



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. Honors History
Semester- III (2021-2024)

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*					
BAHNHIS 301	CC	Political History of Medieval India (From 1206 C.E. to 1739 C.E.)	60	20	20	0	0	3	0	0	3	

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 (CEOs):

- CEO1 To provide the knowledge to students about Political History of Medieval India.
- CEO2 To make them understand the glorious period of Delhi Sultanate.
- CEO3 To make them understand the decline of Delhi Sultanate and rise of Regional Powers.
- CEO4 To make them understand the causes behind the establishment of Mughal Empire and contribution of Sisodias of Mewar.
- CEO5 To highlight the causes of the decline of Mughal Empire and Rise of Marathas.

Course Outcomes (COs):

The student will be able to:

- CO1 Describe the sources of Medieval Indian History and the causes of establishment of Delhi Sultanate.
- CO2 Discuss the characteristics of Khalji and Tughlaq Dynasty that made them the powerful dynasty of Delhi Sultanate.
- CO3 Discuss the reasons of decline of Delhi Sultanate and emergence of regional political powers.
- CO4 Analyze the reasons of the establishment of Mughal Empire and role of Sisodias in Medieval Indian History.
- CO5 Give the reasons for the decline of Mughal Empire and rise of Marathas.

Course Content

Unit-I- Establishment of Delhi Sultanate in Medieval India

Historiography of the Medieval India: Regional States, Delhi Sultanate and Mughal Empire, Debate on Feudalism. Establishment of Delhi Sultanate: (Mamluk or Slave Dynasty)- Qutubuddin Aibak, Iltutmish, Razia Sultana, Nasiruddin Mahmud. Ghiyasuddin Balban and his Theory of Kingship.

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Unit-II- The Glory Period of Delhi Sultanate (Khalji and Tughlaq Dynasty)

The Establishment of Khalji Dynasty: Jalaluddin Firoz Khalji, Alauddin Khalji and his Conquests and Reforms. The Mongol Invasion: Causes and Effects. Tughlaq Dynasty: Ghiyasuddin Tughlaq, Mohammad Bin Tughlaq, Firoz Shah Tughlaq, Invasion of Timur and its Impact.

Unit-III- Decline of Delhi Sultanate and Rise of Regional Powers

Sayyid Dynasty: Khizr Khan, Mubarak Shah and Alam Shah. Lodhi Dynasty: Bahlol Lodhi, Sikander Lodhi and Ibrahim Lodhi, Central & State Administrative and Military System during Sultanate Period, Causes of the Decline of Delhi Sultanate. Rise of Regional Powers: Bengal, Malwa, Jaunpur, Kamrup, Ahom, Kakatiya and Hoyasala. The Vijayanagar Empire and Bahmani Kingdom.

Unit-IV- Establishment of Mughal Empire and Sisodias of Mewar

First Battle of Panipat and Establishment of Mughal Empire: Babur, Humayun and Sher Shah Suri. Akbar: Consolidation and Territorial Expansion of the Mughal Empire, his Religious and Rajput Policy, Jahangir, Shahjahan, Mughal-Sikh Relations. Sisodias of Mewar: Role of Rana Kumbha, Rana Sanga and Maharana Pratap (Pratap Singh I).

Unit-V- Decline of the Mughal Empire and Rise of Marathas

Aurangzeb: Decline of the Mughal Empire. Rise of Marathas, Shivaji: His Conquests and Administration, Nadir Shah's Invasion and its Impact. Mughal Administration: Central, Provincial and Local, Mansabdari, Jagirdari, Zamindari and Military System, Contribution of Rani Durgawati, Jijabai and Chandbibi in Indian History.

