



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. History

Semester VII (Batch 2022-26)

Semester VII (Batch 2022-26)											
COURSE CODE	CATEG ORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN HIS701	Major	Historical Geography of Ancient India	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial; Teachers Guided Student Learning Activities

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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 Educational Objectives (CEOs):

- CEO1** To analyze the role of geography in shaping ancient Indian civilizations, cultures, and traditions.
- CEO2** To understand the interrelation between physical geography and historical developments from prehistoric to early historical periods.
- CEO3** To study the territorial divisions, settlements, trade routes, and their impact on political and economic history.
- CEO4** To develop students' ability to interpret ancient maps, inscriptions, and literary sources to reconstruct historical geography.


Course Outcomes (COs):


- CO1:** Explain the influence of geographical features such as rivers, mountains, and climate on ancient Indian civilizations.
- CO2:** Critically analyze how geographical factors contributed to the formation of early settlements, Janapadas, Mahajanapadas, and political centers.
- CO3:** Evaluate the role of trade routes in connecting different regions and influencing cultural and economic exchanges in ancient India.
- CO4:** Apply knowledge of historical geography to interpret maps, inscriptions, and literary sources for reconstructing India's past territorial boundaries.


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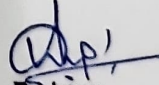
Unit I: Environment and Human Settlement in Prehistoric India

Prehistoric landscape and early human adaptation, Climatic changes and human migration, Role of rivers in early settlements, Natural environment and resource use in early societies, Forest zones and tribal habitats


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Unit II: Strategic Landscapes and Political Geography of Ancient India

Geopolitical significance of the Himalayas and Northern plains, Strategic importance of passes and plateaus, Rajagriha and Pataliputra as geographically significant capitals, Ganga and Yamuna River valleys in political unification, Ashwamedha Yajna and territorial expansion.

Unit III: Geographical References in Vedic and Epic Literature

Cultural geography in the Ramayana and Mahabharata, Regional identity and sacred spaces in Puranic literature, Administrative geography in Panini's Astadhyayi and Mahabhashya, Identification of historical regions like Madhyadesha and Aryavarta.

Unit IV: Geography in Trade and Political Expansion

Eastern and western coastal ports in the Periplus and Ptolemaic records, Strategic port cities and inland trade routes, Nashik cave inscriptions and Satavahana territorial reach, Junagadh inscription and Saka control in western India, Geopolitical mapping in the Allahabad pillar inscription of Samudragupta.

Unit V: Regional Geography and Historical Development

Naming and identity of India—Jambudvipa, Bharatavarsha, etc., Geographical spread of key dynasties (Maurya, Gupta, Satavahana), Environmental impact on cultural zones (North, Central, Deccan, South), Tribal zones and their socio-political relevance, Role of geography in shaping political boundaries and regional identities.

Suggested Readings:

1. **V. S. Agrawala** – *India as Known to Pāṇini*. Lucknow: University of Lucknow, 1953.
2. **S. M. Ali** – *The Geography of the Purāṇas*. New Delhi: People's Publishing House, 1966.
3. **Alexander Cunningham** – *The Ancient Geography of India*. Cambridge: Cambridge University Press, 2013 (Originally published 1871).
4. **B. C. Law** – *Historical Geography of Ancient India*. New Delhi: Ess Ess Publications, 1954.
5. **J. W. McCrindle** – *Ancient India as Described by Ptolemy*. Calcutta: Thacker, Spink & Co., 1885.

