

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- VII****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-7	1	Major-17	HISTORY OF U.S.A. (1776 A.D. to 1912 A.D.)	6	4	60	50	50	100	2.00 Hours
	2	Major-18	HISTORY OF SOUTH EAST ASIA (1850 A.D. to 1919 A.D.)	6	4	60	50	50	100	2.00 Hours
	3	Major-19	HISTORY OF SORATH AND BARADA REGION	6	4	60	50	50	100	2.00 Hours
	4	Minor-7	HISTORY OF RUSSIA (1894 A.D. to 1924 A.D.) OR ANCIENT INDIAN ART AND ARCHITECTURE (Beginning To 1200 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-1	HISTORY WRITING AND HISTORIANS	6	4	60	50	50	100	2.00 Hours
		SEC	UNDERSTANDING HISTORY WRITING OR HERITAGE TOURISM AND TOUR MANAGEMENT	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	07	Practical Internal	--
Category of Course	MAJOR – 17	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. (1776 A.D. to 1912 A.D.)		

Course Objectives:

This course aims to understand the causes and consequences of the American Revolution and its role in the emergence of the United States as an independent nation. Students will study the formation of the U.S. Constitution and the development of national government, with reference to leaders like George Washington and Thomas Jefferson. The course focuses on analyzing the causes, course, and impact of the American Civil War and the role of Abraham Lincoln in preserving the Union. Additionally, students will examine the economic and social transformations in the United States, including industrialization, agricultural growth, and reform movements like Populism and Progressivism. The course further aims to evaluate the rise of the United States as a world power, focusing on events like the Spanish-American War and the domestic and foreign policies of Theodore Roosevelt and William Howard Taft.

Course Learning Outcomes: After completion of the course:

- 1.Explain the causes and consequences of the American Revolution and the process of nation-building in the United States.
- 2.Describe the formation of the U.S. Constitution and early governance, with special reference to leaders like George Washington and Thomas Jefferson.
- 3.Analyze the causes, course, and impact of the American Civil War, including the role of Abraham Lincoln and the process of Reconstruction.
- 4.Evaluate the economic and social transformations brought by industrialization, agricultural expansion, and movements like the Populist and Progressive reforms.
- 5.Assess the emergence of the United States as a global power, focusing on events like the Spanish-American War and the domestic and foreign policies of Theodore Roosevelt and William Howard Taft.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] American Revolution (1776) – Causes and Consequences. [2] The Making of the National Government and Constitution. [3] Development of United States – George Washington and Jefferson.	15
	2	[4] Civil War – its causes and effects. [5] Abraham Lincoln – Career and achievements. [6] Survival and reconstruction of the Union.	15
	3	[7] The Industrial and agricultural growth – Populist movement. [8] The Spanish American War (1898) [9] The Progressive Movement (1901-1916) Political, Social and Economic reforms	15
	4	[10] Theodore – Roosevelt – Domestic Policy. [11] Theodore Roosevelt – Foreign Policy [12] Taft - Domestic Policy and his Dollar Diplomacy.	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	07	Practical Internal	--
Category of Course	MAJOR – 18	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 (1850 A.D. to 1919 A.D.)		

Course Objectives:

This course aims to understand the political, social, economic, and cultural conditions of South East Asia around 1850. Students will examine the nature and impact of colonial rule by European powers such as the Dutch, Spanish, French, and British in the region. The course focuses on analyzing key colonial policies and systems like the Dutch Cultivation System and their effects on local societies. Additionally, students will study the growth of nationalist movements and reform efforts, including the role of José Rizal and organizations like Sarekat Islam. The course further aims to evaluate major events and regional transformations, such as the Spanish-American War, Anglo-Burmese conflicts, and reforms under leaders like King Mongkut and King Chulalongkorn.

