

# VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

1<sup>st</sup> Women's University of Gujarat



VANITA VISHRAM  
WOMEN'S UNIVERSITY  
SURAT

## SCHOOL OF HUMANITIES & SOCIAL SCIENCES

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### DEPARTMENT OF HISTORY

### B.A. HISTORY

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### SYLLABUS

AS PER **NEP-2020**

W.E.F 2024-25



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## **1 PREAMBLE – VVWU**

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

### **VISION**

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

### **MISSION**

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



## 2 SALIENT FEATURES

- Based on NEP-2020 & CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based & vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation group activity etc.
- Mode of teaching shall be Offline
- Qualified & Competent Faculty Members for effective teaching-learning
- Employment-Generating



### 3 INTRODUCTION OF THE PROGRAM

We at VVWU believe that History is a discipline which educates students on how to read and process data on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people. At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to process this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The outcome is to provide students with a sense of how interconnected our present is with the past, how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our practical oriented discussions, experiential learning, written assignments, class room presentations, fests, theatre activities, field-work projects, viva-voce consolidate their ability to analyze and process information.



#### 4 PROGRAMME OBJECTIVES (POs)

- PO 1. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create. To strengthen the in-field practical knowledge of the students by providing them hands on experimentation, project work and field work.
- PO 2. It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past.
- PO 3. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about past is constructed.
- PO 4. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and be actively process information about past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts.
- PO 5. By the end of the three years of the undergraduate programme, the students would have obtained elementary ideas of some of the more important issues that crop up in a historian's reading and interpretation of primary sources.
- PO 6. In the course of their engagement with historical material, we also aim to equip them with an 'appropriate' vocabulary of the discipline, while sensitizing them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History.
- PO 7. Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational



programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life.



## 5 PROGRAM SPECIFIC OUTCOMES (PSOs)

Upon completion of the B.A. History/B.A. (Honours) History program, the students would be able to:

- PSO 1. Carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyze the same.
- PSO 2. Formulate arguments based on a historiographical engagement.
- PSO 3. Engage with scholarly writings and presentations
- PSO 4. Work collaboratively aiming towards a better society and nation at large.
- PSO 5. Develop Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues.
- PSO 6. Have greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values.
- PSO 7. Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.
- PSO 8. Identify patterns of change and continuity vis-à-vis issues of contemporary significance over long durations as well as across diverse geo-cultural zones.





## 6 PROGRAM HIGHLIGHTS:

<b>Course Level</b>	UG						
<b>Program</b>	Bachelors of Arts						
<b>Duration</b>	3 years (6 semesters)						
<b>Examination Type</b>	Semester system (1-6 semesters)						
<b>Intake</b>	50						
<b>Eligibility</b>	10 + 2 or Equivalent Diploma						
<b>Mapping between POs and PSOs</b>		PSO 1.	PSO 2.	PSO 3.	PSO 4.	PSO 5.	PSO 6.
	PO 1.						
	PO 2.						
	PO 3.						
	PO 4.						
	PO 5.						
	PO 6.						
<b>Job Positions</b>	Academician, Historian, Archaeologist, Museum curators, History experts, Join Civil Services, Archivist, Museologist etc.						



## 7 SCHEME OF ASSESSMENT

Following is the scheme of assessment followed by the university –

<b>Weightage (%)</b>	<b>Continuous Comprehensive Evaluation (CCE) (50%)</b>	<b>Semester End Evaluation (SEE) (50%)</b>
100%	[Internal Exam] (20%) + [1. Assignments/2. Project Work/ 3. Field Work/4. QUIZ / 5. group discussion/6. Role Play/ 7. (Lab Record/Lab Performance/Lab Work)/ 8. (Seminar/Class Performance/Poster Presentation) / 9. Viva-Voice/ 10. Book Review or Article Review/ 11. Case Studies/ 12. Class Test/ 13. Report Writing/ 14. Any other as per the requirement of the subject] (Any Two) (Thread-01 + Thread-02) (10% + 10%) + [Attendance] (10%)	Semester End Evaluation (SEE) Theory Exams Whole Syllabus



## 8 CREDIT STRUCTURE

Proposed UG Credit structure for UG -2023									
According to Curriculum and Credit Framework for Undergraduate Programme									
Semester	Major	Minor	Multi Disciplinary (GE)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC) Or Indian Knowledge System (IKS)	Summer Internship/ Project/ Online Course	Dissertation	Total
3	12	-	04	02	02	02	0	0	22
4	12	04	-	02	02	02	0	00	22
<b>TOTAL</b>	<b>24</b>	<b>04</b>	<b>04</b>	<b>04</b>	<b>04</b>	<b>04</b>	<b>0</b>	<b>0</b>	<b>44</b>

