

**BHAKTA KAVI NARSINH MEHTA UNIVERSITY,
JUNAGADH
DEPARTMENT OF HISTORY**



**Curriculum Framework for Post-Graduate Programme in History
As Per National Education Policy (NEP)-2020
TWO YEARS P.G. Programme
Semester- I & II
Effective June-2026**

PROGRAMME OUTCOMES (POs):	
PO1- Disciplinary Knowledge and Historical Understanding	Demonstrate Advanced and Critical Knowledge of Major Periods, Themes, Processes and Developments in Indian, Regional and World History with an Ability to Engage with Diverse Historical Interpretations and Emerging Debates.
PO2-Historical Research Principles and Methods	Demonstrate Advanced Understanding of the Principles, Approaches, Methods and Techniques of Historical Research, Including Source Criticism, Historiography, Archival Research, Oral History and Interdisciplinary Approaches.
PO3 -Advanced Cognitive and Analytical Skills	Critically Analyse, Interpret, Compare and Synthesis Complex Historical Information from Primary and Secondary Sources to Develop Historically Informed Arguments and Explanations.
PO4-Historical Research Design and Knowledge Generation	Formulate Research Problems, Questions and Hypotheses; Design Systematic Historical Investigations and Contribute to the Generation of New Knowledge Through Evidence-Based and Original Historical Research.
PO5-Identification and Analysis of Historical Problems	Identify and Critically Examine Complex Historical, Social, Economic, Political, and Cultural Issues, Including Their Causes, Continuity, Change and Contemporary Significance.
PO6-Evidence-Based Historical Interpretation and Solutions	Evaluate the Reliability, Relevance and Limitations of Historical Evidence and Use It to Formulate Reasoned Interpretations, Explanations and Evidence-Based Responses to Complex Historical and Contemporary Issues.
PO7-Scholarly Communication and Historical Writing	Communicate Historical Knowledge Effectively Through Academic Writing, Research Papers, Presentations, Seminars, Digital Content and Other Scholarly Forms, Using Appropriate Citation and Referencing Practices.
PO8-Research Inquiry, Sources, Data and Digital Tools	Develop Research Questions, Collect and Organise Historical Data, Critically Use Archival and Documentary Sources, Manuscripts, Inscriptions, Records and Digital Resources and Apply Appropriate Research and Analytical Tools.
PO9-Historical Judgement, Accountability and Decision-Making	Exercise Independent and Critical Judgement in Interpreting Historical Evidence, Acknowledge Alternative Perspectives and Demonstrate Responsibility and Accountability for Scholarly Arguments Research Practices and Professional Decisions.
PO10-Constitutional Values, Ethics and Heritage Sustainability	Demonstrate Commitment to Constitutional Values, Objectivity, Inclusiveness, Academic Integrity and Ethical Research Practices, While Recognising the Importance of Preserving Cultural Heritage, Historical Records, Monuments and The Environment.
PO11-Employability, Innovation and Entrepreneurship	Apply Historical Knowledge and Professional Skills in Teaching, Research, Archives, Museums, Heritage Management, Tourism, Publishing, Content Creation, Administration and Other Emerging Career Opportunities, While Demonstrating Innovation and Entrepreneurial Initiative.
PO12–Lifelong and Self-Directed Learning	Demonstrate the Ability to Pursue Independent, Self-Directed and Lifelong Learning in History and Related Disciplines, Continuously Upgrading Knowledge, Research Skills, Digital Competencies and Professional Capabilities for Higher Education and Employment.

PROGRAMME SPECIFIC OUTCOMES (PSOs):	
PSO 1–Historical Knowledge and Understanding	Students Will Acquire Comprehensive Knowledge of the Political, Social, Economic, Cultural, Administrative and Intellectual History of India, Gujarat and Saurashtra, as Well as Major Developments in Ancient, Medieval and Modern World History. Students Will Acquire Comprehensive Knowledge for NET/GSET and Competitive Exam Preparation.
PSO 2–Historical Thinking and Research Skills	Students Will Develop the Ability to Critically Analyse Historical Events, Processes, Sources, Historiographical Debates and Different Schools of Historical Thought and Apply Appropriate Methods of Historical Research and Interpretation.
PSO 3–Heritage, Archives and Historical Communication	Students Will Develop Practical Skills in Heritage Tourism, Archival and Record Management, Historical Script Writing, Content Creation and Historical Writing, Enabling Them to Communicate Historical Knowledge Effectively in Academic and Public Domains
PSO 4–Regional and Contemporary Historical Perspectives	Students Will Critically Examine Regional Histories of Gujarat and Saurashtra Alongside Major National and Global Historical Developments and Understand the Connections Between Historical Processes, Social Transformation, Cultural Heritage, Nationalism, Colonialism and Post-Independence India.

BHAKTA KAVI NARSINH MEHTA UNIVERSITY, JUNAGADH
SUMMARY OF COURSE

SUMMARY OF COURSE												
Sr. No.	Programme	Year	(NHEQF) Credit Levels for The PG Programme	Semester	DSC/DSE/ SEC Course	Course Name	Coursework Credit	Teaching Hrs.	End Sem	Internal	Total Marks	Exam Duration
1	PG For 2- Year PG After A 3-Year UG	FIRST YEAR (SEM- 1 & SEM- 2)	6	1	DSC-1	PHILOSOPHY AND METHODS OF HISTORY	04	60	70/28	30/12	100/40	2:30
					DSC-2	HISTORY OF INDIA (FROM EARLIEST TIME UP TO 185 BCE)	04	60	70/28	30/12	100/40	2:30
					DSC-3	HISTORY OF INDIA (FROM 185 BCE TO 8 TH CENTURY CE)	04	60	70/28	30/12	100/40	2:30
					DSE-1(A)	ANCIENT WORLD CIVILIZATIONS: FROM EVOLUTION TO EMPIRES	04	60	70/28	30/12	100/40	2:30
					DSE-1(B)	SOCIAL AND ECONOMIC HISTORY OF ANCIENT INDIA	04	60	70/28	30/12	100/40	2:30
					DSE-2(A)	HISTORY OF SORATH AND BARADA REGION	04	60	70/28	30/12	100/40	2:30
					DSE-2(B)	ANCIENT INDIAN ART AND ARCHITECTURE (BEGINNING TO 1200 CE)	04	60	70/28	30/12	100/40	2:30
					SEC-1	HERITAGE TOURISM AND TOUR MANAGEMENT	02	30	35/14	15/6	50/20	1:15
			6.5	2	DSC-4	HISTORICAL THOUGHT AND HISTORIOGRAPHY	04	60	70/28	30/12	100/40	2:30
					DSC-5	HISTORY OF EARLY MEDIEVAL INDIA (8 TH CENTURY CE TO 12 TH CENTURY CE)	04	60	70/28	30/12	100/40	2:30
					DSC-6	HISTORY OF INDIA (1206 CE TO 1526 CE)	04	60	70/28	30/12	100/40	2:30
					DSE-3(A)	HISTORY OF INDIA (1526 CE TO 1756 CE)	04	60	70/28	30/12	100/40	2:30
					DSE-3(B)	SOCIAL AND ECONOMIC HISTORY OF MEDIEVAL INDIA	04	60	70/28	30/12	100/40	2:30
					DSE-4(A)	ANCIENT AND MEDIEVAL INDIAN ADMINISTRATIVE SYSTEM	04	60	70/28	30/12	100/40	2:30
					DSE-4(B)	HISTORY OF MODERN WORLD (1848 CE TO 1930 CE)	04	60	70/28	30/12	100/40	2:30
					SEC-2	HISTORICAL SCRIPT WRITING AND CONTENT CREATION	02	30	35/14	15/6	50/20	1:15
• M.A. Sem-1 - Student has to Select any one course from discipline Specific Elective (DSE) 1(A) and 1(B) • M.A. Sem-1 - Student has to Select any one course from discipline Specific Elective (DSE) 2(A) and 2(B) • M.A. Sem-2 - Student has to Select any one course from discipline Specific Elective (DSE) 3(A) and 3(B) • M.A. Sem-2 - Student has to Select any one course from discipline Specific Elective (DSE) 4(A) and 4(B)												Page

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	01		Practical Internal	--
Category Of Course	DSC – 01		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	PHILOSOPHY AND METHODS OF HISTORY			
LEARNING OBJECTIVES: This Course Equips Students with The Essential Theoretical and Practical Tools of Historical Research. It Explores the Foundational Philosophy of History, Its Relationship with Other Social Sciences and The Critical Distinction Between Objective Truth and Subjective Bias. Students Will Learn to Rigorously Evaluate Primary and Secondary Sources Using Internal and External Criticism. Additionally, The Curriculum Addresses the Mechanics of Historical Writing—Such as Proper Documentation, Bibliography and Synthesis—While Introducing Modern Dimensions Like the Opportunities and Ethical Challenges Of Using Artificial Intelligence (AI) In Contemporary Historical Research.				
COURSE OUTCOMES:				
CO1	Evaluate The Philosophical Basis of History by Distinguishing Between Critical and Speculative Approaches to Historical Thought.			
CO2	Demonstrate A Technical Understanding of The Concept of Causation and The Validity of Generalizations in Reconstructing Historical Narratives.			
CO3	Apply Rigorous Research Techniques, Including External and Internal Criticism (Heuristics and Hermeneutics) to Verify the Authenticity and Credibility of Historical Sources.			
CO4	Critically Examine the Role of Objectivity, Subjectivity and Bias, Enabling the Student to Produce Balanced and Ethically Sound Historical Interpretations.			
CO5	Develop The Skill of Historical Synthesis, Effectively Integrating Isolated Facts into A Cohesive, Analytical and Meaningful Historical Discourse.			

DSC – 1. PHILOSOPHY AND METHODS OF HISTORY

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Meaning of History - Importance of Its Study. B) History - Art or Science? C) Types of History - Their Characteristics.	15
	2	A) History & Other Disciplines: Sociology, Geography, Economics, Anthropology and Archaeology. B) Sources of History - Classification and Comparative Importance. C) Historical Criticism - External and Internal Criticism, Positive and Negative Criticism.	15
	3	A) Objectivity, Subjectivity and Bias in History, Synthesis and Interpretation. B) Theory of Causation in History. C) Rewriting of History.	15
	4	A) Bibliography and Footnotes - Importance, Uses and Abuse. B) Characteristics and Pitfalls of a Historian. C) Role of Artificial Intelligence (AI) in Historical Research: Opportunities and Ethical Challenges.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:

English:

- E.H. Carr, What Is History? Penguin Publication, 2008.
- Marc Bloch, The Historian's Craft, Manchester University Press, 2004.
- W.H. Dray (Ed.), Philosophical Analysis and History, Harper and Row, 1966.
- Patrick Gardiner, The Nature of Historical Explanation, OUP, 1968.
- Breisach Ernst: Ancient, Medieval and Modern India, Chicago, U.S.A.
- Collingwood R. G.: The Idea of History (O.U.P.)
- Marwick Arthur: The New Nature of History, Palgrave, New York
- Thompson J.W.: A History of Historical Writing, 2 Vols, New York.
- Walsh W. H.: Introduction to The Philosophy of History, London, UK.
- O.R. Krishnaswami, M. Raganaham: Methodology of Research in Social Sciences

Hindi:

- ई. श्रीधरन, 500 ई.पू. से सन् 2000 तक: इतिहास-लेखन एक पाठ्य-पुस्तक, ओरिएंट ब्लैकस्वॉन।
- आर्थर मारविक (अनुवादक: लाल बहादुर वर्मा), इतिहास का स्वरूप, ग्रंथशिल्पी।
- गोविन्द चन्द्र पाण्डे: इतिहास: स्वरूप एवं सिद्धांत, अहमदाबाद।

Gujarati:

- ધારૈયા આર. કે. ૧૯૮૮. ઇતિહાસનું તત્વજ્ઞાન અને ઇતિહાસ લેખન અભિગમ અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- પરીખ, રસિકલાલ. ૧૯૬૪. ઇતિહાસ: સ્વરૂપ અને પદ્ધતિ. અમદાવાદ : ગુજરાત યુનિવર્સિટી.
- મહેતા, રમણલાલ. ૧૯૮૨. ઇતિહાસની વિભાવના. અમદાવાદ : ગુજરાત વિદ્યાપીઠ.