Course Learning Outcomes: After completion of the course:

- 1.Explain the political, social, economic, and cultural conditions of South East Asia in the mid-19th century.
- 2.Analyze the nature and impact of colonial rule by European powers, including Dutch, Spanish, British, and French administrations in the region.
- 3.Evaluate the effects of colonial policies such as the Dutch Cultivation System on local economies and societies.
- 4.Assess the rise of nationalist movements and reform efforts, highlighting the contributions of leaders like José Rizal and organizations such as Sarekat Islam.
- 5.Examine major historical events and regional transformations, including the Spanish-American War, Anglo-Burmese wars, and reforms under King Mongkut and King Chulalongkorn.

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Major/Minor

Syllabus of HISTORY (Honors) as per NEP-2020

Faculty of Arts

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Subject: HISTORY

SEMESTER- VII

Course Contents

MAJOR – 18. HISTORY OF SOUTH EAST ASIA (1850 A.D. to 1919 A.D.)

Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Political and Social Conditions of South East Asia in 1850. [2] Economic and Cultural Conditions of South East Asia in 1850. [3] The Dutch in East Indies – The Culture System – Causes of its origin, Characteristics – Demerits.	15
	2	[4] East Indies - Reaction of the people - Sariket Islam. [5] Impact of Spanish Rule in Philipines – Demand for Reforms and Jose Rizal. [6] Spanish – American War (1898) – Causes and Consequences.	15
	3	[7] Philipines - First Twenty years of American Rule and Reforms. [8] Burma - Rule of Mindon Min and Thibaw Min. [9] Anglo-Burmese Relations (1851-1885) – Second and Third Anglo – Burmese War – Causes and Effects.	15
	4	[10] Territorial Expansion of France in Indo-China and Its administration. [11] Siam-King Mongkut - His domestic and foreign policy. [12] Siam-King Chulalongkarna – His Reforms and foreign policy.	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, : અઝિ એશિયાનો ઇતિહાસ (૧૮૫૦-૧૯૬૦) યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ,અમદાવાદ

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Course Level	6	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	08	Practical Internal	--
Category of Course	MAJOR – 19	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 SORATH AND BARADA REGION		

Course Objectives:

This course aims to understand the geographical and historical background of the Sorath and Barada region, including its origin, cultural identity, and regional significance within Saurashtra. Students will analyze the political developments of the region by studying the rule and contributions of the Chudasama dynasty, the Nawabs of Junagadh, and the role of the Arzi Hakumat during independence. The course focuses on exploring the socio-cultural traditions and resistance movements, including fairs, folk heroes, and struggles against injustice that shaped regional identity. Additionally, students will examine the religious and cultural heritage through important sites such as the Somnath Temple and Dwarka, along with contributions of scholars and naturalists. The course further aims to evaluate the economic, environmental, and educational aspects of the region, including agriculture, conservation of Asiatic Lion in Gir, and the development of educational institutions.

Course Learning Outcomes: After completion of the course:

1. Students will be able to describe the geographical features and historical origin of the Sorath and Barada region within Saurashtra, and explain its regional identity.
2. Students will analyze the political history of the region, including the contributions of the Chudasama dynasty, the Nawabs of Junagadh, and the significance of the Arzi Hakumat.
3. Students will evaluate the socio-cultural life of the region by studying fairs, traditions, and notable personalities who contributed to society and resisted injustice.
4. Students will explain the importance of religious and cultural heritage sites such as Somnath Temple and Dwarka, along with scholarly contributions in history and science.
5. Students will assess the economic, environmental, and educational development of the region, including agriculture, conservation of the Asiatic Lion, and key institutions.

