

Kurukshetra University Kurukshetra
Scheme of Examinations and Syllabus of
M.A. ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY
(CBCS-LOCF w.e.f. the academic Session 2021-2022 in phased manner)

The entire course will be of **four semesters**. Each student should earn a minimum of **84** credits over the entire course (**Hard Core = 80**; **Soft Core = 20**; **Field Work/Practical = 40**; **Open Elective = 50**) Minimum pass marks in theory (including internal Assessment/Practical) would be **40%**.

Ancient Indian History, Culture & Archaeology (1st & 2nd Semester)

In semester 1st and 2nd, there would be four Hard core papers and one soft core paper. Each student will opt for one open elective in 2nd Sem.

Sem.	Paper Code	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exam. Hrs.	Cre dits L+T +P
				Int. Assess.	Sem. End. Exam.	Total		
1st Semester	16/20AIH101	Political History of Ancient India (From earliest time to c. A.D. 319)	4+1+0	20	80	100	3Hrs.	4
	16/20AIH102	Political History of Ancient India (from c.A.D.320 to 1206)	4+1+0	20	80	100	3Hrs.	4
	16/20AIH103	Ancient Indian Societies	4+1+0	20	80	100	3Hrs.	4
	16/20AIH104	Introduction to Archaeology	4+1+0	20	80	100	3Hrs.	4
	16/20AIH105	Opt. (i) History & Culture of Ancient Haryana Or Opt. (ii) Women in Ancient India	4+1+0	20	80	100	3Hrs.	4
Total Credits in 1st Semester = 20								
2nd Semester	16/20AIH201	Ancient Indian Administration and Polity	4+1+0	20	80	100	3Hrs.	4
	16/20AIH202	Science & Technology in Ancient India	4+1+0	20	80	100	3Hrs.	4
	16/20AIH203	Ancient Indian Economy	4+1+0	20	80	100	3Hrs.	4
	16/20AIH204	Early Historic Archaeology	4+1+0	20	80	100	3Hrs.	4
	16/20AIH205	Opt. (i) Archaeological Sites & Ancient Monuments in Haryana Or Opt. (ii) Socio-economic status of Women in Ancient India	4+1+0	20	80	100	3Hrs.	4

Open Elective (For the Students of other Departments)

One Open Elective(16/20AIH206) Outline of Ancient Indian History	2+0+0	10	40	50	3Hrs.	2
Total Credits of various courses in 2nd Semester	Total Credits= 22					

Ancient Indian History, Culture & Archaeology (3rd & 4th Semester)

In 3rd semester, there would be three groups i.e. Group-A, Group-B and Group-C.

Students are required to choose any one of the following groups in 3rd Sem. In Semester 3rd there would be four Hard Core papers, one Soft core paper and one Open Elective for each group.

In 4th semester, there would be three groups i.e. Group-A, Group-B and Group-C as in 3rd semester. Students are required to opt for the same groups what they have opted in 3rd Sem. There would be four Hard core papers and one Soft core paper.

Sem./Group	Paper Code	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exa m. Hrs.	Credits L+T+P
				Int. Assess.	Sem. End. Exam.	Total		
3rd Semester	Common /Mandatory for Each Group							
	16/20AIH301	Historiography	4+1+0	20	80	100	3Hrs.	4
	OR							
	16/20AIH301 -VD	Dissertation	4+1+0	Viva 20	Dissertation 80	100		4

❖ Choice Paper or Dissertation (16/20AIH301 or 16/20AIH301-VD)

Candidate can choose any group of the following (Group-A, B & C)

Sem./Group	Paper Code	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exam Hrs.	Credits L+T+P	
				Int. Assess.	Sem. End. Exam.	Total			
3rd Sem. Group-A	16/20AIH302	Pre-Historic India	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH303	Proto-Historic India	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH304	Elements of Ancient Indian Epigraphy	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH305	Elements of Ancient Indian Art	4+1+0	20	80	100	3Hrs.	4	
Group-B	16/20AIH306	Ancient Indian Epigraphy	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH307	Ancient Indian Numismatics	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH308	Elements of Archaeological Studies	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH305	Elements of Ancient Indian Art	4+1+0	20	80	100	3Hrs.	4	
Group-C	16/20AIH309	History of Ancient Indian Art	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH310	Ancient Indian Architecture	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH308	Elements of Archaeological Studies	4+1+0	20	80	100	3Hrs.	4	
	16/20AIH304	Elements of Ancient Indian Epigraphy	4+1+0	20	80	100	3Hrs.	4	
Open Elective (For the Students of other Departments)									
One Open Elective Paper (16/20/AIH311) Historiography, Concept , Method & Tools				2+0+0	10	40	50	3Hrs.	2
Total Credits of various courses each group in 3rd Semester					Total Credits= 22				

Sem./Group	Paper Code	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exam Hrs.	Credits L+T+P
				Int. Assess. /Practical/ Internship	Sem. End. Exam.	Total		
4th Semester	Common /Mandatory for Each Group							
	16/20AIH401	Historiography, Concept, Methods & Tools of Ancient History	4+1+0	20	80	100	3Hrs.	4

Candidate can choose any group of the following (Group-A, B & C)

4th Semester Group-A	16/20AIH402	Principles and Methods of Archaeology	4+0+4	40	60	100	3Hrs.	4
	16/20AIH403	Study of Ancient Pottery	4+0+4	40	60	100	3Hrs.	4
	16/20AIH404	Elements of Ancient Indian Numismatics	4+1+0	20	80	100	3Hrs.	4
	16/20AIH405	Elements of Ancient Indian Architecture	4+1+0	20	80	100	3Hrs.	4
Group-B	16/20AIH406	Study of Ancient Inscription	4+0+4	40	60	100	3Hrs.	4
	16/20AIH407	Study of Ancient Coins	4+0+4	40	60	100	3Hrs.	4
	16/20AIH408	Elements of Field Archaeology	4+1+0	20	80	100	3Hrs.	4
	16/20AIH405	Elements of Ancient Indian Architecture	4+1+0	20	80	100	3Hrs.	4
Group-C	16/20AIH409	Iconographical Study of Ancient Indian Art	4+0+4	40	60	100	3Hrs.	4
	16/20AIH410	Study of Ancient Monuments	4+0+4	40	60	100	3Hrs.	4
	16/20AIH408	Elements of Field Archaeology	4+1+0	20	80	100	3Hrs.	4
	16/20AIH404	Elements of Ancient Indian Numismatics	4+1+0	20	80	100	3Hrs.	4
Total Credit of various courses each group in 4th Sem.					Total Credit= 20			

- ❖ **The Evaluation will be external and a vive-voce of Practical/Internship to be conducted in the Department by an external expert.**
- ❖ **One Open Elective in 2nd& 3rd Semester(For the Students of other Departments)**

Programme outcomes (P.O.) of the Faculty of Indic Studies.

1. Scientific & Logical Knowledge of Ancient Indian Wisdom.
2. Enhancing knowledge of Indian Cultural Traditions.
3. Knowledge of Vedic, Medieval & Modern Philosophies.
4. Inculcation of Nationalism and other Moral Values.
5. Enhancing mental relaxation and peace by adopting Prayer, Chanting, Yoga and Meditation.
6. Preservation of Indian Arts and Heritage by using modern technologies.
7. To Import knowledge of different Sanskaras & Philosophy.
8. Imparting knowledge of Folk Traditions in different disciplines of the Faculty.
9. Developing aesthetics, Creativity & Skills like Singing, Painting and Dancing.
10. Improving the Emotional Intelligence through Geeta.

Programme outcomes (P.S.O.) of the Department of Ancient Indian History, Culture & Archaeology.

1. Construct strong foundation of Ancient Indian Culture and Civilization.
Ability to pursue to advance research the understand the Indian civilization.
2. To Impart knowledge of Archaeology, Epigraphy, Numismatic, Art & Architecture.
3. To impart the Ancient Indian Sanskaras to become better human being.
4. To impart the ethical value of Indian Culture. To improve the knowledge of Upanishada's philosophy and Bhagwad Gita knowledge for better human being.
5. Ensure the eligibility after the post graduation as college / university teachers, pgt, museum curator, tourist guide and job in Archaeological Survey of India.

DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY
Structure and the Syllabi of M.A. Ancient Indian History, Culture & Archaeology

The M.A. programme shall be spread over four semesters, with five courses/papers of four credits each in every semester. A student shall do four core courses/papers and one optional/elective course/paper in the first and second semesters put together. In third and fourth semesters three groups will be offered with five core courses/papers in each. The student has to choose one among the three_ Group-A, Group-B and Group-C.

M.A. (1st Semester)

The purpose of the following four core courses/papers is to introduce the students with the general aspects of political condition of Ancient India, genealogy of different dynasties ruled over India in different phases of Ancient India, social structure & social life, an overview of important aspects of contemporary world civilizations and theories & methods of Archaeology. The first option of fifth optional/elective course/paper shall introduce the students with the regional aspects of History & Culture of Ancient Haryana, while the second option will provide an overview of overall condition of women in Ancient India. .

Paper-I (16/21AIH101)	Political History of Ancient India (From earliest time to c. A.D. 319)
Paper-II (16/21AIH102)	Political History of Ancient India (from c.A.D.320 to 1206)
Paper-III (16/21AIH103)	Ancient Indian Society
Paper-IV (16/21AIH104)	Introduction to Archaeology
Paper-V (16/21AIH105)	Opt. (i) History & Culture of Ancient Haryana Or Opt. (ii) Women in Ancient India

M.A. (2nd Semester)

The purpose of the following four core courses/papers is to introduce the students with the general aspects of political entity and administrative systems of Ancient India, different phases of development of Science & Technology in Ancient India genealogy of different dynasties ruled over India in different phases of Ancient India, economic structure & economic life in ancient India and study of important archaeological sites of early historical period. The first option of fifth optional/elective course/paper shall introduce the students with the general survey of archaeological sites and archaeological monuments of Haryana, while the second option will provide an overall condition of women in Ancient India.

Paper-I (16/20AIH201)	Ancient Indian Administration and Polity
Paper-II (16/20AIH202)	Science & Technology in Ancient India
Paper-III (16/20AIH203)	Ancient Indian Economy
Paper-IV (16/20AIH204)	Early Historic Archaeology
Paper-V (16/20AIH205)	Opt. (i) Archaeological Sites & Ancient Monuments in Haryana Or Opt. (ii) Socio-economic Status of Women in Ancient India

Open Elective Course (16/20AIH206) Outline of Ancient Indian History

M.A. (3rd Semester)

(The candidates have to choose any one of the following groups)

GROUP-A

The purpose of the following five core courses/papers in this Group is to acquaint students with the basic understanding of the subject history, its philosophy, the approaches to historical studies and historian's views. The courses provided the detailed survey of Pre & Proto-historic cultures in Indian context. The students critically analyze the various aspects of inscriptions and their importance as a source of Indian history; learn the origin and antiquity of art of writing in India as well as origin of Brahmi Script and Kharoshthi Script and characterization & categorization of art forms in Indian context.

Paper-I (16/20AIH301)	Historiography
Paper-II (16/20AIH302)	Pre-Historic India
Paper-III (16/20AIH303)	Proto-Historic India
Paper-IV (16/20AIH304)	Elements of Ancient Indian Epigraphy
Paper-V (16/20AIH305)	Elements of Ancient Indian Art

GROUP-B

The purpose of the following five core courses/papers in this Group is to acquaint students with the basic understanding of the subject history, its philosophy, the approaches to historical studies and historian's views. The courses provided the general survey of Pre & Proto historic cultures in Indian context. The students critically analyze the various aspects of inscriptions and coinage; their importance as a source of Indian history; learn the origin and antiquity of art of writing in India as well as origin of Brahmi Script and Kharoshthi Script and characterization & categorization of art forms in Indian context.

