

**Government General Degree College, Kalna-I**  
**Department of History**  
**Department wise Course Structure under CCFUP (NEP 2020)**  
**for**  
**Semester-I**

## B.A. 3 year/ 4 Year UG Honours with History Major and Education / Philosophy Minor

Sl. No.	Course Name	Paper
1	Major / Ds Course	<b>History Major</b> Paper Name: History of India (From Earliest Times to 6th Century B.C.E.)
2	Skill Enhancement Course (SEC)	<b>History SEC</b> Paper Name: Understanding Indian Heritage
3	Minor Course	<b>Education</b> Paper Name: Principle of Education (if you chose Education as your Minor) Or <b>Philosophy</b> Paper Name: Philosophy: Indian and Western—I (if you chose Philosophy as your Minor)
4	Multidisciplinary Course	<b>Computer Science</b> Paper Name: Basic IT Tools (Theory) (if you opt for 4 year course) or <b>Environmental Science</b> Paper Name: Natural Resources & Sustainable Development (if you opt for 3 year course)
5	Ability Enhancement Course (Aec)	<b>Bengali (L1-1 MIL)</b> Paper Name: সাহিত্যের বোধ ও বিচার
6	Value Added Course (VAC)	<b>Value Added Course (VAC)</b> Paper Name: Environmental Science

## History Major

Course Code: HIST 1011

Courses Credit: 04

Paper Name: History of India (From Earliest times up to 6<sup>th</sup> Century BCE)

MARKS: 75

**Learning Outcome:** Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India

Unit	Topic	No of Lecture
Unit 1	<ul style="list-style-type: none"><li>• Meaning of History</li><li>• Origin of the name Bharat</li><li>• Concept of India or Bharat</li><li>• Fundamental unity of India Indian concept of time, space, scope</li><li>• and sources</li></ul>	12
Unit 2	<ul style="list-style-type: none"><li>• A broad survey of Paleolithic, Mesolithic and Neolithic cultures</li></ul>	10
Unit 3	<ul style="list-style-type: none"><li>• Harrappan Civilization: Origin,</li><li>• extent, main features, Religion, Relationship with other civilizations of the world, decline</li></ul>	13
Unit 4	<ul style="list-style-type: none"><li>• Vedic and Later Vedic Age: Coming of</li><li>• the Aryans and Aryan debate Vedic economy, polity, society and religion, Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics Evolution of language</li><li>• Indian economic thoughts</li><li>• Concept of land, forest and agriculture</li><li>• Industry, Trade &amp; Commerce</li></ul>	15
Unit 5	<ul style="list-style-type: none"><li>• Religious protest movement- Jainism and Buddhism</li></ul>	10

### Suggested Readings:-

A.L. Basham-The Wonder that was India

A.S.Altekar-EducationinAncientIndia.

Faith Robertson Elliott - Gender Family and Society

## History - SEC

Course Code: HIST 1051

Courses Credit: 03

Paper Name: Understanding Indian Heritage

MARKS: 50

**Learning Outcome:** Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

Unit	Topic	No of Lecture
Unit-I	<b><i>Defining Heritage:</i></b> Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'	10
Unit-II	<b><i>Constitution of Heritage in Colonial India and Evolution of Heritage Legislation:</i></b> Institutionalization and commodification of Indian Heritage: Collections, exhibitions, museums and monumentalization—Case study of the Great Exhibition, London; Indian Museum, Kolkata; Conventions and Acts—national Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives in India to protect the endangered heritage sites, Laws for Antiquities in India	10
Unit-III	<b><i>Tourism: Promoting Indian Heritage:</i></b> Viewing Heritage Sites, The relationship between tourism and heritage, Guide Books and Travel literature as a tool for heritage marketing, Eco-Tourism in India—Commercializing nature, Exhibiting culture—Heritage Walks and Tours, palaces, heritage festivals	12
Unit-IV	<b><i>UNESCO World Heritage Sites in India: Selected Case Studies:</i></b> Ajanta, Ellora & Elephanta Caves, Agra Fort, Taj Mahal, Fatehpur Sikri, Red Fort Complex, Qutb Minar and its Monuments, Khajuraho Group of Monuments, Group of Monuments at Hampi, Group of Monuments at Mahabalipuram, Sun Temple, Konârak, Great Living Chola Temples, The Jantar Mantar, Jaipur, Sundarbans National Park, Mountain Railways of India, Visva-Bharati, Santiniketan, Archaeological Site of Nalanda Mahavihara at Nalanda, Bihar	13