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## SCHOOL OF HUMANITIES & SOCIAL SCIENCES

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### DEPARTMENT OF HISTORY

### B.A. HISTORY

### SEMESTER 3 & 4

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### SYLLABUS

AS PER **NEP-2020**

W.E.F 2023-24



## 9 COURSE STRUCTURE – PAPER TITLES SEMESTER 1

(UG) Course structure for year – 2023									
Sem	Major	Minor	Multi-Disciplinary	Ability Enhancement Compulsory (AEC)	Ability Enhancement Elective – Skill based (SEC)	Value Added Courses (VAC)	Summer Internship/ Project/ Online Course	Dissertation	Total
3	History of India – III (750 CE – 1205 CE)	---	Indian Numismatics	Functional English - I	Indian Culture and Heritage (Ancient India)	Cultural History of Gujarat -I	--	--	22
	Rise of Modern West- I	--					--		
	History of India – IV 1206 CE – 1526 CE)	----					--	--	



<b>(UG) Course structure for year – 2023</b>									
<b>Sem</b>	<b>Major</b>	<b>Minor</b>	<b>Multi-Disciplin ary</b>	<b>Ability Enhancement Compulsory (AEC)</b>	<b>Ability Enhancement Elective – Skill based (SEC)</b>	<b>Value Added Courses (VAC)</b>	<b>Summer Internship/ Project/ Online Course</b>	<b>Dissertation</b>	<b>Total</b>
<b>4</b>	History of India – V (1526 CE – 1707 CE)	History of India – V (1526 CE – 1707 CE)	--	Functional English - I	Indian Culture and Heritage- (Medieval and Modern India)	Cultural History of Gujarat -II	--	--	22
	Rise of Modern West- II	--					--	--	
	History of India – VI 1757 CE – 1857 CE)	----					--	--	



## 10 TEACHING AND EVALUATION SCHEME FOR BA HISTORY ACADEMIC YEAR 2024-25

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme				Examination Scheme													
					Contact Hour			Total Credit	Theory					Practical					Total Marks	Total Credits		
					Theory	Practical	Total		Credit	CA		ESE		CA+ESE Passing Max.	Credit	CA		ESE			CA+ESE Passing	
										Max.	Passing	Max.	Passing			Max.	Passing	Max.				Passing
3		Major	History of India – III (750 CE – 1205 CE)	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
		Major	Rise of Modern West-I	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
		Major	History of India – IV 1206 CE – 1526 CE)	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
		Multidisciplinary	Indian Numismatics	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
		AEC	Functional English-I	English	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
		SEC	Indian Culture and Heritage (Ancient India)	History	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
		IKS	Cultural History of Gujarat -I	History	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2







EFFECTIVE FROM ACADEMIC YEAR 2023-24

## **11 SYLLABUS: SEMESTER 1**



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT**  
**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**

**Department of History**

**B.A. History Program**

**S.Y B.A.**

**Semester III**

History of India – III (750 CE – 1205 CE)

(Major)

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Discipline Specific Course (Major)
<b>Purpose of Course</b>	The students shall learn about the History of Early Medieval India and Rajput Era in detail. It shall enable the students to develop a broader understanding of History as a discipline keeping in mind the Indian context.
<b>Course Objective</b>	<p>CO 1. The course intends to provide not only an extensive survey of Early Medieval Indian history to the students of the prestigious history honours course but also familiarize them with the tools of studying ancient Indian history.</p> <p>CO 2. The inter-disciplinary approach of the course empowers the students not only with the significance of sources in history writing but make them aware with the importance of environmental factors in the study of history.</p> <p>CO 3. Spanned over a very long period of our Rajput dynasty and Rajput culture in India, the course dwells upon major landmarks of Early Medieval Indian history like Evaluation of Political Structure, Legitimization of Kingship, Proliferation of Castes</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)



<b>Last Review / Revision</b>	August 2024
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Studying Early Medieval India: Political Structure</b> a) Sources: Literary and Archeology b) Evaluation of Political Structure: Rajput and Chola c) Legitimization of Kingship: Brahmanas d) Arab Conquest of Sindh	25 %	10
<b>2</b>	<b>Agrarian Structure and Social Change</b> a) Agricultural Expansion b) Proliferation of Castes c) Peasantization of Tribes	25 %	10
<b>3</b>	<b>Trade and Commerce</b> a) Inter Regional Trade b) Maritime Trade and forms of Exchange c) Merchant Guilds of South India	25 %	10
<b>4</b>	<b>Religious Development</b> a) Puranic Traditions, Shivism, Vaisnavism b) Bhakti Movement in South India	25 %	10

**REFERENCE****Core references:**

1. V. D. Mahajan, History of Ancient India, S. Chand Publication, 2023.
2. Sharma, R.S. Material Culture and Social Formations in Ancient India. Delhi: Macmillan India, 1983.

