



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Shri Vaishnav Institute of Social Science, Humanities and Arts

Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHISC101	Major 1	Ancient India I: from Prehistory to Mauryan Age	60	20	20	-	-	3	-	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The student will have ability to:

1. Provide a foundational understanding of early Indian historical sources.
2. Enable critical analysis of prehistoric human evolution and adaptation.
3. Describe the urban planning, economy, and culture of the Harappan civilization.
4. Develop deep insights into Vedic society, the Aryan debate, and early technological transitions.
5. Understand state formation, the second urbanization, the rise of heterodox movements, and the consolidation of the Mauryan Empire.

Course Alignment with UNSDG:

- **SDG 4: Quality Education** – Fosters inclusive and deep critical thinking by evaluating evolutionary timelines, diverse source methodologies, and foundational social and political structures of early civilization.
- **SDG 11: Sustainable Cities and Communities** – Analyzes the architectural engineering, sustainable public water management systems, and eco-friendly urban zoning models of the Harappan Civilization.
- **SDG 16: Peace, Justice, and Strong Institutions** – Tracks the developmental progression from early kin-based groups to centralized democratic assemblies (Sabha, Samiti), regional states (*Mahajanapadas*), and the imperial administrative machinery of the Mauryan Empire.

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Course outcomes: After completion of the course, the student will be able to:

CO	Course Outcomes
CO1	Evaluate diverse archaeological, literary, numismatic, and foreign sources of early Indian history.
CO2	Analyse the socio-economic transition from hunter-gatherers to settled agricultural communities.
CO3	Comprehend the urban planning, trade systems, pyrotechnology, and cultural heritage of the Harappan Civilization.
CO4	Critically examine the impact of iron technology, the evolution of Vedic society, and the historical debates surrounding the Aryan question.
CO5	Identify the dynamics of state formation, the rise of <i>Mahajanapadas</i> , heterodox movements, and the political, administrative, and cultural integration of the Mauryan Age.

Teaching Pedagogy:

T1	Interactive classroom lectures, historical map demonstrations, and PowerPoint presentations.
T2	Primary source analysis (including Ashokan Edicts), historical case studies, museum/virtual tour activities, and group debates.

Experiential Learning

Case Study	Module 3: <i>Urban Planning and Water Management of Harappa.</i>
Group Discussion	Module 5: <i>The Impact of the Varna System, Rise of Heterodox Sects, and the Imperial Shift to Ashoka's Dhamma.</i>

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Assessment Tools

AT1-1	Map-pointing Quiz (Prehistoric sites, Harappan boundaries, Mahajanapadas, and Ashokan Edict locations)
AT1-2	Descriptive Assignments (Analyzing social transformations and Mauryan administration).
AT1-3	Mid-Term Examination
AT1-4	Primary Source Analysis Case Study (Reviewing material artifacts or textual fragments).
AT1-5	Group Discussion (Evaluating analytical clarity and active participation).

Prerequisites: Basic foundational knowledge of Indian historical timelines and geography.

Module	Descriptors/Topics	Hours	Assessment Tools
I	I: Sources and Approaches to Early Indian History Archaeological sources: Material remains, Inscriptions, Coins. Literary sources: Vedic, Brahmanical, Buddhist, Jain texts. Foreign accounts (basic introduction). Historiographical trends and interpretations	9	AT1-1
II	Prehistoric Cultures & Food Production Hunter to Food Producer: Paleolithic culture: distribution, tools, subsistence. Mesolithic culture: regional spread and transition. Neolithic revolution: beginning of agriculture and settled life. Chalcolithic cultures: economy, technology, and exchange.	9	AT1-3

