट्रीय आंदोलन. दिल्ली: एस. चंद.
7.	काश्यप, सुभाष. १९९८. संसदीय लोकतंत्र का इतिहास. दिल्ली: दिल्ली विश्वविद्यालय.
8.	गोवर, बी. एल. एवं यश पाल. २००४. भारतीय स्वतंत्रता संग्राम तथा संवैधानिक विकास. दिल्ली: एस. चंद.
9.	शेठ, प्रवीण अने डे. सी. डेसाई. भारतનો બંધારણીય ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org
Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)





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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	Debates in Indian History
Total Credits of the course	4 + 1	Hours per Week	5

Course objectives:	History writing takes place in a socio-cultural environment and depends much on political ideology of the historian. This course introduces the students to some of the debates in Indian history and shows how historians manipulate evidence and how given their prejudices interpret data to suit their pet theories or dates.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Political Position and InterpretationThe Harappan QuestionThe Aryan Debate and the Date of the <i>Rigveda</i>	25%
2.	<ul style="list-style-type: none">The Date of the BuddhaThe Date of the <i>Ashtadhyayi</i>The Date of the <i>Arthasastra</i>	25%
3.	<ul style="list-style-type: none">The Question of 'Golden Age'The Problem of DeurbanisationWhen was Mediaevalism?	25%
4.	<ul style="list-style-type: none">Composite Culture?1857: Mutiny or War of Independence?Indian Freedom Movements: Debates	25%





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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)	
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
4.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
5.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
6.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	understand the politics of scholarship
2.	learn that practise of historical writing is not objective, nor neutral but affected by socio-political agendas
3.	learn to evaluate data and to interpret them

Suggested References:	
Sr. No.	References
1.	Bryant, Edwin. 2001. <i>The Quest for the Origins of Vedic Culture: The Indo-Aryan Migration Debate</i> . New York and Oxford: Oxford University Press.
2.	Bryant, Edwin F. and Laurie L. Patton (ed.). 2005. <i>The Indo-Aryan Controversy: Evidence and Inference in Indian History</i> . London and New York: Routledge.
3.	Chaturvedi, Jayati. 1990. <i>Indian National Movement: A critical study of five schools</i> . Agra: M. G. Publishers.
4.	Singh, Bhagwan. 1995. <i>The Vedic Harappans</i> . New Delhi: Aditya Prakashan.
5.	Lal, B. B. 2015. <i>The R̥gvedic People: 'Invaders'?/'Immigrants'? or Indigenous: Evidence of Archaeology and Literature</i> . New Delhi: Aryan Books International.
6.	Sharma, R. S. 2002. R̥g [sic] Vedic and Harappan Cultures: Lexical and





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	Archaeological Aspects. <i>Social Scientist</i> 30 (7/8): 3-12. https://doi.org/10.2307/3518148
7.	Bechert, Heinz. <i>The Dating of the Historical Buddha/Die Datierung des Historischen Buddha</i> . Göttingen: Vandenhoeck & Ruprecht.
8.	Narain, A. K. 2008. <i>The Date of the Historical Sakyamuni Buddha</i> . New Delhi: B. R. Publishing Corporation.
9.	Cardona, George. 1985. <i>Panini: A Survey of Research</i> . New Delhi: Motilal Banarasidass.
10.	Majumdar, R. C. 1963. <i>The Sepoy Mutiny and the revolt of 1857</i> . Calcutta: Firma K.L. Mukhopadhyay
11.	Sen S. N. 1957. <i>Eighteen Fifty Seven</i> . New Delhi: Publication Division.
12.	गोयल, श्रीराम. १९८७. गुप्तकालीन क्लासिकल संस्कृति. तदीय, गुप्त साम्राज्य का इतिहास, पृ० ४१९-४५४. मेरठ: कुसुमांजलि प्रकाशन.
13.	દવે, હેમન્ત. ૨૦૧૮. પ્રાચીન ભારતમાં અશ્વવિદ્યા આર્યો અને ઋગ્વેદનો સમય. સમીપે ૪૧-૪૨: ૬૦૯૮.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)

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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	Peasant and Tribal Movements in Colonial Gujarat 1757-1947
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	Indian freedom movement was not always about Congress and the revolutionaries. The peasants fought for their rights both with the institutional support and without it. It also shows how various peasant and tribal movements informed by different ideologies took divergent paths and how the interests of those involved were reconciled.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">• Introduction: Concept and Importance of its Study• 1857 in Gujarat: the Peasants and the Tribals• The Nayak Rebellion and Joriya Parmeshvar	25%
2.	<ul style="list-style-type: none">• Kheda Satyagraha (1917)• Bardoli Satyagraha (1928)• Kisan Sabha Andolano (1936-1947) in Gujarat	25%
3.	<ul style="list-style-type: none">• Talavia Andolan (1885)• The Bhagat (1905-1931) and the Eki Movement (1922)• The Devi Andolan (1922)	25%
4.	<ul style="list-style-type: none">• Peasant Revolt in the Princely States Khambhat (1890)• Khakhrechi Satyagrah (1929)• Mansa Satyagrah (1938)	25%





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Teaching-learning Methodology	Direct lectures, quizzes, seminars, tutorials, home assignments, audio-visual media (movies, documentaries, ppts, slides, etc.)
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	learn that Indian freedom movement was fought not only by the elite leaders but also by the masses.
2.	understand how movements were influenced by political ideology and how these developed because of that.
3.	evaluate the role of tribals and peasants to Indian freedom struggle and against the local exploiters.