Paper-I (16/20AIH301)	Historiography
Paper-II (16/20AIH306)	Ancient Indian Epigraphy
Paper-II (16/20AIH307)	Ancient Indian Numismatics
Paper-IV (16/20AIH308)	Elements of Archaeological Studies
Paper-V (16/20AIH305)	Elements of Ancient Indian Art

GROUP-C

The purpose of the following five core courses/papers in this Group is to acquaint students with the basic understanding of the subject history, its philosophy, the approaches to historical studies and historian's views. The courses provided the general survey of Pre & Proto historic cultures in Indian context. The courses focused on the developments of architecture, iconographical aspects of sculpture and paintings in ancient India, while situating these within the larger historical milieu. Alongside a broad overview, representative material will be treated in detail to convey the variety, complexity and diversity that characterized the art & architectural forms of ancient India. The students critically analyze the various aspects of inscriptions and their importance as a source of Indian history; learn the origin and antiquity of art of writing in India as well as origin of Brahmi Script and Kharoshthi Script.

Paper-I (16/20AIH301)	Historiography
Paper-II (16/20AIH309)	History of Ancient Indian Art
Paper-III (16/20AIH310)	Ancient Indian Architecture
Paper-IV (16/20AIH308)	Elements of Archaeological Studies
Paper-V (16/20AIH304)	Elements of Ancient Indian Epigraphic
Open Elective Course (AIH-311)	Historiography, Concepts & Methods & Tools

M.A. (4th Semester)

(The candidates have to choose any one of the following groups)

GROUP-A

The purpose of the following five core courses/papers in this Group is to acquaint students with the basic understanding of the subject history, its approaches to historical research, research method & tools and other basic ideas. The broad objective of the courses is to familiarize the students to the theoretical basis of field methods in Archaeology; train them to identify and categorization of pottery and make pottery drawing. The students critically analyze the various aspects of inscriptions and coinage; their importance as a source of Indian history and characterization & categorization of architectural forms in ancient Indian context.

Paper-I (16/20AIH401)	Historiography, Concept, Methods & Tools of Ancient History
Paper-II (16/20AIH402)	Principles & Methods of Archaeology
Paper-III (16/20AIH403)	Study of Ancient Pottery
Paper-IV (16/20AIH404)	Elements of Ancient Indian Numismatics
Paper-V (16/20AIH405)	Elements of Ancient Indian Architecture

GROUP-B

The purpose of the following five core courses/papers in this Group is to acquaint students with the basic understanding of the subject history, its approaches to historical research, research method & tools and other basic ideas. The courses aims at critical analysis of the various aspects of inscriptions and coinage; their importance as a source of Indian history; learn the origin and antiquity of art of writing in India as well as train the students to decipher and transliterate Brahmi Script and Kharoshthi Script; to train the students to decipher and identify the coins; characterization & categorization of architectural forms in Indian context and to familiarize them to the theoretical basis of field methods in Archaeology.

Paper-I (16/20AIH401)	Historiography, Concept, Methods & Tools of Ancient History
Paper-II (16/20AIH406)	Study of Ancient Inscription
Paper-II (16/20AIH407)	Study of Ancient Coins
Paper-IV (16/20AIH408)	Elements of Field Archaeology
Paper-V (16/20AIH405)	Elements of Ancient Indian Architecture

GROUP-C

The purpose of the following five core courses/papers in this Group is to acquaint students with the basic understanding of the subject history, its approaches to historical research, research method & tools and other basic ideas. The courses focused on the developments of architecture, iconographical aspects of sculpture and paintings in ancient India, while situating these within the larger historical milieu. Alongside a broad overview, representative material will be treated in detail to convey the variety, complexity and diversity that characterized the architectural forms of ancient monuments. The students critically analyze the various aspects of coinage; their importance as a source of Indian history and to familiarize them to the theoretical basis of field methods in Archaeology.

Paper-I (16/20AIH401)	Historiography, Concept, Methods & Tools of Ancient History
Paper-II (16/20AIH409)	Iconographical Study of Ancient Indian Art
Paper-III (16/20AIH410)	Study of Ancient Monuments
Paper-IV (16/20AIH408)	Elements of Field Archaeology
Paper-V (16/20AIH404)	Elements of Ancient Indian Numismatics

Pedagogy of the course work: *The students are taught with the help of slides, photographs, topographical maps, political maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

DETAILS AND READING OF COURSES

M.A. (1ST SEMESTER)

Paper-I (16/20AIH101) Political History of Ancient India (From earliest time to c. A.D. 319)

Marks: 80

Internal Assessment: 20

Time: 3 Hours

Credit: 4

Course Outcome:

- CO1: Students understand the sources of Indian History.
- CO2: Critically analyzed the Indus civilization, Vedic and Post-Vedic Civilization. Critically analyzed the rise of Magadha Empire and Political condition of India.
- CO3: Critically evaluated about the rise of Mauryan Empire, its administration and downfall. Critically analyzed the new developments i.e emergence of Sungas, the Satavahanas, the Indo-Greeks and rise of new Powers i.e. the Saka-kshatrapas, the Pahlavas.
- CO4: Students able to understand about emergence of the Kusanas and the republics i.e. Yaudheyas, Kunindas, Audumbras and Political condition of India before the rise of Gupta. The students came across the general survey of Political History of South India

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Geographical Study of Ancient India: Mountains, Rivers, Plains, Plateaus & Seas
2. Sources: Literary and Archaeological.

Unit - 2

3. Harppan Civilization
4. Vedic Age: Rig Vedic and Later Vedic political condition
5. Emergence of the Mahajanapadas and the political condition of the sixth century B.C.
6. Rise and growth of the Magadhan Empire

Unit - 3

7. Towards Mauryas: Genealogy of Mauryan Period, Extension of Mauryan Empire: Chandragupta Maurya and Bindusara; Ashoka and his successors. Decline of Maurya's dynasty
8. The Indo-Greeks, the Saka and Pahlavas.
9. Sakas and Satavahans

Unit - 4

10. Rise and fall of the Kushana's Empire : Genealogical Study of Kushana's Dynasty
11. Political History of South India: Sangam age

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 101.1	3	3	3	2	2	3	2	--	3	--
CO 101.2	3	3	3	2	2	3	2	2	3	--
CO 101.3	3	3	3	2	1	3	2	2	3	--
CO 101.4	3	3	3	2	2	2	2	3	3	--
AVG.	3	3	3	2	1.7	2.7	2	1.75	3	--

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 101.1	3	3	3	3	3
CO 101.2	3	3	3	3	3
CO 101.3	3	3	2	3	3
CO 101.4	3	3	2	3	3
AVG.	3	3	2.5	3	3

BOOKS RECOMMENDED

1. Majumdar, R.C.& Pusalkar, A.D. (Ed.) : Vedic Age.
2. Raychaudhuri, H.C. : Political History of Ancient India (6th Ed.) (English and Hindi)
3. Sastri, K.A.N. : The age of the Nandas and the Mauryas (English and Hindi)
4. Puri, B.N. : India under the Kusanas.
5. Mookarjee, R.K. : Chandragupta Maurya and His Times (English and Hindi).
6. Bhandarkar, D.R. : Ashoka (English and Hindi).
7. Thapar, R. : Ashoka and the Decline of the Mauryas (English and Hindi).
8. Pandey, V.C. : Prachin Bharat Ka Sanskritic Evam Rajnitic Itihas (in Hindi) Vol. I
9. Mukherjee, B.N. : The Rise and Decline of the Kusana Empire
10. Narain, A.K. : The Indo-Greeks.
11. Sastri, K.A.N. (Ed.) : Comprehensive History of India,
12. Rapson, E.J. (Ed.) : Cambridge History of India, Vol. I.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-II (16/20AIH102) Political History of Ancient India (from c. A.D.320 to 1206)**Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4**

Course Outcome:

- CO1: Students get basic knowledge about the Imperial Guptas i.e. Early Kings, political achievements of emperors and the downfall of Imperial Guptas, emergence of New powers i.e. the Hunas.
- CO2: Students understand the Maukharies and the Pushpabhutis, Harshvardhana and accounts of Huien-Tsang.
- CO3: Students get the basic knowledge about the emergence of political powers i.e. Yashovarman of Kanauj, and Rise and Fall of the Pratihars, Palas, Rastrakutas and tripartite struggle. Students also get the basic knowledge of political powers i.e. Chandelas, Parmaras, Chahamanas of Sakambhari, Gahadavals.
- CO4: Students understand the period of Chalukyas of Badami, Pallavas and Cholas.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Rise and fall of the Guptas.
2. Huna invasions and Yasodharman.

Unit - 2

3. Maukharis and the later Guptas.
4. Rise and fall of the Pushpabhutis: the contemporary Chinese Accounts.

Unit - 3

5. Rise and fall of the Paratihars, The Palas and The Rastrakutas. Tripartite Struggle.
6. The Chandellas, the Paramaras, the Gahadavalas and the Chahamanas.
7. The Arab and Turk invasions and the Indian resistance

Unit - 4

8. The Pallavas and the Chalukyas.
9. The Cholas

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 102.1	3	3	2	2	2	3	3	2	3	1
CO 102. 2	3	3	2	2	2	3	3	2	3	3
CO 102. 3	3	3	2	2	2	3	3	2	3	1
CO 102.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 102.1	3	3	3	3	3
CO 102.2	3	3	3	3	3
CO 102.3	3	3	2	3	3
CO 102.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Majumdar & Altekar : The Vakataka-Gupta Age
2. Gupta P.L. : Gupta Samrajya (in Hindi)
3. Ray U.N : History of Gupta Empire
4. Bose, N.S. : History of Chandelas
5. Bhatia, P. : The Paramaras
6. Devahuti : Harsha and his times
7. Niyogi,R. : The History of the Gahadavalas
8. Sharma Dashrath : Early Chauhan Dynasties
9. Sastri, K.A.N. : The Colas
10. -----do----- : History of South India
11. Gopalan. R. : The Pallavas of Kanchi
12. Tripathi, R.S. : History of Kanauj
13. Dikshit, R.K. : The Chandelas of Jejakabhukti
14. Majumdar. R. C.& Pusalkar, A.D. (Ed.) : Age of Imperial Kanauj
15. -----do----- : Struggle for the Empire
16. Thakur, U. : Hunas in India
17. Thakur, U.& Srivastava, Balram : Dakshina Bharata (in Hindi)
18. Pieres, E.A. : The Maukharis
19. Puri, B.N : History of the Gurjara-Pratiharas

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH103)**Ancient Indian Societies****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4****Course Outcome:**

- CO1: Student get the basic knowledge that how the human society develop from tribal stage to the formation of State in India
- CO2: Critically discuss major cultural structures, events and then shaping the societal context.
- CO3: The students acquainted with the social institutions that formed the basis of ancient social system.
- CO4: The course aims to study the ancient societies for a better understanding of the overall cultural status of contemporary world civilizations of Mesopotamia, Sumer, Rome and China.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit - 1**

1. Sources of social History: Archaeological and Literary.
2. Harappan and Post Harappan Society

Unit - 2

3. Evolution of Society from the tribal stage to the formation of State in North India.
4. Society described in Vedic literature

Unit - 3

5. Social life of Buddhist Period, Mauryas and Kushanas
6. Society during the Gupta Period
7. Early Medieval Society

Unit - 4

8. General Survey of Ancient Indian Society : Sanskaras, Concept of Ashramas, Family system, Caste system, Slavery system, Education system, Ancient Indian Social Philosophy: Purusarth- Asrama and their social context. Origin and development of Varna and Jati, Position of sudras in Ancient India.
9. Society: Mesopotamian, Sumerian, Roman Civilization and Bronze Age Civilization of China

