



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-II (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*				
BAHISC201	Major 3	Ancient India II from c. 2nd Century BCE to 12th century CE	60	20	20	-	-	4	-	0	4

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. Trace the structural evolution of political power from post-Mauryan polities and the Gupta Empire to early medieval regional states.
2. Critically analyze agrarian expansion, the system of land grants, trade dynamics, and the "Indian Feudalism" debate.
3. Examine changing patterns of social hierarchy, the proliferation of jatis (castes), gender roles, and property rights.
4. Analyze the historical shift from Vedic Brahmanism to Puranic Hinduism, Shamanic practices, and Tantric traditions.
5. Evaluate the evolution of artistic expressions, monumental temple architecture, and shifts in institutional patronage.

Course Alignment with UNSDG:

- **SDG 4: Quality Education** – Fosters historical methodology and critical evaluation by testing multifaceted textual, numismatic, and epigraphic frameworks over a multi-century evolutionary timeline.
- **SDG 5: Gender Equality** – Critically diagnoses changing family systems, the evolution of women's property rights (*Stridhana*), and the historical institutionalization of gender dynamics in early and early medieval India.
- **SDG 16: Peace, Justice, and Strong Institutions** – Investigates administrative shifts from centralized imperial structures to regional decentralized state networks, land judicial charters, and local assemblies (*Sabha, Ur, Nagaram*).

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

CO	Course Outcomes
CO1	Delineate and compare the political structures of post-Mauryan polities, the Guptas, Harshavardhana, and early medieval tripartite regional powers.
CO2	Analyze socio-economic transitions, highlighting land grants, agrarian growth, the urban decay/revival patterns, and trade systems.
CO3	Evaluate the proliferation of jatis, social inclusion/exclusion matrices, and legal changes in marriage and inheritance systems
CO4	Comprehend structural transitions in religious practices, tracking the expansion of Puranic theistic systems, Bhakti pathways, and heterodox fates.
CO5	Document and decipher architectural developments, evaluating styles of rock-cut monuments, stupas, and structural temple idioms under diverse regional patronage networks.

Teaching Pedagogy:

T1	Interactive classroom lectures incorporating subcontinental dynamic maps, epigraphic facsimile readings, and timeline charts.
T2	Primary source critical readings evaluating translations of the <i>Allahabad Prasasti</i> , Junagadh Rock Inscription, and regional copper-plate land charters.
T3	Classroom debates discussing economic models (e.g., Urban Decay vs. Commercial Adaptations).

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Experiential Learning

Case Study	Module 2/3: <i>The Mechanics of Early Medieval Land Grant Charters. Students select a sample copper-plate charter (e.g., Chola or Vakataka), decode its boundary descriptions, exemptions, and evaluate its localized socio-economic consequences.</i>
Group Discussion	Module 5: <i>Royal Patronage and Ideology: A Comparative Assessment of Rock-Cut Art (Ajanta/Ellora) and Structural Temples (Tanjore Imperial Chola Complex).</i>

Assessment Tools

AT1-1	Map-pointing Quiz (Locating political capitals, ports like Arikamedu, and major temple hubs like Mahabalipuram, Khajuraho, and Tanjore).
AT1-2	Descriptive Assignments / Analytical Term Papers.
AT1-3	Mid-Term Examination
AT1-4	Primary Source Epigraphic Analysis Report (Deconstructing an imperial prasasti or local charter text).
AT1-5	Group Discussion Presentation Performance Matrix.

Prerequisites: Ancient India I (From Prehistory to Mauryan Age), as it provides the essential chronological, conceptual, and source-methodology foundation.

