

BHAKTA KAVI NARSINH MEHTA UNIVERSITY**Major/Minor****Syllabus of HISTORY (Honors) as per NEP-2020****Faculty of Arts****Effective from June 2026****Subject: HISTORY****SEMESTER- VIII****SUMMARY OF THE SYLLABUS**

Sem No.	Sr. No.	Category of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks	CCE Marks	Total Marks	Exam Duration
Sem-8	1	Major-20	HISTORY OF U.S.A. (1912 A.D. to 1963 A.D.)	6	4	60	50	50	100	2.00 Hours
	2	Major-21	HISTORY OF SOUTH EAST ASIA (1920A.D. to 1960 A.D.)	6	4	60	50	50	100	2.00 Hours
	3	Major-22	DIFFRENT RELIGIONS OF THE WORLD	6	4	60	50	50	100	2.00 Hours
	4	Minor-8	HISTORY OF RUSSIA (1924 A.D. to 1993 A.D.) OR HISTORY OF EARLY MEDIEVAL INDIA (8th Century CE to 12th century CE)	6	4	60	50	50	100	2.00 Hours
	5	OJT	ON THE JOB TRAINING [OJT] (MAJOR SPECIFIC COURSE) OR	6	6	120	SOP	SOP	SOP	
	5	MDRC-2	THE MUSEUMS OF GUJARAT OR ANCIENT AND MEDIEVAL INDIAN ADMINISTRATIVE SYSTEM	6	4	60	50	50	100	2.00 Hours

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SEMESTER- VIII

	6	SEC	HISTORY RESEARCH INSTITUTES OF GUJARAT OR HISTORICAL SCRIPT WRITING AND CONTENT CREATION	6	2	30	25	25	50	1.00 Hours
				Total	22	330	275	275	550	

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Course Level	6	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	08	Practical Internal	--
Category of Course	MAJOR – 20	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	HISTORY OF U.S.A. (1912 A.D. to 1993 A.D.)		

Course Objectives:

This course aims to develop an understanding of the political, social, and economic developments in the U.S.A. from 1912 to 1963. Students will analyze the role of key leaders like Woodrow Wilson, Franklin D. Roosevelt, Harry S. Truman, and John F. Kennedy. The course focuses on examining the causes and impact of major events such as the World Wars and the Great Depression. Additionally, students will study the evolution of U.S. foreign policy and its role in global affairs. The course further aims to understand the emergence of the U.S.A. as a world power and its contribution to international peace and organizations.

Course Learning Outcomes: After completion of the course:

- 1.Explain the major political and economic developments in the U.S.A. between 1912 and 1963.
- 2.Analyze the policies and reforms of important U.S. Presidents and their impact on society.
- 3.Evaluate the causes and consequences of the World Wars and the Great Depression.
- 4.Assess the role of the U.S.A. in international relations, including the Cold War and formation of global institutions.
- 5.Interpret the social, cultural, and economic changes in post-war American society.

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Sem	Unit No.	Syllabi	Teaching Hours
8	1	[1] Woodrow Wilson – His “New Freedom” Reforms. - The First World War and US Neutrality – US enters war (1917) – End of War. [2] The Treaty of Versailles, -Wilson’s 14 points, - His Efforts for world peace. [3] Post-war life in U.S.A. – Society, Education, Literature and Arts.	15
	2	[4] The Washington Conference. [5] Great Depression – causes – Steps taken by Hoover Administration and its failure. [6] F.D. Roosevelt – His “New Deal” Program	15
	3	[7] F.D. Roosevelt - His foreign policy (1933-1941) [8] U.S.A. and the Second World War. [9] Contribution of F.D. Roosevelt in the establishment of the U.N.	15
	4	[10] Harry S. Truman – The Fair Deal – His foreign Policy. [11] America and the cold war [12] The Eisenhower Administration – Kennedy’s Administration.	15

Suggested Reading:

