

Curriculum Framework

Master of Arts in History

As per NEP 2020 and Learning Outcomes-based National Curriculum Framework
(Aligned with NCrF and NHEQF)

Effective From Academic Year 2025-2026



GUJARAT VIDYAPITH: AHMEDABAD

Curriculum Framework of Master of Arts in History

Published by:

Dr. Himanshu Patel

Registrar

Gujarat Vidyapith

Near Income Tax Office, Ashram Road, Ahmedabad - 380009.

From the Desk of Vice Chancellor...

Dear All,

Any curriculum, at any level, must be firmly grounded in the objectives and goals that an educator or an educational institution aspires to achieve for its students. A course that trains students to solve mathematical equations must be very different from one that teaches them how to play a musical instrument, practice yoga, or conduct social research. Each subject requires its own methods, activities, and learning goals, which is why curriculum design is so important.

Therefore, curriculum is of utmost importance, as it determines how teachers and students will spend their time—in laboratories, in clinical practice, in creative endeavors, or in interactive lectures. It also reflects what a class, a department, a school, or an institution value; what it defines as its mission; and what it expects its graduates to accomplish. In this sense, the curriculum is the map that guides the essentials of learning from the classroom level to the institutional level.

The true success of any curriculum must be judged by its ability to achieve its intended objectives. It is a test of how well an institution—or an individual teacher—understands and articulates those objectives, and how effectively a pathway is created for students to attain success as defined by them. Curriculum is, in fact, a continuous chain of activities designed to translate broad educational goals into concrete practices, learning materials, and observable changes in behavior. A lesson plan, for instance, is curriculum at the classroom level, answering the critical questions: *What do I want my students to know? How can I engage them meaningfully? How will I measure what they have learned?*

For a society to achieve its educational aspirations, the curriculum must be both functional and relevant to its needs. Through careful management of curriculum, effective use of resources, and policies that bring systemic improvements, education can move society toward a more promising future. Indeed, curriculum is the very foundation of any academic institution—without it, the institution would lose its purpose and direction.

At Gujarat Vidyapith, established by Mahatma Gandhi in 1920 with its rich cultural and educational heritage, we remain committed to these ideals, and we work with well-defined objectives to prepare our students for a brighter academic and social future.

It gives me immense pride and joy to announce the unveiling of the latest curriculum of Gujarat Vidyapith. This curriculum has been carefully designed in alignment with the objectives and guiding principles of the National Education Policy (NEP) 2020. I take this opportunity to place on record my deep appreciation for the efforts of the teaching faculty of Gujarat Vidyapith, the Members of the Board of Studies, and the Members of the Academic Council. Their dedication and vision have given shape to this comprehensive neo-curriculum, which will guide our students and our institution toward continued excellence.

With best wishes,

Dr. Harshad Patel
Vice Chancellor
Gujarat Vidyapith

Curriculum Framework

Master of Arts in History

Effective From Academic Year 2025-2026

Department of History & Culture M.A (History)

Faculty of Social Sciences

Gujarat Vidyapith

Board of Studies

Chairperson:

Dr. Kanaiyalal R. Nayak

Professor & Head, Department of History and Culture, Gujarat Vidyapith, Ahmedabad.

External Experts:

1) **Dr. Sudhir Lall**

Senior Faculty, Kalakosa, IGNC, New Delhi

2) **Dr. Vasant Patel**

Professor, Department of History, SP University, Vallabh Vidyanagar, Anand.

Members from the Department:

1) **Dr. Munjal Bhimdadkar**

Professor, Department of History and Culture, Gujarat Vidyapith, Ahmedabad.

2) **Dr. Rajendra Joshi**

Professor, Department of History and Culture, Gujarat Vidyapith, Ahmedabad.

3) **Dr. Zenamabibi Kadri**

Associate Professor, Department of History and Culture, Gujarat Vidyapith, Ahmedabad.

4) **Dr. Vikram Singh Amarawat**

Assistant Professor, Department of History and Culture, Gujarat Vidyapith, Ahmedabad.

5) **Dr. Motibhai Devu**

Assistant Professor, Department of History and Culture, Gujarat Vidyapith, Ahmedabad.

PROGRAMME STRUCTURE							
Code	Course Name	Hours			Credit	Evaluation	
		Theory	Practical	Total		CCE	TEE
Semester - 1							
256010412001	Subsidiary Branches of Historiography	60	00	60	4	40	60
256010412002	Traditions of Historiography	60 x 4	00	60 x 4	4x4	40x4	60x4
256010412003	Current Trends in History						
256010412004	Indigenous Historiography of India						
256010412005	Research Methodology in History						
256010412006	History and Biography						
	Community Living	-	60	60	2	Grade	Grade
Total		300	60	360	20+2	200	300
Semester - 2							
256010412007	Struggles in Colonial India (1757 AD – 1947 AD)	60	00	60	4	40	60
256010412008	Freedom Struggle of 1857	60	00	60	4	40	60
256010412009	History of Freedom Struggle of India (1857 AD – 1950 AD)	60	00	60	4	40	60
256010412010	Socio-Religious Renaissance in Modern India	60	00	60	4	40	60
256010412011	Indian Constitution	60	00	60	4	40	60
	Community Living	-	60	60	2	Grade	Grade
Total		300	60	360	20+2	200	300
Semester - 3							
256510412012	Historiography and Sources of History in Western India	60	00	60	4	40	60
256510412013	Political and Cultural History of Gujarat during Maratha Period	60 x 4	00	60 x 4	4x4	40x4	60x4
256510412014	Socio-Cultural Changes in 19th Century Gujarat						
256510412015	Political and Cultural History of Modern Gujarat (1808 AD -						
256510412016	Historical and Cultural Heritage of Gujarat						
256510412017	Historical Tourist Places of Gujarat						
	Community Living	-	60	60	2	Grade	Grade
Total		300	60	360	20+2	200	300

Semester - 4							
256510412018	Ancient Urban Culture of Gujarat	60	00	60	4	40	60
256510412019	History of Gujarat Vidyapith (From 1920 AD to 2025 AD)	60	00	60	4	40	60
256510412020	Constructive Activities and Institutes in Gujarat	60	00	60	4	40	60
256510412021	History of Ahmedabad	60	00	60	4	40	60
256510412022	Dissertation	--	--	--	4	40	60
	Community Living	-	60	60	2	Grade	Grade
Total		240	60	300	20+2	200	300
Grand Total		1140	240	1380	80+8	800	1200
						2000	

M.A. (History) (Four Sessions)				
Order	Elective Course Question Paper (Credit)	Essay (Credit)	Cool Question Paper	Cool Credit
Session-1	5 (20)	-	5	20
Session-2	5 (20)	-	5	20
Session-3	5 (20)	-	5	20
Session-4	4 (16)	1 (4)	5	20
Total	19 (76)	1(4)	20	80

Programme Outcomes (POs)

After successful completion of the management program, students will be able to:

PO-1	Advanced Knowledge	Enables Students to Specialize in the Basic and Deep Principles and Achievements of the Social Sciences, So That They Can Explain the Society in a Holistic Way Through an Interdisciplinary Approach.
PO-2	Research and Problem	Solving Skills - Develops in Students the Ability to Identify Social Challenges, Cultivate Inference and Conduct Systematic Research, which is Critical for Academic Advancement.
PO-3	Experimental and Analytical Skills	Strengthen the Ability in Students to Analyze Data and Draw Its Precise Conclusions, So That Scientific Findings Become Reliable and Repeatable.
PO-4	Interdisciplinary Approach	Promotes an Integrated Study Method with Other Subjects, So That the Student is Prepared for Study, Research and Practical Use in Various Social and Allied Subjects.
PO-5	Environmental Awareness and Sustainable Development	Develops an Approach to Connect Research with Sustainable Development Goals in Students, So That They Can Use Responsible Resources to Meet Environmental Challenges.
PO-6	Ethics and Professional Values	Exposes Honesty, Ethical Research Methods and Gandhian Values in Students, So That They Can Make Responsible Decisions in the Academic and Professional Fields.
PO-7	Effective Scientific Communication	Gives Students the Ability to Present the Principles, Research and Innovations of the Social Sciences in a Clear and Effective Manner, which is Important for Academic Publishing and Industry Communication.
PO-8	Modern Technological Experiments	Enables Students to Use Modern Tools, Data Analytics and Mathematical Methods, So That They Become Proficient in Modern Social Research.
PO-9	Teamwork and Leadership in Research	Develops Leadership and Collaborative Research Capacity in Students, So That They Can Work Effectively in Different Research Groups and Address Social Challenges Historically and Scientifically.
PO-10	Constant Learning and Adaptability	Develops in Students the Mentality to Constantly Learn and Adjust to the Changing Times and Technology.
PO-11	Project Management and Entrepreneurial Thinking	Gives Students the Ability to Work in Research-based Projects in the Social Sciences and Develop Analytical Efficiencies and Innovative Entrepreneurial Ideas in Them.
PO-12	Social and Community Engagement	Strengthens the Gandhian Values of Service, Simplicity and Self-reliance Among Students, So That They Can Make Meaningful Contributions to Society and Community for Equitable and Sustainable Development.

Programme Specific Outcomes (PSOs)

After Successful Completion of the M.A. Program with a Specialization in History, Students will be Able to:

PSO-1	By Analysing Various Approaches to Pso1 Historiography, Students Will Develop the Ability to Connect the Past with the Present and Be Able to Understand Modern Society Through Historical Methods. They Will Adopt an Interdisciplinary Approach and Will Be Able to Analyze the Current Situations Using Research Methods of the Social Sciences.
PSO-2	Students develop an Understanding of the National Importance of Regional History, they can Gain the Perspective Needed to Understand Local Societies in the Context of Time.
PSO-3	Students Will Develop an Interdisciplinary Approach, the Ability to Use Research Methods and Tools in the Social Sciences and Mastery of Various Analytical Methods, as Well as New Technical Skills.

Evaluation Method					
Internal Assessment: 40 Marks					
Syllabus	Credit	Written Exam Marks	Symposium Marks	Assignment Qualities	Total Marks
M.A.	4	20	10	10	40
M.A. (essay)	4	The internal assessment of the essay will be done by the guide			40

External Evaluation			
Syllabus	Credit	Written Test	Total Marks
M.A.	4	A total of four questions will be detailed which will be in the framework of one or one. Each question will be of 15 marks.	60
M.A. (Essay)	4	An essay will be given to the external examiner for external evaluation of the essay on the basis of which the oral examination will be conducted.	60

The Entire Evaluation				
Syllabus	Credit	Internal Exam Marks	External Exam Marks	Total Marks
M.A.	4	40	60	100
M.A. (Dissertation)	4	40	60	100

CO Attainment Levels (OBE & NEP 2020 Aligned)						
COs Attainment Levels	Level	Description	Attainment Criteria			
	Level 3	High	$\geq 80\%$ of students score above a set performance benchmark			
	Level 2	Moderate	60%–79% of students meet the performance benchmark			
	Level 1	Low	40%–59% of students meet the performance benchmark			
	Level 0	Not Attained	< 40% of students achieve the desired learning outcome			
Target Attainment (Benchmark)	COs			CO-1	CO-2	CO-3
	Target Level (%)			60	60	60

Program - M.A (History)		
Semester- 1		
Course Code	Name of Course	Compulsory
256010412001	Subsidiary Branches of Historiography	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Students Will be Familiar with the Assistant Branch of History Writing.
CO-2	Students Will Understand the Importance of Archaeological Knowledge.
CO-3	Students Will be Familiar with Archaeology and Numismatic.
CO-4	Students Will Get Information About the Importance of Archives in Writing the History.

