



Subject: Ancient Indian History – BATHI 11303

Type of course: Minor

Prerequisite: NA

Rationale:

This subject provide the Understanding the historical evolution of ancient India involves a multifaceted examination of various sources and periods. By exploring the Vedic Age's economic, religious, and cultural dimensions, we gain insights into early Indian civilization's development and its impact on subsequent historical periods. The study of the Harappan Civilization, including its town planning, social life, and significant figures, urban societies. Additionally, investigating the rise of religions like Buddhism and Jainism, along with the administrative structures such as Mahajan posts, provides a comprehensive view of the socio-political and religious transformations that shaped ancient Indian history.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P		C	CCE		
			SEE		MSE	ALA	
4	0	0	4	100	30	70	200

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE - End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities

4 Credits * 25 Marks = 100 Marks (each credit carries 25 Marks)
SEE 100 Marks will be converted in to 50 Marks
CCE 100 Marks will be converted in to 50 Marks
It is compulsory to pass in each individual component.



Course Content

Unit	Course Content	Teaching hours	Weight age %
1	Sources of history <ul style="list-style-type: none"> • Sources to knowledge the history of ancient india • Cognition of India's Prague historical period • Discussion of political, social life of Vedic age 	15	25
2	Vedic age <ul style="list-style-type: none"> • Discussion of economic and religious life of Vedic age • an important matter of Vedic culture • an important matter of the later Vedic period 	15	25
3	Harappan Civilization <ul style="list-style-type: none"> • Discuss the town planning and social life of the Indus valley civilization • Main characters of the harappan civilization • Knowledge of important places of harappan civilization culture 	15	25
4	Religions <ul style="list-style-type: none"> • Buddhism • Jainism • Give information about the introduction and arrangement of Mahajan posts. 	15	25



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	Presentation: Students have to create a one PPT and present in classroom and upload it on GMIU web portal.	10
2	Group Work: Students have to choose a one topic in syllabus related, create a chart, and upload it on GMIU web portal.	10
3	Harappan Civilization: Students have to collect information of any two places of Harappan civilization and create a PPT and upload it on GMIU web portal.	10
4	Report: Students have to prepare a report on any one ancient site of Bhavnagar and upload it on GMIU web portal.	10
5	Religion in India: Students have to information about any religion found in india along with photo of its scriptures has to be collected and upload it on GMIU web portal.	10
6	Review Writing: Students have to review the learning's from any historical book they read and upload it on GMIU web portal.	10
7	Attendance:	10
Total		70

Suggested Specification table with Marks (Theory): 100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weight age	20 %	40%	40%	00	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Enhances the knowledge of the sources to know history and the information about archaic historic age
CO2	Inculcates the information about the life and culture of the Vedic age
CO3	Enriches the information about Harappan culture and major places
CO4	Elevates the information about religions and Mahajan posts

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

Reference Books:

- [1] R. C. Majumdar the history and culture of the Indian people Vol.-1to3
- [2] K. K. Panikkar A Survey of Indian history
- [3] દેવેન્દ્ર ભટ્ટ; ભારત ઇતિહાસ દર્શન, ભાગ -1
- [4] મનુભાઈ પંચોળી; આપણો વારસો અને વૈભવ, સણોસરા
- [5] પ્રવીણચંદ્ર પરીખ; ભારતીય સંસ્કૃતિ સ્વરૂપ અને વિકાસ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.