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 103 .1	3	3	3	2	2	3	3	3	2	1
CO 103. 2	3	3	3	2	2	3	3	3	2	1
CO 103. 3	2	3	3	2	2	3	3	3	2	1
CO 103.4	2	3	3	2	1	3	3	3	1	1
AVG.	2.5	3	3	2	1.7	3	3	3	1.7	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 103.1	3	3	3	3	3
CO 103.2	3	3	3	3	3
CO 103.3	3	3	2	3	3
CO 103.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Kane, P.V. : History of Dharmasastra (Relevant Vols.) (English &Hindi)
2. Dutt, N.K. : Origin and Growth of Caste in India.
3. Altekar, A.S. : Position of Women in Hindu Civilization.
4. Prabhu, P.N. : Hindu Social Organization (Englishand Hindi).
5. Sharma, R.S. : Sudras, in Ancient India (English and Hindi).
6. Katiyal, H.S. : Sudras, Slaves and Untouchables in Ancient India.
7. Pandey, R.B. : Hindu Samskaras.
8. Altekar. A.S. : Education in Ancient India.
9. Sharma, R.S. : Light on Early Indian Society and Economy.
10. Sharma, R.S. : Indian Feudalism.
11. Sharma R.S. : Material Culture and Social Formation
12. Channa, D.R. : Slavery in Ancient India.
13. Singh, Y.B. : Social Life in Ancient India.
14. Majumdar, B.P. : Socio-economic History of North India.
15. Chattopadhyaya, S. : Social Life in Ancient India.
16. Mookerji, R.K. : Ancient Indian Education.
17. Chattopadhyaya, B. : Kusana State and Indian Society.
18. Mishra, Jai Shankar : Prachina Bharate Ka Samajik Itihas (in Hindi).
19. Rao, S.R. : Dawn and Devolution of Indus civilization
20. Goyal, S.R. : Visva Ki Prachin Sabhyataon Ka Itihas (In Hindi).
21. Pathak, Sushil Madhava : Visva Ki Prachin Sabhyataon Ka Itihas (In Hindi).
22. Nemisharan Mittal : Prachin Sabhyataein (In Hindi).
23. Rai, U.N. : Visva Ki Prachin Sabhyataon Ka Itihas (In Hindi).
24. Wooley, C. Leonard : The Sumerians.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH104)**Introduction to Archaeology****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4**

Course Outcome:

- CO1: Students get basic knowledge of scope of Archaeology and relation of Archaeology with social sciences & Pure sciences.
- CO2: Students get knowledge about development of Archaeology in India and Stratification
- CO3: Students get knowledge about exploration and excavation: its preliminaries, staff and equipments, etc.
- CO4: Students understand the relative and absolute dating and Chemical treatment and Preservation of Archaeological finds. Students get knowledge about the museum activities and the public awareness towards archaeology

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Definition, Aims and scope of Archaeology. Relations of Natural and Social Sciences with Archaeology
2. Development of Archaeology in the World context.

Unit - 2

3. Development of Archaeology in the India
4. Stratification in Archaeology.

Unit - 3

5. Exploration Methods
6. Excavation Methods

Unit - 4

7. Methods of Dating : Relative and Absolute dating methods
8. Preservation method and Archaeological remains of Antiquities.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 104 .1	3	3	3	3	1	3	3	3	3	1
CO 104. 2	2	3	3	2	2	3	3	2	3	1
CO 104. 3	3	3	3	3	2	3	3	3	3	1
CO 104.4	2	3	3	1	1	3	3	1	3	1
AVG.	2.5	3	3	2.25	1.5	3	3	2.25	3	1

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 104.1	3	3	3	3	3
CO 104.2	3	3	3	3	3
CO 104.3	3	3	2	3	3
CO 104.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED:

1. Webster, Graham : Practical Archaeology.
2. Wheeler, R.E.M. : Archaeology from the Earth (in English &Hindi).
3. Agarwal, D.P. : Archaeology of India.
4. Agarwal, D.P. & Yadav, M.D. : Dating the Human Past.
5. Agarwal, D.P. & Kusumgar : Pre-historic Chronology and Radio carbon dating in India
6. Agarwal, O.P. : Preservation of Art Objects and Library Materials.
7. Atkinson, R.J. : Field Archaeology.
8. Allchin, B. & R. : The Rise of Civilization in India and Pakistan.
9. Chakrabarti, D.K. : A History of Indian Archaeology
10. Shukla S.P. & Thaplyal, K.K. : Puratattva Praveshika (In Hindi)
11. Srivastava, K.M. : New Era of Indian Archaeology
12. Jai Narain Pandey : PuratattvaVimarsha (In Hindi)
13. Agrawal,O.P. : Care and preservation of museum objects
14. Aiyappan, A. & Satyamurti,S.T. : Handbook of museum technique
15. Bedekar,V.H.(Ed.) : New Museology and Indian museum
16. Biswa,T.K. : Museum and education
17. UNESCO publication, 1960 The organization of museum: practical advice

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH105)

Opt. (i) History & Culture of Ancient Haryana

Marks: 80

Internal Assessment: 20

Time: 3 Hours

Credit: 4

Course Outcome:

- CO1: Students understand the theme of regional history is explored through study of Haryana (Literary and Archaeological).
- CO2: Critically analyze the rise of various cultures are explored in the region of Haryana.
- CO3: Critically analyze the rise of state formation and new power in the region of Haryana.
- CO4: Critically evaluate the efforts of the people of this region in the foreign invasions and its impact on Haryana.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Sources — Literary and Archaeological.
2. Pre-historic Remains in Haryana.

Unit - 2

3. Salient features and expansion of Proto-historic cultures in Haryana - Early Harappan, Harappan, Late Harappan
4. Painted Grey Ware Culture.

Unit - 3

5. Expansion of the Vedic culture in the Saraswati Valley; Traditional History of the Kurus, the Bharata War and Aftermath.
6. History of the region from the 6th century B.C. to 2nd century B.C.
7. Rise of the Republics.

Unit - 4

8. Extension of the Indo-Greek, Saka-Kushana and Gupta empires.
9. The rise of the Pushpabhuti Dynasty.
10. The rule of Gurjara-Pratiharas, Tomaras and Chahamanas.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 105 .1	3	3	3	3	1	3	2	3	3	3
CO 105. 2	3	3	3	3	2	3	3	3	3	3
CO 105. 3	3	3	3	2	2	3	2	3	3	3
CO 105.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 105.1	3	3	3	3	3
CO 105.2	3	3	3	3	3
CO 105.3	3	3	2	3	3
CO 105.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Raychaudhuri, H.C. : Political History of Ancient India.
2. Pargiter, F.E. : Ancient Indian Historical Tradition.
3. Gupta, S.P. (Ed.) & Ramachandran, S.K. : Mahabharata: Myth and Reality.
4. Buddha Prakash : Haryana through the Ages.
5. Buddha Prakash : Glimpses of Ancient Haryana.
6. Yadav, K.C. (Ed.) : Haryana Studies in History and Culture.
7. Yadav, K.C. (Ed.) : Haryana Ka Itihasa (In Hindi).
8. Phadke, H.A. : Haryana - Ancient and Medieval.
9. Lal, B.B. : Earliest Civilization of South Asia.
10. Gupta, S.P. : The Indus, Saraswati Civilization.
11. Suraj Bhan Yamuna Divide : Excavations at Mitathal (1960) and other Explorations in Sutlaj
12. Suraj Bhan : Excavations of Sugh, Journal of Haryana Studies.
13. Verma, D.C. : (INDIA – THE LAND AND THE PEOPLE) HARYANA
14. Agrawal, Jagannath : Inscriptions of Haryana, Punjab, H.P., J. & K. and adjoining
15. Phogat, S.R. : Inscriptions of Haryana.
16. Pandey, D.B. : The History and the Coinage of the Yaudheyas.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH105)**Opt. (ii) Women in Ancient India****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: Critically evaluate sources and the position and Status of women in Harappan Period.
- CO2: Critically evaluate the rules laid down by the Ancient Societies. The rules about sex morality enable us to know the ethical tone of the society and ascertain how far men were prepared to be themselves judged by the standard they had set for Women.
- CO3: To evaluate the degree Mauryan and Gupta Period to which women were given a voice in the settlement of marriage, divorce, proprietary rights, Prostitute, servant, as widow place in society and her overall and management of household.
- CO4: The History of the position and status of women is therefore of vital importance to the student of Ancient Indian History

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Sources of Women History: Literary and Archaeological
2. Women in Harappan period.

Unit - 2

3. Status of Women in Vedic age: Rigvedic and Later Vedic
4. Women and Religion: Women's place in Brahmanical, Buddhist and Jaina Religions.

Unit - 3

5. Education and Women
6. Women in Mauryan period and Later Mauryan.
7. Women in Gupta Age.

Unit - 4

8. Women in Early Medieval period: Gurjara Partiharas, Palas, Chahamanas, Chandellas Dynasty Early medieval Kashmir.
9. Political Participation of Women in Ancient India.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 105 .1	3	3	3	3	1	3	2	3	3	3
CO 105. 2	3	3	3	3	2	3	3	3	3	3
CO 105. 3	3	3	3	2	2	3	2	3	3	3
CO 105.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 105.1	3	3	3	3	3
CO 105.2	3	3	3	3	3
CO 105.3	3	3	2	3	3
CO 105.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Altekar, A.S. : The Position of Women in Hindu Civilization.
2. Gharpure, JR. : Right of Women under Hindu Law, Bombay.
3. Gupta, A.R. : Women in Hindu Society.
4. Kapadia, K.M. : Marriage and Family in India.
5. Agrawal Ashvini : Working Women in Ancient India.
6. Shastri, Sakuntala Rao : Women in Vedic Age.
7. Kapadia, KM. : Marriage and Family in India.
8. Mitter, D.N. : The Position of Women in Hindu Law.
9. Prabhu, P.N. : Hindu Social Organization.
10. Sharma, T. : Women in Ancient India (32 A.D. to 1200 A.D.)
11. Altekar, A.S. : Position of Women in Hindu Civilization.
12. Rajpal ; Women in Early Medieval North India
13. Mishra, Urmila Parkash : Prachin Bharat me Nari
14. Altekar, A.S. : Position of Women in Hindu Civilization
15. Thakur Renu : Women and Society in Early Medieval India: Re-interpreting Epigraphs
16. Singh, Vijay Laxmi : Women and Gender in Ancient India (A Study of Text and Inscriptions

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

M.A. (2nd SEMESTER)**Paper-I (16/20AIH201)****Ancient Indian Administration and Polity****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: To acquaint the students with the major administrative set-up during various period of ancient India.
- CO2: To acquaint the students with political ideas and institutions that formed the basis of ancient Indian political system.
- CO3: Evaluate and analyze of institutional history that how the institution of state rise and develop in India.
- CO4: Critically evaluate the nature of the state changes with the time and dynasty. The aim of the paper is to acquaint the students with intricacies of Administrative system and institutions in ancient India through the ages.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. State: Theories of Origin, Concept, Nature, Aim and Functions, Sources of Ancient Indian polity.
2. Origin of Political Institution in Ancient India: Concept of Dandniti, types of State, Kingship : Divinity, Absolutism and Curbs, Coronation of King, Mantri Parishad

Unit - 2

3. Political Organization and Institutions referred in Vedic Literature
4. Monarchical and Republican States, Ganarajya and Paur-Janapadas.