Suggested Online Links:

- <https://Ndl.Iitkgp.Ac.In>
- <https://Epustakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.aspx>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.aspx>

Suggested Video Lecture Links:

- https://youtu.be/Jxiie2ujgea?List=PllY_2iucg87d73uutbr_Qvnaeuyi4rvwp
- <https://www.youtube.com/watch?v=J31cjlugugo>
- <https://www.youtube.com/watch?v=Xammfw-Zznk>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	0	3	3	3	3	3	2	3	1	1	1	1	0	3	1	0
CO2	0	3	3	3	3	3	2	3	1	1	1	1	0	3	1	0
CO3	0	3	3	3	3	3	2	3	1	1	1	1	0	3	1	0
CO4	0	3	3	3	3	3	2	3	1	1	1	1	0	3	1	0
CO5	0	3	3	3	3	3	2	3	1	1	1	1	0	3	1	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	01		Practical Internal	--
Category Of Course	DSC – 02		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	HISTORY OF INDIA (FROM EARLIEST TIME UP TO 185 BCE)			
LEARNING OBJECTIVES: This Course Aims to Provide a Comprehensive Understanding of Early Indian History from Prehistoric Times Down to The Mauryan Period (Up To 185 BCE). Students Will Examine the Evolution of Human Societies Through Prehistoric Tool Cultures, The Rise and Decline of The Harappan Civilization and Vedic Traditions. The Course Further Explores the Emergence of Early State Systems, Urbanization, Heterodox Religious Movements and Foreign Invasions, Culminating in The Political, Administrative and Cultural Achievements of The Mauryan Empire. Through This Trajectory, Students Will Develop Critical Skills to Analyze Primary Sources, Inscriptions and Archaeological Evidence.				
COURSE OUTCOMES:				
CO1	Identify Diverse Historical Sources (Archaeological, Literary and Epigraphic) and Trace the Socio-Technological Evolution Across Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures.			
CO2	Critically Examine the Urban Planning, Trade Networks and Decline of The Harappan Civilization Alongside the Political, Social and Economic Transformations During the Vedic Period and Megalithic South India.			
CO3	Explain The Rise of The Mahajanapadas, The Mechanics of Second Urbanization and The Philosophical Tenets of Heterodox Movements Like Jainism, Buddhism and Ajivikism.			
CO4	Analyze The Political Growth of Magadha and Evaluate the Socio-Cultural Impact of Persian and Greek Invasions Under Alexander.			
CO5	Critique Mauryan Administration, Chandragupta's Statecraft, Ashoka’s Policy of <i>Dhamma</i> , Imperial Edicts, Scripts and The Structural Causes Behind the Decline of The Mauryan Dynasty.			

HISTORY OF INDIA (FROM EARLIEST TIME UP TO 185 BCE)

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Survey of Sources. B) Palaeolithic Cultures-Tools, Sites and Life Style. C) Mesolithic, Neolithic and Chalcolithic Cultures.	15
	2	A) Harappan Civilization: Origin, Extent, Main Features and Causes of Decline. Internal and External Trade, First Urbanization in India. B) Early Vedic and Later Vedic Period: Aryan Debates, Polity, Society, Economy and Religion. C) South Indian Megalithic Culture- Burial Types and Salient Features.	15
	3	A) Expansion of State System- Mahajanapadas: Monarchical and Republican States. B) Economic and Social Developments and Emergence of Second Urbanization In 6 th Century BCE. C) Religious Movements: Jainism, Buddhism and Ajivikas.	15
	4	A) Rise of Magadha, Persian Invasion and Greek Invasion Under Alexander and Its Effects. B) Mauryan Empire: Chandragupta Maurya and Ashoka's Policy, Reforms and Dhamma. C) Ashok Edicts, Language and Script. D) Decline of Maurya Empire.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:**English:**

- Agrawal, D.P., The Archaeology of India.
- Bandyopadhyaya, N.C., Economic Life and Progress in Ancient India., Calcutta, 1945.
- Basham, A.L., Ed., *A Cultural History of India*, Oxford, Clarendon Press, 1975.
- Bhandarkar, R.G., *Vaishnavism, Saivism and Minor Religious Systems.*, Strasbourg, 1913.
- Chakrabarti, D.K., Archaeology of Ancient Indian Cities.
- Thapar, Romila, Ashoka and The Decline of The Mauryas, 1997.
- Majumdar, R.C., Raychaudhuri, H.C., And Datta, K.K., *An Advanced History of India*, Delhi, 1973.
- Majumdar, R.C. (Ed.), The History and Culture of The Indian People, Bharatiya Vidya Bhavan. Vols. I–V. Bombay, 1960–66.
- Sastri, K.A.N., A History of South India, From Prehistoric Times to The Fall of Vijayanagar, Madras, 1966.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India, (Stone Age to the 12th Century), Pearson Publication.
- Vincent A. Smith, *Early History of India*, Oxford, 1904.

Hindi:

- झा, डी०एन० एवं श्रीमाली, के०एम०, प्राचीन भारत का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी।
- शर्मा, रामशरण, प्रारंभिक भारत का परिचय, ओरिएंट ब्लैकस्वान, नई दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत: प्रारंभ से 1300 ई० तक, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
- सिंह, उपिन्द्र, प्राचीन एवं पूर्व-मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक, पीयरसन एजुकेशन, नई दिल्ली।
- ठाकरान, आर०सी०, दत्त, शिव एवं संजय कुमार (संपादक), भारतीय उपमहाद्वीप की संस्कृतियाँ (भाग-1 और भाग-2), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
- राय, यू०बी०, प्राचीन भारत का इतिहास, लोकभारती प्रकाशन, इलाहाबाद।
- पांडेय, राजबली, प्राचीन भारत, मोतीलाल बनारसीदास, दिल्ली।
- श्रीवास्तव, के०सी०, प्राचीन भारत का इतिहास तथा संस्कृति, यूनाइटेड बुक डिपो, इलाहाबाद।

Gujarati:

- પંડ્યા, સુમના. ૧૮૮૪. ભારતનો આદ્ય ઇતિહાસ. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાસ્ત્રી, હરિપ્રસાદ. ૧૮૮૪. પ્રાચીન ભારત. અમદાવાદ: ગુજરાત યુનિવર્સિટી.
- સાંકળિયા, હસમુખ ધીરજલાલ. ૧૯૭૬. ભારતમાં સંસ્કૃતિનો ઉપાકાળ. અમદાવાદ: ગુજરાત વિદ્યાપીઠ.
- શાહ, સુમના. ૨૦૨૦. ભારતીય ઇતિહાસની સાધનસામગ્રી. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- પટેલ, ગૌતમ. ૨૦૧૪. વૈદિક સાહિત્ય અને સંસ્કૃતિ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- મહેતા, રમણલાલ. ૧૯૮૨. ભારતીય પ્રાગૈતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.litkgp.ac.in>
- <https://Epubstakalaya.com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.aspx>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.aspx>

Suggested Video Links:

- https://youtu.be/b0j538YvuTk?list=PL_a1TI5CC9RG8wPaNNDOk6VjSdhe0KsHE
- <https://youtu.be/0rcLs9ITo0c?list=PLqtVCj5iIH4w0Y8KBB4fqBu25T0sGhXG>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	2	0	3	2	0	2	1	1	2	1	3	1	1	1
CO2	3	0	2	0	3	2	0	2	1	1	2	1	3	1	1	1
CO3	3	0	2	0	3	2	0	2	1	1	2	1	3	1	1	1
CO4	3	0	2	0	3	2	0	2	1	1	2	1	3	1	1	1
CO5	3	0	2	0	3	2	0	2	1	1	2	1	3	1	1	1

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	01		Practical Internal	--
Category Of Course	DSC – 03		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	HISTORY OF INDIA (FROM 185 BCE To 8 th Century CE)			
LEARNING OBJECTIVES: This Course Aims to Provide a Comprehensive Understanding of India's Political, Socio-Economic and Cultural Evolution From 185 BCE To The 8 th Century CE. Students Will Survey Diverse Historical Sources to Analyze the Post-Mauryan Polities, Foreign Invasions and The Golden Age of The Guptas. The Curriculum Covers the Sangam Age, The Rise of Feudalism and Prominent Regional Dynasties Like the Vakatakas, Chalukyas and Pallavas. Ultimately, Students Will Grasp the Architectural, Literary and Scientific Advancements That Shaped Early Medieval India's Regional Identities.				
COURSE OUTCOMES:				
CO1	Analyze The Political Transitions After the Mauryas, Focusing on Indigenous Dynasties (Shungas, Kanvas and Satavahanas) and the Impact of Foreign Invasions (Indo-Greeks, Shakas and Kushanas).			
CO2	Evaluate The Political Achievements of The Gupta Rulers Alongside the Socio-Economic, Scientific and Literary Developments of The Gupta Era and The Sangam Age.			
CO3	Critically Examine the Administration of The Vakatakas, The Achievements of Harshavardhana and The Origins and Socio-Political Development of Indian Feudalism.			
CO4	Understand The Rise and Administrative Structures of Prominent Regional Kingdoms, Specifically the Western Gangas, Kadambas and Vishnukundins.			
CO5	Appreciate The Political History and Outstanding Contributions to Art and Architecture Made by The Chalukyas of Badami (Especially Pulakeshin II) and The Pallavas of Kanchi.			

DSC – 3. HISTORY OF INDIA (FROM 185 BCE To 8th Century CE)

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Survey of Sources. B) Post Mauryan Polity with Special Reference to the Shungas, Kanvas and the Satavahanas. C) Foreign Invasion and Kingdoms: Indo-Greeks, Shakas and Kushanas.	15
	2	A) Rise of the Gupta Empire: Chandragupta-I, Samudragupta and Chandragupta-II. B) The Gupta Empire: Socio-Economic Conditions and Development of Art, Literature, Science and Technology. C) The Sangam Age: Polity, Literature, Economy and Society.	15
	3	A) The Vakatakas: Polity, Culture and Administration. B) Harshvardhan: Career and Achievements. C) Feudalism: Origins and Development.	15
	4	A) Emergence of Regional Kingdoms: 1) Western Gangas 2) Kadambas 3) Vishnukundins. B) Chalukya of Badami: Pulakeshin II-Achievement and Chalukyan Art-Architecture. C) The Pallavas of Kanchi: Polity, Society and Art.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:
English: • Basham, A.L., The Wonder That Was India. • D. Chattopadhyaya, Making of Early Medieval India. • K. M. Ashraf, Life and Conditions of The People of Hindustan. • M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V. • Majumdar, R.C. (Ed.), The History and Culture of The Indian People, Bharatiya Vidya Bhavan. Vols. I–V. Bombay, 1960–66. • Majumdar, R.C., Raychaudhuri, H.C., And Datta, K.K., An Advanced History of India, (London, 1961; 3rd Edition, Delhi, 1973). • Majumdar, R.C. And Altekar, A.S. (Eds.), The Vakataka-Gupta Age., Banaras, 1954. • Rapson, E.J. (Ed.), The Cambridge History of India. Vol. I., New Delhi, 1968. • Majumdar, R.C. (Ed.), The History of Bengal. Vol. I., Dacca, 1943. • Sarkar, Jadunath – Military History of India Administration, M.C. Sarkar & Sons, 1960. • Ray, H.C., Dynastic History of Northern India, Vol. 1, 2nd Edn, New Delhi, Munshiram Manoharlal, 1973. • Sastri, K.A.N., The Colas., Madras, 1955. • Sastri, K.A.N., South Indian Influences in The Far East., Bombay, 1949. • Sastri, K.A.N., A History of South India, From Prehistoric Times to The Fall of Vijayanagar., Madras, 1966. • Tripathi, R. S., History of Ancient India, Delhi, Motilal Banarsidass, 1967, Reprint Sedn, 2014.

- Tripathi, R.S., History of Kanauj to The Moslem Conquest., Delhi, 1959.