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Module	Descriptors/Topics	Hours	Assessment Tools
III	Harappan Civilization Origin and extent of Indus Valley Civilization. Town planning and urban features. Economy: agriculture, craft production, pyrotechnology, and trade. Society, religion, art, and water management. Decline and Late Harappan phase.	9	AT1-4
IV	Transition to Early Historic India (c. 1500–600 BCE) Archaeological cultures: Painted Grey Ware (PGW), Northern Black Polished Ware (NBPW), Megalithic. Iron technology and its socio-economic impact. Vedic society: economy, polity, religion, and social stratification. Debate on Aryan Migration Theory.	9	AT1-1, AT1-3
V	Rise of States, Heterodox Movements, & Mauryan Age (c. 600–185 BCE) Second urbanization and growth of cities. Emergence of Mahajanapadas and early states. Evolution of the Varna system and rise of heterodox sects (Buddhism and Jainism). The Mauryan Empire: Rise of Magadha; Chandragupta Maurya and state formation; Ashoka's Dhamma (policy, propagation, and edicts); Mauryan administration, economy, art, architecture, and decline.	9	AT1-2, AT1-5

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Additional Resources

A. Value addition to course content/ Skill enhancement content:

Analytical thinking and critical evaluations of ancient Indian history and statecraft.

B. Remedial classes for slow learners: Organized as per the institutional SOP for slow and fast learners.

Suggested Readings:

Reference Books	
	1. Singh, Upinder. (2008). <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> . New Delhi: Pearson Longman.
	2. Thapar, Romila. (2002). <i>Early India: From the Origins to AD 1300</i> . New Delhi: Penguin Books.
	3. Sharma, R. S. (2005). <i>India's Ancient Past</i> . New Delhi: Oxford University Press.
	4. Chakrabarti, Dilip K. (2006). <i>The Oxford Companion to Indian Archaeology</i> . New Delhi: Oxford University Press.
	5. Thapar, Romila. (1984). <i>From Lineage to State: Social Formations in the Mid-First Millennium B.C. in the Ganga Valley</i> . Delhi: Oxford University Press.

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Suggested e- resources (Websites/e-books)	1. e-PG Pathshala (MHRD / UGC): Indian Culture and History modules.
	2. Swayam Portal: Ancient Indian History courses by central universities.

Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	3	3	2	-	3	2	1	-	2	2	3	2	2
CO2	3	2	2	3	2	-	2	2	2	1	3	3	1
CO3	3	3	2	3	2	1	2	3	2	3	3	3	2
CO4	3	3	3	2	2	2	2	1	2	2	3	3	2
CO5	3	3	3	2	2	3	3	2	2	3	3	3	3

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BAHISC102	Major 2	Ancient World Civilizations	60	20	20	-	-	3	-	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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COURSE OBJECTIVES:

The student will have ability to:

- Understand the theoretical frameworks of the Bronze Age, state formation, and the Urban Revolution.
- Analyze the impact of specific ecological and riverine contexts on the growth of early civilizations.
- Detail the political, social, and economic complexities of Mesopotamia and Ancient Egypt.
- Explore the architectural milestones, trade networks, and civic systems of the Indus Valley Civilization.
- Evaluate the cultural patterns, kingship, and technological developments of Ancient China.

Course Alignment with UNSDG:

- **SDG 4: Quality Education** – Fosters global historical literacy and deep critical thinking by comparing civilizational structures, scripts, and worldviews across continents.
- **SDG 11: Sustainable Cities and Communities** – Evaluates ancient civic systems, comparing the grid planning of the Indus Valley with the city-states of Mesopotamia and urban centers of China.
- **SDG 16: Peace, Justice, and Strong Institutions** – Analyzes the evolutionary trajectories of early law codes, kingship, centralized governance networks, and social stratification (class and gender matrices).

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***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course outcomes: After completion of the course, the student will be able to:

CO	Course Outcomes
CO1	Conceptualize the terms 'Civilization', 'Bronze Age', and 'Urban Revolution' within their macro-historical frameworks.
CO2	Critical analyzes the ecological contexts, city-state dynamics, and socio-legal structures of Ancient Mesopotamia.
CO3	Comprehend the evolution of divine kingship, funerary architecture, monumental economies, and social complexity in Ancient Egypt.
CO4	Evaluate the urban zoning, pyrotechnology, complex maritime trade, and distinct heritage of the Indus Valley Civilization.
CO5	Examine state-ordered societies, religious beliefs, craft production, and bronze metallurgy during the early dynasties of Ancient China.