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Suggested Readings-

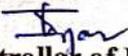
1. Alam, Muzaffar and Subramanyam, Sanjay. (ed.) (2000). **The Mughal State**. New Delhi: Oxford University Press.
2. Chandra, Satish. (2014). **Historiography, Religion and State in Medieval India**. New Delhi: Har-Anand Publication Pvt. Ltd.
3. Chandra, Satish. (2019). **History of Medieval India 800-1700**, New Delhi: Orient Blackswan Private Limited.
4. Chandra, Satish. (2018). **Medieval India: From Sultanate to Mughals, Part One- Delhi Sultanate (1206-1526)**. New Delhi: Har-Anand Publication Pvt. Ltd.
5. Chandra, Satish. (2018). **Medieval India: From Sultanate to Mughals, Part Two- Mughal Empire (1526-1748)**. New Delhi: Har-Anand Publication Pvt. Ltd.
6. Farooqui, Salma Ahmad. (2015). **A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century**. New Delhi: Pearson Education.
7. Habib, Irfan. (ed.) (2006). **Medieval India- Research in the History of India 1200-1750**. New Delhi: Oxford University Press.
8. Habib, Irfan. (2013). **Agrarian System of Mughal India 1526-1707**. New Delhi: Oxford University Press.
9. Habib, Irfan. (2020). **Medieval India: The Story of Civilization**. New Delhi: National Book Trust.


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10. Hasan, S. Nural. (2005). **Thoughts on Agrarian Relations in Mughal India**. Delhi: People's Publication House.
11. Juneja, Monica. (2008). **Architecture in Medieval India: Forms, Contexts, Histories**. New Delhi: Orient Blackswan Private Limited.
12. Khurana, Dr. K. L. (2020). **History of India (C. 1206-1757)**. Agra: Lakshmi Narain Agarwal Publication.
13. Khurana, Dr. K. L. (2020). **Medieval India (1000-1761 A.D.)**. Agra: Lakshmi Narain Agarwal Publication.
14. Nizami, K. A. (2002). **Religion and Politics in the Thirteenth Century**. New Delhi: Oxford University Press.
15. Sharma, S. R. (2018). **Mughal Empire in India**. Agra: Lakshmi Narain Agarwal Publication.

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BAHNHIS 302	CC	History of Early Modern World (From 15th Century to 1870 C.E.)	60	20	20	0	0	3	0	0	3

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Course Educational Objectives (CEOs):

- CEO1 To provide the knowledge to the students with the History of Modern Europe.
- CEO2 To make them understand the triggers to laid down Scientific and Industrial Revolution.
- CEO3 To learn the importance of American War of Independence and French Revolution.
- CEO4 To highlight the role of Napoleon in European History.
- CEO5 To identify the changing factors of World History.

Course Outcomes (COs):

The student will be able to:

- CO1 Define the beginning of Modern Era and its various aspects.
- CO2 Explain the stages of Scientific and Industrial Revolution in Europe.
- CO3 Discuss the main events of American War of Independence and French Revolution.
- CO4 Relate the role of Napoleon in Eastern Question.
- CO5 Define the reasons of changing pattern of Modern World.

Course Content

Unit-I- The Beginning of Modern Era

Geographical Discoveries, Renaissance, Reformation and Counter Reformation in Europe, The Transition from Feudalism to Capitalism: Mercantilism and Commercial Revolution, Emergence of Nation States, Beginning of Colonialism and Early Colonial Empire.

Unit-II- Scientific, Industrial and Glorious Revolution

The Scientific Revolution, Age of Enlightenment. Industrial Revolution in England: Causes and Impact on Society. Industrialization in other Countries: USA, Germany, Russia and Japan. Glorious Revolution of 1688 C.E.

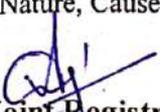
Unit-III- American War of Independence and French Revolution

American War of Independence (1776 C.E.): Causes, Events and Effects. French Revolution: Nature, Causes & Effects and its Aftermath.


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Unit-IV- Age of Napoleon, Metternich and Eastern Question

Age of Napoleon Bonaparte: Rise and Fall, Vienna Congress (1815 C.E.). Age of Metternich, Revolutions of 1830 C.E. and 1848 C.E. and their Impact over Europe, Eastern Question up to Crimean War.

Unit-V- Age of Changes in World History

Liberalism in England, Act of 1832 C.E. and Chartist Movement, Act of 1867 C.E., American Civil War with reference to Abraham Lincoln and the Abolition of Slavery, Napoleon III, Unification of Germany, and Italy.