Hindi:

- शर्मा, रामशरण, भारत में आर्यों का आगमन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ठाकरान, आर.सी., दत्त, शिव, संजय कुमार, भारतीय उपमहाद्वीप की संस्कृतियाँ, भाग-1-2 हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, पूर्वकालीन भारत (प्रारंभ से 1300 ई. तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- थापर, रोमिला, आर्य संरचना का पुनर्गठन, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गार्डन, डी. ए., भारतीय संस्कृति की प्रागैतिहासिक पृष्ठभूमि, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- गोपाल, शरण, प्रागैतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग-1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

Gujarati:

- શાસ્ત્રી,હરિપ્રસાદ.૧૯૮૪.પ્રાચીન ભારત.અમદાવાદ:ગુજરાત યુનિવર્સિટી
- નેહરુ, જવાહરલાલ:૧૯૮૮. મારું હિંદનું દર્શન. અમદાવાદ: નવજીવન પ્રકાશન મંદિર.
- મજુમદાર, આર.જી. ૨૦૧૮.ગુપ્તકાલીન ભારત.અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાહ,સુમના.૨૦૨૦.ભારતીય ઇતિહાસની સાધનસામગ્રી.અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.litkgp.Ac.In>
- <https://Epostakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>

Suggested Video Links:

- https://youtu.be/b0j538YvuTk?list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0KsHE
- <https://youtu.be/0rcLs9ITo0c?list=PLqtVCj5iilH4w0Y8KBB4fqBu25T0sGhXG>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	2	0	3	2	0	2	1	1	1	1	3	0	0	1
CO2	3	0	2	0	3	2	0	2	1	1	1	1	3	0	0	1
CO3	3	0	2	0	3	2	0	2	1	1	1	1	3	0	0	1
CO4	3	0	2	0	3	2	0	2	1	1	1	1	3	0	0	1
CO5	3	0	2	0	3	2	0	2	1	1	1	1	3	0	0	1

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6	Internal Marks	30
Programme	M.A.	External Marks	70
Semester	01	Practical Internal	--
Category Of Course	DSE – 01(A)	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code	--	Exam Duration	2.30 Hours

Course Title	ANCIENT WORLD CIVILIZATIONS: FROM EVOLUTION TO EMPIRES
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LEARNING OBJECTIVES: This Course Provides a Global Perspective on The Development of Human Societies from Prehistoric Origins to The Rise and Fall of Major Ancient Empires. Students Will Explore the Transition from Early Stone Age Hunter-Gatherer Communities to Agrarian Societies and Complex Urban Centers Across Asia, Africa, Europe and The Americas. By Analyzing The Political, Socio-Economic, Religious and Cultural Achievements of Civilizations Like Mesopotamia, Egypt, Greece, Rome, China, Persia and Pre-Columbian Mesoamerica, The Course Enables Students to Evaluate How Environment, Trade, Law and Innovation Shaped Early Human History and Foundational Global Heritage.

COURSE OUTCOMES:

CO1	Explain The Geographical and Environmental Factors Driving Early Human Development Across the Palaeolithic, Mesolithic and Neolithic Eras, Highlighting Tool Technology and The Agricultural Revolution.
CO2	Analyze The Socio-Economic Structures, Religious Practices, Legal Codes (E.G., Hammurabi), Literature and Architectural Feats of Mesopotamian and Egyptian Civilizations.
CO3	Examine The Key Political, Scientific and Cultural Contributions of Ancient China, Classical Athenian Democracy During the Age of Pericles and The Roman Republic.
CO4	Synthesize The Political Organization of The Persian Empire Alongside the Astronomical, Architectural, Religious and Calendar Systems of The Maya and Aztec Civilizations.
CO5	Compare Cross-Cultural Developments in Governance, Law, Writing Systems and Urban Planning to Understand the Interconnectedness and Legacy of Ancient World Civilizations.

DSE – 1(A) ANCIENT WORLD CIVILIZATIONS: FROM EVOLUTION TO EMPIRES

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Geographical Formation and Early Man. B) Paleolithic Culture. C) Mesolithic Culture. D) Neolithic Culture.	15
	2	A) Mesopotamian Civilization: Sumerian, Babylonian and Assyrian Civilizations – Socio-Economic Conditions, Religion, Law, Education, Language and Writing, Literature, Art and Architecture. B) Egyptian Civilization: Socio-Economic Condition, Cultural, Art and Architecture.	15
	3	A) Chinese Civilisation: Economy, Society, Science and Technology. B) Greek Civilization: The Age of Pericles - Greek Contribution to Democracy, Literature, History, Drama, Education, Olympic Games, Philosophy and Science. C) Roman Civilization: Society, Culture and Republic in Rome.	15
	4	A) Persian Civilisation: Political and Socio-Economic. B) Maya Civilisation: Astronomy and Calendar Making. C) The Aztecs: Culture, Religion, Art and Decline.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:

English:

- Campbell, B. G., And J. D. Loy, Humankind Emerging, Concise Ed., Longman, Newyork, 2005.
- Gould, S. J., The Structure of Evolutionary Theory, Cambridge, 2002
- Johanson, D. C., And B. Edgar., From Lucy to Language, Simon & Schuster, New York, 1996.
- Klein, R. G., The Human Career: Human Biological and Cultural Origins, 2nd Ed., University of Chicago Press, Chicago, 1999.
- Badian, E., (Ed.) Ancient Society and Institutions. Studies Presented to Victor Ehrenberg. 6.Fagan,
- Brian M., World Prehistory: A Brief Introduction. 3rd Ed. New York: Harpercollins, 1996.
- Wells, H.G. An Illustrated Short History of The World. Topsfield, Massachusetts: Salemhouse, 1987.
- Wenke, Robert J., Patterns in Prehistory: Humankind's First Three Million Years, 4th Ed. Oxford, New York, 1999
- De Morgan, Jacques., Prehistoric Man, New York, 1925.
- Georg, Eugen, The Adventure of Mankind, New York, 1931
- Bard, KA., Encyclopedia of The Archaeology of Ancient Egypt, Routledge, New York, 1999.
- Bianchi, Robert., The Nubians: People of The Ancient Nile, Millbrook, 1994.
- Clancy, Flora S., Pyramids, St. Remy Press and Smithsonian Institution, 1994.
- Clare, John D., Pyramids of Ancient Egypt, Harcourt Brace Jovanich, 1995.
- Cohen, Daniel., Ancient Egypt, Doubleday, 1

- Adams, Richard E. W., Prehistoric Mesoamerica, University of Oklahoma Press, Norman, 1991.
- Bernal, Ignacio, The Olmec World, Trans. Doris Hyden and Fernando Horcasitas, University of California Press, Berkeley, 1969.

Hindi:

- शर्मा, रामशरण: विश्व इतिहास की भूमिका, राजकमल प्रकाशन, नई दिल्ली, २०१५.
- गोयल, श्रीराम: विश्व की प्राचीन सभ्यताएँ, कुसुमांजलि प्रकाशन, मेरठ, २०००.
- पांडेय, जैनरायण: पुरातत्व विमर्श, अनुशामंत प्रकाशन, इलाहाबाद, २०२०.
- सिंह, उदय शंकर: प्राचीन सभ्यताओं का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, २०१६.
- पाठक, एस.एम.: विश्व की प्राचीन सभ्यताओं का इतिहास, बिहार हिंदी ग्रंथ अकादमी, पटना, २०१३.
- नेहरू, जवाहरलाल: विश्व इतिहास की झलक, सस्ता साहित्य मंडल, नई दिल्ली, २०१२.

Gujarati:

- નેહરુ, જવાહરલાલ(અનુ. મણિભાઈ દેસાઈ). ૧૯૪૫. જગતના ઇતિહાસનું રેખાદર્શન. અમદાવાદ: નવજીવન પ્રકાશન મંદિર.
- આચાર્ય, નવીનચંદ્ર અને થોમસ પરમાર. ૨૦૧૬. જગતની અગ્રગણ્ય સભ્યતાઓ. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

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- <https://Ndl.Iitkgp.Ac.In>
- <https://Epustakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>

Suggested Video Links:

- <https://youtu.be/p1yNCKbm7iA>
- <https://youtu.be/O7gccsPf0-s>

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	1	0	3	0	0	1	1	0	1	2	3	2	0	1
CO2	3	0	1	0	3	0	0	1	1	0	1	2	3	2	0	1
CO3	3	0	1	0	3	0	0	1	1	0	1	2	3	2	0	1
CO4	3	0	1	0	3	0	0	1	1	0	1	2	3	2	0	1
CO5	3	0	1	0	3	0	0	1	1	0	1	2	3	2	0	1

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	01		Practical Internal	--
Category Of Course	DSE-1(B)		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	SOCIAL AND ECONOMIC HISTORY OF ANCIENT INDIA			
LEARNING OBJECTIVES: The Course Aims to Introduce Students to The Foundational Socio-Economic Structures of Ancient India. It Familiarizes Learners with Diverse Historical Sources to Analyze the Transition from Prehistoric Subsistence to Urban Economies. Students Will Explore Agrarian Systems, Land Revenue, Feudalism and Expanding Commercial Networks. The Curriculum Critically Examines Social Hierarchies, Including the Evolution of Varna, Jati, Gender Roles and Marginalization. Ultimately, The Course Develops an Understanding of Monetary Systems, Urbanization Cycles and The Structural Transitions That Shaped Early Medieval India, Fostering Analytical Skills to Interpret Long-Term Historical Processes.				
COURSE OUTCOMES:				
CO1	Analyze Diverse Geographical Factors and Historical Sources to Reconstruct the Socio-Economic Framework of Ancient India.			
CO2	Evaluate Ancient Agrarian Systems, Land Revenue Models and The Historical Growth of Early Indian Feudalism.			
CO3	Examine Ancient Commercial Networks, Maritime Trade Routes and The Functioning of Powerful Merchant Guild Systems.			
CO4	Critically Assess Social Stratification, Gender Dynamics, Institutional Structures and The Emergence of Historical Social Exclusions.			
CO5	Understand The Complex Processes of Urbanization, Monetary Evolution and The Transition Toward Early Medieval Society.			

DSE-1(B)
SOCIAL AND ECONOMIC HISTORY OF ANCIENT INDIA

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) India: Concept, Geography and Environment. B) Source of Social and Economic History of Ancient India. C) Early Economic Formations: Prehistoric Economies and The Harappan Urban Economy. D) Agriculture, Animal Husbandry, Crafts and Industries in The Vedic and Post-Vedic Periods.	15
	2	A) Land Ownership, Land Revenue and Taxation. B) Origin and Development of Feudalism and Land Grants. C) Trade: Internal and Maritime Trade, Major Trade Routes (Uttarapatha And Dakshinapatha) & The Guild System (Shrenis) Organizations.	15
	3	A) Varna and Jati: Origin, Proliferation and Social Stratification, Gotra, Pravara, Ashrama System and The Purusharthas. C) Position of Women, Forms of Marriages and Access to Education & Property (Stri-Dhana). D) Social Exclusions: Slavery (Dasa System) and The Emergence of Untouchability.	15
	4	A) Monetisation, Currency Systems and Banking. B) Urbanisation: First Urbanisation (Harappan) Vs Second Urbanisation (Ganga Valley). C) Deurbanisation, The 'Indian Feudalism' Debate and The Transition to The Early Medieval Period.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:
English: ● Allchin, Briget and F. R. Allchin. 1982. The Rise of Civilization in India and Pakistan. Delhi: Cambridge University Press. ● Allchin, F. R. Et Al. 1995. Historical Archaeology of Early India. Delhi: Cambridge University Press. ● Kane, P. V. 1930–62. History Of Dharmashastra (Relevant Sections). Pune: Bhandarkar Oriental Research Institute. ● Kosambi, D. D. 1958. An Introduction to The Study of Indian History. Bombay: Popular Prakashan. ● Randhava, M. S. A History of Agriculture in India. New Delhi: Indian Council of Agricultural Research. ● Sharma, R. S. 1995. Perspectives In Social and Economic History of Early India. Delhi: Motilal Banarasidass Hindi: ● झा, डी. एन. और कृष्ण मोहन श्रीमाली. प्राचीन भारत का इतिहास. दिल्ली: दिल्ली विश्वविद्यालय. ● सत्यकेतु विद्यालंकार. (2010). प्राचीन भारतीय इतिहास का वैदिक युग. नई दिल्ली: सरस्वती सदन.

- शर्मा, रामशरण. (1992). प्रारंभिक भारत का आर्थिक एवं सामाजिक इतिहास. दिल्ली: दिल्ली विश्वविद्यालय.
- शर्मा, रामशरण. (1973). भारतीय सामंतवाद. दिल्ली: राजकमल प्रकाशन.
- शर्मा, रामशरण. (1992). शूद्रों का प्राचीन इतिहास. दिल्ली: राजकमल प्रकाशन.
- शर्मा, रामशरण. (1995). भारत के प्राचीन नगरों का पतन. दिल्ली: राजकमल प्रकाशन.
- शुक्ल, गिरीश चंद्र एवं विमलेश कुमार पांडेय. (2002). प्राक् एवं प्रागैतिहासिक भारतीय पुरातत्व. नई दिल्ली: मोतीलाल बनारसीदास.

