

**FACULTY OF LIBERAL ARTS**

**BACHELOR OF HISTORY**

**Course Curriculum:**

<b>Semester</b>	<b>Subject title</b>	<b>Subject Category</b>	<b>Credit</b>
1	MIL-1 (Basic English/ Gujarati / Hindi)	AEC	2
1	VAC-1 (Climate Change & Sustainable Environment)	VAC	2
1	SEC-1 (Academic Skills)	SEC	2
1	University Elective - (Fundamentals of Investment/NGO Management/Digital Media)	Multidisciplinary	4
1	Minor Sub - 1 (Geography, Sociology, Political Science, JMC)	Minor	4
1	<b>History of Ancient India-I (Before 600 CE)</b>	DSC	4
1	<b>History of Medieval India-I (c.750-1206 CE)</b>	DSC	4

**FACULTY OF ARTS**

**BACHELOR OF ARTS IN HISTORY**

**SEMESTER 1**

**SUBJECT TITLE: History of Ancient India-I (Before 600 CE)**

**SUBJECT CODE 15010901DS01**

<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• Knowledge of English Language studied till 12th Standard</li><li>• Basic Knowledge of History.</li></ul>
<b>Rationale:</b>	<ul style="list-style-type: none"><li>• The course seeks to understand the History of Ancient India upto the 6<sup>th</sup> century BC.</li></ul>
<b>Objectives:</b>	<ul style="list-style-type: none"><li>• To understand the various sources of Ancient Indian History, including archaeological and literary evidence, and evaluate their significance in reconstructing the past.</li><li>• To study the development of prehistoric cultures in India— Paleolithic, Mesolithic, Neolithic, and Chalcolithic—and analyze their characteristic features and contributions to early human life.</li><li>• To examine the origin, growth, and decline of the Harappan Civilization, focusing on its urban planning, trade, architecture, and post-Harappan cultural traditions.</li><li>• To analyze the political, economic, cultural, and religious developments of the Early and Later Vedic periods, with special reference to the Iron Age cultures like PGW and Megaliths.</li></ul>

	<ul style="list-style-type: none"> <li>To understand the emergence of Mahajanapadas and investigate the political and geographical factors that led to the rise and success of Magadha as a major power.</li> <li>To study the origins, teachings, and impact of Buddhism and Jainism, and assess their role in shaping new religious ideas and influencing Indian society and culture.</li> </ul>
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Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs/Week	Tut Hrs/Week	Lab Hrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20		100

Unit	Topic	Weightage %	Teaching Hrs.
1	<b>Sources of Ancient Indian History:</b> Archaeological Sources, Literary Accounts and Non-Historical and Historical (Secular Literature)	16	10
2	<b>Pre-historic culture in India:</b> Paleolithic Culture, Mesolithic Culture, Neolithic, and Chalcolithic Culture	20	10
3	<b>The Harappan civilization:</b> Origins of Indus Valley/Harappan civilization, town planning; trade; and architecture, causes of urban decline and the Post-Harappan traditions.	24	10
4	<b>The Vedic period and Later Vedic Period:</b> Political, Cultural, Economic and Religious Structure, Iron age with reference to PGW and Megalith	16	10
5	<b>Mahajanpadas and Rise of Magadha:</b> Territorial states and conditions for the rise of Magadha, reasons behind Magadha's success	10	10
6	<b>Buddhism and Jainism:</b> History of Buddhism, History of Jainism, New religious attitude, Significance, and influence of religion	14	10
	Total	<b>100%</b>	<b>60 Hrs.</b>

#### References:

1	<b>Singh, Upinder.</b> <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century.</i> New Delhi: Pearson Longman, 2008.
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2	<b>Basham, A. L.</b> <i>The Wonder That Was India: A Survey of the History and Culture of the Indian Sub-Continent Before the Coming of the Muslims.</i> London: Sidgwick & Jackson, 1954.
3	<b>Thapar, Romila.</b> <i>Early India: From the Origins to AD 1300.</i> Berkeley: University of California Press, 2003.
4	<b>Sharma, Ram Sharan.</b> <i>Ancient India.</i> New Delhi: NCERT, 1990.
5	<b>Avari, Burjor.</b> <i>India: The Ancient Past – A History of the Indian Subcontinent from c. 7000 BC to AD 1200.</i> 2nd ed. New York: Routledge, 2016.