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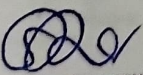
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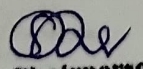
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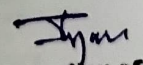
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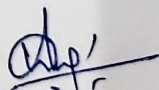
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6. H. W. Schoff – *The Periplus of the Erythraean Sea*. New Delhi: Aditya Prakashan, 2018.
7. Nundo Lal Dey – *The Geographical Dictionary of Ancient and Mediaeval India*. London: Luzac & Co., 1927.
8. S. K. Jaiswal – *Prācīna Bhārata kā Aitihāsika Bhūgola* (in Hindi). Lucknow: Vishwavidyalaya Prakashan, 2009.
9. Parameshvari Lal Gupta – *Prācīna Bhārata ke Pramukha Abhilekha* (in Hindi). Varanasi: Vishwavidyalaya Prakashan, 1988.
10. D. C. Sircar – *Studies in Ancient and Medieval Geography of India*. New Delhi: Motilal Banarsidass, 1990.
11. Carla M. Sinopoli – *The Political Landscape of the Deccan (2nd century BCE–13th century CE)*. Delhi: Oxford University Press, 2001.
12. B. D. Chattopadhyaya – *The Making of Early Medieval India*. New Delhi: Oxford University Press, 1994.
13. Romila Thapar – *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press, 2000.


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BAHN HIS702	Major	Making of Contemporary India (1919 -1964)	60	20	20	0	0	3	0	0	3

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Course Educational Objectives (CEOs):

- CEO1: Analyse ideological trends shaping India's freedom struggle and post-independence policies.
- CEO2: Examine Gandhian, revolutionary, socialist, communist, and communal ideologies in India's evolution.
- CEO3: Study constitutional and institutional developments in independent India.
- CEO4: Evaluate the impact of partition, migration, and princely state integration on nation-building.
- CEO5: Explore socio-political and economic transformations, including Nehruvian socialism and global influences.

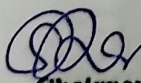
Course Outcomes (COs):

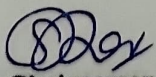
- CO1: The student will be able to: Explain ideological trends in nationalism and their role in independence.
- CO2: Analyse constitutional and political developments in India's governance.
- CO3: Assess socio-economic changes, including agrarian policies and industrialization.
- CO4: Examine caste, religion, language, and regional politics in democracy.
- CO5: Evaluate India's foreign policy, non-alignment, and Cold War positioning.

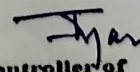
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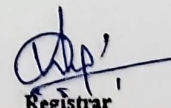
Unit I: Nationalism and Ideological Trends (1919-1947)

Gandhian Ideology and Gandhi's rise in Indian politics, Rowlatt Satyagraha and the Non-Cooperation Movement (phases & impact), Civil Disobedience and Quit India Movement, revolutionary, socialist, communist, and communal ideologies in the freedom struggle, role of Congress and princely states in nationalism.


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Unit II: Constitutional Developments and Partition

Reforms of 1909, 1919, and Government of India Act 1935, Cripps Mission and Cabinet Mission, Two-Nation Theory and the idea of Pakistan, countdown to Partition and the final cut, Partition, migration, and rehabilitation policies.

Unit III: Nation-Building and Governance

Integration of princely states and political consolidation, making of the Constitution – key features and challenges, role of Nehruvian ideology in governance and development, electoral politics and evolution of the party system, sociological perspectives – caste, religion, region, and language in nation-building.

Unit IV: Economic and Social Transformations

Agrarian reforms, land, labour, and industrial policies, Russian influence on India's Five-Year Plans and economic planning, the women's question – social movements and legislations, communal and caste-based politics in post-independence India, educational and institutional developments.

Unit V: Foreign Policy and Cultural Trends

Situating India in the world – Cold War and global positioning, India and the Non-Aligned Movement – ideology and impact, cultural developments – literature, media, art, and institutions, role of communism, socialism, and capitalism in shaping policy, Nehru's vision and challenges to Indian democracy.

Suggested Reading

1. Sarkar, Sumit – *Modern Times: India 1880s–1950s*. New Delhi: Permanent Black, 2000.
2. Chandra, Bipan, Mukherjee, Mridula, and Mukherjee, Aditya – *India Since Independence*. New Delhi: Penguin Books, 2008.
3. Guha, Ramachandra – *India After Gandhi: The History of the World's Largest Democracy*. New Delhi: HarperCollins, 2007.
4. Banerjee-Dube, Ishita – *A History of Modern India*. Cambridge: Cambridge University Press, 2015.