Unit - 3

5. Mauryas and their Administration
6. Gupta Polity and Administration
7. Local Self Government in Ancient India

Unit - 4

8. Feudal States and Administration: Pushpabhutis, Palas, Pallavas and Cholas
9. Corporate life: Guilds their organization and functions.
10. Inter-State relations.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 201 .1	3	3	2	2	2	3	3	2	3	1
CO 201. 2	3	3	2	2	2	3	3	2	3	3
CO 201. 3	3	3	2	2	2	3	3	2	3	1
CO 201.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 201.1	3	3	3	3	3
CO 201.2	3	3	3	3	3
CO 201.3	3	3	2	3	3
CO 201.4	3	3	2	3	3
AVG.	3	3	2.5	3	3

BOOKS RECOMMENDED

1. Jolly, J. : Hindu Law and Customs.
2. Jaiswal, K.P. : Hindu polity
3. Majumdar, R.C. : Corporate Life in Ancient India.
4. Altekar, A.S. : State and Government In Ancient India
5. Dikshitar, V.R.R. : Hindu administrative institutions
6. Ghosal,U.N. : A History of Hindu Political Ideas
7. Prasad, B. : Theory of State In Ancient India
8. Sharma, R.S. : Some Aspects of Political Ideas and Institution In Ancient India
9. Thapar, R. : The Penguin History of Early India from Origin to A.D. 1300
10. Sinhgga , H.N. : The development of Hindu polity
11. Vidhyalkar , S. : *Prachin Bharat ki Shasan Sanstaya Aur Rajnitik Vichar*
12. Shukala, D. : *Prachin Bharat Main Jantantra(InHindi)*
13. Mittal,P. : *Prachin Bharat Mai Rajnitik Vichar Thatha Sanstaye(InHindi)*
14. Tiwari, H. : *Prachin Bharta Mai Rajya Aur Nayapalika(InHindi)*
15. Altekar, A.S. : *Prachin Bhrat Mai Prasan Padati(InHindi)*
16. Mookherje,R. : Local Government In Ancient India
17. Verma , V.V. : *Vedic Rajnitishastra(InHindi)*
18. Singh, Jagbir : *Prachina Bharat Men Pratinidhi Shasan(InHindi)*

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-II (16/20AIH202)**Science & Technology in Ancient India****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: To acquaint the students with the evolution and development of science and technology through the ages in Ancient India
- CO2: Evaluate and analyze the history of various fields of science viz. Physics, Chemistry, Mechanical, Astronomy, Mathematics and Medicine etc.
- CO3: Explain and acquainted with the internal evolution and external influences on science & technology in Ancient India.
- CO4: Formulate logical arguments substantiated in early medieval period.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Science & Technology: Sources
2. Prehistoric Tools Techniques: Paleolithic tools, Mesolithic tools, Neolithic tools

Unit - 2

3. Development of Science & Technology in Harappan period
4. Development of Science & Technology in Vedic Literature

Unit - 3

5. Advancement of Science & Technological in Mauryan period
6. Development of Science & Technology in Kushanas, Satvahanas and Southern India.

Unit - 4

7. Science & Technology in Early Medieval period

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 202 .1	3	3	2	2	2	3	3	2	3	1
CO 202. 2	3	3	2	2	2	3	3	2	3	3
CO 202. 3	3	3	2	2	2	3	3	2	3	1
CO 202.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 202.1	3	3	3	3	3
CO 202.2	3	3	3	3	3
CO 202.3	3	3	2	3	3
CO 202.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Rao, S.R. : Dawn and Devolution of Indus Civilization.
2. Gopalkrishnan, N. : Indian Scientific Heritage, IISH
3. Ray, N.R. : Technology and Social Change in Early Indian History
4. Lal, B.B. & Gupta, S.P. : Frontier of Indus Civilization
5. Bag, A.K. (ed.) : History of Technology, Vol.I.
6. Bhardwaj, H.C. : Aspects of Ancient Indian Technology
7. Bhardwaj, H.C. & Sharma, V.L. : Technology Tools and Appliances
8. Biswas, A.K. & S. Biswas : Minerals and Metals in Ancient India, & Vol. I
9. Bose, D.M., Sen,S.N. & Subbarayappa, B.V. : A Concise History of Science In India
10. Chattopadhyaya, B.D. : History of Science and Technology in Ancient India, Vol. II
11. Chattopadhyaya, B.D. : History of Science & Technology in Ancient India
12. Derry, T.K. & William, T.I. : A Short History of Technology
13. Forbes, R.J. : Studies in Ancient Technology
14. Hegde, K.T.M. : An Introduction to Ancient Metallurgy
15. Kaye, G.R. : Indian Mathematics
16. Panday, L.P. : Botanical Sciences and Economic Growth in Ancient India
17. Rao, S. Balchandra : Indian Mathematics and Astronomy-Some Landmarks
18. Sankalia, H.D. : Some Aspects of Prehistoric Technology in India
19. Saraswati, S.P. : Geometry in Ancient India
20. Subbarayappa, B.V. : History of Sciences in Ancient India

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH203) Ancient Indian Economy

Marks: 80
Internal Assessment: 20
Time: 3 Hours
Credit: 4

Course Outcome:

- CO1: To acquaint the student with details of economic history of Ancient India. It is proposed to cover various aspects of economic ideas and economic institutions in ancient India and economy of Paleolithic period .
- CO2: To Students get basic knowledge about the Harappan and Vedic period economy.
- CO3: To Students get basic knowledge about the imperial system i.e Gupta and Post-Gupta Economy, Feudal Economy and condition of peasantry and labour.
- CO4: To acquaint the Students understanding the Agrarian Economy i.e. Land System-land Revenue, Ownership of Land, Irrigation System. To acquaint the Students with understanding the patterns of Trade and Commerce and Foreign Trade with special reference to Western and South East Asia.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Sources of economic history : Stone Age
2. Paleolithic , Mesolithic age and Neolithic revolution
3. Harappan & Post Harappan Economy

Unit - 2

4. Economic life of Vedic people
5. Economic life during Mauryas
6. Economic life during Guptas

Unit - 3

7. Trade and Commerce during early medieval India
8. Pattern of Economic Developments in South India

Unit - 4

9. Rise and growth of Feudalism in Ancient India.
10. General Survey of Ancient Indian Economy
 - (i) Trade and Commerce: Internal, External, Trade routes Indo-roman contacts and Maritime Trade of South India.
 - (ii) Economic Institutions & Guilds

(iii) Temple Economy

(iv) Peasantry, Land Grants, Land Revenue System, Irrigation System

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 203 .1	3	3	3	2	2	3	3	3	2	1
CO 203. 2	3	3	3	2	2	3	3	3	2	1
CO 203. 3	2	3	3	2	2	3	3	3	2	1
CO 203.4	2	3	3	2	1	3	3	3	1	1
AVG.	2.5	3	3	2	1.7	3	3	3	1.7	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 203.1	3	3	3	3	3
CO 203.2	3	3	3	3	3
CO 203.3	3	3	2	3	3
CO 203.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED:

1. Sharma, R.S. : Light on Early Indian Society and Economy.
2. Sharma, R.S. : Indian Feudalism.
3. Sharma R.S. : Material Culture and Social Formation
4. Gopal, L. : The Economic life in Northern India.
5. Sircar, D.C. : Land Grants and Feudalism in Ancient India.
6. Bose. A.N. : Social and Rural Economy of Northern India. 2 Vols.
7. Yadav, B.N.S : Socio-economic History of Northern India (10th to 12thCenturies)
8. Bandopadhyaya, N.C. : Economic life and progress in Ancient India.
9. Maity, S.K. : Economic life and progress in Ancient India.
10. Moti Chandra : Sarthavaha.
11. Adhya, G.L. : Early Indian Economies.
12. Achhhe Lal : Prachina Bharate Men Krishi (InHindi)
13. Majumdar, B.P. : Socio-economic History of NorthIndia.
14. Allchin, B.R. : Rise of civilization in India and Pakistan.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH204)**Early Historic Archaeology****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4****Course Outcome:**

- CO1: Students get a basic knowledge about the relationship of Archaeology with History. Students understand the Characteristics and Chronology of Northern Black Polished Ware Culture
- CO2: To familiarize the students to the theoretical basis of conservation and preservation. Historical Urbanization
- CO3: Public Awareness: Museums activities and Antiquarian Law and significance of pottery.
- CO4: The broad objective of the course is to inform the students about the major excavations of India.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit - 1**

1. Relationship of Archaeology with History.
2. Northern Black Polished Ware Culture: Extent, Chronology and Characteristics.

Unit - 2

3. Historical Urbanization
4. Methods of conservation and preservation.

Unit - 3

5. Archaeology and Public Awareness; Museums - display of antiquities and Antiquarian Law
6. Significance of Pottery

Unit - 4

7. Detailed study of the following excavations:
 - (i) Hastinapur
 - (ii) Atranjikhhera
 - (iii) Kausambi
 - (iv) Taxila
 - (v) Thanesar
 - (vi) Vaishali
 - (vii) Nagarajunikonda
 - (viii) Arikamedu
 - (ix) Bramagiri
 - (x) Sishupalgarh

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 204 .1	3	3	3	3	1	3	3	3	3	1
CO 204. 2	2	3	3	2	2	3	3	2	3	1
CO 204. 3	3	3	3	3	2	3	3	3	3	1
CO 204.4	2	3	3	1	1	3	3	1	3	1
AVG.	2.5	3	3	2.25	1.5	3	3	2.25	3	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 204.1	3	3	3	3	3
CO 204.2	3	3	3	3	3
CO 204.3	3	3	2	3	3
CO 204.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Mishra, F. : Researches in Archaeology and Conservation.
2. Paddayya, K. : New Archaeology and its Aftermath.
3. Srivastava, K.M : New Era of Indian Archaeology.
4. Sharma, G.R. : Excavations at Kausambi.
5. Marshall, Sir, John : Guide to Taxila.
6. Ghosh, A. (Ed.) : Archaeological Remains, Monuments and Museums, 2 Vols.
7. Ghosh, A. : The City in Early Historical India.
8. Ramchandran, T.N. : Nagarjunikonda
9. Subarmayan, E.(Ed.) : Nagarjunikonda
10. Ojha, S. : *Bharatiya Puratattva*
11. Banerjee, B.P. : The Iron Age of India
12. Sinha, B.P. : Potteries in Ancient India
13. Gaur, R.C. : Excavation at Antrajikhera
14. Dhavalikar, M.K. : Historical archaeology of India

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH205) Opt. (i) Archaeological Sites & Ancient Monuments in Haryana

Marks: 80

Internal Assessment: 20

Time: 3 Hours

Credit : 4

Course Outcome:

- CO1: Students understand the cultural study by the excavated Harappan sites of Haryana
 CO2: Critically analyze the rise of various cultures are explored in the region of Haryana.
 CO3: The broad objective of the course is to inform the students about the Ancient Cities and Monuments of Haryana
 CO4: Students understand the Historiography of Archaeology in Haryana

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

(A) Study of the excavated sites:-

- i) Harappan & Post Harappan Sites (Banawali, Balu, Rakhigarhi, Kunal, Mithathal, Bhirrana, Farmana, Bhagwanpura, Daulatpur, Mirzapur, Jognakhera Badli and Lohat)

Unit - 2

- ii) Early Historic & Historic Sites (Khokhrakot, Agroha, Sugh and Thanesar)

Unit - 3

(B) Ancient Cities and Monuments of Haryana.

Unit - 4

(C) Historiography of the Archaeology of Haryana

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 205 .1	3	3	3	3	1	3	2	3	3	3
CO 205. 2	3	3	3	3	2	3	3	3	3	3
CO 205. 3	3	3	3	2	2	3	2	3	3	3
CO 205.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 205.1	3	3	3	3	3
CO 205.2	3	3	3	3	3
CO 205.3	3	3	2	3	3
CO 205.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Pargiter, F.E. : Ancient Indian Historical Tradition.
2. Gupta, S.P. (Ed.) & Ramachandran, S.K. : Mahabharata: Myth and Reality.
3. Buddha Prakash : Haryana through the Ages.
4. Buddha Prakash : Glimpses of Ancient Haryana.
5. Yadav, K.C. : Freak With The Past-A Case for Preserving Precious Heritage of Haryana
6. Yadav, K.C. (Ed.) : Haryana Studies in History and Culture.
7. -----do----- : Haryana Ka Itihasa (In Hindi).
- 8.
9. Phadke, H.A. : Haryana - Ancient and Medieval.
10. Gupta, S.P. : The Indus, Saraswati Civilization.
11. Suraj Bhan : Excavations at Mitathal (1960) and other Explorations in Sutlaj Yamuna Divide
12. Suraj Bhan : Excavations of Sugh, Journal of Haryana Studies.
13. Verma, D.C. : *(INDIA – THE LAND AND THE PEOPLE) HARYANA*
14. Agrawal, Jagannath : Inscriptions of Haryana, Punjab, H.P., J. & K. and adjoining
15. Phogat, S.R. : Inscriptions of Haryana.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH205) Opt. (ii) Socio-economic Status of Women in Ancient India**Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: This course will examine some broad debates and theoretical formulation around the status of women in ancient India
- CO2: Students understand the Women Education and Working women
- CO3: Students understand the Social Institutions, Parda and Sati System in Ancient India
- CO4: Students understand the Women and Culture, Attitude towards the Woman and her place in the society

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Position of Women: Childhood and Marriage.
2. Customary and Legal status - crime and punishment, proprietary rights.