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R, P. Stone and J. Thomas, *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
- Lahiri, N, *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black, 2012, Chapters 4 and 5.
- S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

## Education Minor

Course Code: EDUC 2021

Courses Credit: 04

Paper Name: Principles of Education

MARKS: 75

### Course Objectives:

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions

Unit	Topic	No of Lecture
Unit 1	<ul style="list-style-type: none"><li>• Education: Meaning, Nature and Scope.</li><li>• Functions of Education</li><li>• Factors of Education.</li><li>• Aims of Education: Individualistic and Socialistic.</li></ul>	15
Unit 2	<ul style="list-style-type: none"><li>• Meaning of Curriculum.</li><li>• Types of curriculum.</li><li>• Principles of curriculum construction.</li><li>• Co – curricular activities.</li></ul>	12
Unit 3	<ul style="list-style-type: none"><li>• Child Centric Education: Meaning and Characteristics.</li><li>• Aims of modern child centric education.</li><li>• Child Centric Education: its significance.</li><li>• Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li></ul>	18
Unit 4	<ul style="list-style-type: none"><li>• Freedom and Discipline: Concepts.</li><li>• Needs of discipline.</li><li>• Concept of Free discipline.</li><li>• Concept of Self-discipline.</li><li>• Application of Discipline in Educational Institution</li></ul>	15

### Suggested Reference:

- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Ozman, Howard A., & Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

## Philosophy Minor

Courses Code: PHIL 1021

Courses Credit: 04

Paper Name: Philosophy: Indian and Western—I

MARKS: 75

**Learning Outcome:** The course aims to provide the fundamental knowledge of different aspects of Indian and Western Philosophy.

Unit	Topic	No of Lecture
Module I	<ul style="list-style-type: none"><li>Introduction: General features of Indian Philosophy</li><li>Cārvāka : pramāṇatattva, jaḍavāda and dehātmavāda</li></ul>	10
Module II	<ul style="list-style-type: none"><li>Jainism : anekāntavāda, syādvāda and nayavāda</li><li>Buddhism: Four noble truths, praṭītyasamutpāḍavāda, kṣaṇabhaṅgavāda, nairātmyavāda</li></ul>	15
Module III	<ul style="list-style-type: none"><li>Metaphysics : Nature of Metaphysics, Elimination of Metaphysics</li><li>Realism : Naïve Realism, Scientific Realism, Representative Realism</li><li>Idealism: Subjective Idealism, Objective Idealism</li></ul>	20
Module IV	<ul style="list-style-type: none"><li>Substance : Views of Descartes, Spinoza, Locke and Berkeley</li><li>Relation between Mind and Body : Interactionism and Parallelism</li></ul>	15

Recommended Texts :

- S. C. Chatterjee & D. M. Dutta: An Introduction to Indian Philosophy
- C. D. Sharma : A Critical Survey of Indian Philosophy
- HaridasBandyopadhyay : BhāratīyaDarśanerMarmakathā
- Falkenberg : History of Western Philosophy
- J. Hospers: Philosophical Analysis
- SibapadaChakraborty : General Philosophy

References :

- M. Hiriyanna : Outlines of Indian Philosophy
- J. N. Mohanty : Classical Indian Philosophy 7
- Margaret Chatterjee : Philosophical Enquiries
- NiradbaranChakraborty : BhāratīyaDarśan
- PanchananShastri : CārvākaDarśan
- PanchananShastri : BauddhaDarśan
- NiradbaranChakraborty : BhāratīyaDarśan
- Deepak Kumar Bagchi : BhāratīyaDarśan
- DebabrataSen : BhāratīyaDarśan
- SibapadaChakraborty : An Introduction to General Philosophy