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5. Sarkar, Sumit and Sarkar, Tanika – *Women and Social Reform in Modern India: A Reader*. Ranikhet: Permanent Black, 2007.
6. Nehru, Jawaharlal – *The Discovery of India*. New Delhi: Penguin Books, 2004 (originally published 1946).
7. Bose, Subhas Chandra – *The Indian Struggle (1920–1942)*. Hyderabad: Orient Longman, 1997.
8. Chandra, Bipan, Mukherjee, Mridula, Mukherjee, Aditya, Panikkar, K. N., and Mahajan, Sucheta – *India's Struggle for Independence: 1857–1947*. New Delhi: Penguin Books, 1989.
9. Guha, Ramachandra – *Gandhi: The Years That Changed the World (1914–1948)*. New Delhi: Penguin Allen Lane, 2018.
10. Chandra, Bipan – *Nationalism and Colonialism in Modern India*. New Delhi: Orient Longman, 1979.
11. Bandyopadhyay, Sekhar – *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient BlackSwan, 2014.
12. Akbar, M. J. – *Nehru: The Making of India*. New Delhi: Viking Penguin, 1988. (Also known as *The Nehruvian Era*)

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BAHN HIS703 1	DSE	Women in Medieval and Modern Indian History	60	20	20	0	0	4	0	0	4

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Course Educational Objectives (CEOs):

CEO1: Provide an in-depth understanding of women's roles and status in medieval and modern Indian history.

CEO2: Examine socio-political, economic, and cultural influences on women across historical periods.

CEO3: Analyze the impact of religious, legal, and social structures on women's lives.

CEO4: Explore women's participation in reform movements and nation-building.

CEO5: Develop critical engagement with historical sources and feminist perspectives.

Course Outcomes (COs):

CO1: Explain the changing status and roles of women in medieval and modern India.

CO2: Analyze women's socio-economic and political contributions in historical contexts.

CO3: Evaluate women's roles in reform movements and nationalist struggles.

CO4: Examine historical sources and scholarly debates on women's history.

CO5: Develop a critical perspective on gender history and its contemporary relevance.

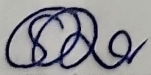
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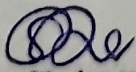
Unit I: Power, Piety, and Women's Voice in Medieval India

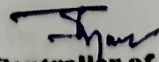
Raziyya Sultan and Female Political Authority, Chand Bibi and Military Resistance, Nur Jahan and Mughal Court Politics, Jahanara Begum and Sufi Patronage, Meerabai and Bhakti Movement, Lal Ded and Mystical Poetry, Women and Spiritual Autonomy in Medieval India

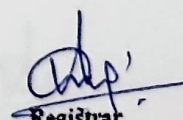
Unit II: Warrior Queens and Women in Southern and Deccan Societies

Rani Durgavati and Anti-Mughal Resistance, Rani Abbakka and Portuguese Opposition, Tarabai and Maratha Administration, Chand Sultana and Deccan Diplomacy, Mah Laqa Bai and Cultural Patronage, Women in Rajput Traditions and Jauhar, Status of Women in Vijayanagara and Maratha Empires


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Unit III: Reform, Resistance, and Rebirth in Colonial India

Savitribai Phule and Women's Education, Jyotirao Phule and Anti-Caste Reform, Sarojini Naidu and Indian Nationalism, Kasturba Gandhi and Gandhian Movements, Aruna Asaf Ali and Civil Disobedience, Bhikaiji Cama and Indian Revolutionary Thought, Kalpana Dutta and Revolutionary Nationalism, Pritilata Waddadar and Armed Resistance