Detailed Syllabus	
Unit-1. Development of Archaeology as a Discipline	
1.1 Definition and Scope of Archaeology	
1.2 The Changing Trends of Archaeology	
1.3 The Importance of Archaeology as Source of History.	
Unit -2 Development of Epigraphy as a Discipline	
2.1 Definition of Epigraphy and its Types	
2.2 Importance of Inscriptions as Source of History	
Unit-3 Development of Numismatic as a Discipline	
3.1 Origin and Development of Coins in India	
3.2 Importance of Coins as Source of History	
Unit-4 Development of Archival Science as Discipline	
4.1 Definition, Meaning and Form of Archives	
4.2 The Usefulness of Documents in History Writing	

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Avg. (Row)
CO1	3	3	2	2	1	2	2	—	2	2	1	2	2.0
CO2	3	2	2	2	1	2	2	1	2	2	—	2	1.92
CO3	3	3	3	3	1	2	2	1	3	2	2	2	2.25
CO4	3	3	2	2	1	2	2	—	2	2	—	2	1.92
Avg. (Col)	3.0	2.75	2.25	2.25	1.0	2.0	2.0	0.5	2.25	2.0	0.75	2.0	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	पाण्डेय राकेश प्रकाश .(1989) .भारतीय पुरातत्व. भोपाल.मध्यप्रदेश हिंदी ग्रन्थ अकादमी :
2	પંડ્યા ચંદ્રકાંત. (તારીખ નથી). દફતર સંચાલન. અમદાવાદ: ગુજરાત રાજ્ય દફતર ભંડાર ગાંધીનગર.
3	પંડ્યા ચંદ્રકાંત. (તારીખ નથી). ભારતમાં દફતર વિદ્યાની પ્રવૃત્તિ અને ગુજરાત. ગાંધીનગર: ગુજરાત રાજ્ય દફતર ભંડાર ગાંધીનગર
4	દેસાઈ પંકજ. (તારીખ નથી). દફતર વિદ્યાના મૂલતત્વો. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ અમદાવાદ.
5	જોષી બિંદુવાસીની. (તારીખ નથી). દફતરની સાચવણી. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
6	મહેતા,ર. ના. .(1961) પુરાવસ્તુ વિદ્યા. વડોદરા
7	જમીનદાર રશેશ. (તારીખ નથી). દફતરની વિભાવના. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
8	પંચાલસમીર. (2010). ગુજરાતનાં દેશી રજવાડાઓના સિક્કાઓ. અમદાવાદ: સમીરપંચાલ પ્રકાશન.
9	શાસ્ત્રી હરિપ્રસાદ. (1973). ભારતીય અભિલેખવિદ્યા. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાત રાજ્ય.
10	શાસ્ત્રી હરિપ્રસાદ. (1979). ભારતીય સિક્કાશાસ્ત્ર. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાત રાજ્ય.

Program - M.A (History) Semester- 1		
Course Code	Name of Course	Compulsory
256010412002	Traditions of Historiography	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Informed About the Western and Eastern Traditions of Historiography.
CO-2	Will Be Apprised of the Variations in Historiography That Took Place Before and After Independence
CO-3	Indian Marxists Will Be Aware of Historiography and Cambridge Historiography.
CO-4	Students Will Develop an Understanding of Postmodernism and Indian Sub-altern Historiography in Historiography.

Detailed Syllabus	
Unit-1.	
1.1 Western and Oriental Traditions of Historiography	
1.2 Indian Tradition of Historiography (Ancient and Medieval)	
Unit -2	
2.1 Colonial Historiography in India during 19th century	
2.2 Nationalist Historiography Before Independence	
2.3 Nationalist Historiography After Independence	
Unit-3	
3.1 Indian Marxist Historians and Historiography	
3.2 Cambridge Historiography	
Unit-4	
4.1 Postmodernism in Historiography	
4.2 Subaltern Historiography	

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Avg. (Row)
CO1	3	3	2	2	1	2	2	1	2	2	1	2	1.92
CO2	3	3	2	2	1	2	2	—	2	2	—	2	1.82
CO3	3	3	3	2	1	2	2	1	2	2	2	2	2.08
CO4	3	3	2	3	1	2	2	—	2	2	1	2	2.0
Avg. (Col)	3.0	3.0	2.25	2.25	1.0	2.0	2.0	0.5	2.0	2.0	1.0	2.0	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	<i>Approaches to History - Essays in Indian Historiography</i> . (2015). New Delhi: ICHR.
2	Lal, V. (2003). <i>The History of History - Politics and Scholarship in Modern India</i> . New York: OUP.
3	इरफान हबीब).2005 .(इतिहास और विचारधारा) .रमेशरावत, अनु. नईदिल्ली :ग्रन्थशिल्पी.
4	ई .(2011) .श्रीधरन .इतिहास.लेख एक पाठ्यपुस्तक- नई दिल्ली.ओरिएंट ब्लैकस्वान :
5	एच पांचाल .सी.,& एच .(2014) .बघेला .एस.इतिहास के सिद्धान्त एवं पद्धतियाँ. जयपुर.रिसर्च पब्लिकेशन्स :
6	नंदकिशोर आचार्य .(2012) .इतिहास के सवाल. नई दिल्ली.
7	प्रभात कुमार शुक्ल .(2012) .(सं)इतिहास लेखन की विभिन्न दृष्टियाँ. नई दिल्ली.ग्रन्थ शिल्पी :
8	ब्रजेश कुमार श्रीवास्तव .(2016) .इतिहास लेखन: अवधारणा, विधारण एवं साधन. आगरा.पब्लिशिंग .डी.पी.बी.एस :
9	मारविक आर्थर .(2003) .इतिहास का स्वरूप लालबहादुर वर्मा) ., अनु.ग्रन्थ शिल्पी :नई दिल्ली (.)
10	शंकर गोयल .(2000) .(सं)प्राचीन भारत का आधुनिक इतिहास.लेखन- जोधपुर.कुसुमांजलि बुक वर्ड :

Program - M.A (History)		
Semester- 1		
Course Code	Name of Course	Compulsory
256010412003	Current Trends in History	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Know About Subaltern and Regional History.
CO-2	Will Learn About the Relationship Between Literature and the History of the Visual Media.
CO-3	Students Will Be Familiar with the Oral Tradition of Historiography and Environmental History.
CO-4	Will Be Informed About the Discussion and Secularity of Rewriting in Indian History.

Detailed Syllabus	
Unit-1.	
1.1	Subaltern History
1.2	Regional History
Unit -2	
2.1	Literature and History
2.2	Visual Medium and History (Historiophoty)
Unit-3	
3.1	Oral Tradition and History
3.2	Environmental History
Unit-4	
4.3	Discussion of History Rewriting in the Context of Indian History
4.4	Discussion of Secularism in History in the Context of Indian History

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	3	1	2	2	—	2	2	1	3	2.18
CO2	3	2	2	3	1	2	3	1	2	2	1	2	2.0
CO3	3	3	2	2	3	2	2	—	2	2	1	2	2.18
CO4	3	3	2	2	1	3	2	1	2	2	2	2	2.17
Avg.	3.0	2.75	2.0	2.5	1.5	2.25	2.25	0.75	2.0	2.0	1.25	2.25	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Ayers, E. (2001). The Past & Futures of Digital History. History News, 56(11), 5-9.
2	Barta, T. (Ed.). (1998). Screening the Past: Film and the Representation of History. Praeger Publishers.
3	Chatterjee, P., Thakrta, T., & Kar, B. (Eds.). (2014). New Cultural Histories of India. New Delhi: OUP.
4	White, H. (1988, December). Historiography and Historiophoty. The American Historical Review, 93(5), 1193-1199. doi: http://doi.org/10.1086/ahr/93.5.1193
5	Guha, R. (Ed.). (n.d.). Subaltern Studies I: Writings on South Asian History and Society. 1982, Delhi: Oxford University Press.
6	Kosambi, D. (2008). Myth and Reality. Bombay: Popular Prakashan.
7	Rai, D. (2022). Contested Representation: Dalits, Popular Hindi Cinema, and Public Sphere.: Rowman & Littlefield.
8	Sahu, B. (2014, June). Regions from the Perspective of Changing Perceptions of Early India. <i>Indian Historical Review</i> , 41(1), 1-17. doi:10.1177/0376983614521728
9	Sahu, B. (2015, March-April). From Regional Histories to Histories of the Regions and Beyond. <i>Social Scientist</i> , 43(3/4), 33-47.
10	Sahu, B. (2020). <i>The Making of Regions in Indian History : Society, State and Identity in Premodern Odisha</i> . New Delhi: Primus.
11	Spiropoulou, A. (2015). History and Literature : An Interview with Hayden White. <i>Synthesis : an Anglophone Journal of Comparative Literary Studies</i> .
12	रोमिला थापर, नासिर तैयबजी, माईकल डब्ल्यूमाईस्टर ., आरनाथ ., सतीशचंद्र, ज्ञानेन्द्र पांडे, बिपिनचंद्र .(1991) .इतिहास की पुनर्व्याख्या. नई दिल्ली.राजकमल प्रकाशन :
13	प्रदीप सक्सेना .(2003) .(.सं)इतिहास का सच और सच का इतिहास. नई दिल्ली.उद्घावना प्रकाशन :
14	बिपिन चंद्र .(2004) .सांप्रदायिकता एक परिचय. नई दिल्ली.अनामिका पब्लिशर्स :
15	रामविलास शर्मा .(2007) .इतिहास दर्शन. नई दिल्ली.वाणी प्रकाशन :

Program - M.A (History) Semester- 1		
Course Code	Name of Course	Compulsory
256010412004	Indigenous Historiography of India	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Students Will Be Aware of the Various Discussions of the Indignity.
CO-2	Students Will Learn About the Country's Historiography and Historians in Ancient India.
CO-3	Students Will Become Aware of Medieval India's Indigenous Historiography
CO-4	Students Will Become Aware of India's Indigenous Historiography in Modern Period.