1. Franklin Eascher : A Brief History of the U.S.
2. Nevins : A Brief History of the U.S.
3. Nevins and Commager : The Story of a Free people.
4. K. George : American Diplomacy (1900 – 1950)
5. Charles Beard : Rise of American Civilization
6. Hicks & Mowry : A Short History of American Democracy
7. Nevins and Commager : The Heritage of America
8. Current, Williams and Freidel : American History – A Survey.
9. Paul M. Angle : The American Reader Vol. III, IV, V (Stu. Ed.)
10. Richard D. Heffner : A Documentary History of the U.S.
11. S.E. Bemis : A Diplomatic History of the U.S.
12. ધારૈયા, કાઝી, ભટ્ટ, જાની, : અર્વાચીન અમેરિકાનો ઇતિહાસ

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Course Level	6	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	08	Practical Internal	--
Category of Course	MAJOR – 21	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	HISTORY OF SOUTH EAST ASIA (1920 A.D. to 1960 A.D.)		

Course Objectives:

This course aims to develop an understanding of the political developments in South East Asia during the colonial and post-colonial period. Students will examine the administrative systems and constitutional developments in countries like the Philippines and Siam (Thailand). The course focuses on analyzing the impact of the Second World War and Japanese occupation on South East Asia. Additionally, students will study the role of nationalist leaders and movements in shaping modern South East Asian nations. The course further aims to understand the post-war political, economic changes and foreign policies, including regional and international relations.

Course Learning Outcomes: After completion of the course:

- 1.Explain the administrative and constitutional developments in the Philippines and political changes in Siam (Thailand).
- 2.Analyze the causes and consequences of the 1932 Siam Revolution and regional transformations.
- 3.Evaluate the impact of World War II and Japanese occupation on South East Asian countries.
- 4.Assess the role of key leaders and nationalist movements in achieving independence.
- 5.Interpret the post-war developments, foreign policies, and regional cooperation efforts such as Bandung Conference and SEATO.

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Sem	Unit No.	Syllabi	Teaching Hours
8	1	[1] Philipines – Administration of General Wood and [2] Philipines - the Constitution of 1935. [3] Siam – King Ram VI and VII, Reforms and foreign policy	15
	2	[4] Siam – Revolution of 1932 – causes, events and results. [5] Second World War and South East Asia – Causes of the Conquests of Japan – Policy and Programmes of Japan in occupied territories – Retreat and Defeat of Japan – Its impact. [6] Post – War Polity and Economy is South East Asia.	15
	3	[7] Appraisal of the works of Ho Chi Minh in Indo – China-U Nu in Burma Phibun Songram. [8] Foreign Policy of Indonesian Republic – Bandung Conference – Its aims, decisions and importance. [9] American Policy in Post – War South East Asia – SEATO – Establishment and Importance.	15
	4	[10] Malaya under British Rule – Formation of Malaysia and [11] Importance of Singapur. [12] Nationalist Movement in S.E. Asia - Factors – Nature – Evolution and Importance.	15

Suggested Reading:

1. Hall, D.G.E. : A History of South – East Asia (Macmillan, London)
2. Buss, C.A. : Asia in the Modern World (MacMillan, New York)
3. Brian Harrison : South-East Asia (MacMillan, London)
4. Michael & Taylor : The far East in the Modern World (Methuen – London)
5. Chatterji, B.R. : South East Asia in Transition (Meenakshi Prakashan, Merrut)
6. Willard & Elspree Japan's role in South – East Asian Nationalist Movement, 1940-45.
7. Vinacke, Harold : A History of the Far East in Modern Times (George Allen & Unwin Ltd., London)
8. William Henderson : New Nations of South East Asia (Head Line Series No. 10)
9. Panikkar K.M. : Asia and Western Dominance
10. ડો.એસ.વી.જાની, : અગ્નિ એશિયાનો ઇતિહાસ (૧૮૫૦-૧૯૬૦) યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

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Course Level	6	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	07	Practical Internal	--
Category of Course	MAJOR – 22	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	DIFFERENT RELIGIONS OF THE WORLD		

Course Objectives:

This course aims to understand the concept of religion and its fundamental characteristics across different societies and cultures. Students will study the origin and development of major world religions from ancient to modern times. The course focuses on analysing the teachings, beliefs, and practices of various religions in a comparative manner. Additionally, it aims to promote religious tolerance, harmony, and mutual respect among different communities. The course further helps students develop critical thinking and awareness about the role of religion in shaping history, culture, and human values.