**Reference books:**

1. Tony Joseph, Early Indians, Juggernaut, 2018.
2. Singh, U. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman, 2008.

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	They will understand the significance of and role of environment in history and become an aware citizen towards protection of environment.
CO 2.	They will be able to understand the trajectory of Early Medieval History in India's past and transition to proto-history from prehistory along with their characteristic features.
CO 3.	They will be able to understand Agrarian Structure and Social Change development and their contribution in the development of human civilization in India.
CO 4.	They will also be able to understand the significance of regions in history and the issues related to them.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Studying Early Medieval India: Political Structure				
2	Agrarian Structure and Social Change				
3	Trade and Commerce				
4	Religious Development				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



Rise of Modern West- I  
(Major)

Credit 4

Contact Hour per week 4

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Discipline Specific Course (Major)
<b>Purpose of Course</b>	The students shall learn about the History of World and in detail. It shall enable the students to develop a broader understanding of History as a discipline keeping in mind the Indian and World Wide View.
<b>Course Objective</b>	<p>CO 1. The student with important transitions and transformations that unfolded gradually in the sphere of the economy, political realm, social and cultural life from late medieval period onwards in various parts of Europe.</p> <p>CO 2. The course shall critically examine the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World', and the peculiarities of the processes by which Europe's economy thrived via colonial expansion and exploitation of slave labour.</p> <p>CO 3. Students shall also be made to engage with emerging trends in state formation; new art forms, city life and patronage; and the social milieu in which new socio-religious practices and relations between the state and religious authority emerged.</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2024



<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)



**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Renaissance</b> a) Geographical Discoveries b) Meaning and Feature of Renaissance c) Cause and Growth of Renaissance	25 %	10
<b>2</b>	<b>Reformation</b> a) Meaning of Reformation b) Martin Luther and Lutheraism c) Counter Reformation	25 %	10
<b>3</b>	<b>Age of Revolution</b> a) Industrial Revolution b) American Revolution	25 %	10
<b>4</b>	<b>The Era of World War</b> a) First World War b) United Nation	25 %	10

**REFERENCE****Core references:**

1. V.D. Mahajan, A history of Modern Europe Since-1789-1988
2. The New Cambridge Economic History of Europe, Vol.1,VII
3. Bogucki, P. The Origins of Human Society. Massachusetts and Oxford: Blackwell Publishers, 1999.



**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	Outline important transitions that took place in Europe and marked a significant break from earlier economic, social and political conditions..
CO 2.	Develop a rationalistic approach towards development in science and religion.
CO 3.	Comprehend the condition of a masses under changing political scenarios leading to revolts again kingship and colonialization
CO 4.	Critical analyzing the reasons and changes after the World Wars..

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Renaissance				
2	Reformation				
3	Age of Revolution				
4	The Era of World War				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



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**Department of History**

**B.A. History Program**

**S.Y B.A.**

**Semester III**

**History of India – IV 1206 CE – 1526 CE)**

**(Major)**

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Discipline Specific Course (Minor)
<b>Purpose of Course</b>	The students shall learn about the Sultanat History of India and Delhi Administration in detail. It shall enable the students to develop a broader understanding of History as a discipline keeping in mind the Indian context.
<b>Course Objective</b>	CO 1. This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries.. CO 2. It provides them with a basic understanding of the political, economic and sociocultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. CO 3 Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study..
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)



<b>Last Review / Revision</b>	August 2024
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Study of Sources and Early Ruler</b> a) Sources and Historiography b) Slave Dynasty ( Career and Achievements of Quttubudin Aibak, Razia Sultana & Gyassudin Balban) c) Khilji Dynasty (Career and Achievements and Various Reforms Implemented by Alauddin Khilji)	25 %	10
<b>2</b>	<b>Tughlaq Dynasty and Vijaynagar state</b> a) Achievements and Failures of Muhammad Tughlaq, Achievements of Firozshah Tughlaq b) Amir Taimur's Invasion on India c) Establishment of Vijaynagar State	25 %	10
<b>3</b>	<b>Decline of Sultanat and Bhakti Movement</b> a) Lodi Dynasty-Career of Ibrahim Lodi- First Battle of Panipat b) Decline Sultanat c) Bhakti Movements: Characteristics and it's Impact	25 %	10
<b>4</b>	<b>Administration, Social and Cultural life</b> a) Administration of Delhi Sultanat b) Socio-Cultural Condition of India during Sultanat Era	25 %	10