Teaching Pedagogy:

T1	Interactive classroom lectures using cross-cultural comparative slides, visual maps of river systems, and archaeological site blueprints.
T2	Primary source workshops examining translations of Mesopotamian clay tablets, Egyptian papyri, or Chinese oracle bone inscriptions.

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Experiential Learning

Case Study	Module 3: Resource Mobilization, Architecture, and Logistics in the Old Kingdom of Egypt. Students will map out how state systems coordinated stone procurement, transport along the Nile, and labor management.
Group Discussion	Module 4: A Comparative Assessment of Urban Planning and Civic Governance: Indus Valley Infrastructure vs. Mesopotamian City-States.

Assessment Tools

AT1-1	Map-pointing Quiz (Locating major global archaeological sites: Ur, Babylon, Giza, Memphis, Harappa, Mohenjo-daro, and Anyang).
AT1-2	Descriptive Assignments (Analyzing concepts like the 'Urban Revolution' or gender roles in antiquity).
AT1-3	Mid-Term Examination (Two Term Exams tracking theoretical and factual progress).
AT1-4	Primary Source Analysis Case Study (Evaluating early legal codifications or literary epic texts)
AT1-5	Group Discussion Assessment (Evaluating clarity of architectural/governance comparisons).

Prerequisites: Basic foundational knowledge of Indian historical timelines and geography.

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Module	Descriptors/Topics	Hours	Assessment Tools
I	Foundations of Early Civilizations: Concepts of Civilization, Urban Revolution, State Formation, and Environmental Foundations of Early Societies.	9	AT1-2, AT1-3
II	Ancient Mesopotamia: City-States, Kingship, Economy, Society, Trade Networks, Cuneiform Writing, and Law Codes.	9	AT1-2, AT1-4
III	Ancient Egypt: Nile Civilization, Divine Kingship, State Formation, Economy, Religion, Monumental Architecture, and Hieroglyphic Script.	9	AT1-3, AT1-4
IV	The Indus Valley Civilization: Urban Planning, Economy, Trade, Material Culture, Social Organization, and Decline.	9	AT1-1, AT1-5
V	Ancient China: Shang and Zhou Dynasties, State Formation, Social Structure, Bronze Technology, Religion, and Early Chinese Writing.	9	AT1-1, AT1-3

Additional Resources

A. Value addition to course content/ Skill enhancement content:

Development of macro-comparative analysis skills, cross-referencing global civilizational shifts, and analysing environmental archaeology paradigms.

B. Remedial classes for slow learners: Handled as per institutional SOP guidelines via systematic visual timeline diagrams and terminology worksheets.

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Suggested Readings:

Reference Books	- Childe, V. Gordon. (1950). "The Urban Revolution," <i>The Town Planning Review</i>, Vol. 21, No. 1, pp. 3–17. - Redman, Charles L. (1978). <i>The Rise of Civilizations: From Early Farmers to Urban Society in the Ancient Near East</i>. San Francisco: W.H. Freeman. - Scarre, Christopher and Brian M. Fagan. (2008). <i>Ancient Civilizations</i> (3rd edn.). New Jersey: Pearson/Prentice Hall. - Kenoyer, J. Mark. (1998). <i>Ancient Cities of the Indus Valley Civilization</i>. Karachi: Oxford University Press. - Chang, K.C. (1987). <i>Shang Civilization</i>. New Haven, Conn: Yale University Press. - Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). <i>Ancient Egypt: A Social History</i>. Cambridge: Cambridge University Press.
Suggested e- resources (Websites/e-books)	- The Smithsonian National Museum of Natural History: (www.humanorigins.si.edu) for cultural development exhibits. - The British Museum Digital Collections: Online resources for ancient Mesopotamian artifacts and Egyptian papyri.