Unit - 2

3. Women and Work - Working women, Prostitute and Servants.
4. Education and women.

Unit - 3

5. Social Institutions and Women — Marriage, Samskara, Divorce.
6. Parda and Sati System in Ancient india.

Unit - 4

7. The Position of the Widow.
8. Women and Culture - Women representation and participation in social life, literature.
9. Attitude towards the Woman and her place in the society.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 205 .1	3	3	3	3	1	3	2	3	3	3
CO 205. 2	3	3	3	3	2	3	3	3	3	3
CO 205. 3	3	3	3	2	2	3	2	3	3	3
CO 205.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 205.1	3	3	3	3	3
CO 205.2	3	3	3	3	3
CO 205.3	3	3	2	3	3
CO 205.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Altekar, A.S. : The Position of Women in Hindu Civilization.
2. Gharpure, JR. : Right of Women under Hindu Law, Bombay.
3. Gupta, A.R. : Women in Hindu Society.
4. Kapadia, K.M. : Marriage and Family in India.
5. Agrawal Ashvini : Working Women in Ancient India.
6. Shastri, Sakuntala Rao : Women in Vedic Age.
7. Kapadia, KM. : Marriage and Family in India.
8. Mainu Heary : Ancient Law.
9. Mitter, D.N. : The Position of Women in Hindu Law.
10. Prabhu, P.N. : Hindu Social Organization.
11. Sharma, T. : Women in Ancient India (32 A.D. to 1200 A.D.)
12. Altekar, A.S. : Position of Women in Hindu Civilization.
13. Rajpal ; Women in Early Medieval North India
14. Mishra, Urmila Parkash : Prachin Bharat me Nari
15. Altekar, A.S. : Position of Women in Hindu Civilization
16. Thakur Renu : Women and Society in Early Medieval India: Re-interpreting Epigraphs
17. Singh, Vijay Laxmi : Women and Gender in Ancient India (A Study of Text and Inscriptions)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Open Elective Course (16/20AIH206) Outline of Ancient Indian History**Marks: 40****Internal Assessment: 10****Time: 3 Hours****Credit: 2**

Course Outcome:

- CO1: Students understand the sources of Indian History and critically evaluate the knowledge of Stone Age in India.
- CO2: Critically analyzed the Indus civilization, Vedic and Post-Vedic Civilization.
- CO3: Critically analyzed the rise of Magadha Empire and Political condition of India on the eve of Alexander's Invasion. Critically evaluated about the rise of Mauryan Empire, its administration and downfall.
- CO4: Students able to understand about the republics i.e. Yaudheyas, Kunindas, Audumbras and Political condition of India before the rise of Gupta. The students came across the general survey of Political History of South India

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Meaning , Nature & Scope of History
2. Sources of Ancient Indian History.
3. Stone Age, Neolithic Culture.

Unit - 2

4. The Indus Valley Civilization
5. Vedic Age.

Unit – 3

6. Religious Movements: Jainism and Buddhism,.
7. The Mauryan Age: Chandergupta Maurya and Ashoka.

Unit - 4

8. Gupta Age.
9. Pushabhuti Dynasty : HarshaVardhan & his achievements.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 206.1	3	3	3	3	1	3	2	3	3	3
CO 206.2	3	3	3	3	2	3	3	3	3	3
CO 206.3	3	3	3	2	2	3	2	3	3	3
CO 206.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 206.1	3	3	3	3	3
CO 206.2	3	3	3	3	3
CO 206.3	3	3	2	3	3
CO 206.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Majumdar, R.C. & Pusalkar, A.D. (Ed.) : Vedic Age.
- a. -----do----- : Age of Imperial Kanauj
- b. -----do----- : Struggle for the Empire
2. -----do----- : Struggle for the Empire
3. Raychaudhuri, H.C. : Political History of Ancient India (6th Ed.) (English and Hindi)
4. Thapar, R. : Ashoka and the Decline of the Mauryas (English and Hindi).
5. Pandey, V.C. : Prachin Bharat Ka Sanskritic Evam Rajnitic Itihas (in Hindi)Vol. I
6. Mukherjee, B.N. : The Rise and Decline of the Kusana Empire
7. Majumdar & Altekar : The Vakataka-Gupta Age
8. Gupta P.L. : Gupta Samrajya (in Hindi)
9. Devahuti : Harsha and his times
10. Singh, U. : A History of ancient and early medieval India from stone age To12 century
11. Thakur, U. & Srivastava, Balram : Dakshina Bharata (in Hindi)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

M.A. (3rd SEMESTER)	
Paper-I (16/20AIH301)	Historiography
(Compulsory Paper)	Marks: 80
	Internal Assessment: 20
	Time: 3 Hours
	Credit: 4

Course Outcome:

- CO1: The broad aim is to acquaint students with the basic understanding of the subject history, its philosophy and other basic ideas.
- CO2: Students developed their ability to assess critically historical analysis and argument past and present. Students gained an awareness of recent and contemporary debates in the theory, practice of historical writing and access the debate among historians.
- CO3: Students gained insight into how historical arguments have become aware of Historiographical traditions outside the West.
- CO4: Students had the opportunity to think reflexively about the nature of the historical enterprise within society.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Meaning, Nature and Scope of History.
2. Relation of History with other disciplines: Archaeology, Geography, Anthropology and Sociology.

Unit - 2

3. Traditions of Historical Writings: Greco-Roman Tradition, Chinese Tradition and Ancient Indian Tradition.
4. Main Trends of Medieval Historiography — Western, Arabic, Persian and Indian.

Unit - 3

5. Modern Writings on Ancient Indian History with special reference to R.C. Majumdar, K.P. Jayaswal and D.R. Bhandarkar.
6. Approach to Indian History: D.D. Kosambi, R.G. Bhandarkar, H.C. Ray Chaudhury.

Unit - 4

7. Main Trends in Modern Historiography with reference to Ranke, Marx, Toynbee and E.H. Carr.
8. Approaches to History: Theological, Orientalist, Imperialist, Nationalist and Marxist.
9. Regional History writing.

Pedagogy of the course work: *The students are taught with the help of slides. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 301 .1	3	3	3	2	2	3	3	2	3	--
CO 301. 2	3	3	3	2	2	3	3	2	3	--
CO 301. 3	3	3	3	2	2	3	3	3	3	3
CO 301.4	3	3	3	2	1	3	3	3	3	1
AVG.	3	3	3	2	1.7	3	3	2.5	3	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 301.1	3	3	3	3	3
CO 301.2	3	3	3	3	3
CO 301.3	3	3	2	3	3
CO 301.4	3	3	2	3	3
AVG.	3	3	2.5	3	3

BOOKS RECOMMENDED

1. Pathak, V.S. : Ancient Indian Historians
2. Pandey, G.C. (Ed.) : Itihasa Darshana : Swroop Evam Siddhanta
3. Buddha Prakash : Itihasa Darshana
4. Collingwood, R.G. : The Idea of History
5. Warder, A.K. : An Introduction to Indian Historiography
6. Sen, S.P. (Ed.) : Historians & Historiography in Modern India
7. Ghosal, U.N. : The Beginnings of Indian Historiography and other Essays
8. Devahuti (Ed.) : Problems of Indian Historiography
9. Barnes, H.E. : A History of Historical Writing
10. Pandey, L.P. : *Bhartiya Itihas-Darshana* (In Hindi)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

OR

16/20AIH301-VD	Dissertation	Viva-voce (20)	Dissertation (80)	100	Credit : 4
----------------	--------------	----------------	-------------------	-----	------------

Paper-II (16/20AIH302)**Pre-Historic India****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4****Course Outcome:**

- CO1: Critically evaluate the knowledge of human evolution in world scenario as well as India. The knowledge of Paleo-environment during the Stone Age in India especially from- Sohan, Narmada, Godavari and Belan valleys.
- CO2: General background of world Prehistory. Familiarize with the Lower, Middle and Upper Paleolithic
- CO3: Mesolithic and Neolithic cultures of India. Distribution, environment, typo-technology of tools, subsistence, art, chronology, evidences from important sites
- CO4: Stone Tool Technology and their uses; Understand the Prehistoric art.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit - 1**

1. Indian Prehistory: Meaning and Scope, Interpretation of Prehistoric Sources
2. Pleistocene Environment; Climatic fluctuations during Pleistocene period

Unit - 2

3. General background of world Prehistory.
4. Lower Paleolithic Cultures of India: Soanian and Madrasian.
5. Middle Paleolithic and Upper Paleolithic Cultures of India.

Unit - 3

6. Mesolithic Cultures of India Characteristic features, Distribution and Chronology.
7. Neolithic cultures of India: Beginning of agriculture and animal domestication. Regional variations - North India, Belan Valley and South India.

Unit - 4

8. Stone Tools, Technology and their uses.
9. Prehistoric art.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, topographical maps, political maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 302.1	3	3	2	2	2	3	3	2	3	1
CO 302.2	3	3	2	2	2	3	3	2	3	3
CO 302.3	3	3	2	2	2	3	3	2	3	1
CO 302.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 302.1	3	3	3	3	3
CO 302.2	3	3	3	3	3
CO 302.3	3	3	2	3	3
CO 302.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Agrawal, D.P. : The Archaeology of India.
2. Chakrabarti, D.K. : A History of Indian Archaeology.
3. Allchin, B. & R. : The Rise of Civilization in India and Pakistan.
4. Jain, K. C. : Prehistory and Protohistory of India.
5. Jayaswal, Vidula : Palaeohistory of India
6. -----do----- : *Bhartiya Itihas Ke Aadi Charan Ki Ruprekha* (in Hindi)
7. -----do----- : *Bhartiya Itihas Ka Madhya Praster Yug* (in Hindi)
8. Sankalia, H.D. : Stone Age Tols: Their Techniques, Name and Probable Function
9. Sankalia, H.D. : Prehistory and Protohistory of India and Pakistan
10. Verma, Radhakant : *Bharatiya Pragaitihasic Sanakritiyan* (in Hindi)
11. Clark, J.G.D. : Archaeology and Society: Reconstructing the Prehistoric Past
12. Pandey,J.N. : *Puratattva Vimarsha* (In Hindi).
13. Bhattacharya, D.K : Prehistoric Archaeology
14. Daniel Glyn : The Origins and Growth of Archaeology.
15. Rao, S.R. : Marine Archaeology of India Ocean Countries.
16. Wheeler, R.E.M. : Archaeology from the Earth
17. Paddayya, K. : New Archaeology and its Aftermath.
18. Sankalia, H.D. : Prehistoric Art in India

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH303)**Proto-Historic India****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: Students understand the nature of archaeological sources, terms & meanings and interpretation.
- CO2: The Harappan Culture – Origin, extent, chronology, factors of urbanization, trade, script, religion, arts, craft and factors of decline.
- CO3: Students gained knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Uttar Pradesh and Gujarat. Students also understand the OCP, PGW and character of various Chalcolithic cultures in Indian context
- CO4: Critically analyze about Copper Hoard – antiquity of Iron in India, NBP and South Indian Megalithic Culture.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Indian Proto-history: Meaning and Scope, Interpretation of Proto-historic Sources.
2. A Survey of Early Harappan Cultures.