**Multidisciplinary Course**  
Computer Science (If you opt for 4year course)  
Courses Code: COMP 1031  
Courses Credit: 03  
Paper Name: Basic IT Tools (Theory)  
MARKS:50

**Course Objective**

The goal of this course is to present overview of IT tools used in day to day use of computers and data base operations. The Course has been designed to provide knowledge on various hardware and software components of computer, operating system, various packages used for different applications, data base concepts & operations and various issues related to IT and application of IT.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Introduction to computers</li> <li>• Evolution</li> <li>• Generation of Computers</li> <li>• Computers Hierarchy</li> <li>• Applications of Computers.</li> </ul>	2
Unit II	<ul style="list-style-type: none"> <li>• Windows Basics</li> <li>• Introduction toward Editing document</li> <li>• Move and Copy text</li> <li>• Formatting text &amp; Paragraph</li> <li>• Enhancing document</li> <li>• Columns, Table and other features.</li> </ul>	3
Unit III	<ul style="list-style-type: none"> <li>• Introduction to worksheet and shell</li> <li>• Getting started with Excel</li> <li>• Editing cell &amp; using Commands and functions</li> <li>• Moving &amp; Copying, Inserting &amp; Deleting Rows &amp; Columns</li> <li>• Printing work sheet</li> </ul>	10
Unit IV	<ul style="list-style-type: none"> <li>• Creating charts</li> <li>• Naming ranges and using statistical, math and financial functions, database in a worksheet</li> <li>• Additional formatting commands and drawing toolbar</li> <li>• other commands &amp; functions</li> <li>• Multiple worksheet and macros.</li> </ul>	10
Unit V	<ul style="list-style-type: none"> <li>• Introduction to Database Development:</li> <li>• Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, Select data with queries: Creating simple Query by design &amp; by wizard</li> </ul>	10
Unit VI	<ul style="list-style-type: none"> <li>• Overview of Power point</li> <li>• presenting shows for corporate and commercial using Power point</li> <li>• Introduction to Desktop publishing</li> <li>• Computer viruses</li> <li>• Introduction to Internet</li> <li>• Web features.</li> </ul>	10

**Suggested Reference:**

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.
- Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft
- Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.
- Jelen, B. (2013). Excel 2013 Charts and Graphs. United Kingdom: Que.
- Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

## Multidisciplinary Course

*Environmental Science (If you opt for 3 year course)*

Courses Code: ENVSC 1031

Courses Credit: 03

Paper Name: Natural Resources & Sustainable Development

MARKS: 50

### Learning objectives

- ☐ Explain the fundamentals of natural resources and their distribution
- ☐ Present available natural resources.
- ☐ Describe the judicious uses of natural resources
- ☐ Outline & basic elements of sustainable development

Unit	Topic	No of Lecture
Unit I	<b>Natural resources</b> Overview of natural resources: Definition of resources; Classification of natural resources – biotic and abiotic, renewable and non-renewable	05
Unit II	<b>Biotic and water resources</b> Major types of biotic resources: Forests, Grasslands, Wildlife and Aquatic Types of water resources: Freshwater and marine water resources; Availability and use of water resources; Conflicts over water resource – International and National perspectives	10
Unit III	<b>Soil and mineral resources</b> Soil types and distribution in India; Major degradation of soil; Major minerals in India; Over exploitation and environmental problems	10
Unit IV	<b>Energy resources</b> Types of energy sources; Renewable resources (Solar, Hydro, Ocean and biomass); Non-renewable sources (Coal, Petroleum and Nuclear resources)	10
Unit V	<b>Sustainable Development</b> Concept, SDGs – Goals, Targets & Indicators; Challenges & strategies of SDGs in India	10