Detailed Syllabus	
Unit-1.	
1.1	Definitions and Discussions of Indigenous and Indigeneity
1.2	Debate on Indigenous Historiography
Unit -2	
2.1	Indian Calander System and History
2.2	Understanding of Historiography and Development of Indigenous Historiography in Ancient India
2.3	Indigenous Historians in Ancient India and their Works
Unit-3	
3.1	Influence of Various Traditions of Historiography in Medieval India on Indigenous Historiography
3.2	Indigenous Historians and Historiography in Medieval India
Unit-4	
4.1	Indigenous Historiography in the Eighteenth and Nineteenth Centuries
4.2	Indigenous Historiography and Imperial Historiography

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Avg.
CO1	3	2	2	3	2	2	2	1	2	2	1	3	2.0
CO2	3	3	2	3	2	2	2	–	2	2	1	2	2.09
CO3	3	2	2	2	1	2	2	1	2	2	1	2	1.83
CO4	3	2	2	2	1	2	2	1	2	2	1	2	1.83
Avg.	3.0	2.25	2.0	2.5	1.5	2.0	2.0	0.75	2.0	2.0	1.0	2.25	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Lal, V. (2003). <i>The History of History - Political Scholarship in Modern India</i> . New York: Oxford University Press.
2	Mukhiya, H. (2017). <i>Historians and Historiography during the reign of Akbar</i> . New delhi: Akaar Publishers.
3	Sabyasachi, B. (Ed.). (2015). <i>Approaches to History - Essays in Indian Historiography</i> . New Delhi: ICHR.
4	अशोककुमारसिंह) .2012 .(तुगलककालीनइतिहासकारएवंइतिहास-लेखन.जयपुर :पंचशीलप्रकाशन.
5	आर्थर मारविक .(2003) .इतिहास का स्वरूप लालबहादुर वर्मा) ., अनु.ग्रन्थ शिल्पी :नई दिल्ली (.)
6	इरफान हबीब .(2005) .इतिहास और विचारधारामेश रावत) ., अनु.ग्रन्थ शिल्पी :नई दिल्ली (.)
7	ई .(2011) .श्रीधरन .इतिहास 500) एक पाठ्यपुस्तक - लेख-ई से .पू.सन् .(तक 2000 नई दिल्लीओरियेंट : ब्लैकस्वान
8	एचपांचाल .सी.,& एच .(न.दि) .बघेला .एस.इतिहास के सिद्धान्त एवं पद्धतियाँ. जयपुर.रिसर्च पब्लिकेशन्स :
9	नंदकिशोर आचार्य .(2012) .इतिहास के सवाल. नई दिल्ली.सस्ता साहित्य मंडल प्रकाशन :
10	प्रभात कुमार शुक्ल .(2012) .(सं)इतिहास लेखन की विभिन्न दृष्टियाँ. नई दिल्ली.ग्रंथ शिल्पी प्रकाशन :
11	ब्रजेश कुमार श्रीवास्तव .(2018) .इतिहास लेखन: अवधारणा, विधाएँ व साधन. आगरा.पब्लिशिंग हाऊस.डी.पी.बी.एस :
12	विक्रमसिंह अमरावत,& ज्योत्सना .(2020 दिसम्बर-जनवरी) .पश्चिमी राजस्थान में देशज इतिहासलेखन का संक्रांति काल एवं क्षेत्रीय इतिहास का विमर्शविक्रमसिंह अमरावत) ., सं .(विद्यापीठ, (4-1)58, .198-176
13	शंकर गोयल .(2000) .(सं)प्राचीन भारत क आधुनिक इतिहास.लेखन- जोधपुरकुसुमांजली : बुक वर्ड.
14	सतीशचंद्र .(2007) .मध्यकालीन भारत में इतिहास लेखन, धर्म और राज्य का स्वरूप. नई दिल्ली.ग्रन्थ शिल्पी :
15	हरबंस मुखिया .(2020) .मध्यकालीन भारत एक आयाम. नई दिल्ली.राजकमल प्रकाशन :

Program - M.A (History)		
Semester- 1		
Course Code	Name of Course	Compulsory
256010412005	Research Methodology in History	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Student Will Understand the Importance of History Research.
CO-2	Student Will be Informed About the Different Types, Methods and Tools of History Research.
CO-3	Student Will Learn in Detail About the Various Steps of History Research
CO-4	Student Will be Aware of the Diversity of Context Writing in History Research.

Detailed Syllabus	
Unit-1.	
1.1	Meaning, Concept, Types and Significance of Research
1.2	Areas of Historical Research
Unit -2 Methods and Tools of Research	
2.1	Archaeological and Oral Methods
2.2	Content-Analysis, Library and Documentary Methods
2.3	Extraction and Interpretation of Historical Information
Unit-3	
3.1	Steps of Historical Research
3.2	Subject Selection, Definition and Preparation of Research-Proposal
Unit-4	
4.1	Literature Review: Meaning, Significance and Methodology
4.2	Footnotes, References and Bibliography

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Avg.
CO1	3	3	3	2	1	2	2	1	2	2	2	2	2.08
CO2	3	3	3	3	1	2	2	2	2	2	2	2	2.25
CO3	3	3	3	2	1	2	2	2	2	2	2	2	2.17
CO4	2	3	2	2	1	2	2	2	2	2	2	2	2.00
Avg.	2.75	3.0	2.75	2.25	1.0	2.0	2.0	1.75	2.0	2.0	2.0	2.0	

Teaching Pedagogy		
	➤	Lecture
	➤	Symposium
	➤	Group Discussion
	➤	Visit
	➤	Demonstration
	➤	Observation
	➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Kosambi, D. (2008). <i>Myth and Reality</i> . Bombay: Popular Prakashan.
2	Southgate, B. (2008). <i>History : What & Why</i> . London: Routledge.
3	આર્થરમારવિક.2003 .(ઇતિહાસકાસ્વરૂપ) .લાલબહાદુરવર્મા, અનુ .(નईदिल्ली :ग्रन्थशिल्पी.
4	एच.सी .पांचाल,&एच.एस .बघेला) .2015 .(इतिहासकेसिद्धान्तएवंपद्धतियाँ.जयपुर :रिसर्चपब्लिकेशन्स.
5	गोविन्द्र चन्द्र पान्डे .(1973) .(सं.)इतिहासः स्वरूप एवं सिद्धान्त. जयपुर.राजस्थान हिन्दी ग्रन्थ अकादमी
6	लालबहादुर वर्मा .(2010) .इतिहास .कैसे-क्या-क्यों : नई दिल्लीहिंदी माध्यम कार्यान्वय निदेशालय दिल्ली : .विश्वविद्यालय
7	યતીન્દ્ર ઈ, દીક્ષીત ,& પ્રવિણચંદ્ર સી. પરીખ. (1996). <i>ઐતિહાસિક સાધનો</i> . અમદાવાદ: ગૂજરાત યુનિવર્સિટી.
8	रमणलाल क. धारैया. (1992). <i>ऐतिहासिक पद्धति</i> . अमदावाए: सी.जमनादास कंपनी.
9	रसिकलाल परीष. (1986). <i>इतिहासः स्वरूप अने पद्धति</i> . अमदावाए: गुजरात युनिवर्सिटी.
10	रसेश जमीनदार. (1976). <i>इतिहास संकल्पना अने संशोधन</i> . अमदावाए: गूजरात विद्यापीठ.

Program - M.A (History)		
Semester- 1		
Course Code	Name of Course	Compulsory
256010412006	History and Biography	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Know Biographies in the Context of History and Understand Biographies Written in Ancient and Medieval Times in the Context of History.
CO-2	Will evaluate the Autobiography of Banarsidas Jain – the Half Story in the Context of History.
CO-3	The Autobiography of Veer Narmad – Will Understand <i>Mari Hakikat</i> in the Context of History.
CO-4	Kamlashankar Pandya's Autobiography – <i>Veran</i> Will Understand Life in the Context of History.

Detailed Syllabus	
Unit-1.	
1.1 Biography and History	
1.2 Biographical Writing Tradition in Indian History – Biographies Written in Ancient and Medieval Times	
Unit -2	
2.1 17 th Century Biography of Banarsidas Jain – <i>Ardha Kathanak</i>	
2.1.1 Contemporary Society in <i>Ardha Kathanak</i>	
2.1.2 <i>Ardha Kathanak</i> as a Document of History	
Unit-3	
3.1 Veer Narmad's Autobiography – <i>Mari Hakikat</i>	
3.1.1 <i>Mari Hakikat</i> and Contemporary Gujarat	
3.1.2 <i>Mari Hakikat</i> as a Historical Document	
Unit-4	
4.1 Kamlashankar Pandya's Autobiography – <i>Veran Jeevan</i>	
4.1.1 <i>Veran Jeevan</i> and Contemporary Gujarat	
4.1.2 <i>Veran Jeevan</i> as a Historical Document	

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	3	1	2	2	–	2	2	1	2	2.00
CO2	3	3	2	2	1	3	2	–	2	2	1	2	2.08
CO3	3	2	2	2	–	3	3	–	2	2	–	2	2.00
CO4	3	2	2	2	–	3	2	–	3	2	–	3	2.27
Column Avg.	3.00	2.25	2.00	2.25	0.67	2.75	2.25	–	2.25	2.00	0.67	2.25	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Questioning
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Anderson, L. (1988). Autobiography. New York: Routledge Publication.
2	Cobley, P. (2006). Narrative. London: Routledge Publication.
3	Lee, H. (2009). Biography A Very Short Introduction. New York: Oxford University Press.
4	Marcus, L. (2018). Autobiography: A Very Short Introduction. London: Oxford University Press.
5	Sharma, Y., & Ramaswamy, V. (Eds.). (2009). Biography as History: Indian Perspective. New Delhi: Orient Black swan.
6	बनारसीदास. (1957). अर्ध-कथानक. (नाथूराम प्रेमी, सं.) बम्बई: हिन्दी ग्रन्थ रत्नाकर लिमिटेड.
7	કમળાશંકર પંડ્યા. (1973). વેરાન જીવન. અમદાવાદ.
8	નર્મદાશંકર લાલશંકર નર્મદ. (2003). મારી હકીકત. (રમેશ મ. શુક્લ, સંપા.) અમદાવાદ: પાર્શ્વ પ્રકાશન.

Program - M.A (History)		
Semester- 2		
Course Code	Name of Course	Compulsory
256010412007	Struggles in Colonial India (1757 AD – 1947 AD)	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Know About the Factors of the Farmers' Movement in India in the 19th and 20th Centuries.
CO-2	Will Be Able to Evaluate the Champaran, Kheda and Bardoli Satyagraha.
CO-3	Will Be Informed About Ulgulan, Nayaka and Devi Movements.
CO-4	Will Know About the Santhal, Moplah and Tebhaga Movement.