Unit - 2

3. Harappan Civilization: Development, extent and decline.
4. Late Harappan

Unit - 3

5. General Survey of the Post-Harappan Cultures of India: Ocher colored Pottery.Chalcolithic cultures of Central India, Deccan and Rajasthan.
6. Painted Grey Ware Culture

Unit - 4

7. The Iron Age
8. Northern Black Polished Ware Culture.
9. Megalithic Cultures — Burial types and their salient features.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, topographical maps, political maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 303 .1	3	3	3	2	2	3	3	3	2	1
CO 303. 2	3	3	3	2	2	3	3	3	2	1
CO 303. 3	2	3	3	2	2	3	3	3	2	1
CO 303.4	2	3	3	2	1	3	3	3	1	1
AVG.	2.5	3	3	2	1.7	3	3	3	1.7	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 303.1	3	3	3	3	3
CO 303.2	3	3	3	3	3
CO 303.3	3	3	2	3	3
CO 303.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Agarwal, D.P. : Archaeology of India
2. Allchin,B.& R : The Rise of Civilization in India and Pakistan
3. Agarwal, D.P. & Chakrabarti, D.K. : Essays in Indian Proto history
4. Nautiyal, K.P. : Proto historic India
5. Dhavlikar, M.K. : Indian Proto history
6. Jam, K.C. : Prehistory and Proto-history of India
7. Lal B.B. : The Earliest Civilization of South Asia
8. Pande, Jainarain : Puratattva Vimarsh (in Hindi)
9. Sankalia, H.D. : Prehistory and Proto-history of India and Pakistan
10. Verma, Radha Kant : Bhartiya Pragatihatik Sanskritiyan
11. Sankalia, H.D.;Deo,S.B. : Excavation at Ahar
& Ansari, Z.D.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH304)

Elements of Ancient Indian Epigraphy

Marks: 80

Internal Assessment: 20

Time: 3 Hours

Credit: 4

Course Outcome:

- CO1: Critically analyze the Inscriptions as a source of Indian History.
 CO2: Students will be able to understand the origin and antiquity of art of writing in India as well as origin and development of Brahmi and Kharoshthi Script.
 CO3: Development of Post Mauryan script in Ancient India.
 CO4: Critically analyze the various aspects of the most important inscriptions and their importance as a source of Indian History.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Epigraphy as source of history: origin and Antiquity of the Art of Writing in India

Unit - 2

2. The Indian Script : Harappan Script, Brahmi and Kharosthi, Ashokan Brahmi Alphabets and its evolution

Unit - 3

3. Development of Post Mauryan script in Ancient India.

Unit - 4

4. A historical and cultural study of the following inscriptions:
 - (i) Asokan Rock Edict XIII (Shahbazgarhi).
 - (ii) Besnagar Garuda Pillar Inscription of Heliodors.
 - (iii) Hathigumpha Inscription of Kharavala
 - (iv) Junagadh Inscription of Rudradaman.
 - (v) Allahabad Pillar Inscription of Samundargupta.
 - (vi) Mehrauli Iron Pillar Inscription of Chandra
 - (vii) Junagadh Inscription of Skandagupta.
 - (viii) Basakhera Copper Plate of Harsha.
 - (ix) Aihole Inscription of Pulakesin-II.
 - (x) Sagartal Inscription of Mihirabhoja.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, political maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 304 .1	3	3	3	3	1	3	3	3	3	1
CO 304. 2	2	3	3	2	2	3	3	2	3	1
CO 304. 3	3	3	3	3	2	3	3	3	3	1
CO 304.4	2	3	3	1	1	3	3	1	3	1
AVG.	2.5	3	3	2.25	1.5	3	3	2.25	3	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 304.1	3	3	3	3	3
CO 304.2	3	3	3	3	3
CO 304.3	3	3	2	3	3
CO 304.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Pandey, R.B. : Indian Palaeography.
2. Pandey, R.B. : Some Historical and Literary Inscriptions.
3. Dani, A.H. : Indian Palaeography.
4. Ojha, G.H. : Bharatiya Prachina Lipimala (in Hindi).
5. Sircar, D.C. : Select Inscriptions, Vol. I.
6. Bhandarkar, D.R. : Carmichael Lectures, 1921.
7. Gupta, P.L. : Prachin Bharat ke Pramukh Abhilekh (inHindi).
8. Goyal, S.R. : *Prachin Bharatiya Abhilekh Sanghrah*, Vol. I & II (in Hindi)
9. Thaplyal, K.K. : Inscriptions of Maukharis, Vardhanas and Later Guptas.
10. Buhler, G. : Indian Paleography.
11. Barua, B.M. : Ashoka and His Inscriptions.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH305)**Elements of Ancient Indian Art****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: The aim of this paper is to acquaint the students with the beginning and development of different art styles in different through the Ages in Ancient India in various materials and paintings.
- CO2: The emphasis will be on the characteristics of Indian arts and paintings reflecting the social, economic, religious aspects of our ancient traditions representing various regions and periods.
- CO3: Impact and assimilation of foreign art traditions on Indian art will also be studied. This will help the students to learn about the rich heritage of our country.
- CO4: The emphasis will be on the characteristics of early medieval Indian arts and Paintings of Ajanta and Bagh.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Pre-historic painting.
2. Harappan Art: Designs on pottery and seals, Terracotta figurines, Stone Images, Bronze Images.

Unit - 2

3. Mauryan Art: Folk Art, Ashokan Pillars.
4. The form and contents of the Sunga art.

Unit - 3

5. Saka-Kushana Art: Mathura and Gandhara school of Art
6. Gupta Art.

Unit - 4

7. Early medieval art with special reference to the Chandellas, the Palas, the Chalukyas, the Cholas and the Pallavas.
8. Paintings of Ajanta and Bagh.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 305.1	3	3	3	3	1	3	2	3	3	3
CO 305.2	3	3	3	3	2	3	3	3	3	3
CO 305.3	3	3	3	2	2	3	2	3	3	3
CO 305.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 305.1	3	3	3	3	3
CO 305.2	3	3	3	3	3
CO 305.3	3	3	2	3	3
CO 305.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Agarwala, V.S. : Bharatiya Kala (In Hindi)
2. Brown, Percy : Indian painting
3. Chander, Lokesh : Bharat ki Chitarkala ka Sankshipat Itihas (In Hindi)
4. Gupt, Jagdish : Pragatihasic Chitrkala (In Hindi)
5. Khre, M. D. : Bagh ki Guphayen (In Hindi)
6. Mishra, R.N. : Bhartiya Murtikala (In Hindi)
7. Ray, N.R. : Mauryan and Post-Mauryan Art (In English & Hindi)
8. Ray, N.R. : Bharatiya Kala Ka Adhyayan (In Hindi)
9. Rowland, B. : The Art and Architecture of India
10. Srivastava, Brijbhushan : Prachin Bhartiya Pratima Vigyan Evam Murtikala (In Hindi)
11. Satyawadi, Sudha : Proto-historic Pottery of Indus Civilization, study of Painted Motifs
12. Sankalia, H.D. : Prehistoric Art in India
13. Saraswati, S.K. : A Survey of Indian Sculpture.
14. Agrawala, P.K. : Prachina Bharatiya Kala Evam Vastukala (in Hindi)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

(GROUP-B)**Paper-I (16/20AIH301)****Historiography
(Compulsory Paper same as in Group-A)****OR****Dissertation****(Compulsory same as in Group-A)****Paper-II (16/20AIH306)****Ancient Indian Epigraphy****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcome:

- CO1: Critically analyze the Inscriptions as a source of Indian History. Students will be able to understand the origin and antiquity of art of writing in India
- CO2: Origin and development of Brahmi and Kharoshthi Script. Students learn the decipherment and transliteration of Brahmi and Kharoshthi script.
- CO3: Critically analyze the various aspects of inscriptions and their importance as a source of Indian History.
- CO4: Students get the basic knowledge about the historical and cultural importance of some important inscriptions from various dynasties.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Epigraphy and historical reconstruction, origin and Antiquity of the Art of Writing in India

Unit - 2

2. The Indian Script : Harappan Script, Brahmi and Kharosthi, Ashokan Brahmi Alphabets and its evolution

Unit - 3

3. A cultural and historical study of the following:
 - (i) Ashokan R.E. XIII (Girnar)
 - (ii) Asokan R.E. XIII (Shahbazgarhi)
 - (iii) Sarnath Pillar Edict of Asoka
 - (iv) Bairat Inscription (Bhabru Edict)
 - (v) Besnagar Garuda Pillar Inscription of Heliodorus
 - (vi) Hathigumpha Inscription of Kharavala
 - (vii) Janagarh Inscription of Rudradaman

Unit - 4

- (viii) Allahabad Pillar Inscription of Samudragupta
- (ix) Mehrauli Iron Pillar Inscription of Chandra
- (x) Bhitari Pillar Inscription of Skandagupta
- (xi) Apsad Inscription of Adtyasena

- (xii) Banskhera Copper- Plate of Haryana.
- (xiii) Aihole Inscription of Pulakesin II
- (xiv) Khalimpur Copper-Plate of Dharamapala
- (xv) Sanjan Copper-Plates of Amoghavarsha

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 306 .1	3	3	2	2	2	3	3	2	3	1
CO 306. 2	3	3	2	2	2	3	3	2	3	3
CO 306. 3	3	3	2	2	2	3	3	2	3	1
CO 306.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 306.1	3	3	3	3	3
CO 306.2	3	3	3	3	3
CO 306.3	3	3	2	3	3
CO 306.4	3	3	2	3	3
AVG.	3	3	2.5	3	3

BOOKS RECOMMENDED

1. Hultzsch (Ed.) : Corpus Inscription Indicarum Vol. I
2. Konow, S. (Ed.) : Corpus Inscription Indicarum Vol. II
3. Sircar, D.C. : Select Inscriptions, Vol. I
4. Sircar, D.C. : Indian Epigraphy
5. Pandey, R.B. : Asoka Ke Abhilikha (in Hindi)
6. Ram, Sadhu : Some Inscription of Asoka, Guptas, Mukharis and Others
7. Buhler, G. : Indian Paleography (Indian Studies: Past and Present)
8. Dani, A.H. : Indian Paleography.
9. Pandey, R.B. : Indian Paleography.
10. Ojha, G.H. : Bharatiya Prachina Lipimala (In Hindi)
11. Upadhyaya, V. : Bharatiya Abhilekhon Ka Adhyayana(in Hindi)
12. Bhandarkar, D.R. : Asoka.
13. Barua, B.M. : Asoka and His Inscriptions.
14. Barua, B.M. : Inscriptions of Asoka.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III(16/20AIH307)

Ancient Indian Numismatics

Marks: 80

Internal Assessment: 20

Time: 3 Hours

Credit: 4

Course Outcome:

- CO1: Critically analyze the coins as a source of Indian History and Numismatic studies in India. Students will be able to understand the origin, evolution and antiquity of coin in India.
- CO2: Students will be able to understand the Punch-Marked Coins and Coinage of the Indo-Greeks
- CO3: Students will obtain the interpretation of the numismatic iconography as an important source for historical and artistic studies. Students will be able to understand the Tribal Coins and Andhra-Satavahana Coins also.
- CO4: Students will learn how identify coins of several periods and understand the decipherment and transliteration of ancient Indian coins.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Numismatics: Definition and importance as source of History.
2. Origin and Antiquity of Coinage in India.

Unit - 2

3. Punch-Marked Coins-Chronology, Classification, distribution and symbols.
4. Coinage of the Indo-Greeks

Unit - 3

5. Tribal Coins: Yaudheyas, Kunidas and Audumbaras. Mitra Coins of Ahiehhatra and Kausambi.
6. Andhra-Satavahana Coins: Salient Features and Regional Distribution.