### Learning outcome (After completion of this unit students would be able to:)

- ☐ Understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India
- ☐ Discuss the factors affecting the availability of natural resources, their conservation and management
- ☐ Explain sustainable development, its goal, targets, challenges and Indian strategies for SDGs



## Ability Enhancement Course (AEC)

Bengali

Course Code : BANG 1041

Course Credit : 2

Paper Name : সাহিত্যের বোধ ও বিচার

MARKS : 50

### Learning Outcome:

এই কোর্স পড়ার পর শিক্ষার্থী সাহিত্যের বিষয় অনুধাবনের পাশাপাশি তার শিল্পসার্থকতা ও ভাবসৌন্দর্য বিশ্লেষণ করতে শিখবে।

Unit	Topic	No of Lecture
একক ১: ভাষা অংশ	ক. বোধপরীক্ষাঃ (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য) ১। স্বদেশী সমাজ –রবীন্দ্রনাথ ঠাকুর ২। বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ ৩। বই পড়া – প্রমথ চৌধুরী ৪। স্ত্রীজাতির অবনতি – বেগম রোকেয়া ৫। অপবিজ্ঞান- রাজশেখর বসু	15
একক ২: সাহিত্য অংশ	ক। কবিতার ভাবসৌন্দর্য বিশ্লেষণ রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিন্তা যেথা ভয় শূন্য, শক্তি দম্ব স্বার্থ লোভ) খ। ছোটগল্পের শিল্পসার্থকতা বিচার রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য – ছুটি, বলাই, মণিহারা	15

পাঠ্যগ্রন্থঃ ১। আধুনিক বাংলা কবিতা সংগ্ৰহ (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

২। একালের গল্প (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

৩। প্রবন্ধ সংকলন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

## Value Added Course (VAC)

Courses Code: 1061

Courses Credit: 04

Paper Name : Environmental Science

MARKS: 100

### *Learning objectives*

- To create awareness and understanding of the environment and its different components
- To get knowledge on different current environmental problems and issues in national and international levels
- To impart knowledge about the management practices of different environmental problems
- To get real life experiences of different environmental resources, ecosystems and environmental degradation

Unit	Topic	No of Lecture
Unit-I	<b>Basics of Environmental Studies:</b> Definition, Nature, Scope and Importance; Components of environment: Environmental education	05
Unit-II	<b>Natural Resources: Renewable and Nonrenewable Resources</b> <b>Nature and natural resources their conservation and associated problems:</b> <input type="checkbox"/> Forest resources: Uses, types and importance, Joint Forest Management & symbiotic relationship between tribal population and forests, Deforestation and its effects <input type="checkbox"/> Water resources: Distribution of water on Earth; Use, over exploitation of surface and ground water; Dams: Benefits and problems; Flood and Drought <input type="checkbox"/> Mineral resources: Mineral resources in India; Use and exploitation, Social impacts of mining <input type="checkbox"/> Food resources: World food problems and food insecurities. <input type="checkbox"/> Energy resources: Renewable and Nonrenewable energy sources; Use of alternate energy sources - Case studies <input type="checkbox"/> Land resources: Land as a resource; Land degradation, landslides, soil erosion, desertification <input type="checkbox"/> Use of resources for sustainable development (Concepts & Goals)	10
Unit-III	<b>Ecology and Ecosystems</b> <input type="checkbox"/> Concept of ecology, Population ecology, Community ecology <input type="checkbox"/> Concept of an ecosystem, different types of ecosystem <input type="checkbox"/> Food chains, food webs and ecological succession <input type="checkbox"/> Energy flow in the ecosystem and energy flow models	08
Unit-IV	<b>Biodiversity and its conservation</b> <b>Biodiversity: Levels of biological diversity</b> <input type="checkbox"/> Values of biodiversity <input type="checkbox"/> HotSpots of biodiversity, IUCN Red Data Book, Mega-biodiversity countries <input type="checkbox"/> Threat to biodiversity <input type="checkbox"/> Threatened and endemic species of India <input type="checkbox"/> Conservation of biodiversity (In- situ and Ex-situ) <input type="checkbox"/> Ecosystem services: Ecological, Economic, Social, Ethical, Aesthetical and Informational values	08
Unit-V	<b>Environmental Pollution and Management</b> <input type="checkbox"/> Nature, Causes, Effects and Control measures of – Air pollution, Water pollution, Soil pollution, Noise pollution <input type="checkbox"/> Solid waste management: Causes, effects and disposal methods; Management of biomedical and municipal solid wastes <input type="checkbox"/> Disaster management: Floods, Earthquake, Droughts, Cyclone and Landslides	08