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CO4	3	3	2	3	2	2	2	2	2	3	3	3	2
CO5	3	3	2	2	2	1	2	1	2	2	3	3	2

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHISM101	Minor*	History of India I: From Prehistory to c. 4th Century BCE	60	20	20	-	-	2	-	0	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The student will have ability to:

1. Provide a foundational understanding of early Indian historical sources.
2. Enable critical analysis of prehistoric human evolution and adaptation.
3. Describe the urban planning, economy, and culture of the Harappan civilization.
4. Develop deep insights into Vedic society and early technological transitions.
5. Understand state formation, urbanization, and religious transformations in ancient India.

Course Alignment with UNSDG:

- **SDG 4: Quality Education:** Fosters inclusive and deep critical thinking by evaluating the evolutionary timelines, diverse source methodologies, and foundational social structures of early civilization.
- **SDG 11: Sustainable Cities and Communities:** Analyzes the architectural engineering, sustainable public water management systems, and eco-friendly urban zoning models of the Harappan Civilization.
- **SDG 16: Peace, Justice, and Strong Institutions:** Tracks the developmental progression from early kin-based groups to centralized democratic assemblies (Sabha, Samiti) and structural state systems (*Mahajanapadas*).

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course outcomes: After completion of the course, the student will be able to:

CO	Course Outcomes
CO1	Evaluate diverse archaeological, literary, and foreign sources of early Indian history.
CO2	Analyse the socio-economic transition from hunter-gatherers to settled agricultural communities.
CO3	Comprehend the urban planning, trade systems, and heritage of the Harappan Civilization.
CO4	Critically examine the impact of iron technology and the evolution of Vedic society.
CO5	Identify the dynamics of state formation, second urbanization, and heterodox movements.

Teaching Pedagogy:

T1	Interactive classroom lectures, map demonstrations, and PowerPoint presentations
T2	Primary source analysis, historical case studies, museum/virtual tour activities, and group debates.

Experiential Learning

Case Study	Module 3 - Urban Planning and Water Management of Harappa
Group Discussion	Module 5 - The Impact of Varna System and Rise of Heterodox Sects

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

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Assessment Tools

AT1-1	Map-pointing Quiz
AT1-2	Descriptive Assignments
AT1-3	Mid-Term Examination
AT1-4	Primary Source Analysis Case Study
AT1-5	Group Discussion

Prerequisites: Basic foundational knowledge of Indian historical timelines and geography.

Module	Descriptors/Topics	Hours	Assessment Tools
I	Sources and Approaches to Early Indian History Archaeological sources: Material remains, Inscriptions, Coins. Literary sources: Vedic, Brahmanical, Buddhist, Jain texts. Foreign accounts (basic introduction). Historiographical trends and interpretations.	6	AT1-1
II	Prehistoric Cultures – Hunter to Food Producer Paleolithic culture: distribution, tools, subsistence. Mesolithic culture: regional spread and transition. Neolithic revolution: beginning of agriculture and settled life. Chalcolithic cultures: economy, technology, and exchange.	6	AT1-3
III	Harappan Civilization Origin and extent of Indus Valley Civilization. Town planning and urban features. Economy: agriculture, craft production, trade. Society,	6	AT1-4

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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Module	Descriptors/Topics	Hours	Assessment Tools
	religion, and art. Decline and Late Harappan phase.		
IV	Transition to Early Historic India (c. 1500–600 BCE) Archaeological cultures: Painted Grey Ware (PGW), Northern Black Polished Ware (NBPW), Megalithic. Iron technology and its socio-economic impact. Vedic society: economy, polity, religion. Debate on Aryan Migration Theory.	6	AT1-1, AT1-3
V	Rise of States and Social Formations (c. 600–400 BCE) Second urbanization and growth of cities. Emergence of Mahajanapadas and early states. Social stratification: evolution of the Varna system. Rise of heterodox sects: Buddhism and Jainism. Political institutions and state formation.	6	AT1-2, AT1-5

Additional Resources

A. Value addition to course content/ Skill enhancement content:

- Analytical thinking
- Critical evaluations of Indian History

B. Remedial classes for slow learners: As per the SOP for slow and fast learners.

Suggested Readings:

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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Reference Books	1. Singh, Upinder. (2008). <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i>. New Delhi: Pearson Longman. 2. Thapar, Romila. (2002). <i>Early India: From the Origins to AD 1300</i>. New Delhi: Penguin Books. 3. Sharma, R. S. (2005). <i>India's Ancient Past</i>. New Delhi: Oxford University Press. 4. Chakrabarti, Dilip K. (2006). <i>The Oxford Companion to Indian Archaeology</i>. New Delhi: Oxford University Press.
Suggested e-resources (Websites/e-books)	1. e-PG Pathshala (MHRD / UGC): Indian Culture and History modules. 2. Swayam Portal: Ancient Indian History courses by central universities.

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	3	2	2	-	3	1	1	-	2	3	3	3	1
CO2	3	3	1	2	2	-	2	1	1	2	3	2	2
CO3	3	3	2	1	2	1	2	2	2	3	3	2	3
CO4	3	3	2	-	2	2	1	1	1	3	3	2	2
CO5	3	3	2	1	2	3	2	3	1	3	3	3	3

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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HISCE101	CE	Community Engagement	0	0	0	30	20	0	0	4	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The student will have ability to:

1. To introduce students to the concept, nature, principles, and significance of community engagement from a historical perspective.
2. To develop an understanding of local history, community heritage, historical traditions, cultural practices, and the relationship between communities and their historical environment.
3. To develop students' skills in oral history, field observation, historical documentation, interviewing, heritage mapping, and community-based historical research. Create visual presentations and historical databases.
4. To familiarize students with local historical sites, monuments, museums, archives, traditional occupations, folk traditions, and community memories through experiential learning.
5. To encourage students to participate in socially responsible heritage and historical documentation activities while demonstrating ethical sensitivity, cultural respect, inclusiveness, and responsible use of historical sources.

Course Alignment with UNSDG:

SDG 4 – Quality Education

SDG 5 – Gender Equality

SDG 10 – Reduced Inequalities

SDG 11 – Sustainable Cities and Communities

SDG 16 – Peace, Justice and Strong Institutions

SDG 17 – Partnerships for the Goals

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course outcomes: After completion of the course, the student will be able to:

CO	Course Outcomes
CO1	To explain the meaning, importance, and approaches of community engagement in relation to history, heritage, and society.
CO2	To identify and document local historical resources, community heritage, traditions, memories, and historical sites.
CO3	To demonstrate basic skills in oral history, interviewing, field observation, historical documentation, and heritage mapping.
CO4	To analyse the relationship between historical knowledge, community identity, cultural heritage, and contemporary social life.
CO5	To participate in community-based historical and heritage activities while demonstrating ethical sensitivity, cultural respect, inclusiveness, and social responsibility.

Teaching Pedagogy:

T1	Field-based learning, guided field visits, historical site visits, museum visits, archival visits, community interaction, oral history interviews, heritage walks and historical observation.
T2	Activity Based Learning, group discussions, student presentations, field documentation, heritage mapping, oral history exercises, poster preparation and project-based learning.

Experiential Learning

Case Study	Digital documentation of a historical monument, inscription, archaeological site, or museum collection.
Project	Creation of a digital heritage database, historical timeline, or GIS-based heritage map.

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Assessment Tools

Code	Assessment Tools
AT1-1	Field Visit
AT1-2	Oral History Interview
AT1-3	Heritage Documetation
AT1-4	Historical/Heritage Management
AT1-5	Field Diary
AT1-6	Community Engagement Project
AT1-7	Field Project Report
AT1-8	Poster/Exhibition
AT1-9	Oral Presentation / Viva-Voce

Prerequisites: Students should possess a basic understanding of Indian history, society, culture, and local historical surroundings, along with an interest in interacting with communities and documenting historical and cultural experiences.

SUBMISSION GUIDELINES

- Students shall complete the **Community Engagement Field Project** individually or in small groups, as assigned by the course coordinator.
- Each student/group must undertake **at least one supervised field visit** to a selected community, historical site, museum, archive, heritage institution, educational institution, NGO, or other approved community-based setting.
- Students must obtain prior approval from the course coordinator/faculty supervisor before undertaking field activities.
- Students shall maintain a **Field Diary/Field Log** documenting dates, places visited, activities, observations, interviews, interactions, and learning experiences.