Unit - 4

7. Coinage of the Kushanas
8. Coins of Sakas, The Indo-Sassanians and the Hunas.
9. Gupta Coins

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 307.1	3	3	3	2	2	3	3	3	2	1
CO 307.2	3	3	3	2	2	3	3	3	2	1
CO 307.3	2	3	3	2	2	3	3	3	2	1
CO 307.4	2	3	3	2	1	3	3	3	1	1
AVG.	2.5	3	3	2	1.7	3	3	3	1.7	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 307.1	3	3	3	3	3
CO 307.2	3	3	3	3	3
CO 307.3	3	3	2	3	3
CO 307.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Cunningham, A. : Coins of Ancient India.
2. Sastri, K.A.N. (Ed.) : Comprehensive History of India, Vol.II
3. Altekar, A.S. : Coinage of the Gupta Empire (In Hindi & English)
4. Shastri, A.M. (Ed.) : Coinage of the Satavahans and Coins from Excavations.
5. Chattopadhyaya, B. : The Age of the Kusana A Numismatic Study.
6. Gupta, P.L. : Coins.
7. Gopal, L. : Early Mediaeval Coin-Types of Northern India.
8. Bajpai, K.D. : Studies in Indian Numismatics.
9. Allan, J. : Catalogue of Coins of Ancient India.
10. Allan, J. : Catalogue of Coins of the Gupta Dynasty in the British Museum.
11. Whitehead, R.B. : Catalogue of Coin in the Punjab Museum, Lahore, Vol. I
12. Smith, V.A. : Catalogue of Coins in the Indian Museum, Calcutta, Vol. I
13. Altekar, A.S. : Catalogue of Gupta Coins in the Bayana Hoard.
14. Rapson, E.J. : Catalogue of Coins of Andhra Dynasty.
15. Pandey, D.B. : The History and the Coinage of the Yaudheyas.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH308)**Elements of Archaeological Studies****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4****Course Outcome:**

- CO1: The aim of the paper is to familiarize students with the basic knowledge of Archaeology as discipline, its scope and relation of it with social sciences & pure sciences.
- CO2: The aim of the paper is also to familiarize students with an analytical approach toward Pre and Proto-historical cultures in Indian context.
- CO3: Students will be able to understand the Early Harappan, Harappan and the Post-Harappan Cultures of India
- CO4: Students will be able to understand the Iron Age, Painted Grey Ware, Megalithic Cultures and Northern Black Polished Ware Culture

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit - 1**

1. Aims and Scope of Archaeology. Its relationship with other sciences. Growth of Archaeology as scientific discipline.

Unit - 2

2. Rise and Growth of the Lower, Middle and Upper Paleolithic and Mesolithic cultures of India.
3. Neolithic cultures- Northern, Eastern, Southern and Vindhyan

Unit - 3

4. Early Harappan Cultures. Harappan Civilization and decline
5. General Survey of the Post-Harappan Cultures of India: OCP, Bara culture and Copper Hoard.

Unit - 4

6. The Iron Age, Painted Grey Ware, Megalithic Cultures and Northern Black Polished Ware Culture

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 308.1	3	3	3	3	1	3	3	3	3	1
CO 308.2	2	3	3	2	2	3	3	2	3	1
CO 308.3	3	3	3	3	2	3	3	3	3	1

CO 308.4	2	3	3	1	1	3	3	1	3	1
AVG.	2.5	3	3	2.25	1.5	3	3	2.25	3	1

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 308.1	3	3	3	3	3
CO 308.2	3	3	3	3	3
CO 308.3	3	3	2	3	3
CO 308.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Wheeler, R.E.M. : Archaeology from the Earth (in Hindi& English)
2. Kenyon, K.M. : Beginning in Archaeology
3. Crawford, O.G.S. : Archaeology in the Field
4. Woolley, L. : Digging up the Past
5. Webster, Graham : Practical Archaeology
6. Atkinson, R.J.C. : Field Archaeology
7. Piggott, S. : Approach to Archaeology
8. Clark, J.G.D. : Archaeology and Society
9. Childe, V.G. : Piecing together the Past
10. Plenderleith, H.J. : The Preservation of Antiquities
11. Gairola, T.R. : Hand-Book of Chemical Conservation of Museum Objects.
12. Zeuner, F.E. : Dating in Past.
13. Agarwal, D.P. & Kusumgar : Pre-historic Chronology and Radio carbon dating in India
14. Srivastave, K.M. : New Era of Indian Archaeology.
15. Allehin, F.R. & B. : The Rise of Civilization in India and Pakistan.
16. Agrawal, D.P. : Archaeology in India.
17. Verma, R.K. : Bharatiya Pragitihasa (in Hindi)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH305) Elements of Ancient Indian Art: -Same as in Group A

(GROUP-C)

Paper-I (16/20AIH301)	Historiography (Compulsory Paper same as in Group-A) OR Dissertation (Compulsory same as in Group-A)
Paper-II (16/20AIH309)	History of Ancient Indian Art

Marks: 80
Internal Assessment: 20
Time: 3 Hours
Credit: 4

Course Outcomes

- CO1: Critically evaluate the development of human society and various cultures from Stone Age to Iron Age, worldwide phenomenon. The discuss major cultural structures, events and then shaping the world context.
- CO2: Evaluate and analyze different sources (Particularly archaeological) in overseas. The emphasis will be on the characteristics of The Art of the Indus Valley civilization And The Mauryan Court and folk art.
- CO3: The emphasis will be on the characteristics of the form and contents of the Sunga Art; the Mathura School of Art; the Gandhara Art; the Origin of the Buddha Image; Art of Amaravati.
- CO4: The emphasis will be on the characteristics of early medieval Indian arts and Paintings of Ajanta and Bagh.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. The concept of Indian Art, Ancient Indian Artists and Patrons.
2. Pre-historic painting.
3. Origin of the image worship.

Unit - 2

- 4 The Art of the Indus Valley civilization.
- 5 The Mauryan Court and folk art.

Unit - 3

- 6 The form and contents of the Sunga Art.
- 7 The Mathura School of Art, The Gandhara Art, The Origin of the Buddha Image, Art of Amaravati.

Unit - 4

- 8 Early medieval art with special reference to the Chandellas, the Palas, the Chalukyas, the Cholas and the Pallavas.
- 9 The classical art of the Gupta Age, contribution of the Mathura and the Sarnath Schools.

10 Paintings of Ajanta and Bagh.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 309.1	3	3	3	3	1	3	2	3	3	3
CO 309.2	3	3	3	3	2	3	3	3	3	3
CO 309.3	3	3	3	2	2	3	2	3	3	3
CO 309.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 309.1	3	3	3	3	3
CO 309.2	3	3	3	3	3
CO 309.3	3	3	2	3	3
CO 309.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Agarwal, V.S. : Indian Art. (in Hindi)
2. Agarwal, V.S. : Gupta Art.
3. Ray, N.R. : An Approach to Indian Art.
4. Ray, N.R. : Bhartiya Kala Ka Adhyana (In Hindi)
5. Ray, N.R. : Mauryan and Post-Mauryan Art (English & Hindi)
6. Mishra, R.N. : Ancient Artist and Art Activity.
7. Mishra, R.N. : Bharitiya Murtikala (in Hindi)
8. Mishra, R.N. : Bharahut (in Hindi)
9. Ghosh, A. (Ed.) : The Ajanta Murals.
10. Gupt, Jagdish : Pragatihasic Chitrkala (In Hindi)
11. Saraswati, S.K. : A Survey of Indian Sculpture.
12. Harle, J.C. : Gupta sculptures.
13. Williams, J. : The Art of Gupta India-Empire and Province.
14. Asher, F.M. : Pala Art.
15. Khare, M.D. : Bagh ki Guphayen (in Hindi)
16. Joshi, N.P. : Mathura Art.
17. Joshi, N.P. : Mathura Kala.
18. Rosenfield, J. : Dynastic Arts of the Kushanas.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH310)**Ancient Indian Architecture****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit : 4**

Course Outcomes

CO1: Critically evaluate the development of human society and various.

CO2: Critically discuss major cultural structures.

CO3: Evaluate and analyze the Origin and development of the temple architecture.

CO4: Critically evaluate Temple Architecture of the Gupta and Early Medieval India.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Pre-historic House plan: Pit-dwelling, Wattle & Daub.
2. Harappan Architecture: Town-planning, Public building and Domestic architecture.

Unit - 2

3. Mauryan Architecture: Palace, City of Patliputra,
4. Origin and development of the Stupa.
5. The Stupas of Sanchi, Bharhut, Taxila, Amaravati and Mirpur Khas.

Unit - 3

6. Evolution of Chaitya caves and Viharas.
7. Origin and development of the temple architecture

Unit - 4

8. Evolution of the Gupta temples architecture.
9. Temple Architecture in Early Medieval India: Nagara Style (Orissa and Khajuraho), Vesara Style (Chalukyas and Hoyasalas), Dravida Style (Pallavas and Cholas).

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 310 .1	3	3	3	3	1	3	2	3	3	3
CO 310. 2	3	3	3	3	2	3	3	3	3	3
CO 310. 3	3	3	3	2	2	3	2	3	3	3

CO 310.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 310.1	3	3	3	3	3
CO 310.2	3	3	3	3	3
CO 310.3	3	3	2	3	3
CO 310.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Agarwal, V.S. : Indian Art. (in Hindi)
2. Ray, N.R. : Bhartia Kala Ka Adhyana (In Hindi)
3. Ray, N.R. : Mauryan and Post-Mauryan Art (English & Hindi)
4. Mishra, R.N. : Ancient Artist and Art Activity.
5. Mishra, R.N. : Bharahut (in Hindi)
6. Rowland, B. : The Art and Architecture of India.
7. Khare, M.D. : Bagh ki Guphayen (in Hindi)
8. Brown, P. : Indian Architecture, Vol. I.
9. Upadhayaya, V. : Prachina Bharatiya Stupa, Guha aura Mandira (in Hindi).
10. Kumaraswami, A . : Early Chola Architecture and sculpture.
11. Dehejia, V. : Early Buddhist Rock Temples.
12. Shastri, Ajay Mitra : Ajanta.
13. Agrawal, K.L. : Khajuraho.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH308) Elements of Archaeological Studies: -Same as in Group B

Paper-V (16/20AIH304) Elements of Ancient Indian Epigraphy: -Same as in Group A

Open Elective Paper (16/20AIH311) Historiography, Concept, Method & Tools**Marks: 40****Internal Assessment: 10****Time: 3 Hours****Credit : 2****Course Outcome:**

- CO1: Students will have developed their ability to assess critically historical analysis and argument, past and present.
- CO2: Students will have gained an understanding of Problems of periodization ; Inter-disciplinary approach in history and Archaeological sources of Ancient India.
- CO3: Students will be able to understand the Objectivity and causation; Exploration and Excavation Method of Archaeology.
- CO4: Students will be able to understand the Dating Method in Archaeology.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit - 1**

1. The Meaning, Nature and Scope of Ancient History
2. Geographical factors in history.

Unit - 2

3. Problems of periodization
4. Inter-disciplinary approach in history
5. Archaeological sources of Ancient India: Prehistoric and Proto- historic sources, inscriptions, coins, art and architecture.

Unit - 3

6. Objectivity and causation
7. Exploration Method of Archaeology.
8. Excavation Method of Archaeology

Unit - 4

9. History of Indian Archaeology.
10. Dating Method in Archaeology.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 311 .1	3	3	3	3	1	3	2	3	3	3
CO 311. 2	3	3	3	3	2	3	3	3	3	3
CO 311. 3	3	3	3	2	2	3	2	3	3	3
CO 311.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 311.1	3	3	3	3	3
CO 311.2	3	3	3	3	3
CO 311.3	3	3	2	3	3
CO 311.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Pandey, R.B. : Indian Palaeography.
2. Dani, A.H. : Indian Palaeography.
3. Sharma, T.R. : The Concept of History
4. Panchal, H.C. : *Itihas ka Arth evam Paddhti* (In Hindi)
5. Butterfield, H. : The Purpose and Method of History
6. Panikkar, K.M. : Geographical Factors in Indian History
7. Carr, E.H. : What is History, Penguin, 1985
8. Reiner, G.J. : History its Purpose and Method
9. Thapar, Romila : Interpreting History
10. Thapar, Romila : The Past & Prejudice
11. SheikhAli, B. : History: Its Theory and Methods
12. Subbarao, B. : The Personality of India

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

**M.A. (4thSEMESTER)
(GROUP-A)**

**Paper-I (16/20AIH401) Historiography, Concept, Methods & Tools of Ancient History
(Compulsory Paper for each Group)**

**Marks: 80
Internal Assessment: 20
Time: 3 Hours
Credit : 4**

Course Outcome:

- CO1: Students will have developed their ability to assess critically historical analysis and argument, past and present.
- CO2: Students also know the Problems of Periodization; Sources of Ancient India and the Importance of the Objectivity in the history.
- CO3: Students will have gained an awareness of recent and contemporary debates in the theory, practice of historical writing and gained debate in history thinker. Students will have gained insight into how historical arguments have been and are made become aware of Historiographical traditions outside the west.
- CO4: Students will have had the opportunity to think reflexively about the nature of the historical enterprise within society. Students able to understand Debates in history

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Nature and Scope and of Ancient History
2. Geographical factors in history

Unit - 2

3. Problems of Periodization
4. Sources of Ancient India
5. Importance of the Objectivity in the history

Unit - 3

6. Inter-disciplinary approach in history
7. Problems of Regional and national history writing
8. Collection and Selection of Data.