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Module	Descriptors/Topics	Hours	Assessment Tools
I	Post-Mauryan States and Tamilakam (c. 2nd Century BCE–3rd Century CE): Post-Mauryan political formations including the Shungas, Kushanas, and Satavahanas; Tamilakam under the Cheras, Cholas, and Pandyas; Sangam society and polity; trade networks, urban centres, and socio-economic developments.	12	AT1-1, AT1-3
II	Gupta Empire and Socio-Economic Developments (c. 4th–6th Century CE): Rise and expansion of the Gupta Empire; administration and governance; agrarian economy, trade and guilds; social structure, varna and jati; cultural and scientific developments during the Gupta age.	12	AT1-2, AT1-3
III	Regional Kingdoms and Agrarian Expansion (c. 4th–7th Century CE): The Vakatakas, Chalukyas, Pallavas, and Harshavardhana; land grants and agrarian expansion; changing patterns of trade and urbanization; regional political and economic developments	12	AT1-2, AT1-4
IV	Early Medieval States and Society (c. 750–1200 CE): Palas, Pratiharas, Rashtrakutas, and Cholas; regional state formation; local administration and institutions; social stratification, caste developments, and changing status of social groups.	12	AT1-4, AT1-5

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Module	Descriptors/Topics	Hours	Assessment Tools
V	Religion, Culture and Art in Early Medieval India: Development of Vaishnavism, Shaivism, and Shaktism; Buddhism and Jainism in transition; philosophical traditions and intellectual life; temple architecture, sculpture, painting, and cultural achievements.	12	AT1-1, AT1-5

Additional Resources

1. **Value addition to course content:** Enhancement of conceptual analysis regarding statecraft models, socio-legal property systems, and environmental variables in regional trade.
2. **Remedial Content:** Managed according to institutional SOP protocols via remedial mapping clinics, peer vocabulary tables, and structured epigraphic breakdown worksheets.

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> . Delhi: Pearson Longman.
	2. Chattopadhyaya, B. D. (1994). <i>The Making of Early Medieval India</i> . Delhi: Oxford University Press.
	3. Sharma, R. S. (1980). <i>Indian Feudalism</i> . Madras: Macmillan.
	4. Sharma, R. S. (1987). <i>Urban Decay in India c. 300 - c. 1000</i> . Delhi:

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	Munshiram Manoharlal. 5. Chakravarti, Ranabir. (2016). <i>Exploring Early India up to c. AD 1300</i> (3rd edn.). Delhi: Primus. 6. Chakravarti, Uma. (2018). <i>Gendering Caste: Through a Feminist Lens</i>. New Delhi: SAGE Publications. 7. Huntington, S. (1985). <i>The Art of Ancient India: Buddhist, Hindu, Jain</i>. New Delhi: Weather Hill. 8. Karashima, N. (ed.) (2000). <i>A Concise History of South India: Issues and Interpretations</i>. New Delhi: Oxford University Press. 9. Chakrabarti, Kunal & Sinha, Kanad. (2019). <i>State, Power and Legitimacy: The Gupta Kingdom</i>. New Delhi: Primus.
Suggested e- resources (Websites/e-books)	1. e-PG Pathshala (MHRD/UGC): Specialized papers on Ancient Indian Epigraphy, Early Medieval Social Structures, and Temple Architecture. 2. Swayam Portal Mooc Network: "Early Medieval India" and "Indian Art and Architecture" visual repositories.

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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	3	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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BAHISC202	Major 4	Historical methods and Historiography of Ancient Medieval and Modern India	60	20	20	-	-	4	-	0	4

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COURSE OBJECTIVES:

The student will have ability to:

1. Provide a comprehensive understanding of the meaning, nature, scope, and purpose of history as an academic discipline.
2. Enable critical application of historical research methods, including source collection, external and internal criticism, and data synthesis.
3. Trace the evolution of early subcontinental historical consciousness from Ancient Puranic traditions to Medieval Persian court chronicles.
4. Analyse Colonial, Nationalist, and Marxist historiographical perspectives that shaped modern Indian historical writing.
5. Evaluate subaltern, feminist, and environmental interventions in contemporary Indian historiography.

Course Alignment with UNSDG:

- **SDG 4: Quality Education** – Advances advanced critical thinking, objective source evaluation, and scientific research methodologies across multifaceted textual and data archives.
- **SDG 16: Peace, Justice, and Strong Institutions** – Analyzes historical bias, plural narratives, and power structures embedded within historical records to foster transparent civic accountability and social justice.