Unit IV: Leadership and Legal Voices in Post-Independence India


Indira Gandhi and Women in Politics, Pratibha Patil and Constitutional Leadership, Droupadi Murmu and Tribal Representation, Kiran Bedi and Police Reform, Medha Patkar and Grassroots Movements, Women's Legal Rights and Reform Acts, Feminist Activism and Contemporary Challenges


Unit V: Feminist Thought, Historiography, and Intersectionality

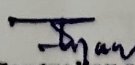
Pandita Ramabai and Early Indian Feminism, Savitribai Phule and Caste-Gender Intersection, Uma Chakravarti and Feminist Historiography, Urvashi Butalia and Women's Narratives, Kamla Bhasin and Feminist Theory, Gender and Literature in Women's Autobiographies, Intersectionality in Caste, Class, and Religion

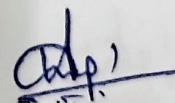
Suggested Readings:

1. **Anant Sadashiv Altekar** (1956). *The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day*. Motilal Banarsidass.
2. **Uma Chakravarti** (2014). *Rewriting History: The Life and Times of Pandita Ramabai*. Zubaan.
3. **Partha Chatterjee** (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
4. **Neera Desai** (1977). *Women in Modern India*. Asia Book Corporation of America.
5. **Geraldine Forbes** (1999). *Women in Modern India*. Cambridge University Press.
6. **Devaki Jain** (2005). *Women, Development, and the UN: A Sixty-Year Quest for Equality and Justice*. Indiana University Press.


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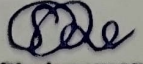
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BAHN HIS703 1	DSE	Women in Medieval and Modern Indian History	60	20	20	0	0	4	0	0	4

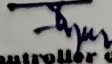
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

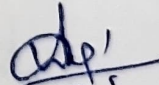
*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

7. **Suvira Jaiswal** (2000). *The Making of Brahmanic Hegemony: Studies in Caste, Gender and Vaishnava Theology*. Tulika Books.
8. **Ramesh Chandra Majumdar** (1963). *The History and Culture of the Indian People: British Paramountcy and Indian Renaissance*. Bharatiya Vidya Bhavan.
9. **Bharati Ray** (2002). *Early Feminists of Colonial India: Sarala Devi Chaudhurani and Rokeya Sakhawat Hossain*. Oxford University Press.
10. **Kumkum Roy** (1999). *Women in Early Indian Societies*. Manohar Publishers.
11. **Kumkum Sangari and Sudesh Vaid** (1990). *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press.
12. **Arvind Sharma** (2002). *Women in Indian Religions*. Oxford University Press.
13. **Susie Tharu and K. Lalita** (1991). *Women Writing in India: 600 B.C. to the Present*. The Feminist Press at CUNY.


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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. History

Semester VII (Batch 2022-26)

Semester VII (Batch 2022-26)											
COURSE CODE	CATEG ORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN HIS703 2	DSE	Religious Systems of Ancient India	60	20	20	0	0	4	0	0	4
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit											

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 Educational Objectives (CEOs):

- CEO1: Explore the origins and evolution of religious traditions in ancient India.
- CEO2: Analyse key doctrines, sects, and philosophical developments.
- CEO3: Understand the social and cultural impact of religious systems.
- CEO4: Examine religious influences on art, literature, and politics.
- CEO5: Develop critical perspectives using historical and archaeological sources.

Course Outcomes (CO): Students will be able to:

- CO1: Demonstrate knowledge of ancient Indian religious traditions.
- CO2: Analyse sectarian developments and philosophical ideas.
- CO3: Evaluate the role of religion in shaping ancient Indian society.
- CO4: Interpret historical texts and archaeological findings critically.
- CO5: Apply scholarly perspectives to understand religious evolution.