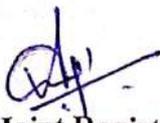
Suggested Readings-

1. Barraclough, G. (2010). **An Introduction to Contemporary History**. London: Penguin.
2. Hobsbawm, E. J. (2008). **The Age of Empire 1875-1914**. London: Weidenfeld & Nicolson.
3. Hobsbawm, E. J. (2005). **The Age of Extremes**. New York: Vintage Books.
4. Holmes, George. (2007). **The Oxford History of Medieval Europe**. New Delhi: Oxford University Press.
5. Jayapalan, N. (2009). **History of the United States of America**. New Delhi: Atlantic Publishers and Distributors.
6. Khurana, Dr. K. L. & Gusain, Dr. M. S. (2020). **Western World (Mid-15th Century to 1870)**. Agra: Lakshmi Narain Agarwal Publication.
7. Khurana, Dr. K. L. (2018). **Modern Europe (1453-1815 C.E.)**. Agra: Lakshmi Narain Agarwal Publication.
8. Khurana, Dr. K. L. (2021). **Modern Europe (1789-1871 C.E.)**. Agra: Lakshmi Narain Agarwal Publication.
9. Lowe, Norman. (2007). **Mastering Modern World History**. Mumbai: Macmillan Publication Pvt. Ltd.
10. Majumdar, Rohit. (2020). **History of Europe: From Renaissance to the End of the Cold War**. New Delhi: Sage Publications India Pvt. Ltd.
11. Palmer, Robert Roswell and Colton, Joel. (2006). **A History of the Modern World**. New Delhi: Tata McGraw-Hill.


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BAHNHIS 303E1	DSE	Indian Sculpture, Art and Paintings	60	20	20	0	0	3	0	0	3

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

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Course Educational Objectives (CEOs):

- CEO1 To provide the knowledge to students about Indian Sculpture, Art, and Paintings.
- CEO2 To make them understand the art of Satvahana and Kushana Dynasty.
- CEO3 To make them understand the main centers of Sculptural Art of Gupta Dynasty.
- CEO4 To highlight the features of Ajanta Paintings.
- CEO5 To highlight the History of Sculptures, Art and Paintings in Early Medieval India.

Course Outcomes (COs):

The student will be able to:

- CO1 Describe Indian Art and its form, origin & development in Harappan Civilization, Mauryan and Shunga dynasties.
- CO2 Discuss the features of Satvahana Art and various schools of Kushana Period.
- CO3 Identify the important centers of Sculptural Art of Gupta Dynasty.
- CO4 Comment the technique, and importance of Ajanta Paintings.
- CO5 Discuss the characteristics of Sculptures, Art and Paintings of Early Medieval India.

Course Content

Unit-I- Art of Harappan Civilization, Mauryan and Shunga Dynasty

Art of Harappan Civilization: Stone Sculptures, Metal Images, Terracotta. Mauryan Art: Ashokan Pillars, Sculptures of Yaksha and Yakshinis, Terracotta. Sunga Art: Symbolism, Stone Relief Figures- Bharhut, Sanchi, Bodhi Gaya and Mathura.

Unit-II- History of Art of Satvahana and Kushana Dynasty

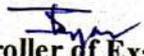
Satvahana Art: Relief Figures from the Amaravati Stupa. Kushana Art: Mathura School of Art- Buddhist Sculptures, Brahmanical Sculptures, Jain Sculptures. Gandhara School of Art- Buddhist Art, Stucco Figures.


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BAHNHIS 303E1	DSE	Indian Sculpture, Art and Paintings	60	20	20	0	0	3	0	0	3

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Unit-III- Gupta Sculptural Art

Chief Art Centers of Gupta Sculptural Art: Mathura and Sarnath, Buddhist Sculptures, Brahmanical Sculptures, Jain Sculptures, Terracotta.

Unit-IV- Paintings of Ajanta

Ajanta Paintings: Historical Background, Methods of Wall Paintings, Six Limbs of the Paintings, Technique, Color Scheme, Theme, Date. Examples of Paintings from Cave No. 1, 2, 9, 10, 16 & 17.

Unit-V- History of Sculptures, Art and Paintings in Early Medieval India (Rajput Period)

General Characteristic & Features of Early Medieval Sculptures, Art and Paintings.