Detailed Syllabus	
Unit-1.	
1.1	The Role and Factors of the Farmers' Movement in 19th Century India
1.2	The Role and Factors of the Gandhian Peasant Movement in 20th Century India
Unit -2	
2.1	Champaran Satyagraha (1917)
2.2	Kheda Satyagraha (1918)
2.3	Bardoli Satyagraha (1928)
Unit-3	
3.1	Joria Parmeshwar's Nayaka Rebell
3.2	Ulgulan Movement
3.3	Devi Movement of Gujarat
Unit-4	
4.1	Santhal Rebellion (1855-56)
4.2	Moplah Rebellion
4.3	Tebhaga Movement

Mapping Matrix of POs, PSOs, and Cos													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	3	1	2	2	–	2	2	1	2	2.00
CO2	3	3	2	2	1	3	2	–	2	2	1	2	2.08
CO3	3	2	2	2	–	3	3	–	2	2	–	2	2.00
CO4	3	2	2	2	–	3	2	–	3	2	–	3	2.27
Column Avg.	3.00	2.25	2.00	2.25	0.67	2.75	2.25	–	2.25	2.00	0.67	2.25	

Teaching Pedagogy
➤ Lecture
➤ Symposium
➤ Assignment
➤ Questioning
➤ Group Discussion
➤ Visit
➤ Demonstration
➤ Observation
➤ Source method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Bandyopadhyay, S. (1990). <i>Caste, Politics and the Raj: Bengal 1872-1937</i> . Culcutta .
2	Banerjee, P. (2006). <i>Politics of Time : Primitives and History - writing in a Colonial Society</i> . New Delhi .
3	Dale, S. (1980). <i>Islamic Society on the south Asian Frontiers: The Mapillas of Malabar 1498-1922</i> . New Delhi.
4	Singh, s. (1994). <i>Gandhis First step Champaran Movement</i> . New Delhi : B.R.Publishing Corporation .
5	अरुण वाघेला .(2023) . <i>जोरिया परमेश्वर</i> . नई दिल्ली.पोथी पुस्तक :
6	स .(2013) . <i>कपूर .लोह पुरुष सरदार वल्लभभाई पटेल</i> . नई दिल्ली.विद्या विहार प्रकाशन :
7	મકરંદ મહેતા. (તારીખ નથી). <i>સાંસ્થાનિક ભારતનો આર્થિક ઇતિહાસ</i> . અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાત રાજ્ય.
8	સુરેશ શેઠ. (1990). <i>ભારતમાં સામાજિક ધાર્મિક સુધારા ચળવળો</i> . અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાત રાજ્ય.

Program - M.A (History)		
Semester- 2		
Course Code	Name of Course	Compulsory
256010412008	Freedom Struggle of 1857	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Apprised of the Economic and Political Situation of India During the Freedom Struggle of 1857 and the Policies of the East India Company.
CO-2	Will Know the Causes, Forms and British Policies Towards the Freedom Struggle of 1857.
CO-3	Will Be Acquainted with the Scope, Events, Its Effects and the Activities of the Main Leaders of the Freedom Struggle of 1857.
CO-4	Will Be Able to View the Freedom Struggle of 1857 from the Point of View of Literature and Evaluate the History Writing of That Context.

Detailed Syllabus	
Unit-1.	
1.1 Establishment of the British East India Company and Its Policies	
1.2 India's Economic and Political Situation in 1857	
Unit -2	
2.1 Causes and Forms of the Struggle of 1857	
2.2 British Policy and Repression Towards the Struggle	
Unit-3	
3.1 The Scope of the Struggle, Events and Its Effects	
3.2 Key Leaders of the Struggle	
Unit-4	
4.1 An Assessment of the Historiography of the 1857 Struggle	
4.2 Freedom Struggle of 1857 and Literature	

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	2	1	2	2	–	2	2	1	2	2.00
CO2	3	3	2	2	1	3	2	–	2	2	1	2	2.08
CO3	3	2	2	2	–	2	3	–	3	2	–	2	2.18
CO4	2	2	2	3	–	3	3	–	2	2	–	2	2.18
Column Avg.	2.75	2.50	2.00	2.25	0.50	2.50	2.50	–	2.25	2.00	0.50	2.00	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Buckler, F. (1985). The Political Theory of the Indian Mutiny. (M. Pearson, Ed.) Michigan University Press.
2	Charles, B. (1859). History of Indian Mutiny Giving a Detailed Account of the Sepoy Insurrection in India. London: London Printing and Publishing Company.
3	Chaudhuri, S. (1955). Civil Disturbances During British Rule in India 1765-1857. Calcutta: World Press.
4	Chaudhuri, S. (1957). Civil Rebellion in the Indian Mutinies 1857-1859. Calcutta: World Press.
5	Chaudhuri, S. (1965). Theories of the Indian Mutiny 1857-1859. Calcutta: World Press.
6	John, C.-B. (1861). The Punjab and Delhi in 1857. London: Blackwood Publication.
7	Nicolai, D. (1988). The Indian National Uprising of 1857: A Contemporary Russian Account. Calcutta.
8	सावरकर, व. (2017). 1857 का स्वतन्त्र्य समर. नई दिल्ली: तुलिका पब्लिशर्स.

Program - M.A (History)		
Semester- 2		
Course Code	Name of Course	Compulsory
256010412009	History of The Indian Freedom Struggle (1857 AD to 1950 AD)	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Learn About the Revolution of 1857 as the First War of Independence and the Economic Nationalism That Followed.
CO-2	Will Be Informed About the Various Revolutionary and Other Activities Carried Out in the National Movement From 1885 to 1915.
CO-3	Will Know and Evaluate the Gandhian and Revolutionary Activities of the National Movement.
CO-4	Will Be Able to Know and Evaluate the Major Events That Took Place in the Period From 1942 to 1947 in the Context of the National Movement.

Detailed Syllabus	
Unit-1.	
1.1	First War of Independence – 1857
1.2	Policies of the British Government After 1857 and the Rise of Economic Nationalism
Unit -2	
2.1	The Establishment of the Indian National Congress and the Second Phase of the National Movement (1885-1915)
2.2	Revolutionary Activities (1885-1915)
Unit-3	
3.1	Gandhian Activities of the National Movement – Non-cooperation, Bardoli, Civil Disobedience and Quit India Movement
3.2	Revolutionary Activities of the National Movement - Arvind Ghosh, Veer Savarkar, Sardar Bhagat Singh, Azad Hind Fauj, Naval Mutiny
Unit-4	
4.1	The Last Stage of the Attainment of Swaraj (1942-1947) – Cripps Mission, Cabinet Mission, Wavell Scheme, Mountbatten Scheme
4.2	The Attainment of Swaraj and the Horrors of Partition

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	1	2	2	–	2	2	1	2	2.00
CO2	3	3	2	2	1	2	2	–	2	2	1	2	2.08
CO3	3	3	3	3	–	3	3	–	3	2	–	2	2.56
CO4	3	3	2	2	–	3	2	–	3	2	–	2	2.33
Column Avg.	3.00	2.75	2.25	2.25	0.50	2.50	2.25	–	2.50	2.00	0.50	2.00	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Sarkar Sumit. (1985). Modern India 1885-1947, Delhi, Macmillan
2	Desai, A.R. (1979). Peasant Struggles in India, O.U.P.,
3	Fisher, Michael H. (1993). Indirect Rule in India: 1764-1857, O.U.P.
4	Kumar, Dharma (Ed.) (1984)
5	Sen, S.P. (Ed.) (1979).
6	Thompson, Edward and (1966). Rise and Fulfilment of British Rule in India, Allahabad, Garrat, T.C.
7	Brown, Judith M. (1977). Gandhi and Civil Disobedience: The Mahatma in Indian Politics: 1928-1934. Cambridge,
8	Brown, Judith M. (1972). Gandhi's Rise of Power: India Politics: 1915-1922. Cambridge,
9	Brown, Judith M. (1994). Modern India: The Origins of Asian Democracy. OUP.
10	Chandra, Bipin. (1989). India's Struggle for Independence. Penguin.
11	Majumdar, R.C. (1978). An Advanced History of India, MacMillan, New Delhi
12	માથુર, લક્ષ્મણ પ્રસાદ.(1989). આધુનિક ભારત કા ઇતિહાસ (1757-1947).જયપુર.જૈન પુસ્તક મંદિર.
13	સતિશ ચંદ્ર (2012). ઉત્તર મુઘલકાલીન ભારત. નઈ દિલ્હી.
14	શુક્લ રામલખન (2010). આધુનિક ભારત કા ઇતિહાસ. નઈ દિલ્હી.
15	પટેલ જશુભાઈ વી.(1991). ભારતનો ઇતિહાસ(મોગલ યુગ).અમદાવાદ.યુનિ. ગ્રંથ નિર્માણ બોર્ડ.
16	શુક્લ જયકુમાર(1983).સલ્તનત મુઘલ તથા મરાઠા સમયના રાજકીય સિદ્ધાંતો.અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Program - M.A (History)		
Semester- 2		
Course Code	Name of Course	Compulsory
256010412010	Socio-Religious Renaissance in Modern India	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Able to Understand the Situation in 18th Century India and the Factors of the Socio-religious Reform Movement.
CO-2	Will Be Aware of the Activities of Brahmo Samaj, Prarthana Samaj, Arya Samaj, Theosophical Society and Ramakrishna Mission.
CO-3	Muslims, Parsis and Sikhs Will Be Aware of the Reform Activities That Took Place During the Indian Renaissance.
CO-4	Will Be Informed About the Activities of Women's Excellence and Dalit Upliftment in India.

