



MK UNIVERSITY

PATAN, GUJARAT

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RECOGNIZED BY UGC UNDER SECTION 2(f) OF UGC ACT, 1956

Sem-I									
Sr No.	Course Type	Course Code	Course Name	Lecture (hrs.)	Practical (hrs.)	Credits	Examination		Total Marks
							Internal	External	
1	MAJOR	BSCMB101	Introduction and Scope of Microbiology	4	0	4	30	70	100
2	MAJOR	BSCMB102	Introduction to Microbiology and Microbial Diversity	4	0	4	30	70	100
3	MAJOR	BSCMB103	Food Fermentation Techniques and Packaging	4	0	4	30	70	100
4	MINOR	BSCMB104	English	4	0	4	30	70	100
5	MINOR	BSCMB105	Introduction to Microbiology and Microbial Diversity	0	2	2	20	30	50
6	MINOR	BSCMB106	ENVIRONMENT SCIENCE	2	0	2	20	30	50
7	MINOR	BSCMB107	COMMUNICATION SKILL I	2	0	2	20	30	50
TOTAL				20	2	22	180	370	550



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Sem-II									Total Marks	
Sr No .	Course Type	Course Code	Course Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination			
							Internal 1	External 1		
1	MAJOR	BSCMB201	Introduction and Scope of Microbiology	4	0	4	30	70	100	
2	MAJOR	BSCMB202	Bacteriology	4	0	4	30	70	100	
3	MINOR	BSCMB203	AI for everyone	4	0	4	30	70	100	
4	MINOR	BSCMB204	English	4	0	4	30	70	100	
5	MINOR	BSCMB205	Bacteriology	0	2	2	20	30	50	
6	MINOR	BSCMB206	SORTS AND YOGA	2	0	2	20	30	50	
7	MINOR	BSCM B207	COMMUNICATION SKILL II	2	0	2	20	30	50	
TOTAL				20	2	22	180	370	550	



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Sem-III									
Sr No .	Course Type	Course Code	Corse Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination		Total Marks
							Intern a 1	Externa l	
1	MAJOR	BSCMB301	Introduction and Scope of Microbiology	4	0	4	30	70	100
2	MAJOR	BSCMB302	Biomolecules and Bioenergetics	4	0	4	30	70	100
3	MAJOR	BSCMB303	Microbial Physiology and Metabolism	4	0	4	30	70	100
4	MINOR	BSCMB304	Biofertilizers and Biopesticides	4	0	4	30	70	100
5	MINOR	BSCMB305	Biomolecules and Bioenergetics	0	2	2	20	30	50
6	MINOR	BSCMB306	Microbial Physiology and Metabolism	0	2	2	20	30	50
7	MINOR	BSCMB307	BUSINESS COMMUNICATION I	0	2	2	20	30	50
TOTAL				22	0	22	170	380	550



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Sem-IV									
Sr No .	Course Type	Course Code	Corse Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination		Total Marks
							Internal	External	
1	MAJOR	BSCMB401	Molecular Biology	4	0	4	30	70	100
2	MAJOR	BSCMB402	Microbiological Analysis of Air and Water	4	0	4	30	70	100
3	MAJOR	BSCMB403	Environmental Microbiology	4	0	4	30	70	100
4	MINOR	BSCMB404	Food and Dairy Microbiology	4	0	4	30	70	100
5	MINOR	BSCMB405	Molecular Biology	0	2	2	20	30	50
6	MINOR	BSCMB406	Microbiological Analysis of Air and Water	0	2	2	20	30	50
7	MINOR	BSCMB407	Environmental Microbiology	0	2	2	20	30	50
8	MINOR	BSCMB408	Food and Dairy Microbiology	0	2	2	20	30	50
TOTAL				16	8	24	200	400	600



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Sem-V									
Sr No .	Course Type	Course Code	Corse Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination		Total Marks
							Interna l	Externa l	
1	MAJOR	BSCMB501	Virology	4	0	4	30	70	100
2	MAJOR	BSCMB502	Microbial Genetics	4	0	4	30	70	100
3	MAJOR	BSCMB503	Industrial Microbiology	4	0	4	30	70	100
4	MAJOIR	BSCMB504	Recombinant DNA Technology	4	0	4	30	70	100
5	MINOR	BSCMB505	Virology	0	2	2	20	30	50
6	MINOR	BSCMB506	Microbial Genetics	0	2	2	20	30	50
7	MINOR	BSCMB507	Industrial Microbiology	0	2	2	20	30	50
8	MINOR	BSCMB508	Recombinant DNA Technology	0	2	2	20	30	50
TOTAL				16	8	24	200	400	600



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Sem-VI									
Sr No .	Course Type	Course Code	Corse Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination		Total Marks
							Interna l	Externa l	
1	MAJOR	BSCMB601	Microbial Biotechnology and Enzymology	4	0	4	30	70	100
2	MAJOR	BSCMB602	Bacterial Pathogenesis	4	0	4	30	70	100
3	MAJOR	BSCMB603	Cell Biology	4	0	4	30	70	100
4	MAJOR	BSCMB604	To be conducted during the semester	4	0	4	30	70	100
5	MINOR	BSCMB605	Microbial Biotechnology and Enzymology	0	2	2	20	30	50
6	MINOR	BSCMB605	Bacterial Pathogenes is	0	2	2	20	30	50
7	MINOR	BSCMB606	Cell Biology	0	2	2	20	30	50
8	MINOR	BSCMB608	INDIAN CONSTITUTION	2	0	2	20	30	50
TOTAL				18	6	24	200	400	600



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Sem-VII									
Sr No .	Course Type	Course Code	Corse Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination		Total Marks
							Intern a 1	Extern a 1	
1	MAJOR		Fungal, Protozoal and Viral Pathogenesis	4	0	4	30	70	100
2	MAJOR		Instrumentation and Biotechniques	4	0	4	30	70	100
3	MAJOR		Immunology	4	0	4	30	70	100
4	MAJOR		Microbes in Sustainable Agriculture and Development	4	0	4	30	70	100
5	MINOR		Fungal, Protozoal and Viral Pathogenes is	0	2	2	20	30	50
6	MINOR		Instrumentatio n and Biotechniq ues	0	2	2	20	30	50
7	MINOR		Immunology		2	2	20	30	50
8	MINOR		Microbes in Sustainable Agriculture and Developme nt	0	2	2	20	30	50
TOTAL				16	8	24	170	380	550



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Sem-VIII									
Sr No .	Course Type	Course Code	Corse Name	Lecture (hrs.)	Practica l (hrs.)	Credits	Examination		Total Marks
							Interna l	Externa l	
1	MAJOR			4	0	4	30	70	100
2	MAJOR			4	0	4	30	70	100
3	MAJOR			4	0	4	30	70	100
4	MINOR			4	0	4	30	70	100
5	MINOR	BAH805	PROJECT/ RESEAR CH	6	0	4	50	100	150
TOTAL				22	0	22	170	380	550



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PROGRAM / COURSE STRUCTURE AND SYLLABUS
As per the Choice Based Credit System (CBCS) designed in
accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
Of National Education Policy (NEP) 2020
For Undergraduate Program in History

**B.A. IN HISTORY
PROGRAMME
AS PER NEP 2020
(Effective from June-2024)**



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B.A HISTORY SEM – 1

PROGRAMME/CLASS: CERTIFICATE	YEAR: FIRST	SEM - 1
COURSE: BAH 101	COURSE NAME: ANCIENT INDIA: HISTORY, ARCHAEOLOGY AND CULTURE (PRE – HISTORY TO 6 TH B.C)	
COURSE CREDIT: 4	COURSE TYPE: MAJOR	
TEACHIND HOURS: 60 (HOURS)	TOTAL MARKS: 100 (30+70)	
	TEACHING METHODOLOGY: LECTURE & DEMONSTRATION	

- **COURSE OBJECTIVES:**

This Syllabus is designed: History is the study of life in society in the past, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning

- **COURSE OUTCOMES:**

1. Students will be able to analyse perceptions, limitations and range of sources of Ancient India
2. Students will be able to explain the Socio- economic, cultural and Political background of ancient India.
3. Students will be able to examine institutional basis of Ancient India. Students will be able to explain our heritage through cultural aspects of Ancient India.