Course Content

Unit I: Early Religious Traditions


Harappan religious beliefs, Harappan ritual practices, early Vedic religious concepts, later Vedic sacrificial system, Upanishadic thought, teachings of Mahavira, Jainism—Digambara and Svetambara sects

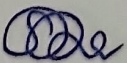
Unit II: Buddhism and Heterodox Traditions

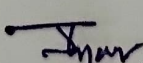
Life of Gautama Buddha, Four Noble Truths and Eightfold Path, Hinayana sect, Mahayana sect, Ajivika doctrine, social role of Buddhism, ethical impact of Jainism

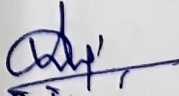
Unit III: Theistic Traditions – Vaishnavism and Shaivism

Origin of Vaishnavism, avatars of Vishnu, Vaishnava texts and worship, Shaivism and its development, Shaiva philosophical schools, iconography in theistic traditions, impact on temple architecture


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Semester VII (Batch 2022-26)

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN HIS703 2	DSE	Religious Systems of Ancient India	60	20	20	0	0	4	0	0	4

Legend: L Lectures; T Tutorials; Pr Practical; Ex Experiments; As Assessment

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.

Unit IV: Goddess Worship and Other Traditions

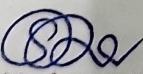
Shakta tradition and Devi cults, forms of Durga and Kali, Ganapati worship and symbolism, rise of Sun worship, folk religious practices, integration of tribal deities, role of rituals in local traditions

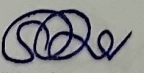
Unit V: Religious Syncretism and Legacy

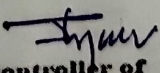
Interaction of religious traditions, fusion of beliefs and practices, influence on Indian art, influence on classical literature, role in ancient governance, continuity into medieval traditions, transformation into Bhakti and Tantric movements

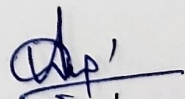
Suggested Reading

1. Agrawala, V. S. (1970). *Ancient Indian Folk Cults*. Varanasi: Prithvi Prakashan.
2. Banerjee, J. N. (1968). *Religion in Art and Archaeology*. Lucknow: University of Lucknow.
3. Bhattacharji, Sukumari. (1970). *The Indian Theogony: A Comparative Study of Indian Mythology from the Vedas to the Puranas*. Cambridge: Cambridge University Press.
4. Bhandarkar, R. G. (1928). *Vaishnavism, Shaivism and Some Minor Religious Systems*. Poona: Oriental Book Agency.
5. Chakravarti, Mahadev. (1994). *The Concept of Rudra-Siva through the Ages*. New Delhi: Munshiram Manoharlal.
6. Coomaraswamy, A. K. (2003). *Buddha and the Gospel of Buddhism*. New Delhi: Munshiram Manoharlal Publishers.
7. Foucher, Alfred. (2003). *The Life of the Buddha: According to the Ancient Texts and Monuments of India*. New Delhi: Asian Educational Services.
8. Gonda, Jan. (1993). *Aspects of Early Viṣṇuism*. Delhi: Motilal Banarsidass.
9. Goyal, S. R. (1984). *A Religious History of Ancient India, Vol. I & II*. Meerut: Kusumanjali Prakashan.
10. Hopkins, E. W. (1902). *The Religions of India*. London: Marshall Jones Company.
11. Srivastava, Prashant. (2019). *Religious Systems in Ancient India*. Delhi: Bharti Publications.
12. Warder, A. K. (2004). *Indian Buddhism*. Delhi: Motilal Banarsidass.


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B.A. History

Semester VII (Batch 2022-26)

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN HIS703 3	DSE	Ancient World Civilizations	60	20	20	0	0	4	0	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 Educational Objectives (CEOs):

CEO1: Develop a critical understanding of the socio-economic, religious, and cultural life of ancient world civilizations.

CEO2: Analyze the evolution of trade, art, and architecture in shaping early societies.

CEO3: Examine religious beliefs, philosophical teachings, and their societal impact.

CEO4: Evaluate political and economic structures across different ancient civilizations.

CEO5: Assess the influence of ancient legal systems and their legacy in later traditions.

