



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Shri Vaishnav Institute of Information Technology

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

MA History

SEMESTER-I (2026-2028)

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*					
MAHISC101	Major	Ancient Indian Civilisation: From Prehistory to c. 300 C.E.	60	20	20	-	-	4	1	0	5	

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:

1. Provide an advanced academic understanding of subcontinental prehistoric transitions from foraging communities to urban frameworks.
2. Examine the philosophical and structural evolution of early Indian religious systems, tracking the development of Vedic rituals, heterodox movements, and early Puranic traditions.
3. Critically evaluate the interplay between environment, technology, and material culture in shaping early Indian civilisations.
4. Analyse structural shifts in socio-political organization, tracking the evolution from tribal lineage systems to early states and empires.
5. Train students in cross-examining multi-lingual textual sources alongside archaeological, epigraphic, and numismatic data corpuses.

Course Alignment with UNSDG:

- **SDG 4: Quality Education** – Drives high-level critical thinking, academic research literacy, and objective data-synthesis methods through complex historical textual deconstruction.
- **SDG 11: Sustainable Cities and Communities** – Evaluates the advanced urban landscape architecture, sanitation systems, and hydraulic engineering models of the Indus Valley Civilisation for sustainable contemporary layout insights.
- **SDG 16: Peace, Justice, and Strong Institutions** – Investigates the historical development of institutional governance, early legal frameworks, and democratic assemblies (Sabha/Samiti/Gana-Sanghas) in ancient India.

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

CO	Course Outcomes
CO1	Critique the major historiographical paradigms and scientific methodologies used to reconstruct prehistoric and early historic India.
CO2	Compare the technological milestones, economic trajectories, and decline models of the Paleolithic, Neolithic, Chalcolithic, and Harappan cultures.
CO3	Deconstruct the socio-political, economic, and religious transformations of the Vedic and Later Vedic periods using primary literary corpuses.
CO4	Analyze the dynamics of the second urbanization, the rise of the Mahajanapadas, and the philosophical foundations of heterodox traditions.
CO5	Evaluate the administrative machinery, economic policies, and geopolitical reach of the Mauryan Empire and post-Mauryan regional states.

Teaching Pedagogy:

T1	Interactive classroom lectures, conceptual blackboard timeline mapping, and comparative sessions bridging archaeological material culture with ancient textual sources.
T2	Epigraphic script transcription exercises, primary text deconstruction assignments, and peer reviews of digital archaeological artifact scans.

R. Sharma

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N. Anand

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 MA History
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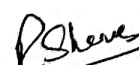
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Experiential Learning

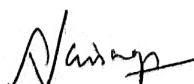
Case Study	Module 2/4: e.g., Analyzing the municipal engineering and drainage efficiency of Harappan cities, or evaluating the socio-economic impact of the second urbanization in the Ganga Valley.
Group Discussion	Module 3/5: Mapping the spatial distribution of Ashokan rock edicts to reconstruct ancient trade routes, or conducting a textual deconstruction project on resource management in Kautilya's <i>Arthashastra</i> .

Assessment Tools

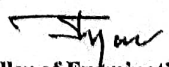
Code	Assessment Tool
AT1-1	Historiographical Essay Critique
AT1-2	Descriptive Assignments / Analytical Term Papers.
AT1-3	Mid-Term Examination
AT1-4	Primary Source Archaeological & Epigraphic Analysis Report
AT1-5	Group Discussion Presentation Performance Matrix.


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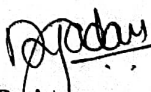
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Module	Descriptors/Topics	Hours	Assessment Tools
I	Sources and Prehistoric Cultures: Sources of Ancient Indian History; Historiographical Trends; Paleolithic and Mesolithic Cultures.	12	AT1-1, AT1-3
II	Neolithic, Chalcolithic and Harappan Civilization: Emergence of Food Production; Regional Chalcolithic Cultures; Indus Valley Civilisation.	12	AT1-4, AT1-3
III	Vedic Society and Culture: Early and Later Vedic Society; Political Institutions; Social and Religious Developments.	12	AT1-2
IV	Second Urbanization and Heterodox Traditions: Mahajanapadas; Rise of Magadha; Buddhism and Jainism.	12	AT1-5
V	Mauryan and Post-Mauryan India: Mauryan Empire and Administration; Ashoka and Dhamma; Post-Mauryan Political Developments.	12	AT1-4, AT1-3

Additional Resources

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

- Integration of Indian Knowledge System (IKS) perspectives on cosmic order (*Rta*), ecological balance in Vedic hymns, and ancient conservation ethics.
- Introduction to reading, interpreting, and digitizing archaeological site reports from the Archaeological Survey of India (ASI) and handling open-source satellite imagery for landscape archaeology.