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

CO	Course Outcomes
CO1	Define the core concepts, scope, and foundational philosophy of history, distinguishing it from other social sciences.
CO2	Apply practical research steps, including heuristic collection, source verification via external/internal criticism, and ethical documentation.
CO3	Deconstruct ancient Indian historical traditions (<i>Itihasa-Purana</i>) and evaluate the structural shift into medieval Indo-Persian court historiography (<i>Tawarikh</i>).
CO4	Critically examine and compare Imperialist/Colonialist, Nationalist, and Marxist interpretations of the Indian past.
CO5	Analyze modern analytical turns in Indian history, emphasizing Subaltern Studies, Feminist perspectives, and Environmental histories.

Teaching Pedagogy:

T1	Interactive classroom lectures using comparative theoretical matrices and conceptual slide presentations.
T2	Practical research labs assessing source verification (analyzing simulated authentic vs. forged historical transcripts).
T3	Structured classroom debates comparing ideological perspectives (e.g., Nationalist vs. Colonial interpretations of Indian history).

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Experiential Learning

Case Study	Module 2: The Mechanics of Source Criticism. Students are given a translated sample primary extract (such as a travelogue excerpt or a colonial administrative decree) and must construct a technical critique analyzing its authorship, hidden motives, chronological errors, and historical credibility.
Group Discussion	Module 5: Silences in the Archive: A Comparative Assessment of Elite-centric Institutional Histories vs. Subaltern/Feminist Narratives.

Assessment Tools

AT1-1	Historiographical Timeline Mapping (Drafting chronological trajectories of major schools of Indian historical thought).
AT1-2	Analytical Term Papers / Academic Book Review of a foundational historical work.
AT1-3	Mid-Term Examination
AT1-4	Source Critique Practicum (Evaluating primary archival or translated literary texts).
AT1-5	Group Discussion & Peer Presentation Performance Matrix.

Prerequisites: Ancient India I (From Prehistory to Mauryan Age), as it provides the essential chronological, conceptual, and source-methodology foundation and introduces foundational historical terminology, timelines, and basic primary source evaluation.

Module	Descriptors/Topics	Hours	Assessment Tools
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I	Nature and Philosophy of History: Meaning, scope and nature of history; History and social sciences; Objectivity, causation, and historical interpretation.	12	AT1-2, AT1-3
II	Historical Research Methodology: Sources of history; Historical criticism; Research methods, citation practices, and research ethics.	12	AT1-4, AT1-3
III	Ancient and Medieval Historiographical Traditions: Itihasa-Purana tradition; Buddhist and Jain historical traditions; Kalhana and Banabhatta; Indo-Persian historiography and court chronicles.	12	AT1-1, AT1-4
IV	Colonial, Nationalist and Marxist Historiography: Colonial interpretations; Nationalist responses; Marxist approaches to Indian history.	12	AT1-2, AT1-3
V	Contemporary Trends in Indian Historiography: Subaltern Studies; Feminist historiography; Environmental history; Recent approaches and debates.	12	AT1-5, AT1-3

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Additional Resources

1. **Value addition to course content:** Builds core competencies in academic citation standards, handling archival text systems, identifying historical biases, and applying ethical research methodologies.
2. **Remedial Content:** Managed according to institutional SOP protocols via dedicated citation clinics, peer terminology tables, and structured research design workshops for slow and fast learners.

Suggested Readings:

Reference Books	1. Carr, E.H. (1961). <i>What is History?</i>. London: Macmillan. 2. Block, Marc. (1954). <i>The Historian's Craft</i>. Manchester: Manchester University Press. 3. Thapar, Romila. (2013). <i>The Past as Present: Foraging For History</i>. New Delhi: Aleph. 4. Ali, B. Sheik. (1978). <i>History: Its Theory and Method</i>. Madras: Macmillan. 5. Pathak, V.S. (1966). <i>Ancient Historians of India</i>. Bombay: Asia Publishing House. 6. Mukhia, Harbans. (1976). <i>Historians and Historiography During the</i>
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Choice Based Credit System (CBCS) in the light of NEP-2020

BA History

SEMESTER-II (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*				
BAHISC202	Major 4	Historical methods and Historiography of Ancient Medieval and Modern India	60	20	20	-	-	4	-	0	4

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.