Gujarati:

- પંડ્યા, સુમન. ૧૮૮૪. ભારતનો આદ્ય ઇતિહાસ. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાસ્ત્રી, હરિપ્રસાદ. ૧૮૮૪. પ્રાચીન ભારત. અમદાવાદ: ગુજરાત યુનિવર્સિટી.
- સાંકળિયા, હસમુખ ધીરજલાલ. ૧૯૭૬. ભારતમાં સંસ્કૃતિનો ઉષાકાળ. અમદાવાદ: ગુજરાત વિદ્યાપીઠ.
- બેટાઈ, રમેશ ૧૯૭૩. સુંદરજી. ભારતની પ્રાચીન સામાજિક સંસ્થાઓ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

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- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>

Suggested Video Links:

- https://youtu.be/b0j538YvuTk?list=PL_a1TI5CC9RG8wPaNNDOk6VjSdhe0KsHE
- <https://youtu.be/0rcLs9ITo0c?list=PLqtVCj5iilH4w0Y8KBB4fqBu25T0sGhXG>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	2	0	3	2	0	2	1	1	0	1	3	2	0	1
CO2	3	0	2	0	3	2	0	2	1	1	0	1	3	2	0	1
CO3	3	0	2	0	3	2	0	2	1	1	0	1	3	2	0	1
CO4	3	0	2	0	3	2	0	2	1	1	0	1	3	2	0	1
CO5	3	0	2	0	3	2	0	2	1	1	0	1	3	2	0	1

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6	Internal Marks	30
Programme	M.A.	External Marks	70
Semester	01	Practical Internal	--
Category Of Course	DSE – 02(A)	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code	--	Exam Duration	2.30 Hours
Course Title	HISTORY OF SORATH AND BARADA REGION		
LEARNING OBJECTIVES: This Course Offers an In-Depth Regional Study of The Sorath and Barada Territories Within Saurashtra, Focusing on Their Political, Cultural, Environmenta and Socio-Economic Heritage. Students Will Explore Dynastic Rule Under the Chudasamas, Jethvas and Nawabs, As Well As the Freedom Struggle Involving the Arzi Hakumat. The Curriculum Examines Regional Cultural Identity Through Prominent Fairs, Landmark Temples (Somnath and Dwarka), Key Historical Personalities and Pioneering Botanical Documentation by Jaykrishna Indraj. Additionally, It Highlights Agrarian Life, Wildlife Conservation in Gir and Modern Educational Milestones That Shaped the Region’s Socio-Cultural Landscape.			
COURSE OUTCOMES:			
CO1	Evaluate The Political History and Administrative Achievements of The Chudasama Dynasty, The Jethvas, The Babi Nawabs and The Historic Liberation Movement Through the <i>Arzi Hakumat</i> .		
CO2	Assess The Socio-Cultural Significance of Traditional Fairs (Bhavnath, Madhavpur, Somnath) And the Intellectual Contributions of Eminent Personalities Such as Dr. Bhagvanlal Indraj, Dr. Tribhovandas Shah and Shambhuprasad Desai.		
CO3	Detail The Historical Evolution of Major Religious Sites (Somnath, Sun Temples and Dwarka) and Analyze Jaykrishna Indraj's Pioneering Botanical Contributions to The Flora of The Barada Hills.		
CO4	Examine The Agrarian Structures of Sorath, Historic Resistance Against Social/Political Injustice and The Ecological Conservation Strategies for The Asiatic Lions in Gir.		
CO5	Critically Reflect on The Impact of Foundational Educational Institutions Like Bahauddin College and Arya Kanya Gurukul in Advancing Literacy, Social Reform and Regional Growth.		

DSE – 2(A)
HISTORY OF SORATH AND BARADA REGION

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Geographic Introduction to The Sorath and Barada. B) Brief Introduction of Chudasama Dynasty. C) Political History and Achievements of Nawab's and Jethva Dynasty. D) Arzi Hakumat.	15
	2	A) Fairs of Sorath and Barada Region. (Bhavnath Fair, Madhavpur Fair and Kartiki Purnima Fair of Somnath). B) The Fight for Political and Social Injustice (Kanda's Massacre). C) Sorath's Nominated Personalities (Dr.Bhagvanlal Indrajai, Dr.Tribhovandas Motichand Shah and Shambhuprasad Desai).	15
	3	A) Historical Story of Somnath Temple and Sun Temples of Sorath. B) History of Ranchhodrai Temple in Dwarka. C) Plants of Barada and Jaykrishna Indrajai.	15
	4	A) Farming and Farmers in Sorath. B) Gir Lions and Their Conservation Measures. C) Educational Institutions of Sorath and Barada Region. (Bahauddin College- Junagadh and Aryakanya Gurukul- Porbandar.).	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:
English: ● Bayley E. C. – History of Gujarat, Delhi, 1970. ● Bell Wilberforce – The History of Kathiawad, Delhi, 1980. ● Commissariat M. S. - History of Gujarat Vol.III, Ahmedabad, 1980. ● Kincaid C. A. – Outlaws of Kathiawad, 1905. ● Memoranda On Indian States, G.O.I. New Delhi, 1936. ● Menon V. P. – The Story of The Integration of Indian States, Bombay, 1961. ● Munshi K. M. – The Shrine Eternal, Prabhas Patan, 1951. ● Oza K. C. – Reconstruction of Life and Polity in Kathiawad States, Rajkot, 1946. ● Shukla R. B. - Story of Saurashtra, Rajkot, 1993. ● The Ruling Princes, Chiefs and Leading Personages in Western India States Agency, New Delhi. ● Watson J. W. – Statistical Account of Junagadh, Bombay, 1884. ● Watson J. W. – Statistical Account of Porbandar, Bombay, 1884. Gujarati: ● દેસાઈ, શંભુપ્રસાદ – સૌરાષ્ટ્રનો ઇતિહાસ ● દેસાઈ, શંભુપ્રસાદ – કનડાનો કેર ● દેસાઈ, શંભુપ્રસાદ – પ્રભાસ અને સોમનાથ ● દેસાઈ, શંભુપ્રસાદ - જૂનાગઢ અને ગીરનાર

- જાની, એસ.વી. – નવાબી શાસનનો અંત
- ખાયર, પ્રદ્યુમ્ન – સૌરાષ્ટ્રનો ગૌરવવંતો ઇતિહાસ
- જાની, એસ.વી. – સૌરાષ્ટ્રનો ઇતિહાસ
- જોડે, રત્નમણીરાવ – સોમનાથ
- જોષી, વિશાલ- આધુનિક જૂનાગઢનો ઇતિહાસ
- જોષી, વિશાલ- સૌરાષ્ટ્રના સાંસ્કૃતિક લેખો.
- જોષી, વિશાલ- સોરઠના પવિત્ર ધર્મ સ્થળો
- ખાયર, પ્રદ્યુમ્ન – સોરઠ સરકાર નવાબ મહાબતખાનજી
- ખાયર, પ્રદ્યુમ્ન – ગિરનારનો ઇતિહાસ
- ખાયર, પ્રદ્યુમ્ન, વાળા ધીરુભાઈ – તસવીરોમાં જૂનાગઢ
- પલાણ, નરોત્તમ-પોરબંદરનો ઇતિહાસ
- વૈષ્ણવ, ભૂપતરાય – સંસ્થાન જૂનાગઢની ભૂગોળ
- વોરા, મણીભાઈ- પોરબંદર

Suggested Online Links:

- <https://Ndl.iitkgp.Ac.In>
- <https://Epustakalay.Com>
- <https://Archive.Org>

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	0	0	1	2	1	2	0	2	3
CO2	3	2	1	1	2	2	1	0	0	1	2	1	2	0	2	3
CO3	3	2	1	1	2	2	1	0	0	1	2	1	2	0	2	3
CO4	3	2	1	1	2	2	1	0	0	1	2	1	2	0	2	3
CO5	3	2	1	1	2	2	1	0	0	1	2	1	2	0	2	3

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	01		Practical Internal	--
Category Of Course	DSE – 02 (B)		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	ANCIENT INDIAN ART AND ARCHITECTURE (BEGINNING TO 1200 CE)			
LEARNING OBJECTIVES: This Course Examines the Rich Artistic and Architectural Heritage of Ancient India from Early Prehistoric Origins Through The 12th Century CE. Students Will Analyze Literary and Archaeological Sources to Trace the Structural Evolution of Indus Urban Planning, Mauryan Monoliths, Rock-Cut Cave Traditions and Stupas. The Curriculum Systematically Explores Major Sculptural Traditions Alongside the Stylistic Evolution of Temple Architecture:Nagara, Dravida and Vesara—Across Regional Dynasties, Including the Guptas, Chandellas, Chalukyas, Pallavas and Cholas. Through This Study, Students Will Gain Deep Insight into Artistic Iconographies, Aesthetic Philosophy and Architectural Engineering.				
COURSE OUTCOMES:				
CO1	Evaluate Archaeological Sources, Harappan Town Planning, Lothal’s Dockyard, Seal Art and Mauryan Civic and Palatial Architectural Features.			
CO2	Critically Assess Barabar Caves, Ashokan Pillars, Monumental Stupa Artistic Traditions, Alongside Cave Art at Ajanta, Ellora and Bagh.			
CO3	Trace Origin of Gupta Temples, Fundamental Principles of Nagara, Dravida, Vesara Styles and Gandhara and Mathura Sculpture.			
CO4	Deconstruct Distinct Architectural Characteristics of Temples Built by Chandella, Odishan, Rashtrakuta, Chalukya, Pallava and Chola Dynasty Patrons.			
CO5	Synthesize Technical Craftsmanship and Aesthetic Traditions of Chola Bronzes Within Broader Architectural and Socio-Religious Contexts of Ancient India.			

DSE – 2. (B)**ANCIENT INDIAN ART AND ARCHITECTURE (BEGINNING TO 1200 CE)**

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Literary and Archaeological Sources of Ancient Indian Architecture. B) Harappan Architecture—Town Planning, Great Bath, Dockyard of Lothal, Sculptures, Terracotta and Seal. C) Mauryan Architecture – Town Planning and Assembly Hall of Kumrahar Place.	15
	2	A) Architectural Features of Ashokan Pillars and Foreign Influence. Rock-Cut Architecture of Mauryan (Barabar Caves). B) Stupa Architecture: Sanchi, Bharahut, Nagurjunkonda and Amaravati. C) Cave Architecture and Paintings of Ajanta, Ellora and Bagh. D) Rock-Cut Architecture: Bhaja, Karle, Udayagiri and Khandagiri.	15
	3	A) Temple Architecture- Origin, Development and Nature, Architectural Features of The Gupta and Post Gupta Temple. B) Main Styles of The Temples - Nagar, Dravid and Besar. C) Gandhara and Mathura Schools of Sculpture.	15
	4	A) Architectural Features of Temple of The Chandela, Orissa and Rashtrakuta. B) Architectural Features of Temple of The Chalukya, Pallav and Chola. C) Chola Bronzes Sculpture.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:**English:**

- V.S. Agrawal- Study in Indian Art
- P. Brown - Indian Architecture (Buddhist and Hindu)
- V.S. Smith - History of Fine Art in India and Ceylon.
- J. Marshal- Mohenjo-Daro and Indus Civilization
- A.K. Comma Swami - History of Indian and Indonesian Art
- A.K. Mitra - Mauryan Art
- R. Benjamin - Art and Architecture of India
- A. Ghosh - Jain Art and Architecture
- Krishna Dev- Temples of North India
- E.V. Havel - Ancient and Medieval Architecture of India
- S.K. Sarasvati - Temples of Odisha
- Vasudev Upadhyay- Prachin Bhartiya Stupa Guha Evam Mandir
- Uday Narayan Rai –Prachin Bhartiya Sthaptya Kala

Hindi:

- अग्रवाल, वासुदेवशरण. (2022). भारतीय कला. वाराणसी: पृथ्वी प्रकाशन.
- प्रताप, रीता. (2020). भारतीय कला का इतिहास. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.

- राय, उदय नारायण. (2018). भारतीय कला और स्थापत्य. इलाहाबाद: लोकभारती प्रकाशन.
- विहारी, मिथिलेश. (2016). भारतीय स्थापत्य एवं कला. दिल्ली: स्वाति पब्लिकेशन.
- सहाय, शिवस्वरूप. (2021). प्राचीन भारतीय कला एवं स्थापत्य (संशोधित संस्करण). नई दिल्ली: मोतीलाल बनारसीदास.