Course Learning Outcomes: After completion of the course:

- 1.Explain the concept and characteristics of religion and identify its role in human society.
- 2.Describe the origin, development, and key features of major world religions.
- 3.Compare and differentiate the beliefs, practices, and philosophies of various religions.
- 4.Analyze the social, cultural, and historical impact of religions on civilizations.
- 5.Demonstrate values of tolerance, respect, and harmony towards different religious traditions.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Meaning of Religion and its Characteristics. [2] The need for studies of Religion. [3] Harappan Religion and its Characteristics. [4] Vedic Religion and its Characteristics.	15
	2	[5] Jainism Religion and its Characteristics. [6] Buddhism Religion and its Characteristics. [7] Sikhism Religion and its Characteristics. [8] Zoroastrianism Religion and its Characteristics.	15
	3	[9] Shinto Religion and its Characteristics. [10] Tao Religion and its Characteristics [11] Confucius Religion and its Characteristics.	15
	4	[12] Jewish Religion and its Characteristics. [13] Christianity Religion and its Characteristics. [14] Islam Religion and its Characteristics.	15

Suggested Reading:

- Swain, J.E. - A History of World Civilization (Eurasia Publishing House, New Delhi)
- J. Estlin carpenter – Comparative Religion
- Frederic Spiegelberg – Living Religion of the World.
- S.G.Champion – The Eleven Religions and their proverbial lore
- E. J. Jurji – The Great Religion of the World.
- Sharma D.S. – Hinduism Through the Ages
- Max Weber – The Religion of India
- Anand K. Coomarswami – The Living Thoughts of Gotama the Buddha and I.H.Horner
- M.Macanliffe and others - Religion of Sikhs
- ભટ્ટ ગો. હ. – વિશ્વના ધર્મો
- સ. રાધાકૃષ્ણન (અનુ. ચંદ્રશંકર શુક્લ) – ધર્મોનું મિલન
- સ. રાધાકૃષ્ણન (અનુ. ચંદ્રશંકર શુક્લ) – હિંદુ જીવનદર્શન
- મુની ન્યાયવિજયજી – જૈનદર્શન
- મશરૂવાળા કિ. ઘ. – બુદ્ધ અને મહાવીર
- પંડિત સુંદરલાલ – હજરત મહમદ અને ઇસ્લામ
- બુચ ભૂપતરાય મો. / બુચ ડોલરરાય મો.(અનુ.) – સર્વધર્મોની સાત્વિક એકતા
- મહાત્મા ગાંધીજી – ધર્મમંથન

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Course Level	6.0	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	08	Practical Internal	--
Category of Course	MINOR – 08	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	HISTORY OF RUSSIA (1924 A.D. to 1993 A.D.) [First Option]		

Course Objectives:

This course aims to develop an understanding of the political developments in Russia after Lenin, especially under Stalin. Students will examine the structure and role of the Communist Party in shaping Soviet governance. The course focuses on analyzing the economic and social transformations under Stalin, including Five-Year Plans and collectivization. Additionally, students will study the foreign policy of Soviet Russia and its role in global affairs, especially during the World Wars. The course further aims to understand the Cold War dynamics and the causes and consequences of the disintegration of the Soviet Union.