Suggested References:	
Sr. No.	References
1.	Desai, A. R. (ed.). 1979. <i>Peasant Struggles in India</i> . Bombay: Oxford University Press.
2.	Hardiman, David. 1992. <i>Peasant Resistance in India (1858–1914)</i> . Delhi: Oxford University Press.
3.	Ludden, David. 1999. <i>Peasant History in South Asia</i> . Cambridge University Press.
4.	Stokes, E. 1978. <i>The Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India</i> .
5.	श्रीनिवासुलु, प्रभा. अंग्रेजी राज में किसान विद्रोह. भोपाल: स्वराज संस्थान संचनालय.





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6.	સિગ્રિસ્ટ, ક્રિસ્ટિયન એવં અન્ય. ૧૯૭૬. ભારત મેં કિસાન સંઘર્ષ ૧૯૫૬-૧૯૭૫. દિલ્લી: મૈકમિલન.
7.	દેસાઈ, ઈશ્વરલાલ ઇચ્છારામ. ૧૯૭૦. બારડોલી સત્યાગ્રહ. સૂરત: સ્વાતંત્ર્ય ઇતિહાસ સમિતિ, જિલ્લા પંચાયત સૂરત.
8.	જાની, એસ. વી. ૧૯૮૭. સૌરાષ્ટ્રમાં પ્રજાકીય લડત: ખાખરેચી સત્યાગ્રહ (૧૯૨૯-૧૯૩૦). સામીપ્ય, ઓક્ટોબર '૮૬-માર્ચ '૮૭.
9.	દેસાઈ, મહાદેવ. ૧૯૯૧. બારડોલી સત્યાગ્રહનો ઇતિહાસ. અમદાવાદ: નવજીવન.
10.	પંડ્યા, રોહિત. ૨૦૦૩. સાંસ્થાનિક ભારતનાં કિસાન આંદોલનો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
11.	મહેતા, મકરંદ. ૧૯૮૫. સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
12.	વાઘેલા, અરુણ. ૨૦૧૨. આઝાદીના જંગનો આદિવાસી રંગ. અમદાવાદ: અક્ષર પબ્લિકેશન.
13.	વાઘેલા, અરુણ. ૨૦૨૧. વિસરાયેલા શહીદો: પંચમહાલના આદિવાસી નાયકોનો આઝાદીનો જંગ. ત્રીજી આવૃત્તિ. અમદાવાદ: અક્ષર પબ્લિકેશન.
14.	વાઘેલા, અરુણ. ૨૦૧૯. સાંસ્થાનિક ગુજરાતની આદિવાસી યજ્ઞવળો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
15.	વાઘેલા, અરુણ. ૨૦૨૨. જોરિયા પરમેશ્વર. અમદાવાદ: પાર્શ્વ પ્રકાશન.
16.	શાહ, જયાબેન. ૧૯૮૮. સૌરાષ્ટ્રના સ્વાતંત્ર્ય સૈનિકો અને લડતો. રાજકોટ.

On-line resources to be used if available as reference material

On-line Resources

Relevant entries in Wikipedia (<https://www.wikipedia.org/>) and Encyclopaedia Britannica (<https://www.britannica.com/>)





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Relevant books available on archive.org

Relevant articles on Jstor (https://www.jstor.org/), Project Muse (https://muse.jhu.edu/)
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Master of Arts: History

M. A. History: Semester II

Course Code		Title of the Course	Study of Important Essays
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on constructive activities deals with the 'Gandhian Era' in Gujarat and how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Frank Perlin. 1993. Proto-Industrialization and pre-colonial South Asia. <i>Past & Present</i> 98: 30-95.प्राचीन भारत के सामाजिक इतिहास के अध्ययन, प्रवृत्तियां और संभावनाएं. <i>इतिहास</i> २, जनवरी-दिसम्बर १९९३, पृ. १-७०.रश्मिकान्त अेल० रावण. १९८१. २०मी सदी दरम्यान गुजरातमां सामाजिक सुधारानी प्रक्रिया. <i>विद्यापीठ</i>, शिशिर १९८१, पृ० २७-३७.	25%
2.	<ul style="list-style-type: none">Bipan Chandra. 1974. The Indian Capitalist Class and Imperialism before 1947. In R. S. Sharma (ed.), <i>Indian Society: Historical Probing: In Memory of D. D. Kosambi</i>, pp. 390-420. New Delhi: Peoples Publication House.	25%