Gujarati:

- પરીખ, પ્રવીણચંદ્ર. ૧૯૭૮. ભારતીય શિલ્પકળા. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાહ, પ્રિયબાળા. ૧૯૭૪. હિંદુ મૂર્તિ વિધાન. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.litkgp.Ac.In>
- <https://Epostakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>

Suggested Video Links:

- <https://youtu.be/rv-fWGxSiZU?list=PLw7s9XqlzCGTSKUlc2DmdKOotP4droZ3j>
- https://youtu.be/VKCSfZFzbl8?list=PLb_NauHfSqHO3c_q6WLiuiXDdtlFZPW0e
- https://youtu.be/AwCasfiwxEM?list=PLb_NauHfSqHO3c_q6WLiuiXDdtlFZPW0e

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	0	2	1	0	1	1	3	2	1	3	0	3	0
CO2	3	2	1	0	2	1	0	1	1	3	2	1	3	0	3	0
CO3	3	2	1	0	2	1	0	1	1	3	2	1	3	0	3	0
CO4	3	2	1	0	2	1	0	1	1	3	2	1	3	0	3	0
CO5	3	2	1	0	2	1	0	1	1	3	2	1	3	0	3	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 1

Course Level	6	Internal Marks	15
Programme	M.A.	External Marks	35
Semester	01	Practical Internal	--
Category Of Course	SEC-1	Practical External	--
Course Credit	2	Prac. External Exam Duration	--
Teaching Hours	30	Total	50
Course Code	--	Exam Duration	1.15 Hours
Course Title	HERITAGE TOURISM AND TOUR MANAGEMENT		
LEARNING OBJECTIVES: This Course Aims to Provide Students with A Foundational Understanding of Heritage Tourism, Blending Theoretical Knowledge with Practical Execution. Students Will Explore India’s Diverse Tangible and Intangible Heritage, Understanding Its Socio-Economic Importance. The Course Focuses on Developing Professional Guiding Skills, Effective Communication and Ethical Crowd Management. Additionally, It Equips Students with Practical Tools to Design Itineraries, Create Digital Travel Brochures and Conduct Sustainable Heritage Walks, Preparing Them for Careers in The Travel and Hospitality Industry.			
COURSE OUTCOMES:			
CO1	Understand The Core Concepts of Tangible and Intangible Heritage Tourism and Major Historical Circuits in India.		
CO2	Apply Professional Communication, Ethical Guiding Practices and Efficient Crowd Management Techniques at Heritage Sites.		
CO3	Design, Map and Execute Engaging Local Heritage Walks and Professional Digital Tour Itineraries Independently.		
CO4	Analyze The Impact of Tourism on Fragile Monuments and Implement Effective Sustainable Tourism Practices.		
CO5	Evaluate Real-World Guiding Challenges Through Mandatory Field Visits and Compile Comprehensive Professional Project Reports.		

SEC – 1
HERITAGE TOURISM AND TOUR MANAGEMENT

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
1	1	A) Concepts: Meaning & Types of Heritage (Tangible & Intangible). B) Tourism in India: Growth, Importance and Major Circuits. C) The Tour Professional: Role, Communication Skills, Ethics and Crowd Management. D) Sustainability: Preserving Fragile Monuments and Responsible Tourism.	15
	2	A) Heritage Walk Design: Researching, Mapping and Executing a Local Historic Route. B) Digital Marketing: Creating Professional Tour Brochures and Itineraries Using Digital Tools. C) Field Experience: Mandatory Monument Visit, Professional Guiding Shadow and Submission of A 5-Page Field Report.	15

Teaching-Learning Methodology	1.Theory: Lectures, Quizzes, Seminars and Audio-Visual Presentations. 2.Practical: Mandatory Monument/Archive Visits, Professional Guide Shadowing and Research Reports. 3.Skill-Based: Mock Guiding, Role-Plays and Digital Itinerary Design.
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SUGGESTED REFERENCES:

English:

- Bhatia, A.K. – Tourism Development: Principles and Practices.
- Singhanian, Nitin – Indian Art and Culture (For Heritage Circuits & History)
- Sajnani, Manohar – Encyclopedia of Tourism Resources in India
- UNESCO Guidelines on Sustainable Cultural Tourism.
- Kernal Balsar, The Concept of The Common Heritage of Mankind, Vol. 30.
- Richard Harrison, Manual of Heritage Management.
- Davide T. Herbert, Heritage Tourism & Society.

Suggested Video Links:

- <https://youtu.be/LGExi3LIBAc?list=PLL9jm6CAGn2XqQ5Nt1Nh56Bv19e-nGRNw>
- <https://youtu.be/tF5h84Yi5rA>

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	1	0	3	1	1	2	3	0	0	3	3	1	0	0	3	2
CO2	1	0	3	1	1	2	3	0	0	3	3	1	0	0	3	2
CO3	1	0	3	1	1	2	3	0	0	3	3	1	0	0	3	2
CO4	1	0	3	1	1	2	3	0	0	3	3	1	0	0	3	2
CO5	1	0	3	1	1	2	3	0	0	3	3	1	0	0	3	2

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	02		Practical Internal	--
Category Of Course	DSC – 04		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	HISTORICAL THOUGHT AND HISTORIOGRAPHY			
LEARNING OBJECTIVES: The Course Aims to Introduce Students to The Evolution of Historical Thought and The Major Traditions of Historiography Across Different Civilizations. It Enables Students to Understand Various Schools and Approaches to Historical Writing, Critically Assess the Contributions of Eminent Historians and Appreciate the Development of Regional Historiography. The Course Also Develops Analytical and Research Skills by Familiarizing Students with The Process of Dissertation Writing, Including Topic Selection, Literature Review, Hypothesis Formulation, Research Design, Data Collection and The Proper Use of Footnotes and Bibliography.				
COURSE OUTCOMES:				
CO1	Explain The Evolution and Characteristics of Major Historiographical Traditions, Including Greek, Roman, Chinese, Arabic, Persian and Indian Historical Writing.			
CO2	Compare And Critically Evaluate the Major Schools and Approaches of Historiography, Such as The Oxford, Romantic, Prussian, Imperialist, Nationalist, Marxist and Subaltern Traditions.			
CO3	Assess The Contributions of Prominent Historians, Including Leopold Von Ranke, Arnold J. Toynbee, Jadunath Sarkar, G. S. Sardesai, R. C. Majumdar and Leading Regional Historians.			
CO4	Demonstrate An Understanding of The Development of Regional Historiography and Its Significance in Historical Research.			
CO5	Apply The Principles and Methods of Historical Research by Selecting a Research Topic, Reviewing Literature, Formulating A Hypothesis, Designing Research, Collecting Data and Preparing a Dissertation with Proper Footnotes and Bibliography.			

DSC-4 HISTORICAL THOUGHT AND HISTORIOGRAPHY

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Greek, Roman and Chinese Traditions of Historiography. B) Arabic and Persian Traditions of Historiography. C) Ancient and Medieval Indian Historical Traditions.	15
	2	A) Oxford, Romantic, Prussian Schools of Historiography. B) Modern Approaches to History - Imperialist, Nationalist, Marxist and Subaltern.	15
	3	A) Evaluation of the Contribution of Ranke and Toynbee. B) Assessment of The Contribution of Jadunath Sarkar, G.S.Sardesai, and R. C. Majumdar.	15
	4	A) Contribution to Regional Historiography of Bhagwanlal Indraji, Durgashankar Shastri and Vallabhaji H. Acharya. B) Writing a Dissertation – Selection of Theme, Review of Literature, Formation of Hypothesis, Research Design, Data Collection, Footnotes and Bibliography.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:

English:

- Breisach Ernst: Ancient, Medieval and Modern India, Chicago, U.S.A.
- Collingwood R.G.: The Idea of History.
- Marwick Arthur: The New Nature of History, Palgrave, New York
- Thompson J.W.: A History of Historical Writing, 2 Vols, New York.
- Walsh W. H.: Introduction to The Philosophy of History, London, UK.
- O.R. Krishnaswami, M. Raganaham: Methodology of Research in Social Sciences.

Hindi:

- ई. श्रीधरन, इतिहास लेख (हिंदी), नई दिल्ली, 2012
- पांडे गोविंद चंद्र: इतिहास: स्वरूप और सिद्धांत

Gujarati:

- ધારૈયા આર.કે., ૧૯૮૮. ઇતિહાસનું તત્વજ્ઞાન અને ઇતિહાસ લેખન અભિગમ.અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- પરીખ, રસિકલાલ. ૧૯૬૯. ઇતિહાસ સ્વરૂપ અને પદ્ધતિ. અમદાવાદ:ગુજરાત યુનિવર્સિટી.
- મહેતા, રમણલાલ : ઇતિહાસની વિભાવના,અમદાવાદ.
- ઓઝા, ઈશ્વરલાલ. ૨૦૦૨. પ્રાચીન અને મધ્યકાલીન ગુજરાતના ઇતિહાસની લેખન પ્રવૃત્તિ. વિસનગર.
- રસેશ, જમીનદાર. ૧૯૮૮. ઇતિહાસ સંકલ્પના અને સંશોધનો.અમદાવાદ:ગુજરાત વિદ્યાપીઠ.

Suggested Online Links:

- <https://Ndl.Iitkgp.Ac.In>
- <https://Epustakalay.Com>
- <https://Archive.Org>

- <https://ignou.ac.in>
- www.cec.nic.in
- <https://parliamentlibraryindia.nic.in/ebooks.aspx>
- <https://www.gutenberg.org/>
- <https://www.rarebooksocietyofindia.org/>
- <https://www.indianculture.gov.in/ebooks>
- <https://parliamentlibraryindia.nic.in/ebooks.aspx>

Suggested Video Links:

- https://youtu.be/Jxiie2ujgea?list=PLly_2iucg87d73uutbr_Qvnaeuyi4rvwp
- <https://www.youtube.com/watch?v=J31cjlugugo>
- <https://www.youtube.com/watch?v=Xammfw-Zznk>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

CPs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	0	3	3	3	3	3	2	3	0	0	1	1	0	3	1	0
CO2	0	3	3	3	3	3	2	3	0	0	1	1	0	3	1	0
CO3	0	3	3	3	3	3	2	3	0	0	1	1	0	3	1	0
CO4	0	3	3	3	3	3	2	3	0	0	1	1	0	3	1	0
CO5	0	3	3	3	3	3	2	3	0	0	1	1	0	3	1	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	02		Practical Internal	--
Category Of Course	DSC – 05		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	HISTORY OF EARLY MEDIEVAL INDIA (8 TH CENTURY CE TO 12 TH CENTURY CE)			
LEARNING OBJECTIVES: This Course Aims to Provide Students with An Understanding of The Political, Social, Economic and Cultural Developments of Early Medieval India from The Eighth to The Twelfth Century CE. It Familiarizes Students with The Major Regional Kingdoms, Important Historical Sources and The Significant Political and Socio-Economic Transformations of The Period. The Course Also Develops Students' Analytical Skills to Interpret Historical Events and Appreciate the Role of Early Medieval India in The Evolution of Indian History.				
COURSE OUTCOMES:				
CO1	Explain The Major Political Developments and Regional Kingdoms of Early Medieval India (8 th –12 th Century CE) Using Historical Sources.			
CO2	Analyze The Emergence and Expansion of The Rajput States, Regional Dynasties and Their Contributions to Indian History.			
CO3	Evaluate The Socio-Economic Changes of The Period, Including Land Grants, Feudalism, Political Decentralization and The Impact of Foreign Invasions.			
CO4	Develop Critical Skills in Interpreting Historical Evidence and Understanding the Significance of Early Medieval India in The Broader Context of Indian History.			
CO5	Synthesize The Cultural, Architectural and Administrative Legacies of The Major Northern and Southern Dynasties (Such as The Cholas, Chalukyas and Rashtrakutas) to Assess Their Long-Term Impact on Indian Civilization.			

