

# 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 (HONORS)

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### SYLLABUS

AS PER **NEP-2020**

**W.E.F 2023-24**



## INDEX

1	Preamble – VVWU.....	3
2	Salient Features.....	4
3	Introduction of the Program .....	5
4	Programme Objectives (PO <sub>s</sub> ).....	6
5	Program Specific Outcomes (PSO <sub>s</sub> ) .....	8
6	Program Highlights: .....	9
7	Scheme of Assessment .....	10
8	Credit Structure.....	11
9	Course Structure – Paper Titles SEMESTER 1.....	12
10	Teaching and Evaluation Scheme for bsc biotechnology academic year 2023-24.....	13
11	Syllabus: Semester 1 .....	14
12	Teaching Methodology .....	33
13	Keywords .....	35



## **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 Assessment (CA) (40%)</b>	<b>End Semester Examination (ESE) (60%)</b>
100%	[Internal written Theory Exam] (20%) + [Assignments/Presentations/Viva/group discussion/Journal/ MCQ/QUIZ + Attendance] (20% - Any Three)	End Semester Examination (ESE) 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
1	08	04	04	02	02	2	0	0	22
<b>Total</b>	<b>08</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>02</b>	<b>02</b>	<b>0</b>	<b>00</b>	<b>22</b>

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## SCHOOL OF HUMANITIES & SOCIAL SCIENCES

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### DEPARTMENT OF HISTORY

### B.A. HISTORY

### SEMESTER 1

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### SYLLABUS

AS PER **NEP-2020**

**W.E.F 2023-24**



## 9 COURSE STRUCTURE – PAPER TITLES SEMESTER 1

Proposed Integrated (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
1	History of India – I (Stone Age to 6 <sup>th</sup> Century B.C.E)	--	--	Communicative English	History and Heritage	Environment Studies	--	--	21
	History of India – II (750 BCE to 1200 CE)	--					--		
	History of World Civilization	--					--		



## 10 TEACHING AND EVALUATION SCHEME FOR BSC BIOTECHNOLOGY ACADEMIC YEAR 2023-24

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					
1		Major	History of India – I (Stone Age to 6 <sup>th</sup> Century B.C.E)	History	4	0	4	4	4	40	14	60	22	36	0	0	0	0	0	0	100	4
		Major	History of World Civilization	History	4	0	4	4	4	40	14	60	22	36	0	0	0	0	0	0	100	4
		Minor	History of India – I (Stone Age to 6 <sup>th</sup> Century B.C.E)	History	4	0	4	4	4	40	14	60	22	36	0	0	0	0	0	0	100	4
		GE	History of Science, Technology & Society	History	4	0	4	4	4	40	14	60	22	36	0	0	0	0	0	0	100	4
		SEC	History and Heritage	History	2	0	2	2	2	40	14	60	22	36	0	0	0	0	0	0	100	2
		AEC	Communicative English	English	2	0	2	2	2	40	14	60	22	36	0	0	0	0	0	0	100	2
		IKS	Indian Polity	History	2	0	2	2	2	40	14	60	22	36	0	0	0	0	0	0	100	2



## **11 SYLLABUS: SEMESTER 1**



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

**Department of History**

**B.A. History Program**

**F.Y B.A.**

**Semester I**

**COURSE CODE: HISTORY OF INDIA – I**  
**(STONE AGE TO 6<sup>TH</sup> CENTURY B.C.E)**

**(Major and Minor)**

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Purpose of Course</b>	The students shall learn about the History of Early India and Ancient India 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 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 ancient past, from pre-historic times up to the end of Vedic cultures in India, the course dwells upon major landmarks of ancient Indian history like beginning of the food production, Harappan civilization and Vedic cultures to name a few.</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2023





<b>Pre-requisite</b>	12 <sup>th</sup> Pass
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Reconstructing Ancient Indian History</b> a) Sources and Historiography b) Methods of Historical Reconstruction c) Opinions of the Past and Viewpoints	25 %	10
2	<b>The Pre-historic Period</b> a) Palaeolithic Culture b) Mesolithic Cultures c) New Discoveries – Neolithic Culture	25 %	10
3	<b>The Harappan Civilization</b> a) Political and Social Life b) Economy and Culture – Contact with other Civilizations c) Decline	25 %	10
4	<b>Cultures in Transition up to c. 600 BCE</b> a) Advent of the Iron Age b) Early and Later Vedic Age Societies c) The Aryan Question	25 %	10