Course Learning Outcomes: After completion of the course:

- 1.Explain the rise of Stalin and the nature of his dictatorship, including internal party conflicts.
- 2.Analyze the economic, social, and cultural policies of Soviet Russia and their impact on society.
- 3.Evaluate the foreign policy of Soviet Russia and its role in international relations and World War II.
- 4.Assess the impact of Soviet expansion in Eastern Europe and its role in the United Nations.
- 5.Interpret the causes and global consequences of the Cold War and the collapse of the Soviet Union.

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Sem	Unit No.	Syllabi	Teaching Hours
8	1	[1] The Communist Party – its role and Organization. [2] Rise of Stalin, Stalin – Trotsky conflict. [3] Stalin as the Dictator of Russia.	15
	2	[4] Economic Progress of Russia under – Stalin – Collective Farming Five year plans and their achievements. [5] Social and cultural progress of Russia under Stalin. [6] The Constitution of 1936.	15
	3	[7] The Foreign policy of Soviet Russia (1921-1934) [8] The Foreign Policy of Soviet Russia (1934 – 1941) [9] Role in Second World War.	15
	4	[10] Post – War Russia under Stalin: Russia and the Eastern Europe. [11] Spread of Russian Communist influence – Russia in the U.N. [12] The Cold War – The Disintegration of the Soviet Union and its impact.	15

Suggested Reading:

1. Nicholas V. Riasanovsky : A History of Russia (Oxford, New York, 1953)
2. Hugh Setoy Watson : The Decline of Imperial Russia(Methanen)
3. Florinsky Michael T. : Russia – A short History, (MacMillan, New York)
4. Barnard Pares : A History of Russia(Methuca London)
5. George Van Rauch : A History of Soviet Russia(Prager, New York)
6. E.H. Carr : A History of Soviet Russia (4 Vols.)
7. V. I. Lenin : On the Foreign Policy of the Soviet State Vol. I, II, III
8. Louis Aragon : History of the USSR from Lenin to Khrushchev
9. Clarkson : A History of Russia (New York)
10. Walah Warren B. : Reading in Russian History(Sylacus, 1959)
11. Stalin : Selected Works of Stalin
12. શુક્લ, જયકુમાર : રશિયાનો આધુનિક ઇતિહાસ
13. ધારૈયા, કાઝી, ભટ્ટ, જાની, : અર્વાચીન રશિયાનો ઇતિહાસ

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Course Level	6.0	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	08	Practical Internal	--
Category of Course	MINOR – 08	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	HISTORY OF EARLY MEDIEVAL INDIA (8TH CENTURY CE TO 12TH CENTURY CE) [Second Option]		

Course 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 Learning Outcomes: After completion of the course:

1. Explain the Major Political Developments and Regional Kingdoms of Early Medieval India (8th–12th century CE) using Historical Sources.
2. Analyze the Emergence and Expansion of the Rajput states, Regional Dynasties and their Contributions to Indian History.
3. Evaluate the Socio-Economic Changes of the Period, Including Land Grants, Feudalism, Political Decentralization, and the Impact of Foreign Invasions.
4. Develop Critical Skills in Interpreting Historical Evidence and Understanding the Significance of Early Medieval India in the Broader Context of Indian History.
5. 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.

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(8TH CENTURY CE TO 12TH CENTURY CE) [Second Option]**

Sem	Unit No.	Syllabi	Teaching Hours
8	1	[1] Survey of Sources [2] The Rajput Era: Theories of Origin, Emergence and Expansion. [3] The Tripartite Struggle for Kannauj: Rashtrakutas, Pratiharas and Palas of Bengal	15
	2	[4] Major Rajput Dynasties: Chauhans, Chandelas and Paramaras. [5] Chalukyas (Solankis) of Gujarat and Gahadavals of Kannauj. [6] Dynasties of Kashmir: Utpala Dynasty (Avantivarman) and Lohara Dynasty (Rani Didda).	15
	3	[7] Frontier and Eastern Kingdoms: Hindu Shahis of Kabul/Punjab and Sena Dynasty of Bengal. [8] The Imperial Cholas: Polity and Administration. [9] The Imperial Pandyas: Polity, Society, Architecture and Art.	15
	4	[10] Socio-Economic Transitions: Land Grants, Indian Feudalism and Political Decentralization. [11] Foreign Invasions: Arab Conquest of Sindh (712C.E.), Mahmud of Ghazni (Ghaznavids) and Muhammad Ghori.	15

Suggested Reading:

- 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
- 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.
- राय, उदय नारायण. (2017). राजपूत राजवंशों का इतिहास. इलाहाबाद: लोकभारती प्रकाशन.