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	<ul style="list-style-type: none">• Cathy Chua. 1986. Development of Capitalism in Indian Agriculture: Gujarat, 1850-1900. <i>Economic and Political Weekly</i> 21 (48): 2092-2099.• सुमीत सरकार. १८८५-१९०५: राजनीतिक एवं आर्थिक संरचना. तदीय, <i>आधुनिक भारत</i>, पृ. २९-६०. नयी दिल्ली: राजकमल प्रकाशन.	
3.	<ul style="list-style-type: none">• Rani Dhavan Shankardass. 1986. Spokesman for the Peasantry: The case of Vallabhbhai Patel and Bardoli. <i>Studies in History</i> 2 (1): 47-69.• डेविड हार्डिमन. १९९५. दक्षिण गुजरात में आदिवासी आत्माग्रह १९२२-१९२३. शाहिद अमीन और ज्ञानेन्द्र पांडेय, <i>निम्नवर्गीय प्रसंग भाग १</i>, पृ. ९६-१२८.• धनश्याम शाह. २००२. समाजज्वन. शिरीष पंचाल, बकुल टेलर, जयदेव शुक्ल (संपा०), <i>२०मी सदीनुं गुजरात</i>, पृ० १-२०. वडोदरा : संवाद प्रकाशन.	25%
4.	<ul style="list-style-type: none">• Crispin N. Bates. 1981. The Natural of social change in Rural Gujarat: the Kheda district 1818-1918. <i>Modern Asian Studies</i> 15 (4): 771-821.• ए. आर. कुलकर्णी. १९९४. भारतीय ग्राम मध्यकालीन दकन (मराठादेश) के विशेष संदर्भ में. <i>इतिहास</i> ३, जनवरी-दिसम्बर १९९४, पृ. ५९-१००.• अनंत डाड्या प्रियोणकर. १८४५/२००५. स्वर्ग दुर्गाराम महेताज्ज अने मानवधर्मसभानो उद्गम अने विकास. <i>डार्बस गुजराती सभा त्रैमासिक</i> ७१ (२): २२८-२४५.	25%





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Teaching-learning Methodology	Classroom reading of texts, group discussion, quizzes, seminars, tutorials, home assignments.
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Evaluation Pattern		
Sr. No.	Details of Evaluation	Weightage
1.	Internal Written Exams (as per CBSC R. 6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (as per CBSC R.6.8.3)	15%
3.	University Exams	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	how history is not just reporting of the sources but more importantly interpretation of the sources and how theorisation takes place in history writing.
2.	how to develop an argument based on the sources and to criticise alternative positions
3.	how history writing differs with the political stand or ideology accepted by the author
4.	have a fair understanding of various processes that took place in modern India, especially in Gujarat.

Suggested References:	
Sr. No.	References
1.	As stated above

On-line resources to be used if available as reference material
On-line Resources
Relevant entries in Wikipedia (https://www.wikipedia.org/) and Encyclopaedia Britannica (https://www.britannica.com/)
Relevant books available on archive.org





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Master of Arts: History

M. A. History External Bridge Course

Course Code	PA04EHIS52	Title of the Course	History of Ancient India
Total Credits of the course	4+1	Hours per Week	5

Course objectives:	This paper, along with the paper on mediaeval and modern India introduces the students to a general understanding of Indian history so that they can how Gujarat became for Gandhi the laboratory to carry out his political and socio-economic experiments and how Gujarat in general, including the princely states, responded to Gandhi's political philosophy and action.
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Course Content		
Unit	Description	Weightage (%)
1.	<ul style="list-style-type: none">Stone Age IndiaHarappan Civilisation: distribution, economy, society, contributionsVedic India: society, religion, economy	25%
2.	<ul style="list-style-type: none">Development of Jainism and Buddhism and its impact on Indian civilisationMauryan Empire: polity, economy, societyKushana Empire: economy and sculptural art	25%
3.	<ul style="list-style-type: none">Gupta Period: polity, society, economy and religionGupta art and architecture, literature, scienceSouth India: megaliths, development of agriculture,	25%
4.	<ul style="list-style-type: none">The Aryan debateIndian feudalism: debatesDeurbanisation: disputes	25%





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NEP 2020
Interdisciplinary Ph.D. Topics

1. Cultural History from Mediaeval Gujarati Literature (Gujarati Department)
2. Economic History of Gujarat (Economics Department)
3. Material Culture as Reflected in Mediaeval Sanskrit Literature (Sanskrit Department)
4. A Study of History-related Magazines of Gujarat (Library Science)
5. Contributions of Gujarat to Indian Knowledge System (Sanskrit Department)
6. Politics of Gujarat in Independent India (Political Science Department)
7. Changing Social Structure of Gujarat (Sociology Department)
8. History of Education in Gujarat (Education Department)