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

1. Thapar, R., The Penguin history of early India: from the origins to AD 1300 London : Penguin, 2002.
2. V. D. Mahajan, History of Ancient India, S. Chand Publication, 2023.
3. 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 prehistory in India's past and transition



	to proto-history from prehistory along with their characteristic features.
CO 3.	They will be able to understand the pre and early historic technological 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	Reconstructing Ancient Indian History				
2	The Pre-historic Period				
3	The Harappan Civilization				
4	Cultures in Transition up to c. 600 BCE				

### COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



**COURSE CODE: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE  
ANCIENT WORLD – I**

(Major)

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Purpose of Course</b>	The students shall learn about the History of Early World and Ancient World 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 Offer a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions from the hunting-gathering subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production.</p> <p>CO 2. While doing so the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms.</p> <p>CO 3. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe.</p> <p>CO 4. The paper proceeds to familiarise students with early urban civilizations, and the interface between urban settled communities and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2023
<b>Pre-requisite</b>	12 <sup>th</sup> Pass
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.



<b>Evaluation Method</b>	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)
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**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Evolution of Humankind and Palaeolithic Cultures</b> a) Environmental Context of Human Evolution b) Biological Evolution of Hominids c) Social and Cultural Adaptations	25 %	10
<b>2</b>	<b>Understanding the Mesolithic</b> a) Mesolithic as a Stage in Pre-history b) Environmental Transformation c) Culture	25 %	10
<b>3</b>	<b>The Neolithic</b> a) Features of the Neolithic b) Debating the Origins of Food Production c) Features of Social Complexity in Late Neolithic Communities	25 %	10
<b>4</b>	<b>The Bronze Age and the Iron Age</b> a) First Urbanization b) Second Urbanization c) The Advent of Iron – Its Origins and Implications (Civilizations to include ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty))	25 %	10

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

1. James, T.G.H. The British Museum's Concise Introduction to Ancient Egypt (British Museum Publications, 1979). Michigan: University of Michigan Press, 2005.
2. Villard, P. "The Beginning of the Iron Age: Invention of Ironwork and its Consequences." in History of Humanity: From the Third Millennium to the Seventh Century B.C., vol. II, edited by J. de Last, 196- 204. Paris, London: Routledge, 1996.
3. Bogucki, P. The Origins of Human Society. Massachusetts and Oxford: Blackwell Publishers, 1999.

**Reference books:**

1. Farooqui, A. Early Social Formations. Delhi: Manak Publications, 2001. reprint, New York: Routledge, 2016.



2. Hodder, I.R., ed. Religion in the Emergence of Civilisation, Catalhoyuk as a Case Study. Cambridge, New York, Melbourne: Cambridge University Press, 2010.

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	Describe key moments in human evolution and the development of various subsistence patterns.
CO 2.	Explain the differences between various forms of early human societies.
CO 3.	Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations..
CO 4.	Analyse the features of early urban civilizations and their interaction with nomadic pastoralists and the role of developing metal technology in human society.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Evolution of Humankind and Palaeolithic Cultures				
2	Understanding the Mesolithic				
3	The Neolithic				
4	The Bronze Age and the Iron Age				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



**COURSE CODE:** History of Science, Technology and Society  
(Multi-Disciplinary)

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Purpose of Course</b>	This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it.
<b>Course Objective</b>	<p>CO 1. This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’.</p> <p>CO 2. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems.</p> <p>CO 3. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper.</p> <p>CO 4. A brief discussion on Science and the nation making has been introduced to highlight the role of important figures that shaped the nature of scientific development in India.</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2023
<b>Pre-requisite</b>	12 <sup>th</sup> Pass
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.





<b>Evaluation Method</b>	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)
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**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Inventions during Lithic Age</b> a) Palaeolithic and Neolithic b) Metal Age – Copper, Bronze, Iron c) Writing and Numerals	25 %	10
<b>2</b>	<b>Indian ‘Scientific’ Heritage</b> a) Astronomy and Mathematics b) Art and Architecture c) Medicine and Biology	25 %	10
<b>3</b>	<b>Science and Technology in Colonial India</b> a) European Initiative – Portuguese and French b) Exchange of Indo-European Scientific Practices c) Arrival of Botany, Chemistry and Education	25 %	10
<b>4</b>	<b>Nation in making</b> a) India’s Achievements in Science and Technology b) Medicine, Botany, Biology c) Role of Science in enlightening the citizen	25 %	10

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

1. D.D. Kosambi, ‘Atomic Energy for India’ in Ram Ramaswamy, ed., D.D. Kosambi: Adventures into the Unknown, Three Essays, Gurgaon, 2016, pp. 59-70.
2. Irfan Habib. Technology in Medieval India. c. 650-1750. New Delhi: Tulika, 2008.