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Course Level	6	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	07	Practical Internal	--
Category of Course	MDRC – 02	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	THE MUSEUMS OF GUJARAT [First Option]		

Course Objectives:

This course aims to develop understanding about the importance of Museums and develop scientific understanding about Museology. Students may see different tools, wooden arts instruments, and household articles, understand the same, and make a balancing. They may obtain knowledge about the inscriptions carved on copper sheets, architecture items, art, etc., of ancient Gujarat. Additionally, the understanding of cultural heritage may be developed among students, and they may understand the value thereof.

Course Learning Outcomes: After completion of the course:

1. Students may develop the undertaking of former historical, ancient and modern cultures and also its cultural heritages thereto.
2. Students will understand and obtain information by the revaluations in human culture and of society there to.
3. Students may get knowledge about the long journey of human relationship and culture thereof.
4. They may compare and observe with the present era – after the study of museums, the ancient items stored therein of paintings tools and different thereof.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Elements of Museology and Role of Museums. [2] Study of Important Museums of Gujarat. [3] Gandhi Smarak Sangrahalay Sabarmati, Ahmedabad. [4] L. D. Museum of art and Archaeology, Ahmedabad.	15
	2	[5] Koba Jain Museum, Koba Gandhinagar [6] Vadodara Museum and Picture Gallery, Vadodara [7] Sardar Patel National Museum, Bardoli [8] Lady Wilson Museum, Dharampur (Dist. Valsad)	15
	3	[9] Chhota Udaypur Tribal Museum, Chhota Udaypur [10] Kachchh Museum, Bhuj. [11] Watson Museum, Rajkot [12] Barton Museum, Bhavnagar	15
	4	[13] Museum of Antiquities, Lakhota Talav, Jamnagar. [14] Junagadh Museum, Sakkarbag, Junagadh. [15] Darbar Hall Museum, Sardarbag, Junagadh. [16] Prabhas Patan Museum, Somnath.	15

Suggested Reading:

1. Subbarao B., Baroda through the Ages, M.S. University of Baroda, Baroda 1951
2. Nigam M. L., General of Indian Museums Volume-40, New Delhi 1994
3. Outline of History of Lakhota Fort and Lakhota Museum, Jamnagar, 1982.
4. મહેતા રમણલાલ નાગરજી, સંગ્રહાલયવિદ્યા ગુજરાત વિદ્યાપીઠ, અમદાવાદ ૧૯૯૬.
5. શાસ્ત્રી નંદન હરિપ્રસાદ, ભારતના મ્યુઝિયમો અમદાવાદ, ૧૯૮૪.
6. જાની મુદ્રિકા, ભૌતિક સ્વર્ણકમલ, ગુજરાતના મ્યુઝિયમો, વડોદરા, ૧૯૮૬.
7. ચૌહાણ રમાબહેન, અમદાવાદના સંગ્રહાલયો, અમદાવાદ, ૨૦૦૦.
8. બક્ષી સ્મિતા જે., દ્વિવેદી વિનોદ પી., મોડર્ન મ્યુઝિયમ, ન્યુ દિલ્હી, ૧૯૭૩.
9. દેવકર વી.એલ., વોટસન મ્યુઝિયમની માર્ગદર્શિકા, વડોદરા, ૧૯૮૪.
10. પરીખ ર.છો., શાસ્ત્રી હ.ગ., ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ ભાગ-૨થી૯, અમદાવાદ ૧૯૮૧.