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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- Students should actively participate in the assigned activity rather than merely observe the field setting.
- Oral history interviews should be conducted with informed consent.
- Students should distinguish between **personal memory, oral testimony, and independently verifiable historical evidence**.
- Photographs, audio recordings, videos, interviews, and other documentation should be undertaken only with appropriate permission.
- The **Field Project Report** must be submitted within the prescribed deadline.
- Students shall give a short presentation/viva-voce based on their field project.

ETHICAL GUIDELINES FOR HISTORY FIELDWORK

This section is particularly important for a History Department.

- Students shall respect the **dignity, privacy, beliefs, traditions, and cultural practices** of community members.
- Personal identifying information should not be published without appropriate permission.
- Oral testimonies should not be altered in a manner that changes their meaning.
- Students must clearly identify whether information is based on **oral testimony, archival evidence, material evidence, observation, or secondary sources**.
- Students must not fabricate interviews, photographs, observations, historical evidence, or field experiences.
- Sensitive community information should be handled responsibly.
- Photographs, recordings, and interviews should be preserved and used only for approved academic purposes.
- Students should avoid imposing their own assumptions on community narratives.
- Conflicting memories should be documented as different perspectives rather than arbitrarily presenting one version as fact.
- Students should acknowledge community members who contribute information to the project, subject to their consent.

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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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FIELD PROJECT REPORT FORMAT

The final report may follow this structure:

1. Title Page

Project title, student/group details, course, semester and department.

2. Introduction

- Background of the selected community/site
- Reason for selecting the topic
- Historical significance

3. Objectives

Two to five specific objectives.

4. Methodology

- Field visit
- Interviews
- Oral history
- Observation
- Photographic documentation
- Historical mapping
- Secondary sources

5. Historical Background

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Shri Vaishnav Institute of Social Science, Humanities and Arts

Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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Brief historical account based on available sources.

6. Field Findings

Presentation of information collected from the community and field.

7. Historical Analysis

Interpretation of the collected material and comparison with available historical evidence.

8. Community Perspective

How community members understand, remember, preserve, or experience their history and heritage.

9. Present Condition and Challenges

Issues relating to:

- Heritage preservation
- Loss of traditions
- Urbanization
- Migration
- Environmental change
- Modernization
- Lack of documentation
- Institutional neglect

10. Conclusion

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Shri Vaishnav Institute of Social Science, Humanities and Arts

Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
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Major findings and learning from the engagement.

11. Sources and References

Books, articles, archival sources, websites, interviews, photographs, etc.

12. Appendices

- Interview schedule
- Selected interview transcripts
- Photographs
- Maps
- Field diary extracts
- Documents collected during fieldwork

ADDITIONAL RESOURCES

A. Value Addition / Skill Enhancement Content

Students may be encouraged to use digital resources for:

- Digital heritage documentation
- Oral history recording
- Basic historical mapping
- Digital photography
- Archival research
- Digital storytelling
- Creating heritage posters
- Creating community history presentations

B. Remedial Support

Remedial guidance may be provided to students requiring additional support in:

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Shri Vaishnav Institute of Social Science, Humanities and Arts

Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-I (2026-2029)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
HISCE101	CE	Community Engagement	0	0	0	30	20	0	0	4	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Interview techniques
- Report writing
- Source identification
- Field documentation
- Historical interpretation
- Presentation skills

Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	2	2	1	2	2	2	1	2		2	3	2	1
CO2	3		2	3	2	2		3	2	2		2		3	2
CO3	2	3	3		2		3	2	3			3	2		3
CO4		3	2	3	3	3	3	3		2	1		3	3	2
CO5	2	3		3	3	3	3	3	3	3	1	3	3	3	

Chairperson

Board of Studies, SVISSHA
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore

Chairperson

Faculty of Studies, SVISSHA
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore

Controller of Examination

Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore

Registrar

Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore