(Annexure 1)

VANITA VISHRAM WOMEN'S UNIVERSITY
(Managed By: Vanita Vishram, Surat)

1st Women's University of Gujarat

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF HISTORY

B.A. HISTORY (HONORS)

SYLLABUS

AS PER NEP-2020

W.E.F 2023-24

INDEX

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 praise 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 (PO$_S$)

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

B.A. History
Syllabus – 2023-24

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 (PSO_S)

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:

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

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B.A. History
Syllabus – 2023-24

7   SCHEME OF ASSESSMENT

Following is the scheme of assessment followed by the university –

Weightage (%)	Continuous Comprehensive Evaluation (CCE) (50%)	Semester End Evaluation (SEE) (50%)
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
1	08	04	04	02	02	2	0	0	22
Total	**08**	**04**	**04**	**02**	**02**	**02**	**0**	**00**	**22**

VANITA VISHRAM WOMEN'S UNIVERSITY

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1st Women's University of Gujarat

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF HISTORY

B.A. HISTORY

SEMESTER 2

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**
2	History of India – II (6th to 8th Century BCE)	History of India – II (6th to 8th Century BCE)	Ages of Rationalism, Humanism & Rise of Modern West	Functional English – II	History and Evolution of Tourism	Environmental Studies	--	--	22
	Social Formations And Cultural Patterns Of The Ancient And Medieval World – II	--					--	--	

B.A. History
Syllabus – 2023-24

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				Theory						Practical								
										CA		ESE				CA		ESE				
					Theory	Practical	Total	Total Credit	Credit	Max.	Passing	Max.	Passing	CA+ESE Passing Max.	Credit	Max.	Passing	Max.	Passing	CA+ESE Passing	Total Marks	Total Credits
1	HIM203-1C	Major	History of India – II (6th to 8th Century BCE)	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	HIM204-1C	Major	Social Formations And Cultural Patterns Of The Ancient And Medieval World – II	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	HIE202-1C	Minor	History of India – II (6th to 8th Century BCE)	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	MDC202-1C	Multidisciplinary	Ages of Rationalism, Humanism & Rise of Modern West	History	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	AEC202-1C	AEC	Functional English-II	English	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
	SEC202-1C	SEC	History and Evolution of Tourism	History	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
	VAC 201-1C	IKS	Environmental Studies		2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2

11 SYLLABUS: SEMESTER 2

VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
Department of History
B.A. History Program
F.Y B.A.
Semester II

HISTORY OF INDIA – II
(6th to 8th Century BCE)

(Major)

Credit   4   **Contact Hour per week   4**

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Major)
Purpose of Course	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.
Course Objective	CO 1. This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress.
	CO 2. The course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture.
	CO 3. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November 2023
Pre-requisite	12th Pass

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

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	**Changing Political Formations (c. 600 BCE to c. 300 CE)** a)The Mahajanapadas; Monarchies and Ganas/Sanghas b)The Mauryan Empire: Political Structure; The Nature of Dhamma c)Post-Mauryan Polities with Special Reference to the Kushanas and the Satavahanas	25 %	10
2	**Economy and Society (c. 600 BCE to c. 300 CE)** a)Expansion of Agrarian Economy and Production Relations b)Urban Growth: North India, Central India, the Deccan and South India; Craft Production; Trade Interactions across India, Asia and Beyond c)Social Stratification: Class; Varna; Jati; Untouchability; Gender; Marriage and Property Relations	25 %	10
3	**Towards Early Medieval India (c. 4th Century to 750 CE)** a)Introducing the Early Medieval: Changing Perspectives b)The Nature of Polities: The Gupta Empire and Its Contemporaries; Post-Gupta Polities – Pallavas, Chalukyas and Vardhanas c)Agrarian Expansion; Land Grants; Changing Production Relations; Graded Land Rights and Peasantry d)Urban Patterns; Trade and Currency e)Varna; The Proliferation of Jatis; Changing Norms of Marriage and Inheritance	25 %	10
4	**Religion, Philosophy and Society (c. 600 BCE – 750 CE)** a)Shramanic Traditions with Special Reference to Buddhism and Jainism	25 %	10

B.A. History
Syllabus – 2023-24

| | b)Consolidation of the Brahmanical Tradition | | |
| | c)Puranic Hinduism | | |

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. Chattopadhyaya, B.D. The Making of Early Medieval India. New Delhi: Oxford University Press, 1997.
4. 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.	The students will be able to understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India.
CO 2.	They will be able to know the features and stages of civilization in ancient Indian history.
CO 3.	They will also be familiar with the process of urbanization and de-urbanization & monetization and demonetization in early India.
CO 4.	This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Changing Political Formations (c. 600 BCE to c. 300 CE)				
2	Economy and Society (c. 600 BCE to c. 300 CE)				

B.A. History
Syllabus – 2023-24

3	Towards Early Medieval India (c. 4th Century to 750 CE)				
4	Religion, Philosophy and Society (c. 600 BCE – 750 CE)				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

B.A. History
Syllabus – 2023-24

Social Formations and Cultural Patterns Of

The Ancient and Medieval World – II

(Major)

Credit   4   **Contact Hour per week   4**

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Major)
Purpose of Course	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.
Course Objective	CO 1. This paper traces the changing political formations, economic and social structures in the ancient Greek and Roman empires. CO 2. It also closely examines the nature of European feudal societies and the medieval economy of Europe during the 8th to 14th centuries CO 3. The paper contextualises the development of a crisis within the backdrop of marked changes within the medieval economy, society and polity. CO 4. It concludes with a detailed overview of Islamic societies that emerged in West Asia.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November 2023
Pre-requisite	12th Pass
Teaching Methodology	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	**Classical Greece** a)Emergence of the Polis and Changing Political Formations in Ancient Greece: Athens and Sparta b): Conflict of the Orders; Imperial Expansion and Social Tensions c)Slavery in Ancient Greek d)Culture and religion in ancient Greece	25 %	10
2	**Classical Rome** a) Rome from Republic to Empire b) The Augustan Experiment, Crisis of the Roman Empire c) Roman Economy and Society d) Culture and religion in Rome	25 %	10
3	**Feudal Societies in Medieval Europe (8th–14th Century)** a)The Emergence of States: Medieval Monarchies, Aristocracies, Nobility and the Culture of Chivalry; Church and State b)The Growth of Seignorial Authority: i) Parcellization of Sovereignty and Militarization ii) The Creation of a Dependent Peasantry: From Colonate to Serfdom c)The Growth of the Medieval Economy from 11th-14th d)Religion and Culture in Medieval Europe Centuries: Agriculture, Towns, Trade and Its Impact on Feudal Relations	25 %	10
4	**Societies in West Asia** a)Making of Political Authority: from Tribe to State. Growth of a new religion b) The Persian Civilization c) Literature, and Architecture	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.			

B.A. History
Syllabus – 2023-24

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.	The students shall be able to identify the key historical features of Classical Greece and Rome.
CO 2.	Explain the emergence of medieval polities and feudal institutions
CO 3.	Explain the trends in the medieval economy and their impact on social, cultural and religious life.
CO 4.	Analyze and discuss the transition to state formation in West Asia and be able to compare the development of various spiritual, literary and broader urban traditions worldwide.

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Classical Greece	■			■
2	Classical Rome		■		■
3	Feudal Societies in Medieval Europe (8th–14th Century)			■	
4	Societies in West Asia	■	■		■

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

B.A. History
Syllabus – 2023-24

HISTORY OF INDIA – II
(6th to 8th Century BCE)

(Minor)

Credit   4   **Contact Hour per week   4**

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Minor)
Purpose of Course	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.
Course Objective	CO 4. This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. CO 5. The course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. CO 6. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November 2023
Pre-requisite	12th Pass
Teaching Methodology	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