Detailed Syllabus	
Unit-1.	1.1 Overview of India's Situation in the 18th Century 1.2 Factors of Socio-religious Reform Movement
Unit -2	2.1 Brahmo Samaj, Prarthana Samaj, Arya Samaj 2.2 Theosophical Society, Ramakrishna Mission
Unit-3	3.1 Wahhabi Movement, Deoband Movement, Religious Reform Movement in Parsi Society 3.2 Aligarh Movement, Kuka Movement
Unit-4	4.1 Women's Excellence Activities in India 4.2 Dalit Upliftment Activities in India

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	1	2	2	–	2	2	–	2	2.00
CO2	3	2	2	2	–	3	2	–	2	2	–	2	2.00
CO3	3	2	2	2	–	2	2	–	2	2	–	2	1.91
CO4	3	3	2	2	–	3	3	–	3	2	–	3	2.45
Avg.	3.00	2.25	2.00	2.00	0.25	2.50	2.25	–	2.25	2.00	–	2.25	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Abraham, J. (2014). Islamic Reform and Colonial Discourse on Modernity in India. New York: Palgrave Macmillan.
2	Bayly, S. (1999). The New Cambridge History of India IV - 3 Caste, Society and Politics in India from the Eighteenth Century to the Modern Age. New York: Cambridge University Press.
3	Chaudhuri, S., & Hossain, R. (2012). Early Feminists of Colonial India. New Delhi: OUP.
4	Dirks, N. (2001). Castes of Mind Colonialism and the Making of Modern India. New Jersey: Princeton University Press.
5	Heimsath, C. (1964). Indian Nationalism and Hindu Social Reform. Bombay: Oxford University Press.
6	Jones, k. (2008). The New Cambridge History of India III-1 (Socio-religious reform movements in British India). New York: Cambridge University Press.
7	Kolasker, M. (1902). Religious & Social Reform A Collection of Essays and Speeches by Mahadeva Govind Ranade. Bombay: Gopal Narayan And Co.
8	O'Hanlon, R. (1985). Caste, Conflict and Ideology Mahatma Jyotirao Phule and Low caste protest in nineteenth-century western India. New York: Cambridge University Press.
9	गुप्ता, म. (2017). भारत में समाज एवं धर्म सुधार आन्दोलन. जोधपुर: शुभद्रा प्रकाशन.
10	फुले, ज. (2017). गुलामगिरी. नई दिल्ली: वाणी प्रकाशन.
11	बिपिनचंद्र. (2009). आधुनिक भारत का इतिहास. नई दिल्ली: ओरिएन्ट ब्लैकस्वान.
12	भट्टाचार्य, स. (1990). आधुनिक भारत का आर्थिक इतिहास. नई दिल्ली: राजकमल प्रकाशन.
13	श्रीनिवास, ए. (2009). आधुनिक भारत में जाति. नई दिल्ली: राजकमल प्रकाशन.

Program - M.A (History)		
Semester- 2		
Course Code	Name of Course	Compulsory
256010412011	Constitution of India	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Apprised of the Background Role of the Making of the Indian Constitution and the Diminishing Process of the Constitution.
CO-2	Will Know the Objectives, Objectives, Fundamental Rights, Duties, Guiding Principles and Provision of Amendments to the Constitution of India.
CO-3	In the Constitution, the Union Will Know About the Composition of the Government, the Executive, Parliament and the Federal Judiciary.
CO-4	Will Know About the Composition of the Governments of the States, the Government of the States, the Legislature and the Judiciary of the States in the Constitution.

Detailed Syllabus	
Unit-1.	
1.1	Background of the Constitution
1.2	Constitutional Development From 1773 to 1946
1.3	Process of Drafting a New Constitution
Unit -2	
2.1	Objectives of the Constitution, Preamble
2.2	Fundamental Rights and Duties
2.3	Directive Principles of State Policy
2.4	Provision to Amendment the Constitution
Unit-3	
3.1	Formation of Union Government
3.2	Executive
3.3	Parliament
3.4	Judiciary
Unit-4	
4.1	Formation of State Government
4.2	Executive
4.3	Legislative Assembly
4.4	Judiciary

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	2	–	3	2	–	2	2	–	2	2.27
CO2	3	2	2	2	–	3	2	–	2	2	–	2	2.18
CO3	3	2	3	2	–	2	2	–	3	2	–	2	2.27
CO4	3	2	3	2	–	2	2	–	3	2	–	2	2.27
Col Avg.	3.00	2.25	2.50	2.00	–	2.50	2.00	–	2.50	2.00	–	2.00	

Teaching Pedagogy
➤ Lecture
➤ Symposium
➤ Group Discussion
➤ Visit
➤ Demonstration
➤ Observation
➤ Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Sarkar Sumit. (1985). Modern India 1885-1947, Delhi, Macmillan
2	Desai, A.R. (1979). Peasant Struggles in India, O.U.P.,
3	Fisher, Michael H. (1993). Indirect Rule in India: 1764-1857, O.U.P.
4	Kumar, Dharma (Ed.) (1984)
5	Sen, S.P. (Ed.) (1979).
6	Thompson, Edward and (1966). Rise and Fulfilment of British Rule in India, Allahabad, Garrat, T.C.
7	Brown, Judith M. (1977). Gandhi and Civil Disobedience: The Mahatma in Indian Politics: 1928-1934. Cambridge,
8	Brown, Judith M. (1972). Gandhi's Rise of Power: India Politics: 1915-1922. Cambridge,
9	Brown, Judith M. (1994). Modern India: The Origin of Asian Democracy. OUP.
10	Chandra, Bipin. (1989). India's Struggle for Independence. Penguin.
11	Majumdar, R.C. (1978). An Advanced History of India, MacMillan, New Delhi
12	माथुर, लक्ष्मणप्रसाद.(1989). आधुनिकभारतकाइतिहास (1757-1947).जयपुर.जैनपुस्तकमंदिर.
13	सतिश चंद्र (2012). उत्तर मुघलकालीन भारत. नई दिल्ली.
14	शुक्ल रामलखन (2010). आधुनिक भारत का इतिहास. नई दिल्ली.

Program - M.A (History)		
Semester- 3		
Course Code	Name of Course	Compulsory
256510412012	Historiography and Sources of History in Western India	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Informed About the Major Research Centres and Archives of Gujarat
CO-2	Will be Aware about the Mirat-e-Ahmedi, Mirat-e-Sikandari and Khyat Literature.
CO-3	Will Learn About the Historiography of Some Western Historians
CO-4	Will Learn About the Historiography of Some Important Indian Historians in the History of Gujarat

Detailed Syllabus	
Unit-1.	1.1 National Archives, New Delhi 1.2 Gujarat State Archives, Gandhinagar 1.3 Rajasthan State Archives, Bikaner 1.4 Maharashtra State Archives, Mumbai
Unit -2	2.1 Mirat-e-Ahmadi 2.2 Mirat-e-Sikandari 2.3 Khyat literature 2.4 Bakhar Literature
Unit-3	3.1 Alexander Forbes 3.2 Colonel James Todd 3.3 James Grant Duff
Unit-4	4.1 Muni Jinvijaya 4.2 Gaurishankar Hirachand Ojha 4.3 Govind Sakharan Sardesai 4.4 Raghuveer Singh

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	2	–	2	2	–	2	2	–	2	2.20
CO2	3	2	2	2	–	3	2	–	2	2	–	2	2.18
CO3	3	2	3	3	–	2	2	–	3	2	–	2	2.44
CO4	3	2	3	2	–	2	2	–	3	2	–	2	2.33
Col Avg.	3.00	2.25	2.50	2.25	–	2.25	2.00	–	2.50	2.00	–	2.00	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Duff, J. (1912). The Mahrattas. Calcutta: Chambray & Co.
2	Kulkarni, A. (1971). James Cuninghame Grant Duff: Administrator-Historian of the Marathas. Pune: Pune Vidyapith Prakashan.
3	Magar, R. (2020, January-December). Bakhar: A Tradition of Marathi Historiography. (V. Amarawat, Ed.) Vidyapith, 58(1-4), 199-208.
4	Raghavan, T. (2019). History Men: Jadunath Sarkar, G.S. Sardesai, Raghubir Singh and Their Quest for India's Past. New Delhi: HarperCollins.
5	Sandesara, B. (Ed.). (1965). Mirat I Ahmadi: A Persian History of Gujarat. Baroda: Oriental Institute.
6	मुनि जिनविजय. (2022). एक भव - अनेक नाम. (माधव हाडा, सं.) नोएडा: वाग्देवी प्रकाशन.
7	विक्रमसिंह अमरावत. (2017). ख्यात साहित्य और इतिहास लेखन. जोधपुर: इतिहास अनुसंधान संस्थान, चौपासनी.
8	सिकन्दर बिन मुहम्मद मंझूर. (2002). मिरआते सिकन्दरी. जयपुर: शब्द महीमा प्रकाशन.
9	हुकमसिंह भाटी (सं.). (1992). इतिहासकार जेम्स टॉड व्यक्तित्व एवं कृतित्व. उदयपुर: प्रताप शोध प्रतिष्ठान.
10	हुकमसिंह भाटी (सं.). (1998). राजस्थान के इतिहासकार. उदयपुर: प्रताप शोध प्रतिष्ठान.
11	मिर्जा मुहम्मद हसन. (2009). मिराते अहमदी भाग -1. अमदावाद: कलीम बुक डिपो.

Program - M.A (History) Semester- 3		
Course Code	Name of Course	Compulsory
256510412013	Political and Cultural History of Gujarat during Maratha Period	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Know About the Means of Knowing the Maratha-era History of Gujarat and the Earlier Contacts of Maratha Chhatrapati and Peshwas with Gujarat.
CO-2	Will Understand the Implementation of Peshwa Balaji Bajirao in Gujarat and the Gaekwad Rule.
CO-3	He Will Be Informed About the Decline of Peshwa Power in Gujarat, the Beginning of British Dominance and the Gaekwad Kingdom in Vadodara.
CO-4	Will Know About the Socio-cultural, Administrative Situation of Gujarat during Maratha Period.

Detailed Syllabus	
Unit-1.	
1.1	Sources to Know the Maratha History of Gujarat
1.2	Maratha Chhatrapati and Peshwas - Prior Contacts with Gujarat
Unit -2	
2.1	Gaekwad State in Gujarat - Formation and Early History
2.2	Execution of Peshwa Balaji Bajirao
Unit-3	
3.1	The decline of Peshwa Power in Gujarat and the Dominance of the British
3.2	Gaekwad's Vadodara State in Gujarat
Unit-4	
4.1	Socio-Cultural Status of Maratha period
4.2	Polity of Maratha Period
4.3	Sculpture and Architecture of Maratha-era

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	2	–	2	2	–	2	2	–	2	2.20
CO2	3	2	2	2	–	3	2	–	2	2	–	2	2.18
CO3	3	2	3	3	–	2	2	–	3	2	–	2	2.44
CO4	3	2	3	2	–	2	2	–	3	2	–	2	2.33
Col Avg.	3.00	2.25	2.50	2.25	–	2.25	2.00	–	2.50	2.00	–	2.00	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Desai, G., & Clark, A. (1923). Gazetteer of the Baroda State Vol. 1. Bombay.
2	Majumdar, R. (1953). The age of Imperial Unity. Bombay.
3	Majumdar, R. (1977). Maratha Supremacy. Bombay.
4	Sardesai, G. (1957). New History of the Maratha Vol. 1. Bombay.
5	ઈ.ઈ. દેસાઈ. (1958). સૂરત: સોનાની મૂરત. સૂરત.
6	ગણપતરામ દેસાઈ. (1914). ભરૂચ શહેરનો ઇતિહાસ. ભરૂચ.
7	ગો.હા. દેસાઈ. (1918). ગુજરાતનો અર્વાચીન ઇતિહાસ. અમદાવાદ.
8	નર્મદાશંકર લાભશંકર. (1886). કાઠિયાવાડ સર્વસંગ્રહ. મુંબઈ.
9	ર.છો. પરીખ, & હ.પ્ર. શાસ્ત્રી (સંપા.). (1979). ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ ગ્રન્થ-6. અમદાવાદ: ભો.જે. વિદ્યાભવન.
10	રત્નમણિરાવ ભીમરાવ જોટે. (1929). ગુજરાતનું પાટનગર અમદાવાદ. અમદાવાદ.