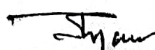
B. Remedial classes for slow learners:


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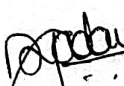
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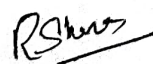
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- Remedial support will be provided through simplified bilingual chronological timelines, structural concept maps, and re-teaching complex historiographical debates to enhance baseline conceptual clarity.
- Guided structural answer-writing practice, step-by-step thesis building, and short historical source-identification exercises will be used to improve academic expression and data retention.
- Interactive small-group mapping sessions, physical artifact replication reviews, and targeted oral questioning will be conducted to reinforce historical understanding and encourage active participation.

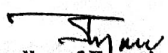
Suggested Readings:

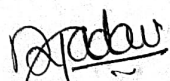
Reference Books	
	1. Chakrabarti, Dilip K. (2006). <i>The Oxford Companion to Indian Archaeology</i> . New Delhi: Oxford University Press.
	2. Singh, Upinder. (2008). <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> . New Delhi: Pearson Longman.
	3. Thapar, Romila. (2002). <i>Early India: From the Origins to AD 1300</i> . Berkeley: University of California Press.
	4. Sharma, R.S. (1996). <i>Material Culture and Social Formations in Ancient India</i> . New Delhi: Macmillan.
	5. Allchin, Bridget and Raymond Allchin. (1982). <i>The Rise of Civilization in India and Pakistan</i> . Cambridge: Cambridge University Press.


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Suggested e- resources (Websites/e-books)	Archaeological Survey of India Digital Library (epubs.icar.org.in/asi), National Mission on Manuscripts (namami.gov.in), e-PG Pathshala History Modules (epgp.inflibnet.ac.in), and the open-access Digital South Asia Library (dsal.uchicago.edu).
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Course Articulation Matrix (Mapping of COs with Pos and PSOs)

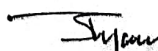
Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2		2	1				2	3		2	
CO2	3	3		2		1	2		2	3		2	
CO3	2	2	3		2	3	2			2		3	1
CO4	2	3	1		2	1		3	2	2	2	1	2
CO5	3	3	2	3	3	2	3	3	2	3	3	2	3


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MAHISC102	Major	Archaeology and Ancient Indian Material Culture	60	20	20	-	-	4	1	0	5

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COURSE OBJECTIVES:

The student will have ability to:

1. Develop an advanced understanding of archaeological theories, concepts, and methods used in reconstructing ancient Indian history.
2. Examine the evolution of material culture through archaeological evidence, including settlements, artifacts, architecture, ceramics, inscriptions, and coins.
3. Critically evaluate archaeological data using scientific dating techniques, excavation reports, and interdisciplinary approaches.
4. Analyze the contribution of archaeology in understanding social, economic, political, technological, and religious developments in ancient India.
5. Train students in the interpretation of archaeological, epigraphic, numismatic, and art-historical sources through practical and analytical exercises.

Course Alignment with UNSDG:

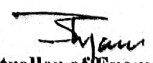
- **SDG 4: Quality Education** Promotes advanced research skills, archaeological interpretation, field documentation, and evidence-based historical inquiry.
- **SDG 11: Sustainable Cities and Communities** Examines ancient settlement planning, water management systems, urban landscapes, and heritage conservation practices.
- **SDG 16: Peace, Justice and Strong Institutions** Investigates the emergence of governance structures, administrative systems, and state formation through archaeological evidence.
- **SDG 17: Partnerships for the Goals** Encourages interdisciplinary collaboration between archaeology, geology, anthropology, environmental sciences, and digital humanities.