Suggested Readings-

1. Agarwal, V. S. (2009). **Studies in Indian Art**. Varanasi: Vishwavidyalaya Prakashan.
2. Bahl, Sushma. (2012). **5000 Years of Indian Art**. New Delhi: Lustre Press.
3. Bajpai, K. D. (2008). **Five Phases of Indian Art**. Jaipur: Vidya Prakashan.
4. Beach, Milo Cleveland & Nigam, Sangitika. (2005). **The Ajanta Caves: Ancient Paintings of Buddhist India**. London: Thames & Hudson.
5. Berkson, Carmel. (2005). **The Life of Form in Indian Sculpture**. New Delhi: Abhinav Publications.
6. Grunwedel, Albert. (2009). **Buddhist Art**. New Delhi: Asian Educational Service.
7. Morley, Grace. (2005). **Indian Sculpture**. New Delhi: Roli Books.
8. Rao, Anil & Ketkar, Sandhya. (2017). **The History of Indian Art**. Pune: Jyotsna Prakashan.
9. Varadpande, M. L. (2006). **Women in Indian Sculpture**. New Delhi: Abhinav Publications.
10. Vishwakarma, R. K. & Rai, J. P. (1999). **Paintings in Ancient India**. Nagpur: Horizon Publishers India.

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BAHNHIS 303E2	DSE	History of Indian Religions	60	20	20	0	0	3	0	0	3

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Course Educational Objectives (CEOs):

- CEO1 To provide the knowledge to students about origin and History of Hinduism.
- CEO2 To make them understand the development and various sects of Hinduism.
- CEO3 To make them understand the origin, History and development of Buddhism.
- CEO4 To make them understand the origin, History and development of Jainism.
- CEO5 To highlight the causes of origin and development of Sikhism in Medieval India.

Course Outcomes (COs):

The student will be able to:

- CO1 Describe the origin of Hinduism, development of Vedic Religion and Sanatan Dharma.
- CO2 Discuss the factors that led to the development of Hinduism and its sects.
- CO3 Discuss the reasons for the origin and development of Buddhism in Ancient India.
- CO4 Analyze the reasons for the origin and development of Jainism in Ancient India.
- CO5 Explain the reasons for the origin and development of Sikhism in India.

Course Content

Unit-I- Origin and History of Hinduism

Debates on Constructing the Hinduism, Forms of Religion in Harappan Civilization, Evolution and Development of the Vedic Religion, Concept of Sanatana Dharma, Adi Dharma and Brahmanism.

Unit-II- Development of Hinduism and Sects of Hinduism

Fundamental Concepts of Classical Hinduism in Upanishadas, Mahabharata, Ramayana, Bhagavad-Gita and Puranas, Varnashrama Dharma & Dharma Shastras. Sects of Hinduism: Shaivism, Vaishnavism and Shaktism.

Unit-III- Origin, History and Development of Buddhism

Genesis of Buddhism: Socio-Historical Roots, Life and Teachings of Gautam Buddha. Fundamental Buddhist Thoughts: The Four Noble Truths, The Eight-Fold Path, Dependent Origination. Sects of Buddhism: Mahayana, Hinayana, Vajrayana and Theravada, Neo-Buddhism.

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Unit-IV- Origin, History and Development of Jainism

The Tradition of Tirthankaras: From Rsabhadeva to Vardhamana. The Life and Teachings of Mahavira. His Contribution to Jainism, Sacred Scriptures of Jainism, Concept of God, Soul and Moksha, Jain Ethics. Sects of Jainism: Svetambaras and Digambaras, The Ajivikas.

Unit-V- Origin, History and Development of Sikhism

Background of Sikhism, Life and Teachings of Guru Nanak Dev, Historical Development of Sikh Panth and Culture. Contribution of Sikh Gurus: From Guru Angad Dev to Guru Govind Singh, The Concept of Guru- Guru Granth Sahib, Creation of Khalsa, Features of Sikh Religious- Cultural Tradition- Langar, Sangat, Pangat and Gurdwara.