UNIT	DATAILED SYLLABUS
1	<ul style="list-style-type: none">1.1 Sources for Studying Indian History<ul style="list-style-type: none">o Archaeological Sourceso Literary Sources1.2 Pre History of India<ul style="list-style-type: none">o Paleolithic Cultureo Mesolithic Cultureo Neolithic Culture1.3 Sources for Studying Indian History<ul style="list-style-type: none">o Archaeological Sourceso Literary Sources



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2	Contribution of Harappa Civilization to India and World
3	<p>3.1 Rig Vedic period:</p> <ul style="list-style-type: none">o Political Systemo Religiono Societyo Position of Women <p>3.2 Later Vedic period</p> <ul style="list-style-type: none">o Literatureo Political Systemo Economic Condition
4	<p>4.1 Gautama Buddha: Life and Work as a Reformer</p> <p>4.2 Mahavir Swami: Life and Work as a Reformer</p> <p>4.3 Political Situation in the 6thCent.BC</p> <ul style="list-style-type: none">o 16 Mahajanapadas and Rise of Magadhao Haryaka Dynasty, Naga Dynasty and Nanda Dynasty

- Suggested Readings:

1. Majumdar, R.C., The History and Culture of the Indian People Vol. I-III.
2. Panikkar, K.K. A Survey of Indian History.
3. Raychaudhary, H. Political History of Ancient India.
4. Tripathi, R.C.(1) Ancient India (2) Cultural Heritage of India I, II
5. Hari Prasad Shastri Prachin Bharat Part-I & II
6. B.R.Chopra (Trans : Hari prasad shastri) Bharat no gazetteer
7. Hashmukh sankaliya Bhartiya sanskriti no ushakal
8. anak J gadhavi Bharat no Itihas



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BA History Semester-I

Programme/Class: Certificate	Year: First	Semester: First
Course Code: BAH102	Course Title: History of World (from Renaissance to French revolution)	
Course Credit: 4	Course Type: MAJOR	
Teaching Hours: 60 (Hours)	Total Marks: 100 (30+70)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES: The study of history helps man to access the possibilities and impossibilities in this world. It equally helps man to know the cultural background of people in and outside the country and their ethnic leaning or nationality. The study of past events enables us to understand the present and the future in advance.

COURSE OUTCOMES: Critical Thinking.

1. Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it Research Skills.
2. Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.

Unit	Detailed Syllabus
1	<p>1.1 Renaissance</p> <p>1.2 Meaning of Renaissance Factors leading to Renaissance Impact on Literature, Art, Architecture and Science</p> <p>1.3 Religious Reformation Factors leading to Reformation Major, Reformers, Erasmus, John Huss, Martin Luther</p> <p>1.4 .3 Results of Religious reforms</p>



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2	<p>2. 1 Geographical Discoveries Factors responsible for Geographical discoveries Marco Polo, Columbus, Vasco-de-gama, Henray the Navigator Results of Geographical Discoveries</p> <p>2.2 Bloodless Revolution of England (1688 A.D.) Causes and Its impact on British Constitution Bill of Rights and its Importance</p>
3	<p>3.1 American Revolution (1776) : Causes and Results 3.2 Leaders of American Revolution</p>
4	<p>4.1 French Revolution (1789) : Causes and Results 4.2 Napoleon Bonaparte</p>

Suggested Readings:

1. Weach W. H. History of the World
2. Davis A. H. An outline History of the world
3. Palmor R. R. A History of Modern World
4. Jain & Mathur Aadunik Vishva



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BA Semester-I

Programme/Class: Certificate	Year: First	Semester: First
Subject: History		
Course Code: BAH103	Course Title: Historiography concept and Methods	
Course Credit: 4	Course Type: MAJOR	
Teaching Hours: 60 (Hours)	Total Marks: 100 (30+70)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES: This Syllabus is designed: History is the study of life in society in the past, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning

COURSE OUTCOMES:

1. Help students recognize the significance of history as an academic discipline and explore fundamental questions such as "what is history?" and "why study history?"
2. Introduce students to different perspectives on the development of history as an academic field, along with the predominant forms and conventions of historical writing in recent decades.
3. Develop a critical understanding of the theories, methods, and concepts historians use to analyze continuity and change in history.
4. Encourage students to evaluate the influence of various schools of historical thought on the discipline.

5 Acquaint students with key historiographical terms and trends, including concepts such as Marxist history, Subaltern studies, "history from below," the Annales School, and "history from the margins."

6. Enhance students' research skills by strengthening their abilities in critical reading, analytical thinking, and academic writing.



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UNIT	DESCRIPTION
1	Nature and Scope of History: Definition and meaning of History - Nature of historical knowledge – History and other disciplines: Archaeology, Geography, Anthropology, Sociology and Literature.
2	Historiography: Greco - Roman traditions- Chinese traditions – Ancient Indian traditions-medieval Historiography – Western, Arabic, Persian- Enlightenment Historiography- Marxist and Annals.
3	Approaches to History - Theological- Orientalist- Imperialist- Nationalist- Marxist – Subaltern and Post-Modernist.
4	Varieties of History - Economic History - New Social History – Intellectual History – Cultural History – Oral history -Environmental History. Historical Method - Historical Evidence - Causation - Objectivity - Generalisation in History

Suggested Readings:

- Bloc, Marc, *The Historian's Craft*, New York: Vintage Books, 1979.
- Braudel, Fernand, *On History*, Chicago University Press, 1982.
- Breisach, Ernst, *Historiography: Ancient, Medieval and Modern*, Chicago University Press, 1983.
- Burke, Peter, ed., *A New Kind of History from the Writings of Lucien Febvre*, New York, 1973.
- Burke, Peter, ed., *Varieties of Cultural History*, Oxford, 1999.
- Carr, E.H., *What is History?*, New York, 1987 (2nd edition).
- Collingwood, R.G., *Idea of History*, Oxford University Press, 1974.
- Gardiner J. (ed.), *What is History Today?* London, Humanities Press International, 1988.
- Sheik Ali, B., *History in Theory and Method*, Macmillan, 1978.
- Venugopal, T.R., *History and Theory*, Trissur, 1997.
- Wedgwood, C.V., *The Sense of the Past: Thirteen Studies in the Theory and Practice of History*, New York, 1960.
- <http://historymatters.gmu.edu/browse/makesense/><http://www.bbc.co.uk/history/0/>



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BA (Hon.) MINOR Semester-I

Programme/Class: Certificate	Year: First	Semester: First
Subject: HISTORY		
Course Code: BAH 104	Course Title: Cultural Heritage of India-1	
Course Credit: 4	Course Type: IDC/MDC	
Teaching Hour: 60 (Hours)	Total Marks: 100 (30+70)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES: This Syllabus is designed: Students receive an introduction to a historical topic that nurtures an interest in history and prepares them for a more in depth and comprehensive study of the past .students are introduced to different sources of the past (primary, secondary, literature, visual media, etc.). Students are introduced to historical debates. students engage in the development of a historical perspective. Students develop oral and written communication skills

COURSE OUTCOMES:

This teaching tells us that understand the concept and meaning of culture;

- establish the relationship between culture and civilization;
- establish the link between culture and heritage;
- discuss the role and impact of culture in human life.
- describe the distinctive features of Indian culture;
- identify the central points and uniqueness of Indian culture;
- explain the points of diversity and underlying unity in it; and
- trace the influence and significance of geographical features on Indian culture.

Unit	Detailed Syllabus
1	<ul style="list-style-type: none">1.1 SALIENT FEATURES OF INDIAN CULTURE PRE-HISTORICAL CULTURE1.2 PROTO HISTORICAL CULTURE
2	<ul style="list-style-type: none">2.1 HARAPPAN CIVILIZATION -RELIGION & CULTURE2.2 VEDIC CULTURE -SOCIETY & CONDITION OF WOMEN
3	<ul style="list-style-type: none">3.1 LATER VEDIC CULTURE -SOCIETY & CONDITION OF WOMEN3.2 VEDAS, UPNISHADA, BRAHAMAN, EPICS & PURAN



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4	<p>3.1 ART & ARCHITECTURE – GANDHAR, MATHURA & AMRAVATI SCHOOL – STUPA, CHAITYA</p> <p>3.2 INDIA PAINTING – AJANTA, ILORA & BAGH</p> <p>3.3 SANGAM LITERATURE</p>
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Suggested Readings :

1. Majumdar R.C. The History and Culture of the Indian People Vol. I - III.
2. Nilkanth Shastri History of South India Part-I(1) Ancient India (2) History India.
3. PanikkarK.K. A survey of Indian History.
4. Raoson E. The Cambridge History of India Vol. I, III
5. Raychaudhary H. Political History of Ancient India.
6. Tripathi R.C. (1) Ancient India.
(2) Cultural Heritage of India, I, II.
7. Kulkarni Chidambara Ancient Indian History and Culture.
8. David D. A. & Others: History and Culture of Ancient India.



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BA (Hon.) MINOR Semester-I

Programme/Class: Certificate	Year: First	Semester: First
Subject: HISTORY		
Course Code: BAH 105	Course Title : Introduction to the study of Archaeology	
Course Credit: 4	Course Type: MINOR	
Teaching Hour: 60 (Hours)	Total Marks: 100 (30+70)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES: This course introduces the student's concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology, methods and its development as a discipline is introduced to the students. The course also provides understanding cultural development and diversity from human origin to civilization development.