Course Outcomes (CO):

CO1: Demonstrate knowledge of major ancient world civilizations and their cultural aspects.

CO2: Analyze religious beliefs, philosophical traditions, and their historical significance.

CO3: Compare political, social, and economic systems across civilizations.

CO4: Interpret the role of trade, art, and architecture in ancient societies.

CO5: Apply historical perspectives to assess the relevance of ancient civilizations today.

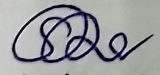
Course Content


Unit I: Sumer and Babylonia

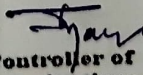
Origin of Sumerian civilization, Sumerian socio-economic life, Sumerian religion and mythology, Sumerian art and architecture, Rise of Babylonia, Law Code of Hammurabi, Babylonian religion and economy.

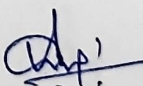
Unit II: Assyria and Persia

Assyrian state and military system, Assyrian socio-economic life, Assyrian art and sculpture, Rise of Persian Empire, Zoroastrianism and its teachings, Persian socio-political structure, Persian artistic legacy.


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B.A. History
Semester VII (Batch 2022-26)

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN HIS703 3	DSE	Ancient World Civilizations	60	20	20	0	0	4	0	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.

Unit III: Ancient Egypt

Old, Middle, and New Kingdoms of Egypt, Egyptian socio-economic life, Role of Pharaohs and divine kingship, Reforms of Ikhnaton, Egyptian mythology and religion, Pyramids and temple architecture, Funerary customs and afterlife beliefs

Unit IV: Ancient China and Greece


Teachings of Confucius and Lao-tse, Role of Buddhism in China, Chinese socio-economic system, Greek mythology and religion, Age of Pericles, Greek art and architecture, Greek democracy and governance

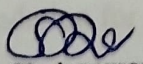
Unit V: Comparative Study of Civilizations

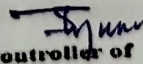
Comparison of socio-economic structures, Religious philosophies across civilizations, Legal traditions and codes, Role of kingship and governance, Trade and urbanization patterns, Artistic and architectural exchanges, Legacy on world history

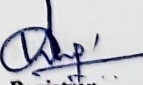
Suggested Readings

1. Burns, E.M., P.L. Ralph, R.E. Lerner, and S. Meacham (1991). *World Civilizations, Vol. A*. Delhi: W.W. Norton & Company (Indian Edition).
2. Durant, Will (2011). *The Story of Civilization, Part I*. New Delhi: Cosmo Publications.
3. Burns, Turner (1958). *Ancient World*. New York: Alfred A. Knopf.
4. गोयल, एस०आर० (2002). *विश्व की प्राचीन सभ्यताएँ*. वाराणसी: चौखम्बा विद्याभवन.
5. Bury, J.B. (1977). *History of Greece*. London: Macmillan (Now Palgrave Macmillan).
6. Childe, V.G. (1964). *What Happened in History*. Harmondsworth: Penguin Books.
7. Field, G.L. (1966). *The Growth of Civilization*. New York: Macmillan.
8. Frankfort, H. (1968). *The Birth of Civilization in the Near East*. London: Williams & Norgate.
9. Hayes, W.C. (1965). *Most Ancient Egypt*. Chicago: University of Chicago Press.
10. Murray, M.A. (1949). *Splendour: That Was Egypt*. London: Sidgwick & Jackson.
11. Olmstead, A.T. (2009). *History of the Persian Empire*. Chicago: University of Chicago Press (Reprint Edition).
12. Swain, J.W. (1950). *The Ancient World, Vol. I*. New York: Harper & Brothers.


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B.A. Honors History
Semester VII (2022- 2026)

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.
Teacher Assessment shall be based on following components: Quiz/Assignment/
Project/Participation in Class, given that no component shall exceed more than 10 marks.