Suggested Readings-

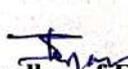
1. Avalon, Arthur. (2019). **Shakti and Shakta: Essays and Addresses on the Shakta Tantrashastra**. New Delhi: Classic Wisdom.
2. Clothey, Fred W. (2006). **Religion in India: A Historical Introduction**. London: Routledge.
3. Copland, Ian, Mabbett, Ian, Roy, Asim and others. (2012). **A History of State and Religion in India**. London: Routledge.
4. Doniger, Wendy. (2015). **The Hindus: An Alternative History**. New Delhi: Oxford University Press.
5. Gajrani, Prof. S. (ed.) (2004). **History, Religion and Culture of India (In 6 Volumes)**. Delhi: Isha Books.
6. Habib, Irfan. (2012). **Religion in Indian History**. Aligarh: Tulika Books.
7. Holloway, Richard. (2016). **A Little History of Religion**. New Haven: Yale University Press.
8. Lorenzen, David N. (2006). **Who Invented Hinduism: Essays on Religion in History**. New Delhi: Yoda Press.
9. Ramachandran, R. (2018). **A History of Hinduism: The Past, Present and Future**. New Delhi: Sage Publications India Pvt. Ltd.
10. Saraswati, Swami Prakashanand. (2007). **The True History and the Religion of India: A Concise Encyclopedia of Authentic Hinduism**. Mumbai: Macmillan Publishers Private Limited.


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B.A. Honors History
Semester- III (2021-2024)

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*				
BAHNHIS 303E3	DSE	History of Indian Philosophy	60	20	20	0	0	3	0	0	3

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 (CEOs):

- CEO1 To provide the knowledge to students about Philosophy of Vedas, Upanishadas and Gita.
- CEO2 To make them understand the Philosophy of Charvaka, Buddhism and Jainism.
- CEO3 To make them understand the Philosophy of Samkhya and Yoga.
- CEO4 To make them understand the Philosophy of Nyaya, Vaishesika and Mimamsa.
- CEO5 To highlight the importance of the Philosophy of Vedanta.

Course Outcomes (COs):

The student will be able to:

- CO1 Describe the origin and development of Philosophy of Vedas, Upanishadas and Gita in Ancient India.
- CO2 Discuss the Metaphysics and Epistemology of Charvaka, Buddhism and Jainism Philosophy.
- CO3 Discuss the Theory of Causation of Samkhya Philosophy and the contribution of Astanga Yoga.
- CO4 Analyze the Self and Liberation, Concept of God and Valid Knowledge of the Philosophy of Nyaya, Vaishesika and Mimamsa.
- CO5 Explain the teachings of the Vedanta Sutras and contribution of Sankara, Ramanuja, Madhva, Vallabha and Nimbarka.

Course Content

Unit-I- Philosophy of Vedas, Upanishadas and Gita

Vedic Philosophy: Sat, Asat, Mutual Triad, Law of Karma and Theory of Transmigration. Philosophy of Upanishadas: The Cosmic Order, Vidya and Avidya, Relationship of Human and Brahman, Creation of Universe, Sacrifice and Duty, Unity in Diversity, Moksha and Knowledge, Philosophy of Gita.

Unit-II- Philosophy of Charvaka, Buddhism and Jainism

Charvaka Philosophy: Metaphysics, Self or Soul, Denial of God, Epistemology, Knowledge, Illusion, The Way of Life. Buddhist Philosophy: Four Noble Truths, The Eightfold Path, Doctrine of Dependent Origination, Doctrine of Momentariness, Doctrine of Karma, Doctrine of Non-soul, Philosophical Schools of Buddhism. Jain Philosophy: Epistemology, Metaphysics, Concept and Classification of Substance, The Soul or Jiva, The Inanimate Substance or Ajiva.


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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNHIS 303E3	DSE	History of Indian Philosophy	60	20	20	0	0	3	0	0	3	

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.

Unit-III- Philosophy of Samkhya and Yoga

The Samkhya Philosophy: Metaphysics, Theory of Causation, Epistemology, Bondage and Liberation. The Yoga Philosophy: Organization of the Yoga-Sutras, Psychology of Yoga, The Eight-Fold Yoga or The Astanga Yoga, God and Liberation.