	<i>Reign of Akbar. New Delhi: Vikas.</i> 7. Guha, Ranajit. (1982). <i>Subaltern Studies I: Writings on South Asian History and Society</i>. Delhi: Oxford University Press. 8. Sarkar, Sumit. (1997). <i>Writing Social History</i>. Delhi: Oxford University Press. 9. Sangari, Kumkum and Sudesh Vaid. (1989). <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women. 10. Guha, Ramachandra. (2000). <i>Environmental History: An Introduction</i>. New Delhi: Permanent Black.
Suggested e- resources (Websites/e-books)	1. e-PG Pathshala (MHRD/UGC): Specialized modules under Historiography, Historical Methodologies, and Philosophy of History. 2. Swayam Portal Mooc Network: Courses addressing "Research Methodology in History" and "Trends in Historical Writing".

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BAHISC202	Major 4	Historical methods and Historiography of Ancient Medieval and Modern India	60	20	20	-	-	4	-	0	4

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 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	-	2	1	2	-	2	2	3	2	1
CO2	3	2	2	-	3	2	1	2	1	1	3	2	3
CO3	3	3	2	-	2	2	2	-	3	3	3	3	2
CO4	3	3	3	1	2	2	3	1	2	2	3	3	2
CO5	3	3	3	3	2	3	3	2	3	3	3	3	3

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHISC203	Major 5	Warfare and Military Traditions in Indian History	60	20	20	-	-	4	-	0	4

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 comprehensive historical understanding of the evolution of military philosophy, ethics, and early strategic thought in ancient India.
2. Enable critical analysis of structural transitions in army compositions, fort engineering, and weapon technologies from antiquity to the medieval era.
3. Track the revolutionary changes in tactical doctrines introduced by the influx of gunpowder and artillery under the Mughals.
4. Analyze the transformation of indigenous regional military systems, including the naval strategies of the Cholas and Marathas, and the guerrilla tactics of early modern states.
5. Evaluate the westernization of subcontinental military systems under European colonial enterprises and the creation of the modern standing army.

Course Alignment with UNSDG:

- **SDG 4: Quality Education** – Fosters historical methodology and multi-dimensional analysis by tracking structural, technological, and tactical changes across millennia.
- **SDG 16: Peace, Justice, and Strong Institutions** – Evaluates the historical evolution of rules of engagement, laws of ethical warfare (*Dharma Yuddha*), state institutional monopolies over violence, and conflict resolution models.

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

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CO	Course Outcomes
CO1	Conceptualize the philosophy, ethical constraints, and early strategic doctrines outlined in ancient subcontinental literature.
CO2	Critical analyze ancient and medieval military architecture, logistical systems, and the classic <i>Chaturanga</i> (four-fold army) formation.
CO3	Comprehend the gunpowder revolution, the tactical integration of mobile field artillery, and siege warfare modifications in the early modern era.
CO4	Evaluate regional maritime strategies, coastal defense networks, and irregular/guerrilla warfare traditions developed by regional Indian states.
CO5	Examine the structural transition from feudal, caste-entrenched armies to the professional, centralized, and drilled standing regiments of the colonial and post-colonial periods.

Teaching Pedagogy:

T1	Interactive classroom lectures augmented by tactical maps detailing ancient <i>Vyuha</i> configurations and historical troop movements.
T2	Primary source analysis sessions assessing translated passages from Kautilya's <i>Arthashastra</i> , Mughal court accounts (<i>Baburnama</i>), or colonial army dispatches.
T3	Strategic simulations where students analyze past battlefields (e.g., Battle of Hydaspes or Battle of Panipat) to discuss alternative tactical outcomes.

Experiential Learning

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Case Study	Module 4: <i>he Operational Logistics and Engineering of Shivaji's Hill Fort Network. Students analyze the geological selection, structural architecture, rainwater harvesting systems, and overlapping defense parameters of a key fort (such as Raigad or Pratapgad).</i>
Group Discussion	Module 2/3: <i>The Shock Factor vs. Tactical Vulnerability: War Elephants in Ancient India vs. The Mobile Cavalry and Gunpowder Transformations.</i>

Assessment Tools

AT1-1	Battle Map-pointing Quiz (Locating historic battlefields, strategic chokepoints, naval dockyards, and imperial forts across the subcontinent).
AT1-2	Analytical Essays / Term Papers assessing the long-term impact of military administrative systems (e.g., comparing the Mansabdari and Iqta systems).
AT1-3	Mid-Term Examination
AT1-4	Primary Strategic Source Analysis Report (Deconstructing an operational directive, code of war, or technical text on historical weapons).
AT1-5	Group Discussion and Tactical Presentation Evaluation.