**REFERENCE****Core references:**

1. Habib, I. ed. Medieval India: Researches in the History of India 1200-1750. New Delhi: Oxford University Press, 1992
2. Habib, I. ed. Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib. New Delhi: Oxford University Press, 2016.
3. Karashima, N. A Concordance of Nayakas: The Vijayanagar Inscriptions in South India. Delhi: Oxford University Press, 2002.
4. Habib, I. and T. Raychaudhuri, eds. Cambridge Economic History of India, vol. 1. Cambridge: Cambridge University Press, 1982.

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1	Familiar with the different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
CO 2.	Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
CO 3.	Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Study of Sources and Early Ruler				
2	Tughlaq Dynasty and Vijaynagar state				
3	Decline of Sultanat and Bhakti Movement				
4	Administration, Social and Cultural life				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



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**Semester III**

**MDC: Indian Numismatics**

**(Multi-Disciplinary)**

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Multidisciplinary
<b>Purpose of Course</b>	This course proposes to will provide individuals the opportunity to obtain a “Numismatic Scholar” certificate from the Centre for History and Archaeology.
<b>Course Objective</b>	<p>CO 1. Students will encounter an exciting and rewarding journey into the world of numismatics, thereby acquiring the basic knowledge and skills necessary to a fundamental understanding of the hobby.</p> <p>CO 2. To highlight the importance of Coins not only in corroborating Indian History but also in modifying it.</p> <p>CO 3. To elucidate the information derived from coins across various streams of History i.e., Polity, Economy, Religion, Culture, Technology, Trade &amp; Commerce</p> <p>CO 4. To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)





<b>Last Review / Revision</b>	August 2024
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Definition of Numismatics</b> a) Importance of Coins in an Indian context. b) The History of Money. Various fields dependent on Numismatics; viz. Epigraphy, Symbology, Socio-Economic and Religious Study c) Key Numismatic terms and terminology such as Obverse, Reverse, Rim, Countermark, Overstrike, Banker Marks etc.	25 %	10
<b>2</b>	<b>Ancient Indian Numismatics</b> a) Coinage of the respective Mahajanapadas b) Coinage of the Mauryan & Indo greek, Kushan c) Gupta Coinage	25 %	10
<b>3</b>	<b>Medieval Indian Numismatics</b> a) Sultanat Coinage b) Suri & Mughal Coinage	25 %	10
<b>4</b>	<b>Modern Indian Numismatics</b> a) Coinage of the British Rule b) Indian Princely State coinage	25 %	10
<b>REFERENCE</b> <b>Essential Reads</b> 1) Coins By P.L. Gupta, National Book Trust, India 2) Age of The Nanda and Mauryas, K.A. Nilkanth Shastri 3) The Coinage of Gupta empire, A.S. Altekar			



**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians..
CO 2.	To introduce students to Numismatic methodologies such as Regio Specificity, Numismatic type continuity, Provenance study, Hoard Study.
CO 3.	Offers students the chance to acquire a well-rounded education in numismatics.
CO 4.	Provides an educational service which further promotes the future of the hobby..

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Definition of Numismatics				
2	Ancient Indian Numismatics				
3	Medieval Indian Numismatics				
4	Modern Indian Numismatics				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



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**Department of History**

**B.A. History Program**

**S.Y B.A.**

**Semester III**

**Indian Culture and Heritage**

**(SEC)**

**Credit 2**

**Contact Hour per week 2**

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**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Skill Enhancement Course (SEC)
<b>Purpose of Course</b>	This course will enable students to understand the different facets of heritage and their significance.
<b>Course Objective</b>	CO 1. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. CO 2. The implications of the rapidly changing interface between heritage and history will also be examined. CO 3. The course will be strongly project-based and will require visits to sites and monuments. Projects will be based on visits to Museums/Heritage Sites. CO 4. Students will understand the different types of heritage and its importance to know History.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2024
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Educational Institute in Ancient India</b> a) Educational Institute in India: Taxila, Nalanda, Valabhi b) Cultural achievements of Satvahana	25 %	10
<b>2</b>	<b>Medieval Indian Heritage</b> a) Sultanat Monuments b) Mughal Monuments	25 %	10
<b>3</b>	<b>Cultural Achievements in South India</b> a) Art and Culture of Vijayanagar Empire b) Art and Culture of Bahamani Empire	25 %	10
<b>4</b>	<b>Heritage and Travel:</b> a) Viewing Heritage Sites - The relationship between cultural heritage, b) Landscape and travel recent trends	25 %	10

**REFERENCE****Core references:**

1. David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010.
2. Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*, London: Rutledge, 2001.
3. Lahiri, N., *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012. Chapters 4 and 5.
4. S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.