HISTORY OF EARLY MEDIEVAL INDIA (8TH CENTURY CE TO 12TH CENTURY CE)

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Survey of Sources. B) The Rajput Era: Theories of Origin, Emergence and Expansion. C) The Tripartite Struggle for Kannauj: Rashtrakutas, Pratiharas and Palas of Bengal.	15
	2	A) Major Rajput Dynasties: Chauhans, Chandelas and Paramaras. B) Chalukyas (Solankis) of Gujarat and Gahadavals of Kannauj. C) Dynasties Of Kashmir: Utpala Dynasty (Avantivarman) and Lohara Dynasty (Rani Didda).	15
	3	A) Frontier and Eastern Kingdoms: Hindu Shahis of Kabul/Punjab and Sena Dynasty of Bengal. B) The Imperial Cholas: Polity and Administration. C) The Imperial Pandyas: Polity, Society, Architecture and Art.	15
	4	A) Socio-Economic Transitions: Land Grants, Indian Feudalism and Political Decentralization. B) Foreign Invasions: Arab Conquest of Sindh (712 C.E.), Mahmud of Ghazni (Ghaznavids) and Muhammad Ghori.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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SUGGESTED REFERENCES:**English:**

- Hermann Kulke, The State in India 1000-1700, Oxford University Press, Delhi, 1995.
- R.S. Sharma, Indian Feudalism C.300-1200. Iind Edition, Delhi, 1980.
- Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson, 2013.
- Awadh Bihari Pandey, Early Medieval India, Central Book Depot.
- Chattopadhyaya, B. D. (1994). "Introduction." The Making of Early Medieval India. New Delhi: Oxford University Press.
- Kesavan Veluthat, The Early Medieval in South India 2009.
- Altekar, A. S. (1971). Early Medieval Village in North-Eastern India: AD 600- 1200. Calcutta: Punthipustak
- Chattopadhyaya, B.D. (1994). The Making of Early Medieval India. Delhi: Oxford University Press.
- Ali, Daud. 2006. Courtly Culture and Political Life in Early Medieval India. New Delhi: Cambridge University Press.

Hindi:

- उपाध्याय, वासुदेव. (2018). पूर्व-मध्यकालीन भारत का इतिहास. नई दिल्ली: मोतीलाल बनारसीदास.
- झा, द्विजेन्द्र नारायण एवं श्रीमाली, कृष्ण मोहन. (2020). प्राचीन भारत का इतिहास (पूर्व-मध्यकाल सहित). नई दिल्ली: माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.
- पाठक, विशुद्धानन्द. (2016). उत्तर भारत का राजनीतिक इतिहास (750 ई. से 1200 ई.). वाराणसी: विश्वविद्यालय प्रकाशन.
- पाण्डेय, अवध बिहारी. (2019). पूर्व-मध्यकालीन भारत. इलाहाबाद: सेन्ट्रल बुक डिपो.

- मिश्र, जयशंकर. (2015). प्राचीन भारत का सामाजिक इतिहास (राजपूत एवं पूर्व-मध्यकाल विशेष). पटना: बिहार हिन्दी ग्रन्थ अकादमी.
- राय, उदय नारायण. (2017). राजपूत राजवंशों का इतिहास. इलाहाबाद: लोकभारती प्रकाशन.
- शर्मा, रामशरण. (2021). भारतीय सामंतवाद (Indian Feudalism का हिंदी अनुवाद). नई दिल्ली: राजकमल प्रकाशन.
- श्रीवास्तव, आशीष. (2022). पूर्व-मध्यकालीन भारत: राजनीति, समाज और संस्कृति. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.

Gujarati:

- નાયક,છોટુભાઈ.૧૯૬૮.મધ્યયુગીન ભારત,ખંડ-૧.અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાહ,સુમન.૨૦૨૦.ભારતીય ઇતિહાસની સાધનસામગ્રી.અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.litkgp.Ac.In>
- <https://Epostakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indiaculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>

Suggested Video Links:

- <https://youtu.be/p1yNCKbm7iA>
- <https://youtu.be/O7gccsPf0-s>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	2	0	3	2	0	2	1	1	0	1	3	1	0	1
CO2	3	0	2	0	3	2	0	2	1	1	0	1	3	1	0	1
CO3	3	0	2	0	3	2	0	2	1	1	0	1	3	1	0	1
CO4	3	0	2	0	3	2	0	2	1	1	0	1	3	1	0	1
CO5	3	0	2	0	3	2	0	2	1	1	0	1	3	1	0	1

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	02		Practical Internal	--
Category Of Course	DSC– 06		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	HISTORY OF INDIA (1206 CE To 1526 CE)			
LEARNING OBJECTIVES: This Course Aims to Provide Students with A Comprehensive Understanding of The Political, Socio-Economic and Cultural Dynamics of Medieval India (1206 CE – 1526 CE). Students Will Analyze the Political Consolidation, Administrative Structures and Economic Reforms of The Delhi Sultanate, Alongside the Rise and Fall of Major Regional Powers Like the Vijayanagar and Bahmani Kingdoms. The Course Also Highlights the Socio-Economic Conditions and The Profound Impact of The Bhakti and Sufi Movements, Enabling Students to Appreciate the Cultural Synthesis and Composite Heritage of The Medieval Era.				
COURSE OUTCOMES:				
CO1	Analyze Political Consolidation, State-Building by Early Turkish Rulers and Balban’s Administrative Policies During the Delhi Sultanate Era.			
CO2	Economic Reforms, Concepts of Sovereignty and Administrative Experiments of The Khilji and Tughlaq Dynasties and Their Impact.			
CO3	Examine The Causes and Historical Consequences of The First Battle of Panipat and The Decline of Lodi Dynasty.			
CO4	Assess Socio-Economic Conditions, Cultural Achievements of Vijayanagar Empire and Political Dynamics of Regional Suthern and Bahmani Kingdoms.			
CO5	Evaluate The Social and Economic Conditions Along with The Cultural Synthesis Driven by Bhakti and Sufi Movements.			

HISTORY OF INDIA (1206 CE To 1526 CE)

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Survey of Sources. B) Early Turkish Rulers- Qutabuddin, Iltutmish and Balban. C) Allauddin Khilji- His Conquests and Reforms.	15
	2	A) The Tughlaqs: Mahammad-Bin-Tughalaq and Firoz Shah Tughalaq. B) The Mongol Invasion and Its Impact. C) Timur's Invasion and Down Fall of The Delhi Sultanate.	15
	3	A) Brief Political Survey of Sayyads and The Lodis Rulers. B) Regional Kingdoms in The South: The Yadavas of Devagiri, Kakatiya of Warangal and Hoysala of Dwarasamudra. C) Vijayanagar Empire: Krishnadevaraya - Battle of Talikota and Its Effects Contributions in Architecture, Literature, and Socio-Economic Life.	15
	4	A) Rise and Fall of The Bahmani Empire. B) The Social and Economic Conditions During the Sultanate Period. C) Bhakti and Sufi Movements During the Sultanate Period.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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SUGGESTED REFERENCES:**English:**

- Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, Newdelhi. 2003.
- Chattopadhyaya, B.D., The Making Of Early Medieval India, Oxford University Press, New Delhi. 2003.
- Irfan Habib (Ed.), Madhya Kaleen Bharat, (In Hindi), 13 Volumes.
- Irfan Habib, The Agrarian System of Mughal India 1556-1750 AD.
- Srivastava, A.L., The Delhi Sultanate (English or Hindi Version) India, Shivalal Agarwal & Co.
- Majumdar, R.C. (Ed.), *The History and Culture of The Indian People*, Bharatiya Vidya Bhavan. Vols. I–V. Bombay, 1960–66.
- Chopra, P.N., Puri, B.N., Das, M.N., A Social, Cultural and Economic History of India Vol. II.
- Kesavan Velutha: Political Structure of Early Medieval South India.
- Kulke, Herman (Cd.), The State in India (1000-1700), New York And Delhi, Oxford University Press.
- Nigan, S.B.P., Nobility Under the Sultans of Delhi, Delhi, Munsiram Manoharlal, (1968).
- Majumdar, R.C., Raychaudhuri, H.C., And Datta, K.K., *An Advanced History of India*, (London, 1961; 3rd Edition, Delhi, 1973)
- Roy, S.C., Dynastic History of Northern India, Calcutta, Calcutta University Press, 1935.
- S.A.A. Rizvi, Muslim Revivalist Movements in Northern India During 16th And 17th Century.
- Sharma, S.R., Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan, 2005.
- Singh, Dilbag, Structure of Rural Society in Medieval India.
- Tara Chanda., Influence of Islam on Indian Culture.
- Yadav, B.N.S., Society and Culture in North India in the 12th Century. India.
- Radha Prakashan. Chattopadhyay: The Making of Early Mediaeval India, Oxford University Press.

Hindi:

- भारद्वाज, दिनेश, मध्यकालीन भारतीय सभ्यता एवं संस्कृति, कैलाश प्रकाशन, भोपाल।
- पाण्डेय, अवध बिहारी, पूर्व मध्यकालीन भारत, भाग-1, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- ईश्वरी प्रसाद, मध्यकालीन भारत।
- वर्मा, हरिश्चन्द्र, मध्यकालीन भारत भाग-1 (750-1540 ईस्वी), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वी. के. जैन, सूफी मत और हिन्दी साहित्य।
- तारा चंद, अनुवादक: सुरेश मिश्र, भारतीय संस्कृति पर इस्लाम का प्रभाव, ग्रन्थ शिल्पी प्रकाशन, दिल्ली।
- मीनाक्षी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, ओरिएंट ब्लैक स्वान।

Gujarati:

- ઓઝા,ઈશ્વરલાલ.૨૦૧૫. મધ્યકાલીન ભારતનો ઇતિહાસ(સલ્તનત કાળ). અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાહ,સુમના.૨૦૨૦.ભારતીય ઇતિહાસની સાધનસામગ્રી.અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.Iitkgp.Ac.In>
- <https://Epostakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>

Suggested Video Links:

- https://youtu.be/uOJlbFu04wc?list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0KsHE
- https://youtu.be/CjpOU7fiy04?list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0KsHE

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	2	0	3	1	0	0	2	0	0	1	3	0	1	0
CO2	3	0	2	0	3	1	0	0	2	0	0	1	3	0	1	0
CO3	3	0	2	0	3	1	0	0	2	0	0	1	3	0	1	0
CO4	3	0	2	0	3	1	0	0	2	0	0	1	3	0	1	0
CO5	3	0	2	0	3	1	0	0	2	0	0	1	3	0	1	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	02		Practical Internal	--
Category Of Course	DSE – 03 (A)		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	HISTORY OF INDIA (1526 CE To 1756 CE)			
LEARNING OBJECTIVES: Students Will Critically Analyze the Political Dynamics, Administrative Reforms and Socio-Cultural Syntheses in India from 1526 CE To 1756 CE. They Will Evaluate the Consolidation of The Mughal Empire from Babur to Aurangzeb, Assess Shershah Suri’s Structural Reforms, Trace the Rise of Maratha Hegemony Under Shivaji and The Peshwas and Investigate the Early Socio-Economic Impact of Competing European Mercantile Powers.				
COURSE OUTCOMES:				
CO1	Evaluate The Establishment of Mughal Rule by Babur, Sur Administration Under Shershah and Early Expansions of Akbar.			
CO2	Analyze Akbar’s Rajput, Religious and Land Revenue Policies Alongside the Political Impact of Jahangir and Nurjahan.			
CO3	Examine Shahjahan's Deccan Policy, The War of Succession and Aurangzeb’s Religious, Rajput and Frontier Administrative Policies.			
CO4	Assess The Arrival of European Trading Companies Alongside the Socio-Economic Conditions, Education and Literature of Mughal India.			
CO5	Analyze The Rise of Maratha Power Under Shivaji, Achievements of Bajirao-I and Maratha Socio-Cultural and Religious Conditions.			

DSE – 3(A)
HISTORY OF INDIA (1526 CE TO 1756 CE)

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Sources of the Period- India on The Eve of Babur's Invasion- Babur's Conquests, Memoirs and Assessment. B) Sur Dynasty: Shershah's Early Career - His Conquests and Reforms. C) Akbar - Second Battle of Panipat, Wars and Conquests of Akbar. D) Maharana Pratap: Early Career and Achievements.	15
	2	A) Akbar's Rajput and Religious Policy: Infallibility Decree (1579), Din-I- Ilahi, Land Revenue System and Reforms. B) Jahangir - His Conquests - Nurjahan's Role in Jahangir's Life and Rule. C) Shahjahan: Conquests, Deccan and Frontier Policy and War of Succession.	15
	3	A) Aurangzeb: Northwest Frontier Policy, His Religious Policy, Rajput Policy and Deccan Policy. B) European Companies in India: Portugal, Dutch, English and French. C) Social and Economic Conditions of India During the Mughal Period – Development of Art and Architecture.	15
	4	A) Rise and Growth of the Maratha Power Under Shivaji and Peshwa. B) Conquests of Bajirao – I. C) Religious and Cultural Conditions of India During the Maratha Period.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References: English: - Chandra, Satish, Essays on Medieval Indian History, Oxford University Press, New Delhi. 2003. - Chattopadhyaya, B.D., The Making of Early Medieval India, Oxford University Press, New Delhi, 2003. - Chopra, P.N., Puri, B.N., Das, M.N., A Social, Cultural and Economic History of India Vol. II. H. Siddiqui, Some Aspects of Afghan Despotism. - Irfan Habib (Ed.), Madhya Kaleen Bharat, (In Hindi), 13 Volumes. - S.A.A. Rizvi, Muslim Revivalist Movements in Northern India During 16th And 17th Century. - Prasad, Ishwari, Medieval India (English or Hindi Version), Delhi, Indian Press. - R.P. Tripathi, The Rise and Fall of The Mughal Empire, Vol-2. - Srivastava, A.L., The Delhi Sultanate (English or Hindi Version), India, Shivalal Agarwal & Co. - Tara Chanda, Influence of Islam on Indian Culture. - Sarkar, Jadunath, <i>Military History of India Administration</i>, M.C. Sarkar & Sons, 1960. - Sarkar, Jadunath, <i>Mughal Administration</i>, M.C. Sarkar & Sons, 1920. - Sarkar, Jadunath, History of Aurangzeb, 5 Vols, Bombay, 1974.
--

- Sarkar, Jadunath, Fall of The Mughal Empire, 4 Vols, Calcutta, 1964.
- Sarkar, Jadunath, Shivaji & His Times, Calcutta, 1961.
- Sarkar, Jagdish Narain, Studies in Economic Life in Mughal India, Delhi, 1975.