Prerequisites: Ancient India I (From Prehistory to Mauryan Age), which establishes the essential foundational timeline of subcontinental dynasties and administrative systems.

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Project/Participation in Class, given that no component shall exceed more than 10 marks.

Module	Descriptors/Topics	Hours	Assessment Tools
I	Military Thought and Strategic Traditions in India: Concepts of warfare in ancient India; Dharma Yuddha and Kuta Yuddha; Kautilya's Arthashastra, espionage, diplomacy, and military strategy.	12	AT1-2, AT1-3
II	Military Organization and Warfare in Ancient and Medieval India: Chaturanga army, military administration, cavalry, elephants, recruitment systems, logistics, and fortifications.	12	AT1-1, AT1-4
III	Gunpowder Technology and Imperial Warfare: Introduction of firearms and artillery; military innovations under the Delhi Sultanate and Mughals; Mansabdari system and siege warfare.	12	AT1-3, AT1-4
IV	Naval Power and Regional Military Traditions: Chola naval expeditions, Maratha warfare, guerrilla tactics, fort networks, and Sikh military organization.	12	AT1-1, AT1-5
V	Colonial Military Transformations and the Modern Army: European military techniques, East India Company army, military reforms after 1857, and emergence of the modern Indian army.	12	AT1-2, AT1-3

Additional Resources

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1. **Value addition to course content:** Builds analytical skills focused on regional geography, geopolitics, institutional frameworks of administration, technological disruptions, and historical crisis management.
2. **Remedial Content:** Organized in strict compliance with university SOP guidelines using visual armor/weapon catalogs, simplified timeline matrices, and comparative battlefield breakdown charts.

Suggested Readings:

Reference Books	1. Roy, Kaushik. (2011). <i>Warfare in Pre-British India - 1500 BCE to 1740 CE</i>. London and New York: Routledge. 2. Roy, Kaushik. (2015). <i>Warfare in India: Prehistory to the Present</i>. New Delhi: Oxford University Press. 3. Sarkar, Jagadish Narayan. (1984). <i>The Art of War in Medieval India</i>. New Delhi: Munshiram Manoharlal Publications. 4. Alavi, Seema. (1995). <i>The Sepoys and the Company: Tradition and Transition in Early Colonial India 1770-1830</i>. Delhi: Oxford University Press. 5. Gordon, Stewart. (1993). <i>The Marathas 1600-1818</i> (The New Cambridge History of India). Cambridge: Cambridge University Press. 6. Majumdar, B.K. (1960). <i>The Military System in Ancient India</i>.
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	Calcutta: Firma K.L. Mukhopadhyay. 7. Duff, James Grant. (1921). <i>A History of the Mahrattas</i>. London: Oxford University Press. 8. Sandhu, Gurcharn Singh. (1987). <i>A Military History of Ancient India</i>. New Delhi: Vision Books.
Suggested e- resources (Websites/e-books)	1. e-PG Pathshala (MHRD/UGC): Specialized modules covering Kautilyan statecraft, administration under the Mughals, and Maratha state structure. 2. National Digital Library of India (NDLI): Accessible archival manuals on early modern military regulations and translated strategic chronicles.

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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	3	2	-	2	3	2	-	2	3	3	2	2
CO2	3	2	2	2	2	1	1	2	2	2	3	2	1
CO3	3	3	2	1	3	-	2	1	2	1	3	3	2
CO4	3	3	3	2	2	2	3	2	2	3	3	3	2
CO5	3	3	2	2	2	2	3	2	2	2	3	3	3

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BAHISM201	Minor*	History of India II: From c. 4th Century BCE to 750 CE	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. Understand the administrative structures of the Mauryas and major post-Mauryan dynasties.
2. Analyse the trends of early Indian trade, urban growth, and societal stratification.
3. Evaluate the political organization of the Guptas and the historiographical debates surrounding it.
4. Examine the rural transformations, agrarian change, and land grant systems up to 750 CE.
5. Appreciate the evolution of artistic styles, philosophies, and theistic traditions in early India.