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Sem	Unit No.	Syllabi	Teaching Hours
8	1	[1] Geographic Introduction to the Sorath and Origin and History of Sorath. [2] Brief Introduction of Chudasama dynasty [3] Political History and achievements of Nawab's. [4] History of Arzi Hakumat.	15
	2	[5] Fairs of Sorath and Barada region. (Bhavnath Fair, Madhavpur Fair and Kartiki Purnima Fair of Somnath) [6] The fight for political and social injustice (Kanda's massacre) [7] Sorath's nominated Personalities (Devayat Bodar, Ra'Navadhan, and Hamirji Gohil) [8] Sorath's nominated personalities (Dr.Bhagvanlal Indraj, Dr.Tribhovandas Motichand Shah)	15
	3	[9] Historical Story of Somnath Temple. [10] Sun Temples of Sorath [11] History of Ranchhodrai Temple in Dwarka. [12] Plants of Barada and Jaykrishna Indraj.	15
	4	[13] Administrative system of Girnar before Independence. [14] Farming and Farmers in Sorath. [15] Gir Lions and their conservation measures. [16] Educational Institutions of Sorath and Barada region. (Bahauddin College, Shingada Sanskrit Pathshala)	15

Suggested Reading:

1. Bell Wilberforce – The History of Kathiawad, Delhi, 1980.
2. Kincaid C. A. – Outlaws of Kathiawad, 1905.
3. Oza K. C. – Reconstruction of Life and Polity in Kathiawad States, Rajkot, 1946.
4. ખાચર પ્રદ્યુમ્ન – વોટસન કૃત કાઠિયાવાડ સર્વસંગ્રહ (સંશોધિત આવૃત્તિ), રાજકોટ,
5. ખાચર પ્રદ્યુમ્ન ભ., સોરઠ અને બરડા પ્રદેશનો ઇતિહાસ, વડોદરા, ૨૦૨૩.
6. ખાચર પ્રદ્યુમ્ન – સોરઠ સરકાર નવાબ મહાબતખાનજી
7. ખાચર પ્રદ્યુમ્ન – ગિરનારનો ઇતિહાસ
8. જાની એસ.વી. – નવાબી શાસનનો અંત
9. દેસાઈ શંભુપ્રસાદ – સૌરાષ્ટ્રનો ઇતિહાસ
10. ખાચર પ્રદ્યુમ્ન, વાળા ધીરુભાઈ – તસવીરોમાં જૂનાગઢ

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Course Level	6.0	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	07	Practical Internal	--
Category of Course	MINOR – 07	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 (1894 A.D. to 1924 A.D.) (First Option)		

Course Objectives:

This course aims to explain the political, economic, and socio-cultural conditions of Russia under Czar Nicholas II and their role in creating revolutionary unrest. Students will analyze major events such as the Russo-Japanese War and the Russian Revolution of 1905, and evaluate their causes and consequences. The course focuses on evaluating the functioning and failure of the Duma system and its impact on the decline of autocratic rule in Russia. Additionally, students will assess the causes, course, and outcomes of the Russian Revolution of 1917, including the roles of Alexander Kerensky and Vladimir Lenin. The course further aims to examine the impact of Bolshevik policies such as the Treaty of Brest-Litovsk and the New Economic Policy, and critically assess Lenin's contribution to the formation of the USSR.

Course Learning Outcomes: After completion of the course:

- 1.To understand the nature of autocratic rule under Nicholas II and the conditions that led to unrest in Russia.
- 2.To examine the political, economic, social, and cultural conditions of Russia at the beginning of the 20th century.
- 3.To study the causes and consequences of major events such as the Russo-Japanese War and the Russian Revolution of 1905.
- 4.To analyze the factors leading to the Russian Revolution of 1917 and understand the role of key leaders like Vladimir Lenin.
- 5.To evaluate the impact of revolutionary changes and policies such as the Treaty of Brest-Litovsk and the New Economic Policy on Russia and the world.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Czar Nicholas – II [2] Political and Economic Condition of Russia at the beginning of the 20 th Century. [3] Social and Cultural Condition of Russia at the beginning of the 20 th Century.	15
	2	[4] The Russo – Japanese War (1904-05) - causes and its impact on international Politics. [5] The Revolution of 1905 – consequences and its importance. [6] The Dumas and their working – causes of their failure.	15
	3	[7] Circumstances leading Russia towards First World War. [8] The March Revolution of 1917 - Kerensky Government. [9] The Bolshevik Revolution and Lenin's Leadership – Impact of the Great Revolution on the World.	15
	4	[10] Treaty of Brest – Litovsk – The Civil War – Main Events and results. [11] The New Economic Policy of Lenin. [12] Lenin's place in the history of USSR.	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	07	Practical Internal	--
Category of Course	MINOR – 07	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	ANCIENT INDIAN ART AND ARCHITECTURE (BEGINNING TO 1200 CE) [Second Option]		