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Course Level	6	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	07	Practical Internal	--
Category of Course	MDRC – 02	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	ANCIENT AND MEDIEVAL INDIAN ADMINISTRATIVE SYSTEM [Second Option]		

Course 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 Learning Outcomes: After completion of the course:

1. Analyze the origin of state, functioning of Vedic popular assemblies, and constitutional features of ancient Gana Rajyas.
2. Evaluate centralized and provincial administrative machineries of Mauryan and Gupta empires alongside southern Chola state formation.
3. Examine administrative characteristics of Rajput states, Delhi Sultanate's Islamic state theory, and the foundational Iqta system.
4. Assess institutional frameworks of the Vijayanagar Empire alongside Mughal administrative structures, including Mansabdari and Jagirdari systems.
5. Analyze the nature, administrative functions, and operational dynamics of the Maratha state under Shivaji and the Peshwas.

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Course Contents

MDRC – 02. ANCIENT AND MEDIEVAL INDIAN ADMINISTRATIVE SYSTEM

[Second Option]

Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Origin, Aims and Objectives of The State In Ancient India. [2] Sabha, Samiti and Vidatha in Vedic Era - Its Formation and Working. [3] Gana Rajya - Constitution, Salient Features and Limitations.	15
	2	[4] Maurya Administration - Centre, Provinces and Local Governance. [5] Administrative System of the Guptas. [6] State Formation in the South: Chieftdoms and the Cholas.	15
	3	[7] Administrative System of Rajput States – Their Characteristics. [8] Administration of the Delhi Sultanate - Islamic Theory of State and Iqta System. [9] Administrative System of the Vijay Nagar Empire	15
	4	[10] Administrative System of the Mughal State, Mansabdari and jagirdar System. [11] Nature and functions of the Maratha state under Shivaji and the Peshwa	15

Suggested Reading:

1. Altekar A.S.: State and Government in Ancient India
2. Saletpore B.A.: Ancient Indian Political Through and Institutions
3. Beniprasad: The State in Ancient India
4. Tripathi R.S.: Some Aspects of Muslim Administration
5. Sen S.N.: The Administration System of the Marathas
6. Chakraborti, Hari pada: Vedic India political and legal institutions in Vedic literature
7. Sharma, Ram Sharan: Aspects of Political Ideas and Institutions in Ancient India
8. Qureshi, Ishtiaq Husain: The Administration of the Sultanate of Delhi
9. शर्मा, हरिश्चंद्र: प्राचीन भारतीय राजनीतिक विचार और संस्थाएं।
10. भागवत, वी.एस.: मध्यकालीन भारतीय इतिहास एवं संस्थाएं।
11. शकुंतला जयकुमार : सल्तनत, मुगल, मराठा समयना राजकीय सिद्धांतो.

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INTERNAL EVALUATION SCHEME		
NO	Particulars	Marks
1	Mid Semester Exam (Mandatory)	25
2	Class Test	05
3	Open book exam/test	05
4	Open note exam/test	05
5	Self-test/ Online test	05
6	Essay/Article writing	05
7	Quizzes/Objective test	05
8	Class assignment	05
9	Home assignment	05
10	Reports Writing	05
11	Research/Dissertation	05
12	Case Studies	05
13	Viva/Oral exam	05
14	Group Discussion	05
15	Role Play	05
16	Paper presentation/Seminar	05
17	Language Lab work	05
18	Interview	05
19	Craft work	05
20	Co-curricular work	05
21	Field Assignment	05
22	Poster Presentation	05
23	Attendance	05
24	Project Work	05
	Total	50

Note: Sr.No.1 is mandatory. Select any five from Sr.No.2 to 24. Each Contains five marks. Student should secure 18 Marks for passing in internal Exam.