Hindi:

- डॉ. अवध बिहारी प्रसाद, पूर्व मध्यकालीन भारत, भाग-1, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वर्मा, हरिश्चंद्र, मध्यकालीन भारत, भाग-2 (1540-1761 ईस्वी), हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- वी. के. जैन, सूफी मत और हिंदी साहित्य।
- तारा चंद्र (अनुवादक: सुरेश मिश्र), भारतीय संस्कृति पर इस्लाम का प्रभाव, ग्रंथ शिल्पी प्रकाशन, दिल्ली।
- मीनाक्षी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, ओरिएंट ब्लैकस्वान।

Gujarati:

- પટેલ, જશુભાઈ. ૨૦૨૦. ભારતનો ઇતિહાસ (મુઘલ યુગ : ૧૫૨૬ થી ૧૭૦૭), અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શાહ, મનુભાઈ. ૧૯૮૨. ભારતનો ઇતિહાસ (મરાઠા યુગ) : ૧૭૦૭ થી ૧૮૧૮. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.litkgp.Ac.In>
- <https://E pustakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>
- <https://www.Gutenberg.Org/>
- <https://www.RarebooksofIndia.Org/>
- <https://www.IndianCulture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>

Suggested Video Links:

- https://youtu.be/Sb4_jTpmqpw?list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0KsHE
- https://youtu.be/884YcLSECC8?list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0KsHE

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	2	0	3	1	0	0	2	0	0	1	3	0	0	0
CO2	3	0	2	0	3	1	0	0	2	0	0	1	3	0	0	0
CO3	3	0	2	0	3	1	0	0	2	0	0	1	3	0	0	0
CO4	3	0	2	0	3	1	0	0	2	0	0	1	3	0	0	0
CO5	3	0	2	0	3	1	0	0	2	0	0	1	3	0	0	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5		Internal Marks	30
Programme	M.A.		External Marks	70
Semester	02		Practical Internal	--
Category Of Course	DSE-3 (B)		Practical External	--
Course Credit	4		Prac. External Exam Duration	--
Teaching Hours	60		Total	100
Course Code	--		Exam Duration	2.30 Hours
Course Title	SOCIAL AND ECONOMIC HISTORY OF MEDIEVAL INDIA			
LEARNING OBJECTIVES: This Course Aims to Provide a Comprehensive Understanding of The Socio-Economic Transformations in India from the 12 th To The 18 th Century C.E. Students Will Analyze the Dynamics of Medieval Agrarian Economies, Trade Networks and Urbanization. The Curriculum Is Designed to Critically Evaluate the Stratification of Medieval Society, Including Caste, Class, Gender and Religious Institutions. By Engaging With Primary Sources and Diverse Historiographical Debates, Learners Will Develop Advanced Analytical Skills to Assess How Economic Policies Influenced Social Structures and Contributed to The Transition Toward the Early Modern Era.				
COURSE OUTCOMES:				
CO1	Analyze Medieval Land Ownership Patterns, Agrarian Rights, Agricultural Production Dynamics and Evolution of Revenue Administration Systems.			
CO2	Evaluate Inland and Maritime Trade Networks, Medieval Commercial Practices, Market Mechanisms and Processes of Urban Growth.			
CO3	Examine Medieval Social Hierarchies, Forms of Slavery, Labor Structures and Gender Relations Within the Historical Context.			
CO4	Assess The Socio-Economic Impact of Bhakti and Sufi Movements Alongside the Overarching Relationship Between State and Economy.			
CO5	Critique Historical Perspectives and Scholarly Interventions Regarding the Transitions in The Famous Eighteenth-Century Debate in India.			

DSE-3 (B)
SOCIAL AND ECONOMIC HISTORY OF MEDIEVAL INDIA

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Land Ownership, Proprietary Rights and Agrarian Relations. B) Revenue Administration: Delhi Sultanate (Iqta System) and Mughal Empire (Zabt, Nasaq and Dahsala Systems). C) Agricultural Production, Crop Patterns and Agricultural Technology.	15
	2	A) Inland, Overland and Maritime Trade Networks. B) Commercial Practices and The Role of Prominent Merchant Communities. C) Urban Growth.	15
	3	A) Social Hierarchy: The Ruling Elite (Mansabdars, Jagirdars And Zamindars) And Religious Classes (Ulema & Sufis). B) Slavery and Labor. C) Gender and Society: Position of Women, Royal Women in Politics and Daily Life Patterns.	15
	4	A) Socio-Religious Movements. B) State and Economy: Mercantilism and Price Control Policies. C) The 18 th Century Debate: imperial Decline Versus Regional Prosperity and Transition.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:

English:

- Irfan Habib: *The Agrarian System of Mughal India (1556–1707)*, Oxford University Press.
- Satish Chandra: *Essays on Medieval Indian History & Medieval India: Society, The Jagirdari Crisis, And the Village*, OUP.
- Tapan Raychaudhuri And Irfan Habib (Eds.): *The Cambridge Economic History of India, Vol. I: C. 1200–C. 1750*.
- J.S. Grewal (Ed.): *The State and Society in Medieval India*, Oxford University Press.
- S.A.A. Rizvi: *A History of Sufism in India*, Munshiram Manoharlal.

Hindi:

- इरफ़ान हबीब: मध्यकालीन भारत (8 खंडों में उपलब्ध श्रृंखला), राजकमल प्रकाशन।
- सतीश चन्द्र: मध्यकालीन भारत: राजनीति, समाज और संस्कृति, जवाहर पब्लिशर्स।
- हरिश्चंद्र वर्मा (सं.): मध्यकालीन भारत (भाग 1 और भाग 2), हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय।
- शिव कुमार गुप्त: मध्यकालीन भारतीय संस्कृति और समाज, राजस्थान हिंदी ग्रंथ अकादमी।

Gujarati:

- ડૉ. છોટુભાઈ નાયક: મધ્યયુગીન ભારતનો ઇતિહાસ (ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત).
- જે. એચ. પ્રભુતા: સલ્તનત અને મુઘલ કાળનું ભારત (ગુજરાત યુનિવર્સિટી પ્રકાશન).
- ડૉ. કે. જે. વિરજી: મધ્યકાલીન ભારતની સામાજિક અને આર્થિક સંસ્થાઓ (યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ).
- પરીખ, પ્રવિણચંદ્ર. ૧૯૮૯. મધ્યકાલીન ભારતમાં આર્થિક જીવન અને સંગઠન. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.litkgp.Ac.In>
- <https://Epustakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>

Suggested Video Links:

- <https://youtu.be/TCbkW8Gl0Ag>
- <https://youtu.be/oIGKcCPELK0>
- <https://youtu.be/-dtt95Sqs>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	0	0	3	1	0	0	2	2	0	0	3	0	1	0
CO2	3	2	0	0	3	1	0	0	2	2	0	0	3	0	1	0
CO3	3	2	0	0	3	1	0	0	2	2	0	0	3	0	1	0
CO4	3	2	0	0	3	1	0	0	2	2	0	0	3	0	1	0
CO5	3	2	0	0	3	1	0	0	2	2	0	0	3	0	1	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5	Internal Marks	30
Programme	M.A.	External Marks	70
Semester	02	Practical Internal	--
Category Of Course	DSE-4(A)	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code	--	Exam Duration	2.30 Hours
Course Title	ANCIENT AND MEDIEVAL INDIAN ADMINISTRATIVE SYSTEM		
LEARNING OBJECTIVES: This Course Offers a Comprehensive Exploration of The Evolution of Administrative Institutions, Governance Frameworks and Political Theories in India from The Vedic Period Through the Mughal Era. Students Will Critically Analyze the Structural Development of Central, Provincial and Local Governance, Alongside Revenue, Judicial and Military Administrations. By Examining Foundational Texts Like the Arthashastra and Medieval Administrative Chronicles, Learners Will Evaluate the Conceptual Shifts from Ancient Decentralization to Medieval Bureaucratic Centralization, Gaining Deep Insights into How Historical State Models Influenced Public Administration and State-Building Processes in The Indian Subcontinent.			
COURSE OUTCOMES:			
CO1	Analyze The Origin of State, Functioning of Vedic Popular assemblies and Constitutional Features of Ancient Gana Rajyas.		
CO2	Evaluate Centralized and Provincial Administrative Machineries of Mauryan and Gupta Empires Alongside Southern Chola State Formation.		
CO3	Examine Administrative Characteristics of Rajput States, Delhi Sultanate's Islamic State Theory and The Foundational Iqta System.		
CO4	Assess Institutional Frameworks of The Vijayanagar Empire Alongside Mughal Administrative Structures, Including Mansabdari and Jagirdari Systems.		
CO5	Analyze The Nature, Administrative Functions and Operational Dynamics of The Maratha State Under Shivaji and The Peshwas.		

DSE-4(A)

ANCIENT AND MEDIEVAL INDIAN ADMINISTRATIVE SYSTEM

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Origin, Aims and Objectives of The State in Ancient India. B) Sabha, Samiti and Vidatha in Vedic Era: Its Formation and Functions. C) Gana Rajya: Constitution, Salient Features and Limitations.	15
	2	A) Mauryan Administration: Central, Provincial and Local Governance. B) Administrative System of The Guptas. C) State Formation in The South: Chiefdoms and The Cholas.	15
	3	A) Administrative System of Rajput States: Their Characteristics. B) Administration of the Delhi Sultanate: Islamic Theory of State and Iqta System. C) Administrative System of The Vijay Nagar Empire.	15
	4	A) Administrative System of The Mughal State, Mansabdari and Jagirdar System. B) Nature and Functions of The Maratha State Under Shivaji and The Peshwa.	15

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References:

English:

- Altekar A.S.: State and Government in Ancient India
- Saleore B.A.: Ancient Indian Political Through and Institutions
- Beniprasad: The State in Ancient India
- Tripathi R.S.: Some Aspects of Muslim Administration
- Sen S.N.: The Administration System of The Marathas
- Chakraborti, Hari Pada: Vedic India Political and Legal Institutions in Vedic Literature
- Sharma, Ram Sharan: Aspects of Political Ideas and Institutions in Ancient India
- Qureshi, Ishtiaq Husain: The Administration of The Sultanate of Delhi

Hindi:

- शर्मा, हरिश्चंद्र: प्राचीन भारतीय राजनीतिक विचार और संस्थाएं।
- भार्गव, वी.एस.: मध्यकालीन भारतीय इतिहास एवं संस्थाएं।

Gujarati:

- શુક્લ, જયકુમાર. ૧૯૮૩. સલ્તનત, મુઘલ તથા મરાઠા સમયના રાજકીય સિદ્ધાંતો અને સંસ્થાઓ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- ધારૈયા, આર.કે. પ્રાચીન ભારતીય રાજ્યવ્યવસ્થા અને સંસ્થાઓ. અમદાવાદ: જમનાદાસ એન્ડ કું.
- સોમપુરા, કે.એફ. ૧૯૭૩. હિંદુ રાજ્ય પદ્ધતિનો ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Suggested Online Links:

- <https://Ndl.Iitkgp.Ac.In>
- <https://E pustakalay.Com>

- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.Aspx>

Suggested Video Links:

- https://youtu.be/_v-Lk2k0VQ?list=PLFr_jkwUp0hiv7dOTWBToMG0IIGmai2j2
- https://youtu.be/Y7plPX79Yq0?list=PLFr_jkwUp0hiv7dOTWBToMG0IIGmai2j2
- https://youtu.be/xX1VWDOTSDA?list=PLFr_jkwUp0hiv7dOTWBToMG0IIGmai2j2