Course 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 Learning Outcomes: After completion of the course:

1. Evaluate Archaeological Sources, Harappan Town Planning, Lothal's Dockyard, Seal Art and Mauryan Civic and Palatial Architectural Features.
2. Critically Assess Barabar caves, Ashokan Pillars, Monumental stupa Artistic Traditions, Alongside Cave Art at Ajanta, Ellora, and Bagh.
3. Trace Origin of Gupta Temples, Fundamental Principles of Nagara, Dravida, Vesara styles and Gandhara and Mathura Sculpture.
4. Deconstruct Distinct Architectural Characteristics of Temples Built by Chandella, Odishan, Rashtrakuta, Chalukya, Pallava and Chola Dynasty Patrons.
5. Synthesize Technical Craftsmanship and Aesthetic Traditions of Chola bronzes Within broader Architectural and Socio-Religious contexts of Ancient India.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Literary and Archaeological sources of Ancient Indian Architecture. [2] Harappan Architecture—Town Planning, Great Bath, Dockyard of Lothal, Sculptures, Terracotta & Seal. [3] Mauryan Architecture – Town Planning, Assembly Hall of Kumrahar Place.	15
	2	[4] Architectural Features of Ashokan Pillars and Foreign Influence. Rock-Cut Architecture of Mauryan (Barabar Caves). [5] Stupa Architecture: Sanchi, Bharhut, Nagarjunakonda and Amravati. [6] Cave Architecture and Paintings of Ajanta, Ellora and Bagh. [7] Rock Cut Architecture: Bhaja, Karle, Udayagiri and Khandagiri.	15
	3	[8] Temple Architecture- Origin, Development and nature, Architectural Features of the Gupta & Post Gupta Temple. [9] Main styles of the Temples -Nagar, Dravid and Besar. [10] Gandhara and Mathura schools of sculpture.	15
	4	[11] Architectural Features of the Temple of the Chandel, Orissa, Rashtrakoot [12] Architectural features of the temple of the Chalukya, Pallav and Chola [13] Cola Bronzes sculpture.	15

Suggested Reading:

1. V.S. Agrawal - Study in Indian Art
2. V.S. Smith - History of fine Art in India and Ceylon.
3. E.V. Havel - Ancient and medieval Architecture of India
4. Vasudev Upadhyay- Prachin Bhartiya Stupa Guha Evam Mandir
5. A.K. Mitra - Mauryan Art
6. J. Marshall- Mohenjo-Daro and Indus Civilization
7. A. Ghosh - Jain art and Architecture
8. अग्रवाल, वासुदेवशरण. (2022). भारतीय कला. वाराणसी: पृथ्वी प्रकाशन.
9. प्रताप, रीता. (2020). भारतीय कला का इतिहास. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
10. राय, उदय नारायण. (2018). भारतीय कला और स्थापत्य. इलाहाबाद: लोकभारती प्रकाशन.
11. विहारी, मिथिलेश. (2016). भारतीय स्थापत्य एवं कला. दिल्ली: स्वाति पब्लिकेशन.