**Reference books:**

1. S. Irfan Habib & Dhruv Raina, ‘Introduction’ in Social History of Science in Colonial India, Oxford University Press, 2007, pp. XII-XL
2. Vijay K. Nagaraj and Nithya V Raman, ‘Are we prepared for another Bhopal’, in Mahesh Rangarajan, Ed., Environmental Issues in India: A Reader, Pearson, Delhi, 2007, pp.530-43.

**Web Reference:**

**Science, Technology and Innovation Policy 2013, Government of India, India. - - -**

1. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>)
2. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>)



3. <https://journals.sagepub.com/home/sts#>

### COURSE OUTCOMES:

Upon successful completion of the course,

CO 1.	Critique the prevalent dominant understanding of science and technology. Discuss the complex relations between science, technology and society.
CO 2.	Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy.
CO 3.	Examine the character of 'dual use' technologies.
CO 4.	Understanding the development of Science and Technology in India from ancient to modern times.

### COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Inventions during Lithic Age				
2	Indian 'Scientific' Heritage				
3	Science and Technology in Colonial India				
4	Nation in making				

### COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

**COURSE CODE:** History and Heritage

(SEC)

**Credit** 2**Contact Hour per week** 2**Outline of the Course:**

<b>Course type</b>	Theory
<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 2023
<b>Pre-requisite</b>	12 <sup>th</sup> Pass
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	40% Continuous Assessment (CA) 60% 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>Define Heritage</b> a) Meaning of 'antiquity' b) Archaeological site c) Tangible and Intangible heritage	25 %	10
<b>2</b>	<b>Evolution of Heritage Legislation and the Institutional Framework:</b> a) Conventions and Acts b) National and international Heritage-related government departments, museums, regulatory bodies c) Conservation Initiatives	25 %	10
<b>3</b>	<b>Challenges facing Tangible and Intangible Heritage</b> a) Development b) Antiquity smuggling c) conflict (to be examined through specific case studies)	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.

**Reference books:**

1. Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in)) 53
2. Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006 Chainani, S. 2007.



3. Heritage and Environment. Mumbai: Urban Design Research Institute, 2007

**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	Define Heritage				
2	Evolution of Heritage Legislation and the Institutional Framework:				
3	Challenges facing Tangible and Intangible Heritage				
4	Heritage and Travel:				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

**COURSE CODE:** Indian Polity and Economy

(IKS)

**Credit** 2**Contact Hour per week** 2**Outline of the Course:**

<b>Course type</b>	Theory
<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 2023
<b>Pre-requisite</b>	12 <sup>th</sup> Pass
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Indian conception of well-organised Polity and flourishing Economy as expounded in the foundational texts. The notion of Bharatavarsha as a Chakravarti-Kshetra and important attributes of Chakravartin.	25 %	10
2	King as the protector of Dharma. King as the strength and support of the weak. King as the protector of Varta. King as the protector of the times. Meaning of Varta:	25 %	10
3	Krishi, Gopalana and Vanijya forming the basis of Varta and the core of economic activity in society.	25 %	10
4	The importance of sharing. Grama as the centre of the polity.	25 %	10

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

1. Dharampal, Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, New Quest Publications, Pune, 1987.
2. R. P. Kangle, The Kautilya Arthashastra: Set in 3 Parts (Part 1 in Sanskrit and Part 2, 3 in English), Motilal Banarasisidass Publisher's P.Ltd, Delhi.
3. 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 polity and economy of India.
CO 2.	This course will make them understand the functions and methods of Indian Polity.



**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	CO 1	CO 2
1	Indian conception of well-organised Polity and flourishing Economy		
2	Position of Kings		
3	Position of other officers		
4	Grama		

**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:

### **11.1 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.

### **11.2 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.

### **11.3 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 though various case studies to improve overall standards.



#### **11.4 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.

#### **11.5 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.

#### **11.6 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 a practical working environment.

#### **11.7 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 team work 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 team work, 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.



EFFECTIVE FROM ACADEMIC YEAR 2023-24