

## PREFACE

With its grounding in the "guiding pillars of Access, Equity, Equality, Affordability and Accountability," the New Education Policy (NEP 2020) envisions flexible curricular structures and creative combinations for studies across disciplines. Accordingly, the UGC has revised the CBCS with a new Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) to further empower the flexible choice based credit system with a multidisciplinary approach and multiple/ lateral entry-exit options. It is held that this entire exercise shall leverage the potential of higher education in three-fold ways - learner's personal enlightenment; her/his constructive public engagement; productive social contribution. Cumulatively therefore, all academic endeavours taken up under the NEP 2020 framework are aimed at synergising individual attainments towards the enhancement of our national goals.

In this epochal moment of a paradigmatic transformation in the higher education scenario, the role of an Open University is crucial, not just in terms of improving the Gross Enrolment Ratio (GER) but also in upholding the qualitative parameters. It is time to acknowledge that the implementation of the National Higher Education Qualifications Framework (NHEQF) and its syncing with the National Skills Qualification Framework (NSQF) are best optimised in the arena of Open and Distance Learning that is truly seamless in its horizons. As one of the largest Open Universities in Eastern India that has been accredited with 'A' grade by NAAC in 2021, has ranked second among Open Universities in the NIRF in 2024, and attained the much required UGC 12B status, Netaji Subhas Open University is committed to both quantity and quality in its mission to spread higher education. It was therefore imperative upon us to embrace NEP 2020, bring in dynamic revisions to our Undergraduate syllabi, and formulate these Self Learning Materials anew. Our new offering is synchronised with the CCFUP in integrating domain specific knowledge with multidisciplinary fields, honing of skills that are relevant to each domain, enhancement of abilities, and of course deep-diving into Indian Knowledge Systems.

Self Learning Materials (SLM's) are the mainstay of Student Support Services (SSS) of an Open University. It is with a futuristic thought that we now offer our learners the choice of print or e-slm's. From our mandate of offering quality higher education in the mother tongue, and from the logistic viewpoint of balancing scholastic needs, we strive to bring out learning materials in Bengali and English. All our faculty members are constantly engaged in this academic exercise that combines subject specific academic research with educational pedagogy. We are privileged in that the expertise of academics across institutions on a national level also comes together to augment our own faculty strength in developing these learning materials. We look forward to proactive feedback from all stakeholders whose participatory zeal in the teaching-learning process based on these study materials will enable us to only get better. On the whole it has been a very challenging task, and I congratulate everyone in the preparation of these SLM's.

I wish the venture all success.

**Professor. Indrajit Lahiri**  
Vice-Chancellor

**Netaji Subhas Open University**  
Four Year Undergraduate Degree Programme  
Under National Higher Education Qualifications Framework (NHEQF) &  
Curriculum and Credit Framework for Under Graduate Programmes  
**Subject : Bachelor of Arts (Honours): History**  
**Programme Code : NHI**  
**Course Type : Discipline Specific Core (DSC)**  
**Course Title : SOCIAL FORMATIONS AND CULTURAL PATTERNS**  
**OF THE ANCIENT WORLD**  
**Course Code : 5CC-HI-02**

1st Print : 2025  
Print Order: &  
lt;memo no. and date

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**Netaji Subhas  
Open University**

**UG: History  
(NHI)**

**Social Formations and Cultural Patterns  
of the Ancient World  
Course Code : 5CC-HI-02**

**Block I : Evolution of Humankind**

<b>Unit 1</b>	<b>❑ Theories on Evolution and Growth of Civilizations</b>	<b>9-17</b>
<b>Unit 2</b>	<b>❑ Growth of Archaeological Studies</b>	<b>18-26</b>
<b>Unit 3(a)</b>	<b>❑ Palaeolithic Culture</b>	<b>27-35</b>
<b>Unit 3(b)</b>	<b>❑ Mesolithic Culture</b>	<b>36-42</b>

**Block II : Food Production**

<b>Unit 4</b>	<b>❑ Neolithic Cultures - Beginnings of Agriculture and Animal Husbandry</b>	<b>45-55</b>
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**Block III : Bronze Age Civilizations**

<b>Unit 5</b>	<b>❑ A Survey of Chalcolithic Culture</b>	<b>58-67</b>
<b>Unit 6</b>	<b>❑ Mesopotamia</b>	<b>68-75</b>
<b>Unit 7</b>	<b>❑ Egypt (Old Kingdom)</b>	<b>76-86</b>
<b>Unit 8</b>	<b>❑ (i) China (Shang); (ii) Eastern Mediterranean (Minoan and Mycenaean); (iii) Mesamerica-Maya, Aztec, Inca-Economy, Social Stratification, State Structure, Religion</b>	<b>87-107</b>

**Block IV : Iron age Civilizations  
West Asia and Europe**

<b>Unit 9(a)</b>	<b>❑ Debate on the Advent of Iron and Its Implications</b>	<b>110-116</b>
<b>Unit 9(b)</b>	<b>❑ Iron Age Civilizations: Hittites and Etruscans</b>	<b>117-126</b>

**Module V : Economy in Ancient Greece**

<b>Unit 10(a)</b>	<b>❑ Agrarian Economy</b>	<b>129-142</b>
<b>Unit 10(b)</b>	<b>❑ Urbanization and Trade</b>	<b>143-159</b>

**Module VI : Polis in Ancient Greece**

<b>Unit 11</b>	<b>❑ Athens</b>	<b>162-177</b>
<b>Unit 12</b>	<b>❑ Sparta</b>	<b>178-193</b>
<b>Unit 13</b>	<b>❑ Wars in Hellenic World-Greco-Persian War and Peloponnesian War</b>	<b>194-209</b>

**Module VII : Literature, Sports and Culture in Ancient Greece**

<b>Unit 14</b>	<b>❑ Hellenic Literature and Philosophy</b>	<b>212-226</b>
<b>Unit 15</b>	<b>❑ Greek Sports and Olympics</b>	<b>227-239</b>
<b>Unit 16</b>	<b>❑ The Rise of Macedon and Hellenistic culture</b>	<b>240-253</b>