COURSE OUTCOMES:

- Students are able to evaluate the applications in terms of interpreting the human past life history through practical approaches in archaeology.
- Students can understand the cultural development and diversity from human origin.
- Students can learn the practical methods of doing Archaeological work in any site.
- Students can create a strong foundation on the basic understanding of the nature, development and value of archaeology

Unit	Detailed Syllabus
1	Definition & scope of Archaeology -Terms and Concepts in Archaeology- Prehistory - Proto History and History; Artefact, Site, Culture, Exploration, Excavation. Sources of Archaeology: Monuments- Inscriptions-Coins; The dating problem- dates in Inscriptions.
2	Relationship of Archaeology with other disciplines - History, Anthropology and Archaeology- Contribution of Social sciences and Humanities to Archaeology- Impact of pure sciences on Archaeology
3	History of Archaeology - Origin and evolution of archaeological studies – Contribution of archaeology for the study of the evolution of man.



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4	<p>History of Archaeology in India -Colonial archaeology - Institutional growth in field epigraphy and archaeology – Oriental Studies - Establishment of Professional organisations and institutions.</p> <p>Important Archaeological sites in India -Palaeolithic sites: Bhimbetka, Attirampakkam, Bagor, Patne. Neolithic Sites: Paiyampalli, Nagarjunakonda, Tekkalakota. Proto-Historic sites: Mohenjodaro, Harappa, Lothal, Kalibangan, Dholavira - Iron Age/Early Historic sites: Kodumanal, Hallur, Dhulikatta, Pattanam.</p>
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Suggested Readings :

- Agrawal, D.P., 1982, *The Archaeology of India*, Curzon Press, London.
- Allchin, B., and Allchin, R., 1982, *The Rise of Civilization in India and Pakistan*, CUP, Cambridge.
- Dhavalikar, M.K., 1990, *First Farmers of the Deccan*, Ravish Publishers, Pune.
- Ghosh, A., (ed.) 1988, *An Encyclopaedia of Indian Archaeology*, 2 Vols, Munishiram Manoharlal, New Delhi.
- Gururaja Rao, B.K., 1972, *Megalithic Culture in South India*, University of Mysore, Mysore.
- Thapar, B.K., 1985, *Recent Archaeological Discoveries in India*, Unesco, Paris.
- Chakrabarti, Dilip.K., 1988, *A History of Indian Archaeology : From the Beginning to 1947*, New Delhi.
- Chakrabarti, Dilip.K., 1999, *India : An Archaeological History*, OUP. New Delhi.
- Daniel, Glyn E., 1967, *The Origins and Growth of Archaeology*, Pelican Books, London.
- Rajan, K., 2002, *Archaeology: Principles and Methods*. Tanjavur: Manoo Pathippakam.
- Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras.



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BA (Hon.) MINOR Semester-I

Programme/Class: Certificate	Year: First	Semester: First
Subject: HISTORY		
Course Code: BAH 106	Course Title: Communication Skill I	
Course Credit: 4	Course Type: SEC	
Teaching Hour: 60 (Hours)	Total Marks: 50(20+30)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES:

COURSE OUTCOMES:

- Build essential verbal, non-verbal, and phonetic communication skills for clarity and effectiveness.
- Use interpersonal skills in group discussions, presentations, and professional interactions.
- Apply formal writing, email etiquette, and creative content development for employability.
- Communicate effectively in digital platforms, following netiquette and academic integrity.
- Prepare job applications, resumes, and perform confidently in interviews.

Unit	Detailed Syllabus
1	
2	
3	
4	

Suggested Readings :



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BA Semester-II

Programme/Class: Certificate	Year: First	Semester: II
Subject: History		
Course Code BAH203	Course Title: ANCIENT INDIA: HISTORY, ARCHEAOLOGY AND CULTURE (5th Century B.C to 650 A.D.)	
Course Credit: 4	Course Type: MINOR	
Teaching Hours: 60 (Hours)	Total Marks : 100 (50+50)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES: This Syllabus is designed: History is the study of life in society in the past, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning.

COURSE OUTCOMES: Students will be able to analyse perceptions, limitations and range of sources of Ancient India Students will be able to explain the Socio- economic, cultural and Political background of ancient India. Students will be able to examine institutional basis of Ancient India. Students will be able to explain our heritage through cultural aspects of Ancient India.

UNIT	DETAIED SYLLEBUS
1	<p>India between 5th B.C to 3rd B.C.</p> <p>1.1 Impact of Iranian and Greek Invasion on India</p> <p>1.2 Mauryan Age: Chandragupta Maurya and Bindusara & Ashoka</p> <p>1.3 Mauryan Administration</p> <p>1.4 Dhamma policy of Ashoka</p>
2	<p>India between 2nd B.C. to 3rd A.D.</p> <p>2.1 Indo-Greek Rulers, Shakas and Pahalava Rulers</p> <p>2.2 Kushan Dynasty: Political, Administrative and Cultural Achievement of Kanishka</p>
3	<p>The Gupta Age</p> <p>3.1 Chandragupta-I, Samudragupta, Chandragupta Vikramaditya</p> <p>3.2 The Gupta Administration</p>



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4	4.1 Development of Literature, art, architecture and science during the Gupta period 4.2 Decline of Gupta Dynasty 4.3 Harshavardhan: Life, Political & Cultural achievements
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Suggested Readings:

1. Majumdar, R.C. The History and Culture of the Indian People Vol. I-III.
2. Panikkar, K.K. A Survey of Indian History.
3. Raychaudhary, H. Political History of Ancient India.
4. Tripathi, R.C. (1) Ancient India (2) Cultural Heritage of India I, II
5. Hari Prasad Shastri Prachin Bhara Part-I & II
6. B.R. Chopra (Trans : Hari prasad shastri) Bharat no gazetteer
7. Hashmukh sankaliya Bhartiya sanskriti no ushakal
8. Janak Jgadhavi Bharat no Itihas



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BA Semester-II

Programme/Class: Certificate	Year: First	Semester: II
Subject: History		
Course Code: BAH201	Course Title: ANCIENT INDIA: HISTORY, ARCHEAOLOGY AND CULTURE (5 th Century B.C to 650 A.D.)	
Course Credit: 4	Course Type: MAJOR-1	
Teaching Hours : 60 (Hours)	Total Marks: 100 (50+50)	
Teaching Methodology : Lecture & Demonstration		

COURSE OBJECTIVES: This Syllabus is designed: History is the study of life in society in the past, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning.

COURSE OUTCOMES: 1

- 1.. Students will be able to analyze perceptions, limitations and range of sources of Ancient India
2. Students will be able to explain the Socio- economic, cultural and Political background of ancient India.
3. Students will be able to examine institutional basis of Ancient India.
4. Students will be able to explain our heritage through cultural aspects of Ancient India.

1	India between 5 th B.C to 3 rd B.C. 1.1 Impact of Iranian and Greek Invasion on India 1.2 Mauryan Age: Chandragupta Maurya and Bindusara & Ashoka 1.3 Mauryan Administration 1.4 Dhamma policy of Ashoka
2	India between 2 nd B.C. to 3 rd A.D. 2.1 Indo-Greek Rulers, Shakas and Pahlava Rulers 2.2 Kushan Dynasty: Political, Administrative and Cultural Achievement of Kanishka



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3	The Gupta Age 3.1 Chandragupta-I, Samudragupta, Chandragupta-II Vikramaditya 3.2 The Gupta Administration
4	4.1 Development of Literature, art, architecture and science during the Gupta period 4.2 Decline of Gupta Dynasty 4.3 Harshavardhan : Life, Political & Cultural achievements

Suggested Readings:

1. Majumdar, R.C.The History and Culture of the Indian People Vol. I-III.
2. Panikkar, K.K.A Survey of Indian History.
3. Raychaudhary, H.Political History of Ancient India.
4. Tripathi, R.C.(1) Ancient India (2) Cultural Heritage of India I, II
5. Hari Prasad Shastri Prachin Bhara Part-I & II
6. B.R.Chopra (Trans : Hari prasad shastri) Bharat no gazetteer
7. Hashmukh sankaliya Bhartiya sanskriti no ushakal
8. Janak J gadhavi Bharat no Itihas

BA Semester-II

Programme/Class: Certificate	Year: First	Semester: II
Subject: History		
Course Code: BAH202	Course Title: HISTORY OF WORLD (1815 TO 1870 A.D.)	
Course Credit: 4	Course Type: MAJOR-2	
Teaching Hours: 60 (Hours)	Total Marks: 100 (50+50)	
Teaching Methodology: Lecture & Demonstration		

COURSE OBJECTIVES: The study of history helps man to access the possibilities and impossibilities in this world. It equally helps man to know the cultural background of people in and outside the country and their ethnic leaning or nationality. The study of past events enables us to understand the present and the future in advance.



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COURSE OUTCOMES: Critical Thinking.

1. Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it. Research Skills.
2. Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.