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	0	0	3	1	0	0	2	3	0	0	3	0	0	0
CO2	3	0	0	0	3	1	0	0	2	3	0	0	3	0	0	0
CO3	3	0	0	0	3	1	0	0	2	3	0	0	3	0	0	0
CO4	3	0	0	0	3	1	0	0	2	3	0	0	3	0	0	0
CO5	3	0	0	0	3	1	0	0	2	3	0	0	3	0	0	0

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5	Internal Marks	30
Programme	M.A.	External Marks	70
Semester	02	Practical Internal	--
Category Of Course	DSE-4 (B)	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code	--	Exam Duration	2.30 Hours
Course Title	HISTORY OF MODERN WORLD (1848 CE TO 1930 CE)		
LEARNING OBJECTIVES: Students Will Critically Analyze the Transformative Geopolitical, Ideological and Economic Shifts That Reshaped the Global Landscape Between 1848CE And 1930CE. They Will Evaluate the Systemic Impact of Industrial Capitalization, The Rise of Socialism and National Unification in Europe. Additionally, Students Will Examine Afro-Asian Responses to Modernization, Specifically Focusing on Japan and China. By Investigating The Structural Failures of Collective Security, The Origins of World War I, The Rise of The Soviet Socialist State and Global Financial Crises Like the Great Depression, Students Will Comprehend the Interconnected Foundations of The Modern International Order.			
COURSE OUTCOMES:			
CO1	Analyze The Industrial Revolution, Ideological Shifts, European Unifications and The Rise of Asian and African Colonial Imperialism.		
CO2	Evaluate The Causes of The American Civil War, Japan's Meiji Modernization and The Chinese Revolution Of 1911CE.		
CO3	Examine The Origins, Nature and Consequences of World War I Alongside the Landmark Treaty of Versailles Settlements.		
CO4	Assess The Political Origins, Nature, Global Impacts of The Russian Revolution and Soviet Socialist Policy Until 1930CE.		
CO5	Critique The Functioning of The League of Nations, International Washington Conference Agreements and The Great Depression Crisis.		

DSE-4 (B)
HISTORY OF MODERN WORLD (1848 CE To 1930 CE)

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	A) Industrial Revolution - Causes and Impact- Growth of Capitalism and Socialism. B) Growth of Nationalism and Democracy in Europe - Unification of Italy and Germany - Its Impact. C) Colonialism and Imperialism in Asia & Africa in the 19 th and 20 th Centuries.	15
	2	A) The American Civil War: Causes, Results and Significance. B) Meiji Restoration and Japan's Emergence as a Modernization. C) Chinese Revolution of 1911 -Role of Dr. Sun Yat Sen.	15
	3	A) Origins of the First World War - Its Nature, Treaty of Versailles And Other Peace Settlements -Its Consequences. B) Russian Revolution of 1917 - Origin, Nature and Impacts. C) Policy and Achievements of The Socialist State in The USSR Up to 1930.	15
	4	A) Working of the League of Nations and Collective Security — Causes of Its Failure. B) Washington Conference — Main Treaties — Its Impact. C) Crisis In Capitalism - Great Depression — Causes and Effects.	15

I

Teaching-Learning Methodology	Direct Lectures, Quizzes, Seminars, Tutorials, Assignments, Audio-Visual (Movies, Documentaries, Ppts Etc.)
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Suggested References: Englsih: - Swain J.E.: A History of World Civilization - Revill J.C.: World History (1962) - Weech W.N.: History of The World (Asia Publication House Bombay 1964) - Sharma S.R.: A Brief Survey of Human History - Hale J.R.: Ranaissance Europe (Uni. Of California Press 1957) - Triphathi Ramprasad: World History - Basil Davidson, Modern Africa: A Social and Political. - Benns, F. Lee, Europe Since 1914. - C.M. Cipolla, Fontana Economic History of Europe. - E.J. Hobsbawm, The Age of Revolution. - Hartly, G M.S., Short History of International Affairs 1920-1939. - James Joll, Europe Since 1870. - K.R.G. Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002. - Langasm. W.C. World Since 1919, Surjeet Publication.

- Parker, R.A.C., Europe (1919-1945).

Hindi:

- पार्थ सारथी गुप्ता, यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पार्थ सारथी गुप्ता, ब्रिटेन का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- पार्थ सारथी गुप्ता, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।
- देवेश विजय, फ्रांसीसी क्रांति के सांस्कृतिक पहलू, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली।

Gujarati:

- નેહરુ, જવાહરલાલ. ૧૯૪૫. જગતના ઇતિહાસનું રેખાદર્શન. અમદાવાદ: નવજીવન પ્રકાશન મંદિર.
- ભટ્ટ, દેવેન્દ્ર. ૧૯૭૮. યુરોપનો ઇતિહાસ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- શેઠ, સુરેશ. ૨૦૧૮. વિશ્વની ક્રાંતિઓ(ઐતિહાસિક દ્રષ્ટિએ). અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- ભટ્ટ, દેવેન્દ્ર. ૧૯૭૮. ૨૦મી સદીનું વિશ્વ, અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- પટેલ, મંગળભાઈ. ૧૯૮૨. આંતરરાષ્ટ્રીય સંબંધો, ભાગ-૨. અમદાવાદ: ગુજરાત યુનિવર્સિટી.

Suggested Online Links:

- <https://Ndl.Iitkgp.Ac.In>
- <https://Epubstakalay.Com>
- <https://Archive.Org>
- <https://Ignou.Ac.In>
- www.Cec.Nic.In
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>
- <https://www.Gutenberg.Org/>
- <https://www.Rarebooksocietyofindia.Org/>
- <https://www.Indianculture.Gov.In/Ebooks>
- <https://Parliamentlibraryindia.Nic.In/Ebooks.AspX>

Suggested Equivalent Online Courses:

IGNOU & Other Centrally/State-Operated Universities/MOOC Platforms Such as SWAYAM In India and Abroad.

COs-POs/PSOs Matrices of The Course

The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	0	1	0	3	0	0	1	0	0	1	2	3	0	0	1
CO2	3	0	1	0	3	0	0	1	0	0	1	2	3	0	0	1
CO3	3	0	1	0	3	0	0	1	0	0	1	2	3	0	0	1
CO4	3	0	1	0	3	0	0	1	0	0	1	2	3	0	0	1
CO5	3	0	1	0	3	0	0	1	0	0	1	2	3	0	0	1

(3: High, 2: Medium, 1: Low, 0: No Correlation)

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
SYLLABUS OF HISTORY (MASTER OF ARTS) AS PER NEP-2020
FACULTY OF ARTS
EFFECTIVE FROM JUNE 2026
SEMESTER- 2

Course Level	6.5	Internal Marks	15
Programme	M.A.	External Marks	35
Semester	02	Practical Internal	--
Category Of Course	SEC-2	Practical External	--
Course Credit	2	Prac. External Exam Duration	--
Teaching Hours	30	Total	50
Course Code	--	Exam Duration	1.15 Hours
Course Title	HISTORICAL SCRIPT WRITING AND CONTENT CREATION		

LEARNING OBJECTIVES: This Course Aims to Bridge the Gap Between Academic History and Public Storytelling by Equipping Students with Essential Scriptwriting and Digital Content Creation Skills. Students Will Learn to Analyze How History Is Consumed in Popular Media, Develop Rigorous Fact-Checking Methods Using Primary Sources and Master the Art of Narrative Structuring for Diverse Audiences. Additionally, The Course Provides Hands-On Workshops in Digital Production, Training Students to Create Engaging Historical Podcasts, Videos and Social Media Reels, Thereby Opening Diverse Career Pathways in Digital Media, Journalism and Public Relations.

COURSE OUTCOMES:

CO1	Understand The Core Dynamics of Public History and Its Representation Across Various Modern Digital Media Platforms.
CO2	Apply Critical Fact-Checking Methods to Differentiate Authentic Primary Sources from Digital Myths and Misinformation.
CO3	Construct Engaging, Well-Structured Historical Scripts Featuring Clear Timelines, Hooks and Accessible Language for Public Audiences.
CO4	Produce Professional-Grade Historical Multimedia Content Using Contemporary Digital Audio-Visual Editing Tools and Techniques.
CO5	Evaluate Digital Historical Content Through Peer Reviews and Deliver Public-Ready Multimedia Projects for Evaluation.

SEC – 2.

HISTORICAL SCRIPT WRITING AND CONTENT CREATION

SEM	UNIT NO.	COURSE CONTENTS	TEACHING HOURS
2	1	Public History & Script Foundations A) Public History: History in Popular Media (Documentaries, Podcasts, Cinema and Reels). B) Fact-Checking: Primary Sources Vs. Secondary Sources & Digital Myths; Verification Methods & Maintaining Accuracy. C) Script Basics: Structure (Hook, Narrative and Timeline) For Non-Academic Audiences.	15
	2	Digital Production & Content Creation A) Scripting Workshop: Writing A 1,000-Word Historical/Local Legend Script. B) Digital Creation: Recording A 3–5-Minute Podcast/Video Using Canva, Audacity and AI Voice Tools. C) Project Submission: Class Presentation, Peer Review and Digital Portfolio Creation.	15

Teaching-Learning Methodology	1.Theory: Interactive Lectures, Script Analysis, Research Assignments and Media Presentations. 2.Practical: Writing Workshops, Audio/Video Production (Canva /Audacity) And Digital Portfolio Creation. 3.Review: Peer Evaluation, Script Presentations and Interactive Feedback Sessions.
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Suggested References:
English: ● Thomas Cauvin – Public History: A Textbook of Practice ● Hilda Kean & Paul Martin – The Public History Reader ● Jerome De Groot – Consuming History: Historians and Heritage in Contemporary Popular Culture. ● E. Sreedharan – A Textbook of Historiography ● Yadav,Bhupendra- Framing History-Context And Perspectives, Publication Division,Delhi,2012. Hindi: ● झारखंड चौबे (J.K. Chaubey) – इतिहास दर्शन एवं इतिहास लेखन ● परमानंद सिंह (Paramanand Singh) – इतिहास लेखन: पद्धति और सिद्धांत ● लाल बहादुर वर्मा (Lal Bahadur Verma) – इतिहास के बारे में

COs-POs/PSOs Matrices of The Course**The Mapping Level Contribution Between COs-POs/PSOs Is Categorized as Follows:**

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	1	0	2	1	0	0	3	0	3	3	3	1	1	0	3	2
CO2	1	0	2	1	0	0	3	0	3	3	3	1	1	0	3	2
CO3	1	0	2	1	0	0	3	0	3	3	3	1	1	0	3	2
CO4	1	0	2	1	0	0	3	0	3	3	3	1	1	0	3	2
CO5	1	0	2	1	0	0	3	0	3	3	3	1	1	0	3	2

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DSC/DSE COURSE INTERNAL EVALUATION SCHEME		
SR.NO	Particulars	Marks
1	Mid-Term Evaluation	15
	Selected Components for Internal Evaluation (Any 3):	
1	Assignment	05
2	Seminar	05
3	Quizzes	05
4	Mid-Term Test	05
5	Presentation	05
6	Viva-Voce	05
7	Survey/Field Visit & Reports Writing	05
8	Project Work	05
	Total	30

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DSC/DSE Course Paper Style

Ques. No.	Particulars	From Which Unit	Marks
1	Essay Type Question. Or Essay Type Question.	1	14
2	Essay Type Question. Or Essay Type Question.	2	14
3	Essay Type Question. Or Essay Type Question.	3	14
4	Essay Type Question. Or Essay Type Question.	4	14
5	Short Question: 7 Out Of 10	From Each Unit	14
	Total Marks		70

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SEC COURSE INTERNAL EVALUATION SCHEME		
SR.NO	Particulars	Marks
1	Mid-Term Evaluation	10
	Selected Components for Internal Evaluation (Any 1):	
2	Assignment	05
3	Seminar	05
4	Quizzes	05
5	Mid-Term Test	05
6	Presentation	05
7	Viva-Voce	05
8	Survey/Field Visit & Reports Writing	05
9	Project Work	05
	Total	15

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SEC Course Paper Style

Ques. No.	Particulars	From Which Unit	Marks
1	Essay Type Question. Or Essay Type Question.	1	14
2	Essay Type Question. Or Essay Type Question.	2	14
3	Short Questions: 2 Out Of 4	From Each Unit	07
	Total Marks		35