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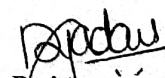
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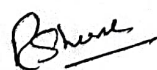
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Course outcomes: After completion of the course, the student will be able to:

CO	Course Outcomes
CO1	Critically evaluate major archaeological theories, approaches, and methodologies used in reconstructing ancient Indian history.
CO2	Analyze archaeological field techniques including exploration, excavation, recording, classification, and scientific dating methods.
CO3	Interpret material culture remains such as pottery, tools, architecture, sculptures, seals, terracottas, and ornaments as historical sources.
CO4	Examine the significance of epigraphic and numismatic evidence in reconstructing political, economic, and cultural history.
CO5	Assess the role of archaeological discoveries and heritage management in preserving and understanding India's ancient past.

Teaching Pedagogy:

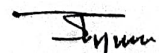
T1	Interactive lectures, excavation report analysis, artifact-based learning, site mapping exercises, and comparative study of archaeological cultures.
T2	Hands-on training in inscription reading, coin analysis, pottery classification, GIS-based archaeological mapping, and digital heritage documentation.


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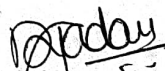
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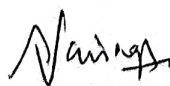
Case Study	Module 2/4: Analysis of excavation reports from Harappa, Dholavira, Inamgaon, Hastinapur, Sanchi, or Arikamedu to understand archaeological interpretation.
Group Discussion	Module 3/5: Evaluation of archaeological evidence versus literary traditions in reconstructing ancient Indian history; heritage conservation challenges and solutions.

Assessment Tools

Code	Assessment Tool
AT1-1	Archaeological Site Report Review
AT1-2	Material Culture Analysis Assignment
AT1-3	Mid-Term Examination
AT1-4	Epigraphic and Numismatic Interpretation Project
AT1-5	Group Presentation and Seminar Performance


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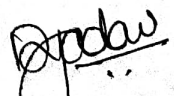
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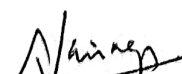
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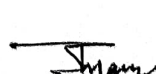
Module	Descriptors/Topics	Hours	Assessment Tools
I	Introduction to Archaeology and Archaeological Methods Meaning, scope and development of archaeology; relationship between archaeology and history; archaeological theories; exploration, survey, excavation methods; stratigraphy; recording and documentation.	12	AT1-1, AT1-3
II	Scientific Archaeology and Dating Techniques Relative and absolute dating methods; radiocarbon dating; thermoluminescence; dendrochronology; archaeobotany; zooarchaeology; environmental archaeology; GIS and remote sensing.	12	AT1-4, AT1-3
III	Ancient Indian Material Culture Stone tools, pottery traditions, terracotta objects, seals, metallurgy, ornaments, settlement patterns, architecture, trade and exchange networks.	12	AT1-2
IV	Epigraphy and Numismatics Brahmi and Kharosthi scripts; inscriptions as historical sources; Ashokan and Gupta inscriptions; punch-marked, Indo-Greek, Kushana, Satavahana and Gupta coinage.	12	AT1-5
V	Archaeological Cultures and Heritage Management Harappan archaeology; Megalithic cultures; Early Historic archaeology; Buddhist archaeological sites; conservation of monuments; museums; heritage management and Archaeological Survey of India.	12	AT1-4, AT1-3


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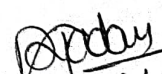
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Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-I (2026-2028)

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*				
MAHISC102	Major	Archaeology and Ancient Indian Material Culture	60	20	20	-	-	4	1	0	5

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.

Additional Resources

A. Value Addition to Course Content / Skill Enhancement Content

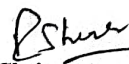
- Training in archaeological illustration, artifact cataloguing, and digital documentation techniques.
- Introduction to GIS mapping, drone-assisted surveying, and digital heritage preservation.
- Familiarization with excavation reports, archaeological databases, museum catalogues, and heritage inventories.
- Basic exposure to epigraphy software, 3D site visualization, and archaeological photography.

B. Remedial Classes for Slow Learners

- Simplified visual explanations of archaeological methods through diagrams, site plans, and excavation profiles.
- Guided exercises on identifying pottery, coins, inscriptions, and archaeological artifacts.
- Structured workshops on archaeological terminology and interpretation techniques.
- Small-group tutorials on excavation reports and historical source analysis.