1	<ul style="list-style-type: none">1.1 Vienna conference1.2 European Union
2	<ul style="list-style-type: none">2.1 French Revolution of 1830 AD2.2 French Revolution of 1848 AD
3	<ul style="list-style-type: none">3.1 Industrial Revolution: Meaning and Definition3.2 Industrial Revolutions: Causes3.3 Industrial Revolutions: Political, Social & Economic Effects
4	<ul style="list-style-type: none">Meiji Age in Japan4.1 Meiji Constitution and Administration4.2 Modernization of Japan during Meiji

Suggested Readings:

1. Weach W. H. History of the World
2. Davis A. H. An outline History of the world
3. Palmor R. R. A History of Modern World
4. Jain & MathuAadhunik Vishva



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BA Multidisciplinary Course Semester-II

Programme/Class: Certificate	Year: First	Semester: II
Subject: HISTORY		
Course Code: BAH204	Course Title: Cultural Heritage of India-2	
Course Credit: 4	Course Type: IDC/MDC	
Teaching Hours: 60 (Hours)	Total Marks: 100 (50+50)	
Teaching Methodology : Lecture & Demonstration		

COURSE OBJECTIVES: This Syllabus is designed: Students receive an introduction to a historical topic that nurtures an interest in history and prepares them for a more in depth and comprehensive study of the past. students are introduced to different sources of the past (primary, secondary, literature, visual media,etc.). Students are introduced to historical debates. students engage in the development of a historical perspective. Students develop oral and written communication skills

COURSE OUTCOMES: This teaching tells us that culturally

1. responsive teaching practices promote the social, emotional, and academic development of all students.
2. Strengthening students' racial and ethnic identities

Unit	Detailed Syllabus
1	RELIGION & PHILOSOPHY <ol style="list-style-type: none">1. HINDU-VEDANTA & MIMANSHA2. BAUDHIST-TRIPITAK & ASHTANG MARG3. JAIN-RATNATRAI, SYADVAD, ANUVRAT
2	PERFORMING ARTS <ol style="list-style-type: none">1. CLASSICAL MUSIC2. DRAMA3. DANCES
3	EDUCATION IN ANCIENT INDIA MAJOR EDUCATIONAL INSTITUTION : TAXSHILA, NALANDA, VALBHI, VIKRAMSHILA & UDDANTAPURI



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4

SCIENCE & TECHNOLOGY IN ANCIENT INDIA

MEDICAL: CHARAK, SHUSRUT & VAGBHATT

ASTROLOGY & MATHS: ARYABHATT, VARAHMIHIR,
BHARAMGUPTA

PHYSICS: KANAD



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SEMESTER 3

DISCIPLINE SPECIFIC COURSE

(MAJOR) -301 CREDIT-4

(HISTORY OF INDIA (650 AD TO 1206 AD)).

- **(Course objectives)**

The course is expected

1.To familiarize the student to theories of state, feudalism, political structure and periodization in history, based on the Indian examples from early medieval period they also know about social and religious condition of early medieval period

2.students learn about different kind of temple architecture and cultural activities.

- **UNIT 1**

- **INTERPRETATING THE PERIOD:**

THE RAJPUT AGE FEATURE OF EARLY MEDIEVAL INDIA: FEUDALISM: NATURE AND CHARACTERISTICS OF INDIAN FEUDALISM, POLITY ECONOMY AND SOCIETY, -THEORIES OF THE EMERGENCE OF RAJPUTS: AGNIKUL THEORY, KSHATRIYA ORIGIN THEORY, FOREIGN ORIGIN THEORY, TRIBAL ORIGIN THEORY AND MIXED ORIGIN THEORY

- **UNIT 2**

- **MAJOR RAJPUT KINGDOMS OF INDIA**

IMPORTANT RAJPUT KINGDOMS OF NORTHERN INDIA: THE GURJAR PRATIHARA, KASHMIR (KARKOTAKA, UTPALA AND LOHAR DYNASTIES), BANGAL PALA AND SEN DYNASTY. IMPORTANT RAJPUT KINGDOMS OF SOUTHERN INDIA: RASHTRAKUTA, CHALUKYAS AND PALLAVAS. -CHOLA DYNASTY ADMINISTRATION

- **UNIT 3**

- **SOCITY AND CULTURE OF RAJPUT AGE**

SOCIAL STRUCTURE, CONDITION OF WOMEN JAJMANI SYSTEM, ECONOMICAL CONDITION OF INDIA -ART & LITERATURE: RAJ TARANGINI -TEMPLE ARCHITECTURE NAGAR, VESARA & DRAVIDIAN STYLE -RELIGION

- **UNIT 4**

- **MUSLIM INVASION ON INDIA**

ARAB INVASION ON INDIA: CAUSES & EFFECT MAHMUD GHAZNE'S INVASION ON INDIA IMPACT ON INDIA TURK INVASION: SHAHABUDDIN GHORI & BATTLE OF TARAIN ALBIRUNI'S DESCRIPTION OF INDIA IN TEHQIQ-1-4HIND: SOCIETY, POLITY, RELIGION, ECONOMY, CULTURE, EDUCATION, SCIENCE (MATHEMATICS, ASTRONOMY, ALJIBRA, ASTROLOGY, GEOGRAPHY)

- **Reference books :-**

1- The History and Culture of Indian People-Ed. R. C. Majumdar. Pub Bhartiya Vidya Bhavan, Mumbai.

2- History of Medieval India- Ed. Harishchandra Verma - Delhi University.

3 માયકાળીનભારતનો ઇતિહાસભાગ -1-2, ડેણ્ટબાઈનાથક .., યુદ્ધનવારસટીલિંગનમાણિકેડ, અમદાવાદ.

4- માયકાળીનભારતઅશીવાદલાંગનેહા-

5 માયકાળીનભારતઅશીવાદલાંગનેહા-



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6- The Wonder that was India-SA ARizwi.



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SEMESTER 3

DISCIPLINE SPECIFIC COURSE (MAJOR) -BAH-302

CREDIT-4

WORLD HISTORY (1870-1920)

- **(Course objectives)**

Students observe how modern world evolved student can learn about idea of nationalism and and emergence of nationalism of various countries of modern world revolution, also learn about ended the autocratic monarchy that had ruled China for more than 2,000 years and led to the establishment of the Republic of China.

-know about Lenin's Red Army claiming victory and establishing the Soviet Union. After many years of violence and political unrest, the Russian Revolution paved the way for the rise of communism as an influential political belief system around the world.

- **UNIT 1**

NATIONALISM-CONCEPT NATURE & MEANING

UNIFICATION OF GERMANY

UNIFICATION OF ITALY

- **UNIT 2**

CHINESE REVOLUTION OF 1911

WORLD WAR-1: CAUSES AND EFFECTS

- **UNIT 3**

PERIS PEACE CONFERENCE-TREATY OF VERSAILLES, SAINT-GERMAIN NEUILLY,SEVRES & LAUSANNE
LEAGUGE OF NATIONS: ORIGIN, AIMS & ORGANS

-CONTRIBUTION IN WOLRD PEACE

-CAUSES OF FAILURE

- **UNIT 4**

RUSSIAN REVOLUTION-1917

CAUSES, EFFECTS ON RUSSIA & THE WORLD, LEADERSHIP OF REVOLUTION

THE NEW ECONOMIC POLICY OF LENIN

- **Reference books**

1- Ketelbey D. N. A History of Modern Times From 1789.



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- 2- Halvey E- The world crisis- 1914-18
- 3-Langsam and Mitchell-The world since 1919
- 4- દેસાઈકુલરિયરેપનોઓિતકસલગ-1-2-3, યુનિવાસરી મંદ્રિનમાણિકોઅમદાવાદ
- 5- ભાટેવેદુયુનિવાસરી મંદ્રિનમાણિકોઅમદાવાદ -યરેપનોઓિતકસ
- 6- નેઝીવાહસાલજગતનાઓિતકસનું રેખાદશન-
- 7- જૈનારોરમાણુરથાધુનિકિવારવ-
- 8-Hardy G. M.-A short history of international affairs.



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SEMESTER 3 DISCIPLINE SPECIFIC COURSE

(MAJOR)-BAH-303 CREDIT-4

POLITICAL HISTORY OF INDIA (1206-1526)

- **Course objectives**

From 1206 until 1526 CE, the Delhi Sultanate referred to five brief Muslim dynasties of Turkish & Pashtun (Afghan) provenance that dominated the area of Delhi

Understand administrative reforms done under different rulers of Delhi sultanate.

Students know about notable empire of vijayanagar

- **UNIT 1**

POLITICAL CONDITION OF INDIA ON THE EVE OF 13 CENTURY -THE MAMLUK (GHULAMS) DYNASTY -KHILJI DYNASTY

- **UNIT 2**

TUGHLAQ DYNASTY

SAIYAD & LODI DYNASTY

- **UNIT 3**

CENTRAL ADMINISTRATION OF DELHI SULTANATE

PROVINCIAL AND LOCAL ADMINISTRATION OF DELHI SULTANATE IQTADARI SYSTEM-MEANING, NATURE & STRUCTURE

- **UNIT 4**

THE VIJAYNAGAR EMPIRE LIFE AND ACHIEVEMENT OF RISHNADAVRAY

ADMINISTRATION OF VIJAYNAGAR: NAYANKAR SYSTEM AND ITS SIGNIFICANTS

- **Reference books**

1- The History and Culture of Indian People-Ed. R. C. Majumdar.Puh. Bhartiya VidyaBhavan, Mumbai.