**Course Learning Outcomes: (4-6 CO's)**

No.	Course Outcome
<b>CLO1</b>	Understand the various sources used to reconstruct Ancient Indian History such as literary, archaeological, and numismatic evidence.
<b>CLO2</b>	Understand the key features and developments of pre-historic cultures in India, including Palaeolithic, Mesolithic, and Neolithic periods.
<b>CLO3</b>	Analyze the urban planning, economy, religion, and decline of the Harappan Civilization using archaeological findings.
<b>CLO4</b>	Understand the socio-political and religious features of the Early and Later Vedic periods.
<b>CLO5</b>	Understand the political landscape of the 6th century BCE and assess the factors behind the rise of Magadha.
<b>CLO6</b>	Understand the origins, core teachings, and impact of Buddhism and Jainism on Indian society and philosophy.

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**SEMESTER 1**

**SUBJECT TITLE: History of Medieval Indian-I (c.750-1206 CE)**

**SUBJECT CODE 15010901DS02**

<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• Knowledge of English Language studied till 12th Standard</li> <li>• Basic Knowledge of History.</li> </ul>
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• The course seeks to understand the History of Medieval India-I (c. 750-1206)</li> </ul>

<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To understand the political changes following the decline of Harsha's empire and analyze the emergence and nature of regional kingdoms in early medieval India.</li> <li>• To examine the rise of major dynasties—Rashtrakutas, Palas, and Pratiharas—and evaluate their role in the Tripartite Struggle for Kannauj and its impact on Indian politics.</li> <li>• To study the administrative, economic, and cultural achievements of the Cholas and understand the political organization and ethos of the Rajput kingdoms.</li> <li>• To analyze the Arab, Ghaznavid, and Ghurid invasions and assess their political, economic, and cultural influence on the Indian subcontinent.</li> <li>• To explore the social and economic structures of early medieval India, focusing on land relations, urbanization, trade, caste dynamics, and the status of women.</li> <li>• To understand the development of regional languages, literature, art, and architecture, and examine the role of Bhakti, Tantric, Buddhist, and Jain traditions in shaping cultural life.</li> </ul>
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Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs/Week	Tut Hrs/Week	Lab Hrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

Unit	Topic	Weightage %	Teaching Hrs.
1	<b>Political Transition and Regional Kingdoms:</b> Decline of Harsha's empire, Rise of regional kingdoms, Nature of political fragmentation	10	6
2	<b>Major Powers and the Tripartite Struggle:</b> Rashtrakutas, Palas, Pratiharas, Tripartite struggle for Kannauj	20	12
3	<b>Cholas and Rajput States:</b> Chola Dynasty-administration, economy, naval power, cultural achievements, Rise and polity of the Rajput kingdoms	20	12
4	<b>Invasions and External Contacts:</b> Arab conquest of Sindh: causes and consequences, Ghaznavid and Ghurid invasions: political and cultural impact	20	12

5	<b>Society and Economy:</b> Land grants and feudalism, Patterns of urbanization and trade, Caste structure and social hierarchies, Status and position of women	20	12
6	<b>Religion, Culture, and Art:</b> Growth of regional languages and literature, Temple architecture and sculpture, Bhakti and Tantric movements, Role of Buddhism and Jainism during this period	10	6
	Total	<b>100%</b>	<b>60 Hrs.</b>

#### References:

1	<b>Chattopadhyaya, B. D.</b> <i>The Making of Early Medieval India</i> . New Delhi: Oxford University Press, 1994.
2	<b>Jha, D. N.</b> <i>Early India: A Concise History</i> . New Delhi: Manohar Publishers, 2004.
3	<b>Kulke, Hermann, and Dietmar Rothermund.</b> <i>A History of India</i> . 6th ed. London: Routledge, 2016.
4	<b>Chandra, Satish.</b> <i>Medieval India: From Sultanate to the Mughals, Volume I: Delhi Sultanate (1206–1526)</i> . New Delhi: Har-Anand Publications, 1997.
5	<b>Eaton, Richard M.</b> <i>India in the Persianate Age, 1000–1765</i> . London: Allen Lane, 2019.

#### Course Learning Outcomes: (4-6 CO's)

No.	Course Outcome
<b>CLO1</b>	Understand the Nature of Political Fragmentation
<b>CLO2</b>	Analyze Regional Power Struggles
<b>CLO3</b>	Understand the Socio-Economic Structures
<b>CLO4</b>	Understand the Cultural and Religious Developments
<b>CLO5</b>	Analyse the Foreign Invasions and Interactions
<b>CLO6</b>	Understand the Role of Language and Literature