Program - M.A (History)		
Semester- 3		
Course Code	Name of Course	Compulsory
256510412014	Social and Cultural Changes in Gujarat in the 19th Century	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Know the Nature of the Society of Gujarat in the Early 19th Century, the Concepts of Social Change and the Context of the Swaminarayan Sampradaya.
CO-2	Will Highlight the Rise of the New Middle Class in Gujarat and Social Transformation and Some of the Leading Social Reform Institutions.
CO-3	The 19th-century Catlock Will Be Able to Discuss Social Issues and the Importance of the Social Reform Movement.
CO-4	Will Be Able to Learn About the Leading Social Reformers of 19th Century Gujarat.

Detailed Syllabus	
Unit-1.	
1.1	Form of Society in Gujarat at the Beginning of the 19th Century
1.2	Concepts of Social Transformation – Culturalization and Westernization
1.3	Swami Sahajanand and Swaminarayan Sampradaya
Unit -2	
2.1	Rise of New Middle Classes and Social Transformation in Gujarat
2.2	Some of the Leading Institutions of the 19th Century
	1. Manav Dharma Sabha (1844), 2. Gujarat Vernacular Society (1848)
2.3	Gujarat Ladies Club (1888)
Unit-3	
3.1	19th-century Social Issues
3.2	Widow Remarriage Movement, Age Consent Act, 1891
3.3	Significance of the Social Reform Movement of the 19th Century
Unit-4 Representative Social Reformers	
4.1	Veer Narmad
4.2	Dalpatram
4.3	Durgaram Mehta
4.4	Karshandas
4.5	Mahipatram
4.6	Manilal Nabhubhai Trivedi
4.7	Govardhanram Madhavram Tripathi
4.8	Maharaja Sayajirao Gaekwad-III

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	–	3	2	–	2	2	–	2	2.11
CO2	3	2	2	2	–	3	2	–	2	2	–	3	2.33
CO3	3	2	3	2	–	3	2	–	2	2	–	2	2.33
CO4	3	2	2	2	–	3	2	–	2	2	–	3	2.33
Col Avg.	3.0	2.0	2.25	2.0	–	3.0	2.0	–	2.0	2.0	–	2.5	

Teaching Pedagogy
➤ Lecture
➤ Symposium
➤ Group Discussion
➤ Visit
➤ Demonstration
➤ Observation
➤ Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Chavda, v. (1982). modern Gujarat. Baroda.
2	Raval, R. (1984). Socio Religions Reform movements in Gujarat during the 19th Century. Delhi.
3	અરુણ વાઘેલા. (2019). સાંસ્થાનિક ગુજરાતની આદિવાસી ચલવળો. અમદાવાદ.
4	અરુણ વાઘેલા. (2021). 19 મી સદીમાં ગુજરાતમાં સામાજિક પરિવર્તન. અમદાવાદ: અક્ષર બુક એજન્સી.
5	ડાયાભાઈ સાહીના દેરાસરી. (1911). સાહિત્યનું દિગ્દર્શન. અમદાવાદ.
6	ત્રિવેદી કૃષ્ણમોહન. (1923). ગુજરાતી સાહિત્યના માર્ગદર્શક સ્તંભો. અમદાવાદ.
7	નવલરામ ત્રિવેદી. (1934). સમજસુધારાનું રેખા દર્શન. અમદાવાદ.
8	નિરા દેસાઈ. (1998). ગુજરાતમાં ઓગણીસમી સદીમાં સામાજિક પરિવર્તન. અમદાવાદ.
9	મકરંદ મહેતા. (1993). હિન્દુ વર્ણવ્યવસ્થા, સમાજ પરિવર્તન અને ગુજરાતનાં દલિતો. અમદાવાદ.
10	રતન માર્શલ. (1950). ગુજરાતી પત્રકાતિત્વનો ઇતિહાસ. સુરત.
11	વિજયરાજ વૈદ્ય. (તારીખ નથી). અર્વાચીન ગુજરાતનું સાંસ્કૃતિક પરિવર્તન. અમદાવાદ.
12	શીરીન મહેતા. (2009). ગુજરાતમાં નારી ચેતના. અમદાવાદ.
13	હીરાલાલ પરીખ. (1923). અર્વાચીન ગુજરાતનું રેખા દર્શન. અમદાવાદ.

Program - M.A (History)		
Semester- 3		
Course Code	Name of Course	Compulsory
256510412015	Political and Cultural History of Modern Gujarat (1808 AD – 1960 AD)	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Learn About the History of Ancient Gujarat, the Rise of British Rule in Gujarat and the Role of Gujarat in the Freedom Struggle of 1857.
CO-2	Will Know About the Events That Took Place Under British Rule in Gujarat from 1858 to 1947.
CO-3	He Will Be Apprised of the Activities of Political Awakening in the British Territory and the Princely States of Gujarat.
CO-4	Will Understand the Important Movements That Took Place During the Gandhi Era in Gujarat.

Detailed Syllabus	
Unit-1.	
1.1	Sources to Know the History of Modern Gujarat
1.2	Rise and Development of British Rule in Gujarat
1.3	The Struggle of 1857 and Gujarat
Unit -2	
2.1	British Rule in Gujarat (1858 to 1914)
2.2	British Rule in Gujarat (1915 to 1947)
Unit-3	
3.1	Rise of Political Awareness and Nationalism in Gujarat
3.2	National Awareness Activities in the Princely States
Unit-4	
4.1	Home Rule Movement
4.2	The Problem of Textile Workers
4.3	Kheda Satyagraha
4.4	Bardoli Satyagraha
4.5	Civil Disobedience Movement and Gujarat
4.6	Quit India Movement and Gujarat

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	–	2	2	–	2	2	–	2	2.0
CO2	3	2	2	2	–	2	2	–	2	2	–	2	2.0
CO3	3	2	3	3	–	3	2	–	2	2	–	2	2.36
CO4	3	2	2	2	–	3	3	–	3	2	–	3	2.45
Col Avg.	3.0	2.0	2.25	2.25	–	2.5	2.25	–	2.25	2.0		2.25	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	Desai, G., & Clark, A. (1923). Gazetteer of the Baroda State Vol. 1. Bombay.
2	Majumdar, R. (1953). The age of Imperial Unity. Bombay.
3	Majumdar, R. (1977). Maratha Supremacy. Bombay.
4	Sardesai, G. (1957). New History of the Maratha Vol. 1. Bombay.
5	ઈ.ઈ. દેસાઈ. (1958). સૂરત: સોનાની મૂરત. સૂરત.
6	ગણપતરામ દેસાઈ. (1914). ભરૂચ શહેરનો ઇતિહાસ. ભરૂચ.
7	ગો.હા. દેસાઈ. (1918). ગુજરાતનો અર્વાચીન ઇતિહાસ. અમદાવાદ.
8	નર્મદાશંકર લાભશંકર. (1886). કાઠિયાવાડ સર્વસંગ્રહ. મુંબઈ.
9	ર.છો. પરીખ, & હ.પ્ર. શાસ્ત્રી (સંપા.). (1979). ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ ગ્રન્થ-6. અમદાવાદ: ભો.જે. વિદ્યાભવન.
10	રત્ન મણિરાવ ભીમરાવ જોડે. (1929). ગુજરાતનું પાટનગર અમદાવાદ. અમદાવાદ.

Program - M.A (History)		
Semester- 3		
Course Code	Name of Course	Compulsory
256510412016	Historical and Cultural Heritage of Gujarat	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Develop an Understanding of the Ancient Harappan and Bhatigal Culture of Gujarat.
CO-2	Will Understand the Cultural Heritage of Gujarat in the Context of Important Festivals and Folk Dances of Gujarat.
CO-3	Will Develop an Understanding of the Folk Instruments, Folk Fairs and Folk Communities of Gujarat.
CO-4	Will Be Informed About Important Heritage Sites of Gujarat.

Detailed Syllabus	
Unit-1.	
1.1	Harappan Culture Sites in Gujarat - Lothal, Dholavira
1.2	Gujarat's Bhatigal Culture (Bharat Guthan Athe Art of Pearl-feeding)
Unit -2 Important Festivals of Gujarat	
2.1	Festivals (Kite Festival, Rannotsav, Navratri Festival, Tana Riri Mahotsav, Diwali, Dussehra, Janmashtami)
2.2	Folk Dances of Gujarat (Siddi Dance, Garbo, Adivasi Folk Dance, Merayo Dance, Maniyaro Dance)
Unit-3	
3.1	Folk Instruments of Gujarat (Tantu Instrument, Avanadhavadya, Sushir Instrument)
3.2	Folk Fairs of Gujarat (Fair of Madhavpur Ghed, Ambaji Bhadarvi Punam's Fairs, Fair of Tarnetar, Shamlaji's Fair, Bhavnath of Junagadh Fairs)
3.3	Folk Communities of Gujarat (Rabari, Bharwad, Mer, Garudi)
Unit-4 Places of Major Heritage of Gujarat -	
4.1	Vadnagar
4.2	Champaner
4.3	Rani Ki Vav
4.4	Ahmedabad

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	1	2	2	–	2	2	–	2	2.0
CO2	3	2	2	2	1	2	2	–	2	2	–	3	2.18
CO3	3	2	2	2	1	2	2	–	2	2	–	3	2.18
CO4	3	2	2	2	2	2	2	–	2	2	–	3	2.27
Col Avg.	3.0	2.0	2.0	2.0	1.25	2.0	2.0	–	2.0	2.0	–	2.75	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	આચાર્ય નવીનચંદ્ર. (1994). ગુજરાતનો સાંસ્કૃતિક ઇતિહાસ (1304 થી 1818).અમદાવાદ :યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ,ગુજરાત રાજ્ય .
2	ઓઝા દિગંત. (2003). ગૌરવ ભૂમિ ગુજરાત .અમદાવાદ : નવ ભારત સાહિત્ય મંદિર .
3	ઓઝા દિગંત. (1994). યાત્રા ભૂમિ ગુજરાત .અમદાવાદ : નવ ભારત સાહિત્ય મંદિર .
4	ગુજરાતનાં મેળાઓ અને ઉત્સવો . (2014). ગાંધીનગર :માહિતી કમિશનર ગુજરાત રાજ્ય .
5	ગોદાની હરિલાલ. (1980). મહા ગુજરાતનાં શિલ્પ અને સ્થાપત્ય .અમદાવાદ : શ્રી લક્ષ્મી પુસ્તક ભંડાર .
6	જાદવ જોરાવરસિંહ. (2010). ગુજરાતની લોક સાંસ્કૃતિક વિરાસત .ગાંધીનગર : માહિતી કમિશનર કચેરી ગુજરાત રાજ્ય .
7	જાદવ જોરાવરસિંહ. (1992). ગુજરાતનો લોકકલા વૈભવ .અમદાવાદ : જોરાવરસિંહ જાદવ .
8	જાદવ જોરાવરસિંહ. (2000). ગુજરાતની લોકકલા અને સંસ્કૃતિ .ગાંધીનગર : માહિતી કમિશનર કચેરી ગુજરાત રાજ્ય .
9	પરીખ રસીકલાલ. (1993). ગુજરાતનો પ્રાચીન ઇતિહાસ .અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાત રાજ્ય .
10	મકવાણા રિતેશ. (2013). ગુજરાતની પ્રાગ અને આદ્ય ઐતિહાસિક સંસ્કૃતિઓ .અમદાવાદ : અક્ષર પબ્લિકેશનસ .