B.A. History
Syllabus – 2023-24

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	**Changing Political Formations (c. 600 BCE to c. 300 CE)** a)The Mahajanapadas; Monarchies and Ganas/Sanghas b)The Mauryan Empire: Political Structure; The Nature of Dhamma c)Post-Mauryan Polities with Special Reference to the Kushanas and the Satavahanas	25 %	10
2	**Economy and Society (c. 600 BCE to c. 300 CE)** a)Expansion of Agrarian Economy and Production Relations b)Urban Growth: North India, Central India, the Deccan and South India; Craft Production; Trade Interactions across India, Asia and Beyond c)Social Stratification: Class; Varna; Jati; Untouchability; Gender; Marriage and Property Relations	25 %	10
3	**Towards Early Medieval India (c. 4th Century to 750 CE)** a)Introducing the Early Medieval: Changing Perspectives b)The Nature of Polities: The Gupta Empire and Its Contemporaries; Post-Gupta Polities – Pallavas, Chalukyas and Vardhanas c)Agrarian Expansion; Land Grants; Changing Production Relations; Graded Land Rights and Peasantry d)Urban Patterns; Trade and Currency e)Varna; The Proliferation of Jatis; Changing Norms of Marriage and Inheritance	25 %	10
4	**Religion, Philosophy and Society (c. 600 BCE – 750 CE)** a)Shramanic Traditions with Special Reference to Buddhism and Jainism	25 %	10

B.A. History
Syllabus – 2023-24

| | b)Consolidation of the Brahmanical Tradition | | |
| | c)Puranic Hinduism | | |

REFERENCE

Core references:

5. Thapar, R., The Penguin history of early India: from the origins to AD 1300 London : Penguin, 2002.
6. V. D. Mahajan, History of Ancient India, S. Chand Publication, 2023.
7. Chattopadhyaya, B.D. The Making of Early Medieval India. New Delhi: Oxford University Press, 1997.
8. Sharma, R.S. Material Culture and Social Formations in Ancient India. Delhi: Macmillan India, 1983.

Reference books:

3. Tony Joseph, Early Indians, Juggernaut, 2018.

4. 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 5.	The students will be able to understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India.
CO 6.	They will be able to know the features and stages of civilization in ancient Indian history.
CO 7.	They will also be familiar with the process of urbanization and de-urbanization & monetization and demonetization in early India.
CO 8.	This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Changing Political Formations (c. 600 BCE to c. 300 CE)				
2	Economy and Society (c. 600 BCE to c. 300 CE)				

B.A. History
Syllabus – 2023-24

3	Towards Early Medieval India (c. 4th Century to 750 CE)				
4	Religion, Philosophy and Society (c. 600 BCE – 750 CE)				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

B.A. History
Syllabus – 2023-24

Ages of Rationalism, Humanism & Rise of Modern West

(Multi-Disciplinary)

Credit   4   **Contact Hour per week   4**

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Multi-Disciplinary)
Purpose of Course	This paper shall help students to trace the many patterns and outcomes of social and intellectual upheaval from the 14th to the early 20th Century.
Course Objective	CO 1. The students shall learn about debates on the development and impact of industrial capitalism both within and beyond Europe. CO 2. To acquaint the students with the repercussions of the revolution, both within and beyond Europe. CO 3. The birth of new social movements, political ideas and structures shall be contextualized within developing capitalism and causes and consequences of the World Wars in the twentieth century. CO 4. To learn about the causes and effects of colonialism and imperialism developing in Europe due to rise in industries and demand for more profits.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November, 2023
Pre-requisite	12th Pass
Teaching Methodology	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	**Feudalism** a) Rise and Growth of Feudalism b) causes of decline in feudalism c) Geographical Discoveries	25 %	10
2	**Beginning of Modern Age in Europe** a) Meaning and Features of Renaissance b) Causes and growth of the Movement – Art, Architecture, Literature, Science, Painting etc. c) Impact of Renaissance as a movement on Europe d) Reformation – meaning, causes, Role played by Martin Luther	25 %	10
3	**Age of Revolutions** a)Industrial Revolution (1760 CE) b)The American Revolution (1776 CE) c)The French Revolution (1799 CE)	25 %	10
4	**The Era of World Wars** a) World War I – Causes and Effects leading to World War II b) Russian Revolution c) World War II – Causes and Impact on the world.	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. I, VII **Reference books:** 1. C.J.H. Hayes, Modern Europe up to 1870 2. **C.D. Hazen, Modern Europe up to 1945**			