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Course Level	6.0	Internal Marks	50
Programme	B. A.	External Marks	50
Semester	08	Practical Internal	--
Category of Course	MDRC - 01	Practical External	--
Course Credit	4	Prac. External Exam Duration	--
Teaching Hours	60	Total	100
Course Code		Exam Duration	2.00 Hours
Course Title	HISTORY WRITING AND HISTORIANS		

Course Objectives:

This course aims to understand the nature and characteristics of history, especially the distinctive features of Indian historical tradition. Students will develop knowledge of historical methods and tools, including sources, classification, and supporting sciences used in history writing. The course focuses on analyzing the importance of objectivity and reliability in historical research and identifying causes of errors in historiography. Additionally, students will gain practical understanding of archives and documentation, particularly the role of Gujarat State Archives in preserving historical records. The course further aims to study the contributions of major historians, with special reference to regional historians of Gujarat and their role in shaping historiography.

Course Learning Outcomes: After completion of the course:

- 1.Explain the key characteristics of history, particularly Indian historiography and its development.
- 2.Differentiate between various types of historical sources and apply appropriate methods for their classification and use.
- 3.Evaluate the reliability and authenticity of historical evidence and identify possible errors in history writing.
- 4.Demonstrate the use of archives and research tools, including proper citation methods such as footnotes, references, and appendices.
- 5.Assess the contributions of prominent historians, especially regional historians of Gujarat, in shaping historical writing.

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Sem	Unit No.	Syllabi	Teaching Hours
8	1	[1] Characteristics of Indian History [2] History and National Unity as well as International Unity [3] Why do mistakes occur in history writing? [4] Supporting Sciences for History	15
	2	[5] Classification of Historical Tools [6] Reliability and Reliability in History [7] Footnotes - Reference List and Appendix [8] Use of Archives in History Writing	15
	3	[9] Gujarat State Archives Jamnagar [10] Gujarat State Archives Junagadh [11] Gujarat State Archives Rajkot [12] Gujarat State Archives Bhavnagar	15
	4	[13] Hariprasad Gangashankar Shastri and [14] Durgashankar Shastri as Historians [15] Shambhuprasad Desai as Historians [16] Girjashankar Acharya as Historians	15

Suggested Reading:

1. Marwick Arthur : The New Nature of History, Palgrave, New York
2. Thompson J.W. : A History of Historical Writing, 2 Vols, New York.
3. Walsh W. H. : Introduction to the Philosophy of History, London, UK.
4. E.H.Carr : What is History?
5. ધારૈયા આર.કે. : ઇતિહાસનું તત્વજ્ઞાન અને ઇતિહાસ લેખન અભિગમ, અમદાવાદ.
6. પરીખ આર.સી. : ઇતિહાસ સ્વરૂપ અને પદ્ધતિ, અમદાવાદ, ૧૯૬૭.
7. ધારૈયા આર.કે. : ઐતિહાસિક પદ્ધતિઓ, અમદાવાદ, ૧૯૮૭
8. શુક્લ જયકુમાર ર. : અર્વાચીન ઇતિહાસકારો અને તેમનું ઇતિહાસલેખન, અમદાવાદ, ૨૦૧૩.
9. ગાંધી બી.એન. : ભારતના સુપ્રસિદ્ધ ઇતિહાસકારો અને તેમની કૃતિઓ, સુરત, ૨૦૧૫
10. ખાચર પ્રદ્યુમ્ન ભ. : ઇતિહાસ એટલે?, સણોસરા, ૨૦૦૩

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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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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	07	Practical Internal	--
Category of Course	SEC – 7	Practical External	--
Course Credit	2	Prac. External Exam Duration	--
Teaching Hours	30	Total	50
Course Code		Exam Duration	1.00 Hours
Course Title	UNDERSTANDING HISTORY WRITING [First Option]		

Course Objectives:

This course aims to understand the meaning, nature, and scope of history as a discipline and distinguish between history as an art and a science. Students will examine the uses and significance of history, including its role in generating interest, awareness, and intellectual curiosity (joy of history). The course focuses on analysing the relationship between history and national unity, and its importance in shaping collective identity. Additionally, students will explore the connection between history and culture, including the use of Indian literary sources for historical reconstruction. The course further aims to develop effective methods of teaching history, understanding its role in education and pedagogical approaches.