<b>Unit-VI</b>	<b>Environmental Policies and Practices</b> <b>Constitutional Provisions for protecting environment- Article 48(A), 51A(g)</b> <input type="checkbox"/> Environmental Laws: The Environment (Protection) Act, 1986; The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act 1974; Forest (Conservation) Act, 1980 <input type="checkbox"/> The wildlife Protection Act, 1972 <input type="checkbox"/> Climate change, Global warming, ENSO, Acid rain, Ozone layer depletion; Montreal and Kyoto Protocols	10
<b>Unit-VII</b>	<b>Human Communities and Environment</b> <input type="checkbox"/> Human population growth; Impacts on environment <input type="checkbox"/> Environment and human health: Concept of health and disease; Common communicable and Non- communicable diseases; Health awareness programmes in India <input type="checkbox"/> Environment movements in India: Chipko Movements, Silent Valley Movement, Narmada Bachao Aandolan	06
<b>Unit-VIII</b>	<b>Field Work Report/Project Report/Term paper</b> <b>[Based on any one of the following topics and to be evaluated by internal teachers only)</b> <input type="checkbox"/> Environmental assets - River/Forest/Grassland/Hill/Mountain etc. <input type="checkbox"/> Environmental pollution- Urban/Rural/Industrial/Agricultural <input type="checkbox"/> Study of common Plants/Insect /Birds/Wild life etc. <input type="checkbox"/> Study of simple ecosystems: Pond/River/Hill slope etc.	<b>Marks: 20</b>

#### Learning outcomes

- ☐ Understanding on environment and its importance
- ☐ Knowledge on different natural resources, causes of depletion and its sustainable uses
- ☐ Understanding the significance of biodiversity and its conservation
- ☐ Ideas on provisions of Indian Constitution for environmental protection
- ☐ Understanding the interrelationship among human population growth, environment and human health
- ☐ Knowledge of on-field experience on environmental issues through project work

# LESSON PLAN FOR HISTORY MAJOR

B.A. 3 year/ 4 Year

Course Code: **HIST 1011**

Courses Credit: 04

Paper Name: History of India (From Earliest times up to 6<sup>th</sup> Century BCE)

MARKS: 75

Unit-1		
CONTENTS		
<ul style="list-style-type: none"><li>• Meaning of History</li><li>• Origin of the name Bharat</li><li>• Concept of India or Bharat Fundamental unity of India.</li><li>• Indian concept of time, space, scope and sources</li></ul>		
Module Objectives: Objective of this module is 1. Discuss the concept of nation. 2. This Module will build a solid understanding about the fundamentals of History.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	What is History?	
Lecture-2	A very short discussion on Historiography	
Lecture-3	A conceptual discussion on Historical Timeline	
Lecture-4	The Origin of Bharat	
Lecture-5	Historical Background of National consciousness	
Lecture-6	Fundamental Unity of India	
Lecture-7	What is historical timeline	
Lecture-8	Different concepts of time and space	
Lecture-9	Indian concept of time and space	
Lecture-10	Evolution of Indian concept of time and space	
Lecture-11	Relation between Indian concept of time and development of History	
Lecture-12	Summarizing and discussion about the Unit	