Suggested Readings:

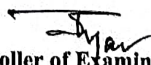
Reference Books	
	1. Agrawal, D.P. (2011). <i>The Archaeology of India</i> . New Delhi: Aryan Books International.
	2. Chakrabarti, Dilip K. (2006). <i>The Oxford Companion to Indian Archaeology</i> . New Delhi: Oxford University Press.
	3. Singh, Upinder. (2008). <i>A History of Ancient and Early Medieval India</i> . New Delhi: Pearson.
	4. Renfrew, Colin and Bahn, Paul. (2020). <i>Archaeology: Theories, Methods and Practice</i> . London: Thames & Hudson.


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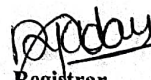
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Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-I (2026-2028)

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*				
MAHISC102	Major	Archaeology and Ancient Indian Material Culture	60	20	20	-	-	4	1	0	5

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

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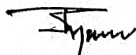
	5. Allchin, Bridget and Raymond Allchin. (1982). <i>The Rise of Civilization in India and Pakistan</i>. Cambridge: Cambridge University Press. 6. Lahiri, Nayanjot. (2015). <i>Ashoka in Ancient India</i>. Cambridge: Harvard University Press. 7. Sircar, D.C. (1996). <i>Indian Epigraphy</i>. Delhi: Motilal Banarsidass. 8. Thapar, Romila. (2002). <i>Early India: From the Origins to AD 1300</i>. Berkeley: University of California Press
Suggested e- resources (Websites/e-books)	Archaeological Survey of India Digital Collections, National Mission on Monuments and Antiquities (NMMA), Indian Archaeology – A Review (ASI Publications), e-PG Pathshala Archaeology Modules, National Digital Library of India (NDLI), UNESCO World Heritage Centre, Digital South Asia Library.


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

MA History

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			THEORY			PRACTICAL					
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MAHISC102	Major	Archaeology and Ancient Indian Material Culture	60	20	20	-	-	4	1	0	5

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 and PSOs)

Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3		2						1	3		
CO2	3	2		3	3						3	2	
CO3	2	3		2	3		2				3	2	
CO4	3	2		3	2					2	2	3	
CO5	2	2		2			3			2	3	2	1

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MA History

SEMESTER-I (2026-2028)

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC103	Major	Ancient World Civilizations	60	20	20	-	-	4	1	0	5

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 emergence and development of major ancient world civilizations.
2. Examine political, social, economic, and cultural institutions of ancient societies.
3. Analyse the role of religion, technology, and trade in civilizational growth.
4. Compare major civilizations across different geographical regions.
5. Develop critical understanding of ancient world heritage and historical processes.

Course Alignment with UNSDG:

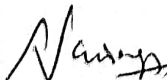
SDG 4: Quality Education – Promotes historical understanding and comparative analysis.

SDG 11: Sustainable Cities and Communities – Examines urban planning and cultural heritage of ancient civilizations.

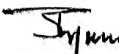
SDG 16: Peace, Justice and Strong Institutions – Studies early governance systems, laws, and state structures.


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MA History

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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	Explain the origins and characteristics of major ancient civilizations.
CO2	Compare political, social, and economic institutions of ancient societies.
CO3	Analyze religion, technology, and trade in civilizational development.
CO4	Evaluate cultural achievements and intellectual traditions of ancient civilizations
CO5	Assess the historical legacy and global influence of ancient civilizations.

Teaching Pedagogy:

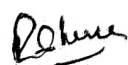
T1	Interactive lectures, maps, timelines, and comparative civilization studies.
T2	Source analysis, seminar presentations, documentary reviews, and group discussions.

Experiential Learning

Case Study	Comparative study of Egyptian pyramids, Mesopotamian cities, or Roman urban planning.
Group Discussion	Debate on the contributions of ancient civilizations to modern society and governance.