B.A. History
Syllabus – 2023-24

COURSE OUTCOMES:

Upon successful completion of the course,

CO 1.	Develop an understanding of a pragmatic shift from the Dark Ages to the Modern Age.
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	Feudalism				
2	Beginning of Modern Age in Europe				
3	Age of Revolutions				
4	The Era of World Wars				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

B.A. History
Syllabus – 2023-24

History and Evolution of Tourism
(SEC)

Credit   2   **Contact Hour per week   2**

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (SEC)
Purpose of Course	This course will enable students to understand the different facets of tourism and their significance with History as a discipline.
Course Objective	CO 1. This course will enable students to understand the different facets of tourism and its significance. CO 2. It highlights the frameworks for tourism in India and the challenges facing it. CO 3. The implications of the rapidly changing interface between tourism and history will also be examined. CO 4. 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.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November 2023
Pre-requisite	12th Pass
Teaching Methodology	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

B.A. History
Syllabus – 2023-24

Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	**Define Tourism** a) Definition, Nature and Scope b)Concepts- History of Tourism and its Development c)Motivations for Travel-Types of Tourism - Components of Tourism	25 %	10
2	**Social and Economic Significance of Tourism** a)Tourism as an Industry b)Components of Tourism Industry - Attractions, Transport, Accommodation, Shopping, Entertainment, Hospitality, Airlines c)Travel Agencies – Impact of Tourism on Physical Environment	25 %	10
3	**History as Tourism Product** a) Archaeological and Historical Monuments b)Ancient and Medieval Indian Sites c)Modern Indian Sites	25 %	10
4	**Cultural and Pilgrim Tourism** a)Fairs and Festivals b)Ajmer, Amruthsar, Madhurai, Mount Abu, Warangal, Goa, Mahanandi, Tirupati, Lepaskhi, Simhachalam; Kuchapudi dance, Khajuraho Festival, Jagannath Rathayatra, Flamingo Festival, Kite Festival, Rann Utsav etc.	25 %	10
REFERENCE			

Core references:

1. Lucas Jr., H. C. Information Technology for Management, McGraw Hill, 2005
2. Shobita Chopra, Tourism and Development in India, New Delhi, 1992
3. Singh Ratandeep : Handbook of Environmental Guidelines for Indian Tourism
4. Bhatia, A.K., Tourismin India, New Delhi

Reference books:

1. Burkart A.J. and Medlik , Tourism: Past Present & Future : (London, Heinemann)

B.A. History
Syllabus – 2023-24

2. John Anderson, Catalogue and Handbooks of the Archaeological Collections in the Indian Museum, 2 Volumes

3. Allchin F.R. Cultural Tourism in India; Its scope and Development, New Delhi

COURSE OUTCOMES:

Upon successful completion of the course,

CO 1.	The course will help students to know the complex character of tourism.
CO 2.	This course will make them aware of numerous arenas where tourism generates avenue for revenue generation.
CO 3.	Site visit will make them appreciate the cultural diversity.
CO 4.	To make students understand the relationship between History and Evolution of Tourism.

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Define Tourism	▓			
2	Social and Economic Significance of Tourism		▓		▓
3	History as Tourism Product			▓	
4	Cultural and Pilgrim Tourism	▓	▓		▓

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	▓				▓	▓
CO2		▓	▓			
CO3	▓			▓	▓	
CO4			▓			▓

B.A. History
Syllabus – 2023-24

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 them own software developing skills and employ ability.

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 academic point of view. Main aim industrial visit is to provide an exposure to students about 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.