2- History of Mediaeval India- Ed. Harishchandra Verma-Delhi University.

3. માયકાલીનભારતનો ઇતિહાસભાગ -1.2. ડેણેટભાઈનાથક ., યુનિવાસટી મંદ્રિનમાણબેં, અમદાવાદ.

4. માયકાલીન દશાની જવાહરલાલનેહેં -

5. માયકાલીન ભારત આધીવાદદાલાલનીવાહુતા.

6- The Wonder that was India-SA ARizvi.

7.જનકાઠવી. મેટિમલનનકશન -ભારતનોઇતિહાસ-



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SEMESTER 3

MULTI DISCIPLINARY COURSE – BAH304

CREDIT 4

CULTURAL HERITAGE OF INDIA-3

(Course objectives)	<p>The Bhakti movement was a significant religious movement in medieval Hinduism that sought to bring religious reforms to all strata of society by adopting the method of devotion to achieve salvation. In the same process in Muslim society</p> <p>Students know about Sufi movement and know about synthesise of cultural tradition</p>
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UNIT	Detailed Syllabus
1	<p>RELIGION AND PHILOSOPHY IN MEDIEVAL INDIA</p> <p>THE BHAKTI MOVEMENT, ORIGIN, CAUSES & ITS EFFECTS ON INDIAN SOCIETY AND RELIGION</p> <p>BHAKTI SCHOOLS: NIRGUNA & SAGUNA</p> <p>BHAKTI SAINTS OF SOUTH INDIA: ALVAR & NAYANARS</p> <p>SANKRACHARYA, RAMANUJACHARYA, MADHVACHARYA, NIMBARKACHARYA, VALLABHACHARYA</p>
2	<p>RELIGION AND PHILOSOPHY IN MEDIEVAL INDIA</p> <p>BHAKTI SAINTS OF NORTH</p> <p>INDIA: RAMANAND, KABIR, SURDAS, TULSIDAS, NANAKDEV, SANKERDEVA, CHAITANYA MAHAPRABHU, GYANDEV, CHANDIDAS, NAMDEV, NARSINHMEHTA</p> <p>BHAKTI MOVEMENTS AND WOMEN BHAKTI SAINTS :</p> <p>AKKAMAHADEVI, JANABAI, MIRABAI, ANDAL, BAHINABAI, KARAIKKAL AMMAIYAR</p>
3	<p>RELIGION AND PHILOSOPHY IN MEDIEVAL INDIA</p> <p>SUFI MOVEMENT: ORIGIN, FEATURES & TEACHINGS OF SUFI MOVEMENT IN INDIA</p> <p>SUFI TRADITIONS OF INDIA: CHISHTI SILSILAH, SUHRAWARDI SILSILAH, NAQSHBANDI SILSILAH, QADRI AND OTHER SILSILAH & THEIR SAINTS</p>
4	<p>THE IMPACTS OF THE SUFI MOVEMENTS: SOCIETY, MUSIC, ART, DANCE</p> <p>CULTURAL SYNTHESIS</p>

Reference books

Amarkant Singh - Bhakti and Sufi Movement
Mediaeval Bhakti Movements in India- N N Bhattacharya
Bhakti and the Bhakti Movement- Krishna Sharma
Harishchandra Verma- History of Mediaeval India



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SEMESTER 4

DISCIPLINE SPECIFIC COURSE (MAJOR) - BAH401

CREDIT-4

CULTURAL HISTORY OF INDIA (1206 C.E TO 1526 C.E)

• Course objectives

The Bhakti movement was a significant religious movement in medieval Hinduism that sought to bring religious reforms to all strata of society by adopting the method of devotion to achieve salvation.

1. Students learn about the art and architecture in mediaeval times
2. They synchronized the knowledge and cultural diversities of the same.
3. They also learn the educational activities of the above mentioned period. They are aware that so many foreign travellers came to India from different countries and field of world.

They have mentioned the rich knowledge of India.

UNIT	CONTENT	CREDIT	WEGT.
1	THE BHAKTI MOVEMENT -ORIGIN, CAUSES BEHIND BHAKTI MOVEMENT -SIGNIFICANCE OF BHAKTI MOVEMENT -PRINCIPLES OF BHAKTI MOVEMENT	1	25%
2	BHAKTI SAINTS 1-NIRGUNA & SAGUNA TRADITION 2-BHAKTI SAINTS OF SOUTH INDIA: ALVARs & NAYANARS SANKRACHARYA, RAMANUJACHATYA, MADHVACHARYA, NIMBARKACHAARYA, VALLABHACHARYA -BHAKTI SAINTS OF NORTH INDIA: RAMANAND, KABIR, SURDAS, TULSIDAS, NANAKDEV, SANKERDEVA, CH AITANYA MAHAPRABHU, GYANDEV, CHANDIDAS, NAMDEV, NARSINHMEHTA WOMEN BHAKTI SAINTS SAINTS: AKKAMAHADEVI, JANABAL, MIRABALANDAL, BAHINABAL, KARAIKKAL AMMAIYAR	1	25%
3	ART & ARCHITECTURE OF INDIA 1-ART AND ARCHITECTURE OF DELHI SULTANATE 2-ART AND ARCHITECTURE OF VIJAYNAGAR 3-THE ACCOUNTS OF FOREIGN TRAVELLERS ABOUT INDIA: MARCO POLO, IBN-BATUTA, ABDUR RAZZAQ, AFANASY NIKITIN, NICCOLO DE CONTI	1	25%
4	SCIENCE & EDUCATION OF INDIA 1-CONDITION OF EDUCATION IN INDIA: SYSTEM, MANAGEMENT & NATURE OF EDUCATIONAL INSTITUTIONS 2-CONTRIBUTION OF STATE IN EDUCATION 3-SCIENTIFIC DEVELOPMENT OF INDIA: MAJOR SCIENTIST AND THEIR CONTRIBUTION, MAJOR INVENTION IN SCIENCE FIELD	1	25%

- **Reference books**

1. The History and Culture of Indian People- Ed. R. C. Majumdar. Pub. Bhartiya Vidya Bhavan, Mumbai.
2. History of Medieval India- Ed. Harishchandra Verma - Delhi University.
3. માયાલીનભારતનોભિત્તિશસ્ત્ર- ભાગ 1-2, ડૉ. છોટલાઈનાથક, યુનિવેર્સિટીમાંથીનમાંએબોલ્ડ, અમદાવાદ.
4. 4માર્ગદર્શનદશન- જવાહરલાલનેરો.



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SEMESTER-4

DISCIPLINE SPECIFIC COURSE (MAJOR) -BAH402

CREDIT-4

WORLD HISTORY (1920 C.E TO 1945 C.E)

Describe major events of the rise and fall of Hitler's Third Reich.

Describe the defining features of Nazi Germany.

-Italian fascism promoted a corporatist economic system, whereby employer and employee syndicates are linked together in associations to collectively represent the nation's economic producers and work alongside the state to set national economic policy.

-WWII was the largest and most destructive war in human history. There were more deaths, more injuries, more buildings destroyed, more men under arms, more economics and societies mobilized than ever before or since. Battles were fought across continents and across oceans, on the ground, in the air and on the sea.

UNIT	CONTENT	CREDIT	WEGT.
1	-WORLD BETWEEN TWO WORLD WAR-I 1- IDEOLOGY, PRINCIPLES AND NATURE OF FASCISM AND NAZISM 1- INTERNAL & EXTERNAL POLICY OF MUSSOLINI 2- INTERNAL & EXTERNAL POLICY OF HITLER	1	25%
2	WORLD BETWEEN TWO WORLD WAR-II 1-LOCARNO PACT 2-THE GREAT DEPRESSION-1929 3-RUSSIA: INTERNAL AND EXTERNAL POLICY OF STALIN	1	25%
3	WORLD BETWEEN TWO WORLD WAR-III 1-EMRGENCE OF MUSTAFA KAMAL PASHA & MODERNIZATION OF TURKEY 2-ARAB NATIONALISM FROM A HISTORICAL PRESPECTIVE: VISION & IMPACT 3-MILITARISM OF JAPAN: EXTERNAL POLICY OF JAPAN	1	25%
4	THE WORLD WAR II 1-CAUSES OF WORLD WAR II 2-IMPACT OF WORLD WAR II 3-NATURE & MAJOR INCIDENCE OF WORLD WAR II	1	25%

Reference books

- 1-Ketelby D. N. - A History of Modern Times.
- 2- Halvey E-The world crisis- 1914-18
- 3- Langsam and Mitchell- The world since 1919

દેસાઈફ્રાન્ડ-યુરોપનોટીનશસભાગ1-2-3, યુનિવારસ્ટીમાંથીનમાણબોડામદાવાદ.