Course Educational Objectives:

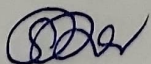
- CEO1: Equip students with the ability to conduct systematic research using qualitative and quantitative methodologies.
- CEO2: Foster problem-solving skills through extensive literature review.
- CEO3: Encourage integration of knowledge across various domains to develop research synopsis.
- CEO4: Apply theoretical concepts to real-world problems through behavioral research
- CEO5: To prepare a research synopsis.

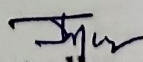
Course Outcome:

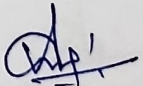
Students will able to

- CO1: Categories among various types of literature reviews (narrative, systematic, meta-analysis, etc.).
- CO2: Develop teamwork, leadership, and collaborative research skills for effective research proposal.
- CO3: Instill a sense of research ethics, plagiarism awareness, and responsibility towards societal development.
- CO4: Comprehend, evaluate and compare different studies to identify gaps and trends in research.
- CO5: Summarize and synthesize key findings while maintaining academic integrity.
- CO6: Build a strong foundation for pursuing higher education in research studies.


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B.A. Honors History
Semester VII (2022- 2026)

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.
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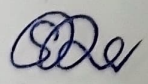
As part of the partial fulfilment of the Honors/Research Degree, students are required to submit Dissertation I, which consists of two key components:

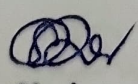
1. Extensive Literature Review
2. Preparation of a Research Proposal (Synopsis)

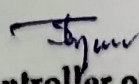
The feasibility and suitability of Dissertation I will be determined based on the identification of research gaps in the literature review. The research proposal/synopsis must be developed under the guidance of an assigned supervisor and must adhere to ethical research standards. Each student must submit three hard-bound copies of their research proposal upon completion.

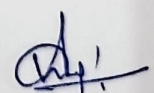
Key Guidelines:

1. **Assignment of Supervisor:** Each student will be assigned to a faculty supervisor who will guide them throughout the research process.
2. **Regular Tutorials & Consultation:** Students must attend regular tutorial sessions with their supervisors to refine their research direction.
3. **Synopsis Submission:** Each student must submit a research synopsis outlining their proposed project for Dissertation II (VIII Semester).


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B.A. Honors History
Semester VII (2022- 2026)

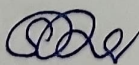
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BAHNHIS707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

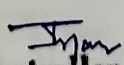
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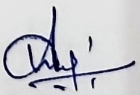
Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

4. Internal Panel Presentation: Students must present their literature review findings before an internal review panel.
5. Credit Allocation: The literature review presentation will carry three (3) credits as part of Dissertation I.
6. Dissertation I Evaluation: Total Marks: 100 where, Internal Evaluation: 40 Marks and External Evaluation: 60 Marks.
7. Joint Evaluation: Both internal and external examiners will assess and assign marks for the dissertation.
8. Synopsis Approval: Successful completion of the literature review is a prerequisite for synopsis submission.
9. Mandatory Ethical Review: Each research proposal must include a section on ethical considerations related to the topic, incorporating Institutional Review Board (IRB) perspectives.
10. Local IRB Review: A separate local IRB will review research proposals to ensure compliance with ethical research practices, which will be appointed by the director of the Institute.


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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

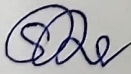
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

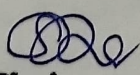
Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

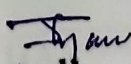
11. Ethical Implementation: Students must integrate ethical principles in study design, data collection, and participant protection.
12. University-Mandated Plagiarism Check: A plagiarism check is compulsory, and the research synopsis will not be accepted without it.
13. Permissible Plagiarism Limit: The maximum allowable plagiarism percentage should be below 10 percent.

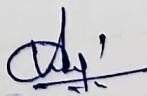
Suggested Readings:

1. Sieger E Joan(1982), *The Ethics of Social Research: Fieldwork, Regulation, and Publication*, Springer, Delhi Book Store.
2. https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf, Accessed on April 1, 2025, at 4:25 PM


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