Program - M.A (History)		
Semester- 3		
Course Code	Name of Course	Compulsory
256510412017	Historical Tourist Places of Gujarat	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Informed About Important Tourist Places of North Gujarat.
CO-2	Will Know About the Important Tourist Places of Saurashtra and Kutch.
CO-3	Will Know About the Important Tourist Places of Central-Gujarat.
CO-4	Will Be Informed About Important Tourist Places of South Gujarat.

Detailed Syllabus	
Unit-1. Tourist Places of North Gujarat	
1.1 Patan	
1.2 Modhera	
1.3 Siddhpur	
1.4 Ambaji	
1.5 Vadnagar	
Unit-2. Saurashtra and Kutch Tourist Places of Saurashtra and Kutch	
2.1 Dholavira	
2.2 Narayan Sarovar	
2.3 Dwarka	
2.4 Junagadh	
2.5 Somnath	
2.6 Porbandar	
Unit-3. Tourist Places of Central Gujarat	
3.1 Champaner	
3.2 Ahmedabad	
3.3 Lothal	
3.4 Vadodara	
Unit-4. Tourist Places of South Gujarat	
4.1 Saputara, Ahwa	
4.2 Tithal, Dandi	
4.3 Rajpipla, Statue of Unity, Sardar Sarovar Dam	
4.4 Kabir Vad	

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	1	2	2	–	1	2	–	2	1.91
CO2	3	2	2	2	1	2	2	–	1	2	–	2	1.91
CO3	3	2	2	2	1	2	2	–	1	2	–	2	1.91
CO4	3	2	2	2	1	2	2	–	1	2	–	2	1.91
Col Avg.	3.0	2.0	2.0	2.0	1.0	2.0	2.0	–	1.0	2.0	–	2.0	

Teaching Pedagogy
➤ Lecture
➤ Symposium
➤ Group Discussion
➤ Visit
➤ Demonstration
➤ Observation
➤ Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	આચાર્ય નવીનચંદ્ર. (1994). ગુજરાતનો સાંસ્કૃતિક ઇતિહાસ (1304 થી 1818).અમદાવાદ : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ,ગુજરાત રાજ્ય .
2	ઓઝા દિગંત. (2003). ગૌરવભૂમિગુજરાત .અમદાવાદ : નવ ભારત સાહિત્ય મંદિર .
3	ઓઝા દિગંત. (1994). યાત્રાભૂમિગુજરાત .અમદાવાદ : નવ ભારત સાહિત્ય મંદિર .
4	ગોદાની હરિલાલ. (1980). મહા ગુજરાતનાં શિલ્પ અને સ્થાપત્ય .અમદાવાદ : શ્રી લક્ષ્મી પુસ્તક ભંડાર .
5	ઠાકર મીનાક્ષી. (2006). તીર્થભૂમિ ગુજરાત .અમદાવાદ : નવભારત સાહિત્ય મંદિર .
6	પરીખ રસિકલાલ. (1993). ગુજરાતનો પ્રાચીન ઇતિહાસ .અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાત રાજ્ય .
7	મકવાણા રિતેશ. (2013). ગુજરાતની પ્રાગ અને આદ્ય ઐતિહાસિક સંસ્કૃતિઓ .અમદાવાદ : અક્ષર પબ્લિકેશનસ .
8	મહેતા જવાહરલાલ. (1999). મહેસાણા જિલ્લાના શિલ્પ સ્થાપત્યો.મહેસાણા : ભારતીય સાંસ્કૃતિક નિધિ ઉત્તર ગુજરાત ચેપ્ટર પ્રકાશન .
9	વ્યાસ રજની. (1988). ગુજરાતની અસ્મિતા .અમદાવાદ : ગુર્જર અનંડા પ્રકાશન .
10	શાસ્ત્રી હરિપ્રસાદ પરીખ રસિકલાલ. (1972). ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ ભાગ-1.અમદાવાદ

Program - M.A (History)		
Semester- 4		
Course Code	Name of Course	Compulsory
256510412018	Ancient Urban Culture of Gujarat	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	The Concept and Concept of Urbanization Will Be Informed About the Urban Revolution.
CO-2	Will Learn About the Prehistoric Urban Settlements and Mauryan Towns in Gujarat.
CO-3	Will Be Informed About the Cities of Kshetrappa, Maitrak and Post-Maitrak Period.
CO-4	Will Understand the Historical Significance of Solanki Period Towns and Ancient Towns.

Detailed Syllabus	
Unit-1.	
1.1	The Idea and Concept of Urbanization
1.2	The Urban Revolution: Form, Origin, Causes and Development
Unit-2.	
2.1	Proto-Historic Urban Settlements – Lothal, Rangpur, Rozdi, Prabhas, Dholavira
2.2	Towns of Mauryan Era: Girinagar, Dwarka, Somnath
Unit-3.	
3.1	Kshatrappa to Mauryan Period Towns – Junagadh, Vadnagar
3.2	Towns of Maitraka and Post Maitraka Era - Valabhi, Bharuch, Khetak (Kheda)
Unit-4.	
4.1	Towns During Solanky Period– Anhilwad Patan, Dholka, Champaner
4.2	Historical Significance of Ancient Cities of Gujarat

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	1	2	2	–	1	2	–	2	1.91
CO2	3	2	2	2	1	2	2	–	1	2	–	2	1.91
CO3	3	2	2	2	1	2	2	–	1	2	–	2	1.91
CO4	3	2	2	2	1	2	2	–	1	2	–	2	1.91
Col Avg.	3.0	2.0	2.0	2.0	1.0	2.0	2.0	–	1.0	2.0	–	2.0	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	છોટુભાઈ રણછોડજી નાયક. (1950). ગુજરાતનાં નગરોનું ફારસી ભાષા અને અને સાહિત્યનું ખેડાણ. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ અમદાવાદ.
2	પુજરભાઈ ગોકાણી (સંપા.). (1985). દ્વારકા અને શ્રીકૃષ્ણ. અમદાવાદ: ગુજરાત ઇતિહાસ પરિષદ.
3	પુજરભાઈ ગોકાણી, & થોમસ પરમાર (સંપા.). (2003). દીઠી મે દ્વારાવતી. દ્વારકા: ગુજરાત ઇતિહાસ પરિષદ.
4	યશોધર મહેતા. (1950). નદીઓ અને નગરો. અમદાવાદ: ગુજરાત સાહિત્ય સભા.
5	રતિલાલ ભાવસાર. (2005). વડનગરની ઐતિહાસિક રૂપરેખા. મુંબઈ: ઋષિકેશ રતિલાલ ભાવસાર.
6	રમણલાલ નાગરજી મહેતા. (1979). ચાંપાનેર - એક અધ્યયન . વડોદરા : મહારાજા સયાજીરાવ વિશ્વવિદ્યાલય વડોદરા .
7	રમણલાલ મહેતા. (1989). ગુજરાતનાં નગરો. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ અમદાવાદ.
8	રમણલાલ મહેતા. (1987). વિસનગર . અમદાવાદ : ગુજરાત ઇતિહાસ પરિષદ .
9	રસિકલાલ પરીખ. (1958). ગુજરાતની રાજધાનીઓ (મુસ્લિમ યુગ પૂર્વે). અમદાવાદ: ગુર્જર ગ્રંથરત્ન કાર્યાલય.
10	શંભુપ્રસાદ દેસાઈ. (1978). પ્રભાસ અને સોમનાથ . જુનાગઢ : પ્રભાસ પ્રકાશન જુનાગઢ .

Program - M.A (History)		
Semester- 4		
Course Code	Name of Course	Compulsory
256510412019	History of Gujarat Vidyapith (1920 AD to 2025 AD)	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Know About the Factors for the Establishment of Gujarat Vidyapith, the Constitution of the University and the National Objectives.
CO-2	Will Be Informed About the Early Educational Activities of Gujarat University.
CO-3	Will Know About the Institutions of the Gujarat Vidyapith Before and After Independence, Its Works and Builders.
CO-4	Will Be Apprised of the Important Convocation Ceremonies of Gujarat University and the Views of the Vice Chancellors.

Detailed Syllabus	
Unit-1.	
1.1 National Factors for the Establishment of the Gujarat Vidyapith.	
1.2 Constitution and National Objectives of Gujarat Vidyapith	
Unit -2	
2.1 Educational Activities of Gujarat Vidyapith (1920 to 1930)	
2.2 Non-cooperation and Contribution of Gujarat Vidyapith in Salt March	
Unit-3	
3.1 The Institutions of Pre-independence Gujarat Vidyapith, Its Functions and Its Builders (Acharya Gidwani, Acharya Kripalani, Kakasaheb Kalelkar, Nanabhai Bhatt and Kishorlal Mashruwala)	
3.2 The Educational Activities of the Post-independence Gujarat Vidyapith and Its Framers	
Unit-4 -	
4.1 Important Convocation Ceremonies of Gujarat Vidyapith and Lectures of the Chairperson.	
4.2 The Chancellors of Gujarat Vidyapith and Their National, Educational and Creative Ideas.	