4-લાફર્ડેવેલ્ટ-યુરોપનોટીનશસ- યુનિવારસ્ટીમાંથીનમાણબોડામદાવાદ.



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SEMESTER 4

DISCIPLINE SPECIFIC COURSE (MAJOR) - BAH403

CREDIT-4

POLITICAL HISTORY OF INDIA (1526 C.EE TO 1707 C.E)

Students will be able to: explain the foundation of the Mughal Empire. Explain the qualities that made Babur and Akbar the Great successful. Explain the fall of the Mughal Empire. Also know about Sher Shah Suri and his reforms

UNIT	CONTENT	CREDIT	WEGT.
1	SOURCES FOR STUDYING THE MUGHAL HISTORY 1-HISTORICAL WRITING OF MUGHAL HISTORY: BADAYUNI, ABUL FAZAL, ABBAS SARWANI, KHAFI KHAN, ABDUL HAMID LAHORI, AINAYAT KHAN, BHIMSEN 2-LITERATURE, AUTO BIOGRAPHY & BIOGRAPHIES 3-THE FIRST BATTLE OF PANIPAT: ESTABLISHMENT OF MUGHAL	1	25%
2	SHER SHAH SURI 1-INTERNAL POLICY OF SHER SHAH 2-REFORMS OF SHER SHAH 3-SECOND BATTLE OF PANIPAT: CAUSES AND IMPACT	1	25%
3	EXPANSION OF MUGHAL EMPIRE-I 1-INTERNAL & EXTERNAL POLICY OF AKBAR 2-THE RAJPUT POLICY & RELIGIOUS POLICY OF AKBAR 3- THE MUGHAL ADMINISTRATION	1	25%
4	EXPANSION OF MUGHAL EMPIRE-I 1-JAHANGIR AND NOOR JAHAN: INTERNAL & EXTERNAL POLICY 2-SHAH JAHAN: INTERNAL & EXTERNAL POLICY 3-AURANGZEB INTERNAL AND RELIGIOUS POLICY 4-DECLINE OF MUGHAL EMPIRE	1	25%

Reference books

1. Satishchandra - Mediaeval India part 1-2
 - 1- Kanugo K. R. Shershah
 - 2- Harishchandra Verma-History of Mediaeval India part 1-2
 - 3- પટેલજશ્વાઈ- ભારતનો ઉત્તેષ્ણ- મુધ્યલુંગ, યુદ્ધનવાસાંદીએનમાણબોડાભમદાવાદ.
 - 4- જનકગઢવી-ભારતનોઉત્તેષ્ણ- મેઝિમલનક્ષાશન.
 - 5- યોપરાખીએન-ભારતનુંગાંદીએથર - યુદ્ધનવાસાંદી મેઝિમનમાણબોડાભમદાવાદ.
 - 6- નેહંજવાહલાલ-માર્ચાંદંદનુંદશાન



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SEMESTER 4

DISCIPLINE SPECIFIC COURSE (MINOR) - BAH404

CREDIT-4

CULTURAL HISTORY OF INDIA (1206 C.E TO 1526 C.E)

- **Course objectives**

The Bhakti movement was a significant religious movement in medieval Hinduism that sought to bring religious reforms to all strata of society by adopting the method of devotion to achieve salvation.

Students learn about the art and architecture in mediaeval times they synchronized the knowledge and cultural diversities of the same. They also learn the educational activities of the above mentioned period. They are aware that so many foreign travellers came to India from different countries and field of world.

They have mentioned the rich knowledge of India.

UNIT	CONTENT	CREDIT	WEGT.
1	THE BHAKTI MOVEMENT -ORIGIN, CAUSES BEHIND BHAKTI MOVEMENT -SIGNIFICANCE OF BHAKTI MOVEMENT -PRINCIPLES OF BHAKTI MOVEMENT	1	25%
2	BHAKTI SAINTS 1-NIRGUNA & SAGUNA TRADITION 2-BHAKTI SAINTS OF SOUTH INDIA: ALVARs & NAYANARS SANKRACHARYA, RAMANUJACHATYA, MADHVACHARYA, NIMBARKACHAARYA, VALLABHACHARYA 3-BHAKTI SAINTS OF NORTH INDIA: RAMANAND, KABIR, SURDAS, TULSIDAS, NANAKDEV, SANKERDEVA, CHAITANYA MAHAPRABHU, GYANDEV, CHANDIDAS, NAMDEV, NARSINHMEHTA 4- WOMEN BHAKTI SAINTS SAINTS: AKKAMAHADEVI, JANABAL, MIRABALANDAL, BAHINBAL, KARAICKAL AMMAIYAR	1	25%
3	ART & ARCHITECTURE OF INDIA 1-ART AND ARCHITECTURE OF DELHI SULTANATE 2-ART AND ARCHITECTURE OF VIJAYNAGAR 3-THE ACCOUNTS OF FOREIGN TRAVELLERS ABOUT INDIA: MARCO POLO, IBN-BATUTA, ABDUR RAZZAQ, AFANASY NIKITIN, NICCOLO DE CONTI	1	25%
4	SCIENCE & EDUCATION OF INDIA 1-CONDITION OF EDUCATION IN INDIA: SYSTEM, MANAGEMENT & NATURE OF EDUCATIONAL INSTITUTIONS 2-CONTRIBUTION OF STATE IN EDUCATION 3-SCIENTIFIC DEVELOPMENT OF INDIA: MAJOR SCIENTIST AND THEIR CONTRIBUTION, MAJOR INVENTION IN SCIENCE FIELD	1	25%



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- **Reference books**
- The History and Culture of Indian People- Ed. R. C. Majumdar.
- Pub. Bhartiya Vidyabhavan, Mumbai.
- History of Mediaeval India- Ed. Harishchandra Verma - Delhi University.
- માયકાળીનભારતનોચિતઃક્ષણ- ભાગ 1-2, ડૉ. છેટ્રાલ્લાલનાયક, યુનિવાર્સિટીઓફિનમાણબોર્ડ, અમદાવાદ.
- 4-માર્ગદર્શિકાનુદ્દશાન- જવાહરલાલનેહેરિ.
- માયકાળીનભારત-આશીવાદલાલીવાદુત્ત્વ.
- The Wonder that was India-S A Rizvi.
- 7-જનકગઢવી-ભારતનોચિતઃક્ષણ- મેકિમલન જ્ઞાનન.
- 8-બીમેનયોપરા-ભારતનુંગોચેટીયર



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MAJOR COURSE CODE: BAH501

HISTORY OF INDIA (1500-1818CE)

COURSE OBJECTIVES:

This Syllabus is designed

1. to understand History of India from 1500 to 1818 A.D.
2. To know about the history of Art and Architecture,
3. to know about science and technology,
4. to know about the Maratha Empire and ShivajiMaharaj,
5. to know about the European company trading with India and later on acquire political power in India. This course basically deals with culture history of India between 1500 to 1818 CE.

COURSE OUTCOMES:

Students will be able to analyze perceptions, limitations and range of sources of Medieval and Modern India as well as Cultural synthesis. Students will be benefited to understand the political, cultural and religious History.

UNIT	CONTENT	CREDIT	WEGT.
1	CULTURAL ACHIEVEMENTS OF MUGHAL 1.1-ART & ARCHITECTURE 1.2-PAINTINGS: MUGHAL PAHADIRAJA JASTHANI KANGDA 1.3-SCIENCE & TECHNOLOGY 1.4-CULTURAL SYNTHESIS OF INDIA	1	25%
2	MARATHA POWER IN INDIA 2.1-RISE OF MARATHA POWER: CIRCUMSTANCES 2.2.2 CHATRAPATI SHIVAJI: LIFE & ACHIEVEMENTS 2.3-ADMINISTRATION OF SHIVAJI 2.4-THE PESHWA'S: BALAJI VISHWANATH, BAJIRAO IS & BALAJI BAJIRAO 2.5- THE THIRD BATTLE OF PANIPAT	1	25%
3	EUROPEAN COMPANY IN INDIA 3.1-PORTUGAL, DUTCH, ENGLISH, FRENCH 3.2-ANGLO-DUTCH & ANGLO-FRENCH (CARNATIC WAR) 3.3-ANGLO MARATHA WARS	1	25%



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4	18th CENTURY INDIA 4.1-INDIAN SOCIETY & ECONOMY 4.2-THE RISE OF REGIONAL POLITIES AND STATES: THE NAWARS OF BANGAL, THE NAWABS OF AUDH (AWADH), THE SIKH OF PANJAB & JAIPUR 4.3-TRAVANCORE & MYSORE	1	25%
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SUGGESTED REFERENCES:-

- 1- NAYAK, CHOTUBHAI: MADHYAKALINBHARATNOITIHAS, PART-1&2 UGNB
- 2- PATEL, JASHUBHAI: MUGHALKALINBHARAT.UGNB
- 3- VERMA, HARISHCHANDRA: MADHYAKALINBHARTPART-2DU
- 4- CHANDRASATISH: MADHYAKALINBHARATPART-1& 2
- 5- SHUKLA, R.L: ADHUNIKBHARATDU
- 6- GROVER AND YASH PAL: AADHUNIKBHARAT
- 7- DHARAIYA, RAMANLAL: ARVACHINBHARATNOITIHAS, C.JAMNADAS COMPANY



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MAJOR

COURS CODE: BAH502

HISTORY OF GUJARAT (PRE HISTORY TO 1304 CE)

COURSE OBJECTIVES:

This Syllabus is designed to understand pre - History of Gujarat up to 1304 CE. This course primarily deals with pre History of Gujarat like Paleolithic to Neolithic age. To know about Paleolithic to Neolithic Age in Gujarat, to know about Mauryan regime in Gujarat and his noble deeds, to know about Vallabhi University and to know about famous Chinese traveller Hiu-en-tsang, to know about Solanki Dynasty.