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SEMESTER- VIII

Paper Style

Ques. No.	Particulars	From which Unit	Marks
1	Essay Type Question. Or Essay Type Question.	1	10
2	Essay Type Question. Or Essay Type Question.	2	10
3	Essay Type Question. Or Essay Type Question.	3	10
4	Essay Type Question. Or Essay Type Question.	4	10
5	Short Notes. (2/4)	One from each unit	10
		Total Marks	50

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Course Level	6	Internal Marks	25
Programme	B. A.	External Marks	25
Semester	08	Practical Internal	--
Category of Course	SEC - 8	Practical External	--
Course Credit	2	Prac. External Exam Duration	--
Teaching Hours	30	Total	50
Course Code		Exam Duration	1.00 Hours
Course Title	HISTORY RESEARCH INSTITUTES OF GUJARAT [First Option]		

Course Objectives:

This course aims to introduce students to major research institutions of Gujarat, such as the Gujarat Vernacular Society and L. D. Institute of Indology, and understand their role in education and research. It focuses on developing awareness about manuscript preservation and Indological studies, with special reference to institutions like Hemchandracharya Jain Gyan Mandir. The course also examines the contribution of academic and cultural organizations in promoting historical research, including Gujarat Itihas Parishad. Additionally, it helps students understand the importance of regional historical research, through institutions like Saurashtra Kutch Itihas Parishad and their role in preserving local history. The course further aims to study the role of archaeological and heritage institutions such as Purattva Mandal in conserving Gujarat's historical and cultural legacy.

Course Learning Outcomes: After completion of the course:

1. Students will be able to identify major research institutions of Gujarat such as the Gujarat Vernacular Society and L. D. Institute of Indology, and explain their role in education.
2. Students will understand the importance of manuscript preservation with reference to Hemchandracharya Jain Gyan Mandir and similar institutions.
3. Students will evaluate the contribution of historical organizations like Gujarat Itihas Parishad in promoting research and historiography.
4. Students will analyze the role of regional institutions such as Saurashtra Kutch Itihas Parishad in preserving local history and culture.
5. Students will assess the importance of archaeological bodies like Purattva Mandal in conserving heritage and artifacts.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Gujarat Vernacular Society Ahmedabad [2] L. D. Institute of Indology, Ahmedabad [3] Hemchandracharya Jain Gyamandir Patan (Jain Manuscripts Collection Patan) [4] B. J. Vidyabhavan Ahmedabad	15
	2	[5] Prachya Vidyamandir Vadodara [6] Gujarat Itihas Parishad Ahmedabad [7] Saurashtra Kutch Itihas Parishad Junagadh [8] Purattva Mandal Porbandar	15

Suggested Reading:

1. Subbarao B., Baroda through the Ages, M.S. University of Baroda, Baroda 1951
2. Nigam M. L., General of Indian Museums Volume-40, New Delhi 1994
3. Outline of History of Lakhota Fort and Lakhota Museum, Jamnagar, 1982.
4. મહેતા રમણલાલ નાગરજી, સંગ્રહાલયવિદ્યા ગુજરાત વિદ્યાપીઠ, અમદાવાદ ૧૯૯૬.
5. શાસ્ત્રી નંદન હરિપ્રસાદ, ભારતના મ્યુઝિયમો અમદાવાદ, ૧૯૮૪.
6. જાની મુદ્રિકા, ભૌતિક સ્વર્ણકમલ, ગુજરાતના મ્યુઝિયમો, વડોદરા, ૧૯૮૬.
7. ચૌહાણ રમાબહેન, અમદાવાદના સંગ્રહાલયો, અમદાવાદ, ૨૦૦૦.
8. બક્ષી સ્મિતા જે., દ્વિવેદી વિનોદ પી., મોડર્ન મ્યુઝિયમ, ન્યુ દિલ્હી, ૧૯૭૩.
9. દેવકર વી.એલ., વોટસન મ્યુઝિયમની માર્ગદર્શિકા, વડોદરા, ૧૯૮૪.
10. પરીખ ર.છો., શાસ્ત્રી હ.ગ., ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ ભાગ-૨થી૯, અમદાવાદ ૧૯૮૧.