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	2	2	2	1	3	2	–	2	2	–	3	2.18
CO2	3	2	2	2	–	2	2	–	2	2	–	2	1.89
CO3	3	3	2	2	–	3	2	–	3	3	2	3	2.55
CO4	2	2	2	2	–	3	3	–	2	2	–	3	2.18
Col Avg.	2.75	2.25	2.00	2.00	0.25	2.75	2.25	–	2.25	2.25	1.00	2.75	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	કોઠારી, વ. (1950). કેળવણી વડે ક્રાંતિ - વિદ્યાપીઠનો ત્રીસ વર્ષનો ઇતિહાસ.અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
2	જોષી, છ. (1978). ગાંધીજીના સાનિધ્યમાં મારી જીવન સાધના.અમદાવાદ: સાબરમતી આશ્રમ.
3	પટેલ, ચ. (1974, જુલાઈ-ઓગસ્ટ).રાષ્ટ્રીય આંદોલનમાં ગૂજરાત વિદ્યાપીઠનું પ્રદાન.વિદ્યાપીઠ.
4	ભીમડાદકર, મ. (Ed.). (2021). ગૂજરાત વિદ્યાપીઠનો ઇતિહાસ 1920-2020.અમદાવાદ: રિલાઈબલ પબ્લિશિંગ હાઉસ.
5	મજમૂદાર, ચ. (1998). અર્હિસક ક્રાંતિની શોધમાં ગૂજરાત વિદ્યાપીઠ.ગાંધીનગર: સારસ્વત પુસ્તક પ્રકાશન.
6	શાહ, દ. (2010). મારા સમયની વિદ્યાપીઠ.અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
7	શિવદત્ત. (2006). સમગ્ર નવી તાલીમ (વિચાર, દર્શન, યોજના અને પાઠ્યક્રમ). વર્ધા: નવી તાલીમ સમિતિ.
8	શિવદત્ત. (2009). નવી તાલીમ પ્રયોગ, પ્રસાર અને પરિણામ. વર્ધા: ગાંધી સેવા સંઘ.
9	મોહનદાસ કરમચન્દ ગાંધી . (1966). શ્રી કુલપતિજી કે ભાષણ (1920 સે 1934 તક). (સોમેશ્વર પુરોહિત, અનુ.) અહમદાબાદ: ગૂજરાત વિદ્યાપીઠ.

Program - M.A (History)		
Semester- 4		
Course Code	Name of Course	Compulsory
256510412020	Constructive Activities and Institutes in Gujarat	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Informed About the Constructive Works and Satyagraha Ashrams Before the Gandhian Era and in the Context of Gandhian Thought.
CO-2	Will Know About the Activities of Bhil Seva Mandal, Vedachhi Ashram and Gujrat Harijan Sevak Sangh.
CO-3	Will Understand the Activities of Mazdoor Mahajan Sangh and Jyoti Sangh in Terms of Constructive Activities.
CO-4	Will Learn About the Various Creative Activities of Gujarat Vidyapith, Lokbharati and Saurashtra Creative Committee.

Detailed Syllabus	
Unit-1.	
1.1	The Meaning and Importance of Constructive Works in Before the Gandhi Era
1.2	Origin of Gandhian Thought and Constructive Works: Satyagraha Ashram as the Foundational Institution of Constructive Works
Unit-2.	
2.1	Role of Bhil Seva Mandal and Vedchhi Ashram in Upliftment of Tribals
2.2	Activities and Influences of the Gujarat Harijan Sevak Sangh
Unit-3.	
3.1	Objectives and Activities of the Mazdoor Mahajan Sangh
3.2	Objectives and Activities of Jyoti Sangh and Seva Sansthan
Unit-4.	
4.1	Gujarat Vidyapith and Lokbharati: Objectives and Functions
4.2	Saurashtra Constructive Committee: Objectives and Functions

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	2	1	3	2	–	2	2	1	3	2.08
CO2	3	2	2	2	1	3	2	–	2	2	–	3	1.92
CO3	2	3	3	2	–	3	2	–	3	3	2	3	2.42
CO4	3	3	2	3	1	3	3	–	2	2	2	3	2.25
Col Avg.	2.75	2.75	2.25	2.25	0.75	3.00	2.25	–	2.25	2.25	1.25	3.00	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	દવે, જ. (૦૦૦૦). મારી જીવન કથા.અમદાવાદ: નવજીવન પ્રકાશન મંદિર.
2	દેસાઈ, મ. (૧૯૯૪). હિન્દુસ્તાન હમારા.અમદાવાદ: ગુજરાત ગ્રંથ કલ્યાણ .
3	દેસાઈ, મ. (૨૦૦૧). ગુજરાતની સ્વાતંત્ર્ય સાધના.અમદાવાદ.
4	દેસાઈ, આ. (૧૯૮૨). વેડછી આન્ડોલન.સૂરત: સેન્ટર ફોર સોશ્યલ સ્ટડીઝ.
5	પટેલ, ભ. (૧૯૭૦). ભાઈ કાકા ના સંસ્મરણો.અમદાવાદ: સસ્તુ સાહિત્ય પ્રકાશન.
6	પાઠક, આ., & દેસાઈ, શ. (૧૯૭૦). ગુજરાતમાં રચનાત્મક સંસ્થાઓ અને સેવકો.અમદાવાદ: ગાંધી સંકલ્પ નિધી.
7	બેકર, શ. (૧૯૬૫). ગાંધીજી અને મજૂર પ્રવૃત્તિ.અમદાવાદ: નવજીવન પ્રકાશન .
8	ભટ્ટ, ઉ. (૧૯૮૨). અમદાવાદ શહેરની સ્ત્રી નેતૃત્વ શક્તિ.અમદાવાદ: ગુજરાત યુનિવર્સિટી.
9	ભટ્ટ, મ. (૧૯૯૪). સ્વયં સિદ્ધીના આરોહણ - સેવા આન્ડોલનની કથા.અમદાવાદ: અક્ષર ભારતી પ્રકાશન.
10	ભાલાણી, અ. (૧૯૬૬). કર્મચોગી ભાઈ કાકા.આણંદ: ચરોતર ગોમંડલ સહકારી મંડલ.
11	મોદી, ર. (૧૯૭૭). રચનાત્મક કાર્યક્રમનું સામાજિક દર્શન.અમદાવાદ: નવજીવન પ્રકાશન મંદિર.

Program - M.A (History)		
Semester- 4		
Course Code	Name of Course	Compulsory
256510412021	History of Ahmedabad	Teaching Hours: 60
	Credit: 04	

Course Outcomes (COs)	
Upon completion of the course, students shall be able to	
CO-1	Will Be Informed About the Works of the Rulers of the Ahmadshahi Dynasty in the Establishment of Ahmedabad and the Development of Ahmedabad.
CO-2	Will Be Apprised of the Political Situation of Ahmedabad During the Sultanate and Mughal Period.
CO-3	Will Be Informed About the Social, Cultural and Economic Condition of Ahmedabad During the Sultanate and Mughal Period.
CO-4	Will Know About the Development of Ahmedabad During the British Period.

Detailed Syllabus	
Unit-1.	
1.1	Establishment of Ahmedabad and Its Factors
1.2	The Rulers of the Ahmadshahi Dynasty and Their Contribution to the Development of Ahmedabad
Unit-2.	
2.1	Rulers of the Sultanate Period and the Political History of Ahmedabad
2.2	Mughal Rulers and the Political History of Ahmedabad
Unit-3.	
3.1	Social, Economic and Cultural Development of Ahmedabad During the Sultanate Period
3.2	Social, Economic and Cultural Development of Ahmedabad During Mughal Period
Unit-4.	
4.1	Social, Economic and Industrial Development of Ahmedabad During the British Period
4.2	Heritage of Ahmedabad: Pol's of Ahmedabad, Hazrat Pir Mohammadshah Library, Sardar Patel National Museum, Calico Textile Museum, Temples in Bhadra Area of Maratha Period.

Mapping Matrix of POs, PSOs, and COs													
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Row Avg.
CO1	3	3	2	2	–	2	2	–	1	1	1	2	1.58
CO2	3	3	2	2	–	2	2	–	1	1	–	2	1.50
CO3	2	3	3	2	1	2	2	–	2	2	1	2	1.75
CO4	3	3	2	3	1	2	3	–	1	1	2	2	1.75
Col Avg.	2.75	3.00	2.25	2.25	0.50	2.00	2.25	–	1.25	1.25	1.00	2.00	

Teaching Pedagogy	
➤	Lecture
➤	Symposium
➤	Group Discussion
➤	Visit
➤	Demonstration
➤	Observation
➤	Source Method

Assessment Methods		
Internal Assessment: 40 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	20
2.	Seminar	10
3.	Assignment	10
External Assessment: University Exam – 60 Marks		
Sr. No.	Exam	Marks
1.	Written Exam	60

Text & Reference Books	
1	આચાર્ય નવીનચંદ્ર. (1994). ગુજરાતનો સાંસ્કૃતિક ઇતિહાસ (1304 થી 1818).અમદાવાદ :યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ગુજરાત રાજ્ય .
2	ઓઝા દિગંત. (2003). ગૌરવ ભૂમિ ગુજરાત .અમદાવાદ : નવ ભારત સાહિત્ય મંદિર .
3	ઓઝા દિગંત. (1994). યાત્રા ભૂમિ ગુજરાત .અમદાવાદ : નવ ભારત સાહિત્ય મંદિર .
4	કાદરી રિજવાન. (2004). અમદાવાદ વૈભવ અને વારસો .અમદાવાદ : ગુર્જર એજન્સી .
5	ગોદાની હરિલાલ. (1980). મહા ગુજરાતનાં શિલ્પ અને સ્થાપત્ય .અમદાવાદ : શ્રી લક્ષ્મી પુસ્તકભંડાર .
6	જોટે રત્ન મનિરાવ ભીમરાવ. (1929). ગુજરાતનું પાટનગર અમદાવાદ .અમદાવાદ : ગુજરાત સાહિત્ય સભાઅમદાવાદ .
7	જોષી રજનીકાંત. (2002). અમદાવાદ એટલે અમદાવાદ .અમદાવાદ : અમૃતા પ્રકાશન .
8	પટેલ માણેક. (2018). અમદાવાદના પોળો અને પરા .અમદાવાદ : ગુર્જર પ્રકાશન .
9	પટેલ રિદ્ધિ. (2012). અમદાવાદની પોળોમાં .અમદાવાદ : ઓમ પબ્લિકેશન .
10	પરીખ પ્રવીણચંદ્ર. (1991). અમદાવાદના ભદ્ર પરિસરના મંદિરો .અમદાવાદ : વસંત ગુપ્તે .
11	મહેતા કપિલરાય.અમદાવાદસર્વ સંગ્રહ .અમદાવાદ : ગુજરાત પબ્લિકેશર્સ .
12	શાસ્ત્રી હરિપ્રસાદપરીખ રસિકલાલ. (1972). ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ ભાગ-1 .અમદાવાદ : ભો. જે. વિદ્યાભવન .
13	શાસ્ત્રી હરિપ્રસાદપરીખ રસિકલાલ. (1985). ગુજરાતનો સ્થાનિક ઇતિહાસ ગ્રંથ-1 .અમદાવાદ :ગુજરાત ઇતિહાસ પરિષદ .
14	શેઠ મગનલાલ વખતચંદ. (2008). અમદાવાદનો ઇતિહાસ .અમદાવાદ : ગુજરાત વિદ્યાસભા .
15	શેલત ભારતી અને જમીનદાર રશેશ. (2014). અમદાવાદ ઇતિહાસ અને અનુસંધાન (1930-2013).અમદાવાદ : ગુર્જર ગ્રંથ કાર્યાલય.