Unit-2		
<p style="text-align: center;"><b>CONTENTS</b></p> <ul style="list-style-type: none"> <li>A broad survey of Paleolithic, Mesolithic and Neolithic cultures.</li> </ul>		
<p style="text-align: center;">Module Objectives:</p> <p>Objective of this module is</p> <ol style="list-style-type: none"> <li>Discuss the concept of Human Evolution.</li> <li>This Module will build a solid understanding about the dawn of human civilization.</li> </ol>		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	A short discussion on the historical time periods	
Lecture-2	What is Pre-history and its importance	
Lecture-3	General Discussion on Paleolithic Age	
Lecture-4	Paleolithic age	
Lecture-5	Mesolithic age	
Lecture-6	Neolithic age	
Lecture-7	Neolithic revolution	
Lecture-8	Development of early human society	
Lecture-9	Emergence of different culture	
Lecture-10	Discussion on different cultures	

Unit-3		
CONTENTS		
<ul style="list-style-type: none"> <li>Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline.</li> </ul>		
<p>Module Objectives:</p> <p>Objective of this module is to</p> <ol style="list-style-type: none"> <li>Discuss about the origin and development of one of the very early Human civilization.</li> <li>Analyze the nature and characteristics of this civilization.</li> </ol>		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Why this civilization is important for us	
Lecture-2	A general discussion on Harappa	
Lecture-3	Main features of Harappa	
Lecture-4	Art and architecture of Harappa	
Lecture-5	Extent and different centers of this civilization	
Lecture-6	Social and religious practices	
Lecture-7	Important architectural marvels	
Lecture-8	Harappan counting and weightage system	
Lecture-9	Harappan seals, coins and symbols	
Lecture-10	Relationship with other civilizations of the world	
Lecture-11	Decline of the Harappa	
Lecture-12	Debate related to the end of Harappa	
Lecture-13	Summarizing and discussion about the Unit	

## Unit-4

### CONTENTS

- Vedic and Later Vedic Age: Coming of the Aryans and Arya debate
- Vedic economy, polity, society and religion
- Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics
- Evolution of language.
- Indian economic thoughts
- Concept of land, forest and agriculture
- Industry, Trade.

### Module Objectives:

Objective of this module is to

1. Discuss about the origin and development of Vedic civilization.
2. Analyze the nature and characteristics of the Vedic period.

Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Why this civilization is important for us	
Lecture-2	Vedic age	
Lecture-3	Later Vedic age	
Lecture-4	Coming of the Aryans and Arya debate	
Lecture-5	Vedic economy, polity, society and religion	
Lecture-6	Science and technology in ancient India	
Lecture-7	, Environmental consciousness in ancient India	
Lecture-8	Health consciousness- yoga and naturopathy	
Lecture-9	Indian numerical system and Mathematics	
Lecture-10	Evolution of language	
Lecture-11	Indian economic thoughts	
Lecture-12	Indian economic (Banking) institutions	
Lecture-13	Concept of land, forest and agriculture in ancient India	
Lecture-14	Industry, Trade in India	
Lecture-15	Summarizing and discussion about the Unit	

Unit-5		
CONTENTS		
<ul style="list-style-type: none"> <li>Religious protest movement- Jainism and Buddhism.</li> </ul>		
<p>Module Objectives:</p> <p>Objective of this module is to</p> <ol style="list-style-type: none"> <li>Discuss about the origin and development of Religious protest movement</li> <li>Analyze the nature and characteristics of Jainism and Buddhism.</li> </ol>		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	origin and development of Religious protest movement	
Lecture-2	Why the protest movement originated	
Lecture-3	Life of Buddha	
Lecture-4	Teaching and philosophy of Buddhism	
Lecture-5	Buddhism after Buddha	
Lecture-6	Jainism	
Lecture-7	Mythological origin of Jainism	
Lecture-8	Teaching and main principles of Jainism	
Lecture-9	Religious protest movement other than Jainism and Buddhism	
Lecture-10	Summarizing and discussion about the Unit	

Departmental Continuous Internal Evaluation (CIE) Structure				
Type of Evaluation	MCQ	Short Question	Assignment	Essay type Question
Marks Allotted	10	10	10	10