Course Alignment with UNSDG:

- **SDG 4:** Quality Education: Cultivates deep historical evaluation by examining institutional governance frameworks, major philosophical systems, and diverse cultural milestones.
- **SDG 11:** Sustainable Cities and Communities: Evaluates changing urban dynamics, historical shifts in long-distance maritime networks, and the preservation of early architectural monuments.
- **SDG 16:** Peace, Justice, and Strong Institutions: Analyzes the evolution of statecraft through Ashoka's *Dhamma*, early decentralization trends, and regional legal structures.

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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	Critically appraise the political evolution of the Maurya, Post-Maurya, and early South Indian states.
CO2	Describe the mechanisms of early historic agrarian production, trade networks, and social structures.
CO3	Analyze Gupta Statecraft and evaluate the historical interpretations of the "Golden Age" debate.
CO4	Evaluate the long-term impact of land grants, rural shifts, and changing urban patterns up to 750 CE.
CO5	Synthesize the architectural styles, religious evolutions, and philosophical systems of ancient India.

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 – Historiographical Interpretations of the Gupta Administrative Model.
Group Discussion	Module 5 – Architecture and Patronage Evolution from Stupas to Temples.

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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 understanding of Ancient Indian History till c. 4th BCE.

Module	Descriptors/Topics	Hours	Assessment Tools
I	Rise of Empires and Regional Polities (c. 4th BCE – 300 CE) Mauryan Empire: Rise, administration, and Ashoka's Dhamma. Post-Mauryan states: Kushan Empire, Satavahana Dynasty. Early South India: Introduction to Tamilakam.	6	AT1-1, AT1-2
II	Economy and Society (c. 4th BCE – 300 CE) Agrarian expansion and production relations. Development of urbanization and regional/overseas trade networks. Social stratification: Varna, Jati, and evolution of gender roles.	6	AT1-2, AT1-3

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Module	Descriptors/Topics	Hours	Assessment Tools
III	The Gupta Age and Its Polity (c. 4th – 6th Century CE) Gupta Empire: Rise and expansion. Nature of administration, governance, and polity. Concept of “Golden Age” – debate, critique, and modern interpretations.	6	AT1-3, AT1-4
IV	Economy and Society (c. 300 – 750 CE) Agrarian developments and the emergence of land grants. Peasantry and shifting rural structures. Urban decline vs. urban change; evolving trade patterns. Trends in social change.	6	AT1-1, AT1-2, AT1-4
V	Religion, Art, and Cultural Developments (c. 4th BCE – 750 CE) Theistic traditions: Growth of Vaishnavism and Shaivism. Buddhism and Jainism. Foundational schools of Indian Philosophy. Art and architecture: Evolution of stupas, rock-cut caves, and structural temples. Patronage dynamics and cultural expressions.	6	AT1-2, AT1-5

Additional Resources

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

- Analytical thinking regarding early state systems.
- Critical evaluations of Indian structural history, trade records, and epigraphy

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

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

BA History

SEMESTER-II (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*				
BAHISM201	Minor*	History of India II: From c. 4th Century BCE to 750 CE	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.

Suggested Readings:

Reference Books	Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Longman. Thapar, Romila. (2002). Early India: From the Origins to AD 1300. New Delhi: Penguin Books. Sharma, R. S. (2005). India's Ancient Past. New Delhi: Oxford University Press. Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology. New Delhi: Oxford University Press.
Suggested e- resources (Websites/e-books)	e-PG Pathshala (MHRD / UGC): Indian Culture and History modules. Swayam Portal: Ancient Indian History courses by central universities.

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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	3	2	1	2	2	1	2	1	3	3	3	2
CO2	3	2	2	2	3	1	2	2	2	2	3	2	3
CO3	3	3	1	-	2	2	-	3	1	3	3	3	2
CO4	3	3	2	1	3	1	2	2	2	2	3	2	3
CO5	3	2	3	2	2	3	1	1	1	3	3	3	3

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