COURSE OUTCOMES:

Students will learn about History of Gujarat and get information regarding to various developments in course of time. They will acquaint with marvelous event and dynasties of Gujarat.

UNIT	CONTENT	CREDIT	WEGT.
1	PREHISTORYOFGUJARAT 1.1-PALEOLITHICSITESIN GUJARAT 1.2-MESOLITHICSITESINGUJARAT 1.3-NEOLITHICSITESINGUJARAT 1.4-HARRAPANCIVILIZATION	1	25%
2	21 MAURYANEMPIRE: POLITY & CULTURE 2.2 SAKAS: POLITY&CULTURE 2 2.3-GUPTAS: POLITY&CULTURE 2.4: GIRNARINSRIPTION	1	25%
3	3.1-THEMAITRAKAS: POLITY & ADMINISTRATION 3.2-SOCIETY, ECONOMY&CULTURE 3.3-VALBHIVIDYAPITH 3.4-HIU-EN-TSANG 3.5-VANRAJCHAVDA	1	25%
4	4.1-SOLANKIVAGHELAAGE: POLITY 4.2-SOCIETY & ECONOMY 4.3CULTURALACHIEVEMENTSOFSOLANKIANDVAGHELADYNASTIES 4.4-INVASIONOFMAHMUDGHAZNI&GHORI	1	25%

SUGGESTED REFERENCES

1-SHASTRI,HARIPRASAD&PARIKHRASIKLAL: GUJARATNORAJKIYANE SANSKRUTIK ITIHAS PART 1 TO 7

2-ADELJI,MUSABHAI HISTORYOFGUJARAT

3-DHARAIYA, RAMANLAL GUJARATNOITIHAS,C,JAMNADAS COMPANY

4-COMMISSARIATE,M.S:AHISTORY OF GUJARAT



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MAJOR COURSE-DSC-CHIS-503

HISTORY OF WORLD (1945 TO 1991 CE)

COURSE OBJECTIVES:

This Syllabus is designed to understand World History in general. This course basically deals with History of world and various developments in the world like communism, Palestine Problem, social problem, poverty and globalization. Students will familiarize with world politics.

COURSE OUTCOMES:

1. Students will learn about world History and get information regarding various developments and problems of the world.
2. They will know about third world countries, their problems and globalization.
3. They will understand better India as emerging country.

UNIT	CONTENT	CREDIT	WEIGT.
1	UNITEDNATIONS 1.1-AIMS, ORGAN AND OBJECTIVES 1.2-CONTRIBUTIONOFUNITEDNATIONS INWORLDPEACE 1.3-COLDWAR-MEANING, CAUSES, SECURITYPACTAND CONFLICTS	1	25%
2	2.1-COMMUNISTREVOLUTIONINCHINA&ITSIMPACTSONWORLD POLITICS 2.2-ABRIEFSURVEYOFTENTIONS&CONFLICTSINPALESTINE, CUBA, KOREA AND VIETNAM 2.3-NONALIGNEDMOVEMENTSANDITSROLEINWORLD AFFAIRS	1	25%
3	3.1-THIRD WORLD COUNTRIES: SOCIAL PROBLEMS, ISSUES IN HEALTH AND EDUCATION, ECONOMIC PROBLEMS, POVERTY AND DEVELOPMENT 3.2HUMAN RIGHTS MOVEMENT POLICY AND WOMENSMOVE APARTHEID	1	25%
4	4.1-GLOBALIZATION: MEANING&NATURE 4.2-IMPACT OF GLOBALIZATION 4.3-SUSTAINABLE DEVELOPMENT 4.4-INDIA AS NEW EMERGING ECONOMIC POWERS	1	25%

• SUGGESTED REFERENCES

1-BHATT, DEVENDRA: VISHMISADINU VISHV, UGNV

2-JAIN&MATHUR: HISTORY OF MODERNWORLD

3-DEVARJUN: HISTORY OF THE WORLD

4-RAOB.V: MODERN WORLD

5-CHANDA, BIPIN: INDIA SINCE INDEPENDENCE



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MAJOR COURSE-BAH504

HISTORY OF INDIA (1500-1818CE)

COURSE OBJECTIVES:

This Syllabus is designed to understand History of India from 1500 to 1818 A.D. To know about the history of Art and Architecture, to know about science and technology, to know about the Maratha Empire and ShivajiMaharaj, to know about the European company trading with India and later on acquire political power in India. This course basically deals with culture history of India between 1500 to 1818 CE.

COURSE OUTCOMES:

1. Students will be able to analyze perceptions, limitations and range of sources of Medieval and Modern India as well as Cultural synthesis.
2. Students will be benefited to understand the political, cultural and religious History.

UNIT	CONTENT	CREDIT	WEGT.
1	CULTURAL ACHIEVEMENTS OF MUGHAL 1.1-ART & ARCHITECTURE 1.2-PAINTINGS: MUGHAL PAHADIRAJASTHANIKANGDA 1.3-SCIENCE&TECHNOLOGY 1.4-CULTURALSYNTHESISOFINDIA	1	25%
2	MARATHA POWER IN INDIA 2.1-RISE OF MARATHA POWER: CIRCUMSTANCES 2.2CHATRAPATI SHIVAJI: LIFE&ACHIEVEMENTS 2.3-ADMINISTRATIONOFSHIVAJI 2.4-THE PESHWAS: BALAJIVISHWNATH, BAJIRAOIS & BALAJIBAJIRAO 2.5-THETHIRDBATTLEOFPANIPAT	1	25%
3	EUROPEAN COMPANY IN INDIA 3.1-PORTUGAL, DUTCH ENGLISH, FRENCH 3.2-ANGLO-DUTCH&ANGLO-FRENCH (CARNATICWAR) 3.3-ANGLOMARATHAWARS	1	25%
4	18th CENTURYINDIA 4.1-INDIAN SOCIETY & ECONOMY 4.2-THERISEOFRREGIONALPOLITIESANDSTATES: THE NAWAROSFBANGAL, THE NAWABS OF AUDH(AWADH), THE SIKH OF PANJAB & JAIPUR 4.3-TRAVANCORE & MYSORE	1	25%



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SUGGESESTED REFRENCES:-

- 1-NAYAK, CHOTUBHAI: MADHYAKALINBHARATNOITIHAS, PART-1&2UGNB
- 2-PATEL, JASHUBHAI: MUGHALKALINBHARAT.UGNB
- 3- VERMA, HARISHCHANDRA: MADHYAKALINBHARTPART-2DU
- 4-CHANDRASATISH: MADHYAKALINBHARATPART-1& 2
- 5-SHUKLA,R.L: ADHUNIKBHARATDU
- 6-GROVERANDYASHPAL: AADHUNIKBHARAT
- 7-DHARAIYA, RAMANLAL: ARVACHINBHARATNOITIHAS, C.JAMNADASCOMPANY



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MAJOR COURSE-BAH 601 HISTORY OF INDIA (1750-1858 CE)

COURSE OBJECTIVES: This Syllabus is designed to understand the History of India Between 1750 to 1858 CE. It deals with various Governor General of India and their administration.

COURSE OUTCOMES:

1. Students will get good information regarding to Governor General and their Governance.
2. Students will learn about 1857 Revolution.

Unit	Detailed Syllabus
1	ESTABLISHMENT OF BRITISH RAJ 1.1-PLASSEY BUXAR 1.2 WARREN HASTINGS, CORNWALLIS, WELLESLEY: EXPANSION OF BRITISH EMPIRE
2	2.1-WILLIAM BENTINCK: INTERNAL & EXTERNAL POLICY 2.2-MAHARAJA RANJIT SINH: LIFE & ACHIEVEMENTS 2.3-BRITISH POLICY TO WARD STOSINDH, AFGHANISTAN, BURMA & PANJAB 2.4-DALHOUSIE: INTERNAL AND EXTERNAL POLICY
3	3.1-ADMINISTRATION UNDER COMPANY RULE NATURE OF ADMINISTRATION, GENERAL ADMINISTRATION, LAND REVENUE SYSTEM, EDUCATION POLICY, ECONOMIC POLICY, ARMY, POLICE, CIVIL LAWS & JUSTICE 3.2-POPULAR MOVEMENT IN COLONIAL INDIA:
4	4.1-1857 UPHEAVAL: CAUSES, NATURE, LEADERS, IMPACT 4.2-QUEEN VICTORIA'S DECLARATION OF 1858

SUGGESTED REFERENCES

- 1- CHANDRA, BIPIN: MODERN INDIA
- 2- SHUKLA, R.L: AADHUNIK BHARAT
- 3- DHARAIYA, RAMANLAAL: AADHUNIK BHARAT
- 4- MAJUMDAR, R.C: HISTORY & CULTURE OF INDIAN PEOPLE
- 5- GROVER & YASHPAL: AADHUNIK BHARAT



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MAJOR COURSE-BAH602 HISTORY OF INDIA (1858-1950CE)

COURSE OBJECTIVES: This Syllabus is designed to understand the History of India Between 1858 to 1950 CE. It deals with freedom movement of India.

COURSE OUTCOMES:

1. Students will get good information regarding to freedom movement of India
2. They will understand the changes taken place in India in course of time
3. Get knowledge about the sacrifice given by freedom fighters.

Unit	Detailed Syllabus
1	NATIONALISM 1.1-GROWTHOFNATIONALCONSCIOUSENESSININDIA 1.2-INDIAN NATIONAL CONGRESS (1885-1919) 1.3-SWADESHIANDHOMERULEMOVEMENT
2	2.1-REVOLUTIONARY ACTIVITY IN INDIA AND ABROAD 2.2-NON COOPERATION MOVEMENT 2.3-CIVIL DISOBEDIENT MOVEMENT
3	3.1-QUITINDIAMOVEMENT 3.2-AZADHIND FAUJ 3.3-COMMUNALISMINMODERNINDIA
4	4.1TO WARDSFREEDOM: CRIPPSMISSION, WAVELLPLAN, MOUNTBATTEN PLAN& INDIAN INDEPENDENCE ACT OF 1947 4.2-FORMATIONOFCONSTITUTION 4.3-THEPROCESSOFTHEINTEGRATION

SUGGESTED REFERENCES

- 1- CHANDRA,BIPIN:MODERNINDIA
- 2- SHUKLA,R.L:AADHUNIKBHARAT
- 3- DHARAIYA,RAMANLAAL:AADHUNIKBHARAT
- 4- MAJUMDAR,R.C:HISTORY&CULTUREOFTHEINDIAN PEOPLE
- 5- GROVER&YASHPAL:AADHUNIKBHARAT
- 6- CHANDRA,BIPIN:SVATANTRAKA BHARAT



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MAJOR COURSE-BAH 603

ELEMENTS OF HISTORICAL METHODS

COURSE OBJECTIVES: This Syllabus is designed to understand the elements of Historical methods. It deals with the philosophy of History and prominent Historians.

COURSE OUTCOMES:

1. Students will get good information regarding to Nature, meaning, Scope and Importance of History.
2. They will understand the method, source and discipline of History and various auxiliary Sciences.

Unit	Detailed Syllabus
1	1.1 MEANING OF HISTORY AND ITS VARIOUS DEFINITIONS 1.2- NATURE, SCOPE AND IMPORTANCE OF HISTORY 1.3- HISTORY- A SCIENCE, ARTS OR A SOCIAL SCIENCE 1.4 SOURCES OF HISTORY AND THEIR CLASSIFICATION: PRIMARY SOURCES AND ITS IMPORTANCE AND SECONDARY SOURCES
2	2.1- HISTORY AND ITS AUXILIARY SCIENCES: ARCHEOLOGY, ANTHROPOLOGY, EPIGRAPHY, GEOGRAPHY, NUMISMATICS, LITERATURE, ECONOMICS, SOCIOLOGY, PSYCHOLOGY AND POLITICAL SCIENCE 2.2- NEED OF REWRITING OF HISTORY 2.3- SALIENT FEATURES OF COMPETENT HISTORIAN
3	3.1- E.H. CARR, 3.2- KARL MARX 3.3- R.C. MAJUMDAR
4	4.1- VALUABLE PRIMARY SOURCE OF INDIAN HISTORY 4.1-1- INSCRIPTION OF ASHOKA 4.1- RAJ TARANGINI 4.2- INSCRIPTION AND COINS OF GUPTA PERIOD 4.3- STAYNA PRAYOGO: AN AUTOBIOGRAPHY OF MAHATMA GANDHI

SUGGESTED REFERENCES

- 1- DHARAIYA, RAMANLAAL: *ITI HASNUTAT VGYANANE ITI HAS LEKHANABHIGAMUGNB*
- 2- DHARAIYA, RAMANLAAL: *AA ITI HASIK PADHATTIO.C, JAMNADAS NI COMPANY*
- 3- PARIKH, RASIKLAL: *AA ITI HASIK PADHHATI*
- 4- SHRIDHARAN, E: *ITI HAS LEKH*
- 5- SHAIKH, ALI: *HISTORICAL METHODS*



MINOR COURSE BAH 604-A-(Optional) OR HISTORY OF INDIA (1750-1858 CE)

COURSE OBJECTIVES: This Syllabus is designed to understand the History of India Between 1750 to 1858 CE. It deals with various Governor General of India and their administration.

COURSE OUTCOMES:

1. Students will get good information regarding to Governor General and their Governance.
2. Students will learn about 1857 Revolution.

Unit	Detailed Syllabus
1	ESTABLISHMENT OF BRITISH RAJ 1.1-PLASSEY BUXAR 1.2 WARREN HASTINGS, CORNWALLIS, WELLESLEY: EXPANSION OF BRITISH EMPIRE
2	2.1-WILLIAM BENTINCK: INTERNAL & EXTERNAL POLICY 2.2-MAHARAJA RANJITSINGH: LIFE & ACHIEVEMENTS 2.3-BRITISH POLICY TO WARD STOSINDH, AFGHANISTAN, BURMA & PANJAB 2.4-DALHOUSIE: INTERNAL AND EXTERNAL POLICY
3	3.1-ADMINISTRATION UNDER COMPANY RULE NATURE OF ADMINISTRATION, GENERAL ADMINISTRATION, LAND REVENUE SYSTEM, EDUCATION POLICY, ECONOMIC POLICY, ARMY, POLICE, CIVIL LAWS & JUSTICE 3.2-POPULAR MOVEMENT IN COLONIAL INDIA:
4	4.1-1857 UPHEAVAL: CAUSES, NATURE, LEADERS, IMPACT 4.2-QUEEN VICTORIA'S DECLARATION OF 1858

SUGGESTED REFERENCES

- 1-CHANDRA, BIPIN: MODERN INDIA
- 2-SHUKLA, R.L : AADHUNIK BHARAT
- 3-DHARAIYA, RAMANLAAL: AADHUNIK BHARAT
- 4-MAJUMDAR, R.C: HISTORY & CULTURE OF INDIAN PEOPLE
- 5-GROVER & YASHPAL: AADHUNIK BHARAT



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MINOR COURSE DSC-M-604-B-(Optional) CONSTITUTIONAL HISTORY OF INDIA (1773 to 1935 CE)

COURSE OBJECTIVES: This Syllabus is designed to understand the History of Constitutional Development in course of time 1773 to 1935 CE. To Know the difference laws, their provision and their results. To Know the East Indian Company and British Governments laws system and Indian laws System

COURSE OUTCOMES:

1. Student well benefited by studying Indian Constitutional development they well understand Indian law system & British law systems.
2. They understand constitution values and its importance

Unit	Detailed Syllabus
1	1. The Regulating Act of 1773 CE 2. The Pitts Act of India- 1784 CE 3. Cornwallis Code- 1793 CE 4. Charter Act of 1813 CE
2	1. Charter Act of 1833 2. Charter Act of 1853 3. Government of India Act -1858
3	1. The council Act of India (1861) 2. The council Act of India (1892) 3. The Morley-Minto Act of 1909
4	1. Government of India Act 1919, Diarchy System for the Provinces 2. Government of India Act 1935: Autonomy introduced at the provincial level and Federal system According to 1935

SUGGESTED REFERENCES

1. SHUKLA R.L MODERN INDIA DELHI UNIVERSITY
2. SARKAR SUMIT. MODERN INDIA
3. CHANDRA BIPIN FREEDOM STRUGGLE OF INDIA
4. GROVER AND YASHPAL HISTORY OF MODERN INDIA
5. DHARAIYA R.K AADHUNIK BHARAT NO ITIHASANE BHARAT NASVATANTRYASANGRAMO BHAG-1 ANE 2
6. GADHAIJANAK BHARAT NO ITIHAS
7. AGRAWAL R. N. NATIONAL MOVEMENT & CONSTITUTIONAL DEVELOPMENT OF INDIA