**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	The course will help students to know the complex character of heritage.
CO 2.	This course will make them aware of numerous arenas where heritage generates avenue for revenue generation.
CO 3.	Site visit to heritage site will make them appreciate the cultural diversity.
CO 4.	Site visit will also acquaint them with the popular appreciation and appropriation of heritage.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	<b>Educational Institute in Ancient India</b>				
2	<b>Medieval Indian Heritage</b>				
3	<b>Cultural Achievements in South India</b>				
4	<b>Heritage and Travel:</b>				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT**  
**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**

**Department of History**

**B.A. History Program**

**S.Y B.A.**

**Semester III**

**Cultural History of Gujarat -I**

**(IKS)**

**Credit 2**

**Contact Hour per week 2**

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**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Indian Knowledge System
<b>Purpose of Course</b>	All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the programme.
<b>Course Objective</b>	CO 1. The foundational IKS course should be broad-based and cover introductory material on all aspects. CO 2. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2024
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>The Brief History of Gujarat</b> a) The Brief History of Gujarat- Lothal, Dholavira, Dwarka and Somnath, b) Mauryan Period and Gujarat	25 %	10
<b>2</b>	<b>Post Mauryan Empire and Gujarat</b> a) Gupta Period and Gujarat b) Maitrak Period and Gujarat	25 %	10
<b>3</b>	<b>Golden age of Gujarat</b> a) Solanki Period and Gujarat b) Vaghela Period and Gujarat	25 %	10
<b>4</b>	<b>Monuments and Architecture</b> a) Jain Sculptures b) Stepwell/Lake	25 %	10
<b>REFERENCE</b>			
<b>Core references:</b> 1. Rajnee Vyas, Welcome to Gujarat, Akshra Publication, Ahmedabad . 2. A. S. Atlekar, State and Government in Ancient India, Motilal Banarasisidass Publisher's P.Ltd, Delhi.			

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	The course will help students to know the Cultural History of Gujarat.
CO 2.	This course will make them understand the functions of Cultural History of Gujarat.



**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	The Brief History of Gujarat				
2	Post Mauryan Empire and Gujarat				
3	Golden age of Gujarat				
4	Monuments and Architecture				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						



## **12. TEACHING METHODOLOGY**

A teaching method comprises the principles and methods used by teachers to enable student learning. In order to achieve its objective of focused process- based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

### **12.1 LECTURES/CLASS WORKS:**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning. Classwork has the ability to enhance relationships between teachers and students. Create goal- oriented tasks for students to prepare and enable self-learning.

### **12.2 DISCUSSIONS/ SEMINARS/PRESENTATION:**

Discussions / seminars / presentation are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

### **12.3 CASE STUDIES/ SELF-STUDY:**

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned. Technology is transforming higher Education learning and teaching through various case studies to improve overall standards.

**12.4 PRACTICAL/PROBLEM SHEET:**

Practical ability is the essential requirement for computer science undergraduates' ability structure, and it emphasizes that computer science undergraduates should have a good grasp of theory from practice and then apply the theory to practice, improving their own software developing skills and employability.

**12.5 ASSIGNMENTS:**

Computer science assignments not only help students overcome their fear and stress but also help them learn more interesting facts about the subjects of computer science which are part of their syllabus and also out of curriculum.

**12.6 INDUSTRIAL TOURS:**

Computer Science students have to know the things practically through interaction, working methods and employment practices. Moreover, it gives exposure from an academic point of view. The main aim of an industrial visit is to provide an exposure to students about the practical working environment.

**12.7 TEAM WORK:**

Teamwork based projects challenge the student to apply the technical knowledge they gain in college to solve meaningful and complex problems. Positive collaboration in the form of teamwork is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of teamwork, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

## **12 KEYWORDS**

- Bachelor of Arts (B.A.) in History
- Credit - Hours per Week
- Theory Credit - Topics Covered in class
- Skill Enhancement Course - Papers offered to the students of History for developing special skills related studying and understanding the subject better.