Unit-IV- Philosophy of Nyaya, Vaisesika and Mimamsa

Nyaya Philosophy: Epistemology, Theory of Causation (Asatkaryavada), Self and Liberation, The Concept of God. Vaisesika Philosophy: Metaphysics and the Categories (Abhava), Epistemology, God, Bondage and Liberation. Mimamsa Philosophy: Epistemology, Sources of Valid Knowledge (Pramana), Theories of Error (Khyativada), Metaphysics, Nature of Self, God and Liberation.

Unit-V- Philosophy of Vedanta

Vedanta Sutras: Teachings of the Vedanta Sutras, The Background of Vedantic Thought. Spiritualistic Monism of the Upanishads: Brahman, Aims and Characteristics of Vedanta, The Brahman, The Atman, Bondage and Liberation, Cosmology, Ethics. Major Schools of Vedanta: Sankara and Advaitavada, Ramanuja and Visistadvaita, Madhva and Dvaita Vedanta, Vallabha and Suddhadvaita, Nimbarka and Svabhavika Bhedabheda.

Suggested Readings-

1. Bhattacharya, N. N. (2022). **Buddhism in the History of Indian Ideas**. New Delhi: Manohar Publishers & Distributers.
2. Chatterjee, Satish Chandra. (2015). **The Nyaya Theory of Knowledge**. New Delhi: Rupa Publications India.
3. Chatterjee, Satish Chandra & Datta, D. M. (2012). **An Introduction to Indian Philosophy**. New Delhi: Rupa Publications India.


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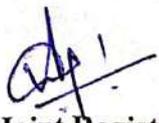
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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS 303E3	DSE	History of Indian Philosophy	60	20	20	0	0	3	0	0	3

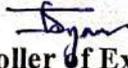
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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

4. Conze, Edward. (2016). **Thirty Years of Buddhist Studies**. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
5. Dasgupta, Surendranath. (2018). **History of Indian Philosophy**. Allahabad: Rupa Publications India.
6. Gethin, Rupert. (2017). **The Foundations of Buddhism**. New Delhi: Oxford University Press.
7. Humphreys, Christmas. (ed.) (2016). **The Wisdom of Buddhism**. New Delhi: Atlantic Publishers & Distributors (P) Ltd.
8. Johnson, Charles. (Trans.) (2018). **The Yoga Sutras of Patanjali**. London: Benediction Classics
9. Kalupahana, David. (ed.) (2001). **Buddhist Thought and Rituals**. New Delhi: Motilal Banarsidas Publications.
10. Kalupahana, David. (2008). **Ethics in Early Buddhism**. New Delhi: Motilal Banarsidas Publications.
11. Murti, T. R. V. (2015). **The Central Philosophy of Buddhism**. New Delhi: Motilal Banarsidas Publications.
12. Maheep, Dr. Manish Venupal. (2019). **Fundamental Principle of Indian Philosophy**. New Delhi: Blue Rose Publishers.
13. Rahula, Walpola. (2019). **What the Buddha Taught**. New Delhi: Oneworld Publications
14. Sharma, Chandradhar. (2016). **A Critical Survey of Indian Philosophy**. New Delhi: Motilal Banarsidas Publications.
15. Vidyabhusana, S. C. (2015). **A History of Indian Logic**. New Delhi: Motilal Banarsidas Publications.
16. Warder, A. K. (2017). **Indian Buddhism**. New Delhi: Motilal Banarsidas Publications.


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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*				
BAHN304	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

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.

Comprehensive Viva Voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during their graduate programmed. In doing so, the main objective of this course is to prepare the students to face interview at the academic sector.

Course Educational Objectives (CEOs):

CEO1 To provide an opportunity for students to apply theoretical concepts in real life situations

CEO2 Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes (COs):

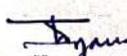
The student shall be able to:

CO1 The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

CO2 Exhibit the strength and grip on the fundamentals of the subjects studied during the semester.


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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHN305	P/D/I	Field Study	0	0	0	50	0	0	0	4	2	

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 (CEOs):

CEO1 This paper has an objective of exposing the students on various field study concepts.

CEO2 To provide an opportunity for students to apply theoretical concepts in real life situations.

CEO3 To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes (COs):

The student shall be able to:

CO1 The student should be able to acquire research skills and capabilities to take up the project work.

CO2 The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one.

CO3 There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.

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