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Course Level	6	Internal Marks	25
Programme	B. A.	External Marks	25
Semester	08	Practical Internal	--
Category of Course	SEC – 8	Practical External	--
Course Credit	2	Prac. External Exam Duration	--
Teaching Hours	30	Total	50
Course Code		Exam Duration	1.00 Hours
Course Title	HISTORICAL SCRIPT WRITING AND CONTENT CREATION [Second Option]		

Course 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 Learning Outcomes: After completion of the course:

1. Understand the Core Dynamics of Public History and Its Representation Across Various Modern Digital Media Platforms.
2. Apply critical fact-checking methods to differentiate authentic primary sources from digital myths and misinformation.
3. Construct engaging, well-structured historical scripts featuring clear timelines, hooks and accessible language for public audiences.
4. Produce professional-grade historical multimedia content using contemporary digital audio-visual editing tools and techniques.
5. Evaluate digital historical content through peer reviews and deliver public-ready multimedia projects for evaluation.

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Course Contents

SEC - 8 HISTORICAL SCRIPT WRITING AND CONTENT CREATION

[Second Option]

Sem	Unit No.	Syllabi	Teaching Hours
7	1	Public History & Script Foundations [1] Public History: History in Popular Media (Documentaries, Podcasts, Cinema and Reels). [2] Fact-Checking: Primary Sources Vs.Secondary Sources & Digital Myths; Verification Methods & Maintaining Accuracy. [3] Script Basics: Structure (Hook, Narrative and Timeline) for Non-academic Audiences.	15
	2	Digital Production & Content Creation [4] Scripting Workshop: Writing a 1,000-word Historical/Local Legend Script. [5] Digital Creation: Recording a 3–5-Minute Podcast/Video Using Canva, Audacity, or AI Voice Tools. [6] Project Submission: Class Presentation, Peer Review, and Digital Portfolio Creation.	15

Suggested Reading:

1. Thomas Cauvin – Public History: A Textbook of Practice
2. Hilda Kean & Paul Martin – The Public History Reader
3. Jerome de Groot – Consuming History: Historians and Heritage in Contemporary Popular Culture.
4. E. Sreedharan – A Textbook of Historiography
5. Yadav,Bhupendra- Framing History-Context and Perspectives, Publication Division,Delhi,2012.
6. झारखंड चौबे (J.K. Chaubey) – इतिहास दर्शन एवं इतिहास लेखन
7. परमानंद सिंह (Paramanand Singh) – इतिहास लेखन: पद्धति और सिद्धांत
8. लाल बहादुर वर्मा (Lal Bahadur Verma) – इतिहास के बारे में

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INTERNAL EVALUATION SCHEME		
NO	Particulars	Marks
1	Mid Semester Exam (Mandatory)	13
2	Class Test	03
3	Open book exam/test	03
4	Open note exam/test	03
5	Self-test/ Online test	03
6	Essay/Article writing	03
7	Quizzes/Objective test	03
8	Class assignment	03
9	Home assignment	03
10	Reports Writing	03
11	Research/Dissertation	03
12	Case Studies	03
13	Viva/Oral exam	03
14	Group Discussion	03
15	Role Play	03
16	Paper presentation/Seminar	03
17	Language Lab work	03
18	Interview	03
19	Craft work	03
20	Co-curricular work	03
21	Field Assignment	03
22	Poster Presentation	03
23	Attendance	03
24	Project Work	03
	Total	25

Note: Sr.No.1 is mandatory. Select any Four from Sr.No.2 to 24. Each Contains three marks. Student should secure 09 Marks for passing in internal Exam.

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Paper Style

Ques. No.	Particulars	From which Unit	Marks
1	Essay Type Question. Or Essay Type Question.	1	10
2	Essay Type Question. Or Essay Type Question.	2	10
3	Short Notes. (1/2)	From each Unit	05
	Total Marks		25