Course Learning Outcomes: After completion of the course:

- 1.Explain the meaning, nature, and scope of history, and differentiate between history as an art and as a science.
- 2.Analyze the uses and significance of history, including its role in intellectual development and the promotion of national unity.
- 3.Evaluate the relationship between history and culture, with special reference to historical sources found in Indian literature.
- 4.Assess the role of history in education, and its contribution to value formation and social awareness.
- 5.Demonstrate effective methods of teaching history, applying suitable pedagogical approaches in classroom situations.

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Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] What is History? [2] History art and science [3] Uses of History / The joy of History [4] History and National Unity [5] Uses and Limitations of Computers and AI in Historical Research	15
	2	[6] History and Culture [7] History from Indian Literature [8] History and Education [9] How do you teach history?	15

Suggested Reading:

1. Marwick Arthur : The New Nature of History, Palgrave, New York
2. Thompson J.W. : A History of Historical Writing, 2 Vols, New York.
3. Walsh W. H. : Introduction to the Philosophy of History, London, UK.
4. E.H.Carr : What is History?
5. ધારૈયા આર.કે. : ઇતિહાસનું તત્વજ્ઞાન અને ઇતિહાસ લેખન અભિગમ, અમદાવાદ.
6. પરીખ આર.સી. : ઇતિહાસ સ્વરૂપ અને પદ્ધતિ, અમદાવાદ, ૧૯૬૭.
7. ધારૈયા આર.કે. : ઐતિહાસિક પદ્ધતિઓ, અમદાવાદ, ૧૯૮૭
8. ખાચર પ્રદ્યુમ્ન ભ. : ઇતિહાસ એટલે?, સણોસરા, ૨૦૦૩

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Course Level	6	Internal Marks	25
Programme	B. A.	External Marks	25
Semester	07	Practical Internal	--
Category of Course	SEC – 7	Practical External	--
Course Credit	2	Prac. External Exam Duration	--
Teaching Hours	30	Total	50
Course Code		Exam Duration	1.00 Hours
Course Title	HERITAGE TOURISM AND TOUR MANAGEMENT [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 Concepts of Tangible and Intangible Heritage Tourism and major Historical Circuits in India.
2. Apply Professional Communication, Ethical Guiding Practices and Efficient Crowd Management Techniques at Heritage Sites.
3. Design, Map, and Execute Engaging Local Heritage Walks and Professional Digital tour Itineraries Independently.
4. Analyze the Impact of Tourism on Fragile Monuments and Implement Effective Sustainable Tourism Practices.
5. Evaluate Real-World Guiding Challenges Through Mandatory Field Visits and Compile Comprehensive Professional Project Reports.

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Course Contents

SEC - 7. HERITAGE TOURISM AND TOUR MANAGEMENT [Second Option]

Sem	Unit No.	Syllabi	Teaching Hours
7	1	[1] Concepts: Meaning & Types of Heritage (Tangible & Intangible). [2] Tourism in India: Growth, Importance and Major Circuits [3] The Tour Professional: Role, Communication Skills, Ethics and Crowd Management. [4] Sustainability: Preserving Fragile Monuments and Responsible Tourism.	15
	2	[1] Heritage walk Design: Researching, Mapping and Executing a Local Historic Route. [2] Digital Marketing: Creating Professional Tour Brochures and Itineraries Using Digital Tools. [3] Field Experience: Mandatory Monument Visit, Professional Guiding Shadow and Submission of a 5-page Field Report.	15

Suggested Reading:

1. Bhatia, A.K. – Tourism Development: Principles and Practices.
2. Singhanian, Nitin – Indian Art and Culture (For Heritage Circuits & History)
3. Sajani, Manohar – Encyclopaedia of Tourism Resources in India
4. UNESCO Guidelines on Sustainable Cultural Tourism.
5. Kernal Balsar, The concept of the common heritage of Mankind, Vol. 30.
6. Richard Harrison, Manual of Heritage Management.
7. Davide T. Herbert, Heritage Tourism & Society.

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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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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