Assessment Tools

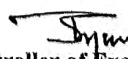
Code	Assessment Tool
AT1-1	Analytical Assignment


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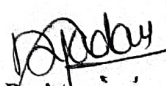
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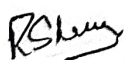
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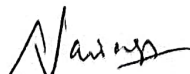
Code	Assessment Tool
AT1-1	Analytical Assignment
AT1-2	Civilization Comparison Report
AT1-3	Mid-Term Examination
AT1-4	Historical Source Analysis
AT1-5	Seminar Presentation

Module	Descriptors/Topics	Hours	Assessment Tools
I	Introduction to Ancient Civilizations: Meaning and characteristics of civilization; river valley civilizations; sources and approaches to world ancient history.	12	AT1-1, AT1-3
II	Mesopotamia and Egypt: Sumerians, Babylonians, Assyrians; Egyptian civilization, kingship, religion, architecture, and administration.	12	AT1-4
III	Chinese and Persian Civilizations: Shang and Zhou traditions; Confucianism and Taoism; Achaemenid Empire, administration, and imperial traditions.	12	AT1-2
IV	Greek Civilization: City-states, Athens and Sparta, Persian Wars, Greek philosophy, art, science, and culture.	12	AT1-5
V	Roman Civilization and Legacy: Roman Republic and Empire; administration, law, society, economy, Christianity, and contributions to world civilization.	12	AT1-2, AT1-3

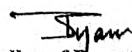
Additional Resources


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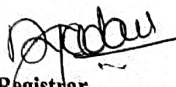
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Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-I (2026-2028)

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

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A. Value Addition / Skill Enhancement

- Comparative civilizational analysis through maps and timelines.
- Introduction to ancient legal codes, inscriptions, and historical texts.
- Understanding world heritage sites and cultural preservation.

B. Remedial Classes

- Simplified timelines and civilizational charts.
- Guided reading of primary historical sources.
- Map-based learning and revision sessions.

Suggested Readings:

Reference Books	1. Burns, Edward McNall. <i>Western Civilizations</i>. 2. Stavrianos, L.S. <i>A Global History</i>. 3. Roberts, J.M. <i>History of the World</i>. 4. Childe, V. Gordon. <i>What Happened in History</i>. 5. Scarre, Chris. <i>The Human Past: World Prehistory and the Development of Human Societies</i>.
Suggested e- resources (Websites/e-books)	UNESCO World Heritage Centre, World Digital Library, Internet Ancient History Sourcebook, British Museum Online Collections, Perseus Digital Library

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

MA History

SEMESTER-I (2026-2028)

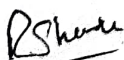
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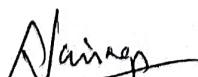
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Course Articulation Matrix (Mapping of COs with Pos and PSOs)

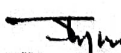
Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2			1			1	3	1	
CO2	3	3	2	2	1		1			2	3	2	1
CO3	2	3	1	2	1	1	2			1	2	2	1
CO4	2	3	2	2		1	2	1		2	2	3	1
CO5	3	2	2	2	1	1	3	1	1	2	3	2	2


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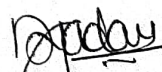
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Choice Based Credit System (CBCS) in the light of NEP-2020

M.A. History

SEMESTER-I (2026-2028)

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISPC104	PC	Field Study	0	0	0	60	40	0	0	10	5

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:

CEO1: To familiarize students with historical fieldwork, heritage surveys, archival research, and seminar presentations..

CEO2: To provide experiential learning through visits to museums, archives, monuments, and heritage sites.

CEO3: To develop skills in historical documentation, source collection, report writing, teamwork, and professional ethics.

CEO4: To equip students with the ability to collect, organize, analyze, and interpret historical data using digital tools and heritage resources.

CEO5: To strengthen critical thinking, communication skills, historical interpretation, and lifelong learning through field reports and seminar presentations.

Course Alignment with UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 4:** Quality Education, **SDG 11:** Sustainable Cities and Communities, **SDG 16:** Peace, Justice and Strong Institutions and **SDG 17:** Partnerships for the Goals.

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MAHISPC104	PC	Field Study	0	0	0	60	40	0	0	10	5

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	Design and conduct historical field studies and heritage surveys.
CO2	Apply historical concepts and methods to analyze historical and cultural resources.
CO3	Collect, organize, and interpret archival, oral, and heritage data using digital tools.
CO4	Demonstrate effective communication through reports, seminars, and presentations.
CO5	Exhibit teamwork, leadership, and ethical practices during fieldwork and research activities.

Teaching Pedagogy:

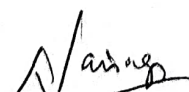
T1	Classroom orientation, fieldwork briefing, and research methodology sessions.
T2	Field visits, heritage surveys, archival exercises, seminar presentations, and project-based learning.

Experiential Learning

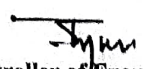
Heritage Visit	Visit to museums, archives, monuments, archaeological sites, or heritage centres.
Seminar	Presentation on historical themes, sources, monuments, archives, or heritage conservation.


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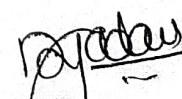
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MAHISPC104	PC	Field Study	0	0	0	60	40	0	0	10	5

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.

Assessment Tools

AT1-1	Seminar Presentation
AT1-2	Viva Voce

Prerequisites: Interest in historical research, heritage studies, discussion, and independent learning.

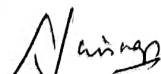
Additional Resources

Value Addition to Course Content / Skill Enhancement Content

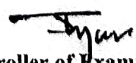
- Exposure to archives, museums, and heritage institutions.
- Training in historical documentation and report preparation.
- Use of ICT tools, digital archives, and heritage databases.
- Development of presentation and academic communication skills.
- Introduction to heritage conservation and public history practices.


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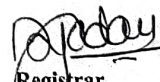
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Choice Based Credit System (CBCS) in the light of NEP-2020

M.A. History

SEMESTER-I (2026-2028)

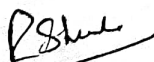
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISPC104	PC	Field Study	0	0	0	60	40	0	0	10	5

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

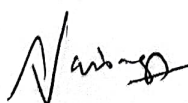
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Course Articulation Matrix (Mapping of COs with POs)

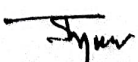
Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	3	1	1	2	2	1	1	1	2	2	3	2	1
CO2	2	1	2	3	1	1	2	2	1	1	2	3	1
CO3	2	1	1	3	2	1	1		3		3	2	1
CO4	3	1	3	1	1	1	2	2	3	1	3	2	3
CO5	2	1	1	2	1	2	1		2	3	2	1	3


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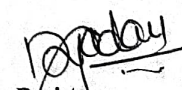
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Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-I (2026-2028)

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*				
MAVAC105	VAC	Seminar	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. Encourage students to explore topics of interest and develop deeper understanding of their subject area.
2. Develop the habit of critical thinking, questioning, and meaningful academic discussion.
3. Develop analytical and problem-solving abilities by discussing real-life and contemporary issues.
4. Enhance students' confidence, creativity, and leadership qualities through presentations and teamwork.
5. Create awareness about current developments and emerging trends in the discipline.

Course Alignment with UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 1- No Poverty, SDG 3 – Good Health and Well Being, SDG 7 – Affordable and Clean Energy, SDG 10- Reduced Inequality, SDG 16-Peace, Justice and Strong Institutions

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

CO	Course Outcomes
CO1	Identify and analyse contemporary and academic issues related to their discipline.
CO2	Apply critical thinking and analytical abilities in discussing and interpreting research-based topics.
CO3	Participate confidently in discussions, question-answer sessions, and group interactions.
CO4	Conduct independent study and prepare structured seminar papers using appropriate academic sources.
CO5	Prepared students for higher studies, research work, professional careers, and lifelong learning.

Teaching Pedagogy:

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

MA History

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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*				
MAVAC105	VAC	Seminar	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.

T1	Classroom briefing
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Experiential Learning

Lecture Series	Participating in Orientation
Interaction	Personal interaction with Resource Persons

Assessment Tools

AT1-1	Presentation
AT1-2	Viva Voce

Prerequisites: Interest in independent learning, discussion, and critical analysis of issues.

Additional Resources

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

- Exposure to contemporary issues and interdisciplinary learning..
- Training in the use of ICT and presentation tools for academic purposes

Course Articulation Matrix (Mapping of COs with POs)

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAVAC105	VAC	Seminar	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.

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



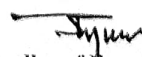
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