Unit - 4

9. Debates in History: Uses and Abuses in History, Re-writing of History
10. Causation in history

Pedagogy of the course work: *The students are taught with the help of slides. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 401 .1	3	3	3	2	2	3	3	2	3	--
CO 401. 2	3	3	3	2	2	3	3	3	3	--
CO 401. 3	3	3	3	2	2	3	3	3	3	3
CO 401.4	3	3	3	2	1	3	3	3	3	--
AVG.	3	3	3	2	1.7	3	3	2.7	3	0.7

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 401.1	3	3	3	3	3
CO 401.2	3	3	3	3	3
CO 401.3	3	3	2	3	3
CO 401.4	3	3	2	3	3
AVG.	3	3	2.5	3	3

BOOK RECOMMENDED

1. Pandey, R.B. : Indian Palaeography.
2. Dani, A.H. : Indian Palaeography.
3. Sharma, T.R. : The Concept of History
4. Panchal, H.C. : *Itihas ka Arth evam Paddhti* (In Hindi)
5. Butterfield, H. : The Purpose and Method of History
6. Panikkar, K.M. : Geographical Factors in Indian History
7. Carr, E.H. : What is History, Penguin, 1985
8. Reiner, G.J. : History its Purpose and Method
9. Thapar, Romila : Interpreting History
10. Thapar, Romila : The Past & Prejudice
11. SheikhAli, B. : History: Its Theory and Methods
12. Subbarao, B. : The Personality of India

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Theory Marks: 60
Practical/Internship: 40
Time: 3 Hours
Credit: 4

Course Outcomes

- CO1: The aims of the paper is to familiarize students with a range of analytical approaches and their application in reconstructions, interpretation and explanations of the Indian past with case studies and examples drawn from a wide range of temporal periods.
- CO2: The broad objective of the course is to do three things: to inform the students about the major excavations of India, to familiarize them to the theoretical basis of field methods and to impart field training.
- CO3: Students understanding the Recording the context of excavated remains; Methods of dating; Conservation and preservation of archaeological remains.
- CO4: Students understanding the scientific analysis of excavated remains and Reconstruction of the socio-economic aspects, including contextual and site catchment analysis.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit - 1**

1. Rise of archaeology as a science.
2. Developments in field techniques: Methods & Techniques of Excavation.

Unit - 2

3. Marine Archaeology: with special reference to development in India.
4. Stratigraphy: Principles of stratification, Identification and recording of strata.
5. Determining the chronology and periods of excavated remains.

Unit - 3

6. Recording the context of excavated remains: preparation of sections and plans, three dimensional recording.
7. Methods of absolute dating: calendar and historical chronologies, clay verves, tree-rings, radioactive clocks, radiocarbon, thermo-luminescence, potassium argon and uranium series.
8. Conservation and preservation of archaeological remains, chemical treatment of organic and inorganic objects.

Unit - 4

9. Scientific analysis of excavated remains: (A) Study of pottery, tools, beads etc., (B) Study of organic remains - Botanical, Zoological and Human Bones.
10. Reconstruction of the socio-economic aspects, including contextual and site catchment analysis.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

PRACTICAL: ARCHAEOLOGICAL EXCAVATION/EXPLORATION

The distribution of marks for practical shall be as follow

40 Marks

(A) Field Note Book.

20 Marks

(B) Oral and Practical Tests.

20 Marks

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 402 .1	3	3	2	2	2	3	3	2	3	1
CO 402. 2	3	3	2	2	2	3	3	2	3	3
CO 402. 3	3	3	2	2	2	3	3	2	3	1
CO 402.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 402.1	3	3	3	3	3
CO 402.2	3	3	3	3	3
CO 402.3	3	3	2	3	3
CO 402.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Mishra, B. : Researches in Archaeology and Conservation.
2. Wheeler, R.E.M. : Archaeology from the Earth.
3. Plender Leith, H.J : The Preservation Antiquities.
4. Agarwal, D.P. : Indian Archaeology.
5. Srivastva, K.M. : New Era of Indian Archaeology.
6. Pandey, J.N. : Puratattva Vimarsha (In Hindi).
7. Agarwal, D.P. : Preservation of Art Objects and Library Materials.
8. Rao, S.R. : Marine Archaeology of Indian Ocean countries -
9. Rao, S.R. : Journal of Indian Ocean Archaeology. Vol-1,2&3

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH403)**Study of Ancient Pottery****Theory Marks: 60****Practical/Internship: 40****Time: 3 Hours****Credit: 4****Course Outcome:**

CO1: Students understand the Characteristics and Chronology of Pottery-Tradition of Archaeological Cultures in different phases of Ancient India.

CO2: Students understand the Classification of Pottery, Pottery-drawing and Interpretation.

CO3: Students study the Pottery tradition in Early Harappan and Harappan phase. Students study the various excavated historical sites.

CO4: Students understand the Distribution of OCP, PGW and NBPW in Northern India. They also understand historical and early medieval pottery.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Importance of Pottery in Archaeology, Origin and Development
2. Technological aspects of Pottery Making industry in Ancient India

Unit - 2

3. Classification of Pottery: Period wise, Pottery-drawing and Interpretation
4. Hakra ware tradition

Unit - 3

5. Pottery tradition in Early Harappan phase
6. Study of Harappan Pottery : Classical and Late Harappan

Unit - 4

7. Distribution of OCP, PGW and NBPW in Northern India
8. Early historical & historical pottery
9. Early Medieval Pottery tradition

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

PRACTICAL: Archaeological Excavation/Exploration

The distribution of marks for practical shall be as follow

(A) Field Note Book.

(B) Oral and Practical Tests.

40 Marks

20 Marks

20 Marks

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 403 .1	3	3	3	2	2	3	3	3	2	1
CO 403. 2	3	3	3	2	2	3	3	3	2	1
CO 403. 3	2	3	3	2	2	3	3	3	2	1
CO 403.4	2	3	3	2	1	3	3	3	1	1
AVG.	2.5	3	3	2	1.7	3	3	3	1.7	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 403.1	3	3	3	3	3
CO 403.2	3	3	3	3	3
CO 403.3	3	3	2	3	3
CO 403.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Manchanda, O. : A Study of the Harappan Pottery
2. Starr, R.F.S. : Indus Valley Painted Pottery
3. Govindchandra : Prachin Bhartiya Mitti ke Bartan (in Hindi)
4. Sankalia, H.D. : The copper and stone age potery of maheshwar-navadatoli
5. Cardi,B.D. : A new prehistoric ware from Baluchistan
6. Childe, V.D. : On The Causes of Grey and Black Coloration in Prehistoric Pottery
7. Cardi,B.D. : New wares and fresh problems from Baluchistan
8. Raikes, R.L. : New Prehistoric Bi-chrome Ware from the Plains of Baluchistan
9. Rao, S.R. : Ceramics of the Indus-valley in Gujarat
10. Satyawadi, Sudha : Proto-historic Pottery of Indus Civilization, study of painted Motifs

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH404)**Elements of Ancient Indian Numismatics****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4**

Course Outcome:

- CO1: Critically analyze the coins as a source of Indian History and Numismatic studies in India. Students will be able to understand the origin, evolution and antiquity of coin in India.
- CO2: Students will be able to understand evolution of the Punch Marked and Indo-Greek coins.
- CO3: Students will obtain the interpretation of the numismatic iconography.
- CO4: Students will obtain the interpretation of their religious and cultural significance of coins.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Numismatics: Importance as source of history.
2. Origin and Early History of coinage in India.

Unit - 2

3. Evolution of the Punch Marked coins.
4. Salient features of Indo-Greek coinage and their influence.

Unit - 3

5. Coinage of Janpadas : The Yaudheyas, Kunindas and Audumbaras
6. Satavahana coins ; Salient features and regional distribution

Unit - 4

7. Kushanas Coins : The coins of Kanishka and the religious and cultural significance of Kushana coinage.
8. Coinage of the Guptas.
9. Early Medieval coins.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 404 .1	3	3	3	3	1	3	3	3	3	1
CO 404. 2	2	3	3	2	2	3	3	2	3	1
CO 404. 3	3	3	3	3	2	3	3	3	3	1
CO 404.4	2	3	3	1	1	3	3	1	3	1
AVG.	2.5	3	3	2.25	1.5	3	3	2.25	3	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 404.1	3	3	3	3	3
CO 404.2	3	3	3	3	3
CO 404.3	3	3	2	3	3
CO 404.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Altekar, A.S. : Coinage of the Gupta Empire.
2. Lahiri, A.N. : Corpus of Indo-Greek Coins.
3. Pandey, D.B. : The History and Coinage of the *Yaudheyas*.
4. Chattopdhayaya, B. : The Age of the *Kushanas*-A Numismatic Study.
5. Chakarvarty, S.K. : Ancient Indian Numismatics.
6. Gupta, P.L. : Coins
7. Mehta, V.D.M. : Indo-Greek coins
8. Mitchiner, Michal : The Origin of Indian coins
9. Gardner, P. : The coins of the Greek and Scythians kings of Bactria
10. Datta, M. : A Study of the Satvahana coinage
11. Dasgupta, K.K. : Tribal History of Ancient India : A Numismatic Approach
12. Altekar, A.S. : Gupta Kalina Mudrayen(In Hindi)
13. Chattopadhyay, B. : The Age of the Kushanas: A Numismatic Study
14. Gopal, L. : Early Medieval coins types of Northern India
15. Banerji, R.D. : Prachina Mudra (In Hindi)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH405)**Elements of Ancient Indian Architecture****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4**

Course Outcomes

CO1: Critically evaluate the development of human society and various cultures from stone age.

CO2: Critically discuss major cultural structures.

CO3: Students understand the Evolution of Chaitya, Viharas and Rock-cut architecture.

CO4: Students understand the Origin and development of the temple architecture earliest to early medieval period.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. The proto-historic architecture of the Indus valley.
2. The Mauryan Architecture.

Unit - 2

3. Origin and development of the Stupa.
4. The Stupas at Sanchi Bharhut Taxila, Amaravati and Mirpur Khas.

Unit - 3

5. Evolution of Chaitya caves and Viharas.
6. Rock-cut architecture-Ajanta, Ellora and Elephanta's.

Unit - 4

7. Origin and development of the temple architecture
8. Evolution of the Gupta temples.
9. Temple Architecture in Early Medieval India.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 405.1	3	3	3	3	1	3	2	3	3	3
CO 405.2	3	3	3	3	2	3	3	3	3	3
CO 405.3	3	3	3	2	2	3	2	3	3	3
CO 405.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 405.1	3	3	3	3	3
CO 405.2	3	3	3	3	3
CO 405.3	3	3	2	3	3
CO 405.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Brown, P. : Indian Architecture, Vol. I.
2. Rowland, B.K. : Art and Architecture of India.
3. Saraswati, S.K. : A Survey of Indian Sculpture.
4. Agrawala, V.S. : Indian Art.
5. Agrawala, V.S. : Bharatiya Kala (in Hindi)
6. Agrawala, V.S. : Gupta Art.
7. Ray, N.R. : Mauryan and Post Muryan art (in English and Hindi).
8. Mishra, R.N. : Bharatiya Murti Kala (in Hindi)
9. Majumdar, R.C. & Dasgupta, K.K. (Ed.) : Comprehensive History of India, Vol. III. (Relevant Chapters).
10. Agrawala, P.K. : Gupta Temples.
11. Sastri, K.A.N. (Ed.) : Comprehensive History of India, Vol.II

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

(GROUP – B)**Paper-I (16/20AIH401) Historiography, Concept , Methods & Tools of Ancient History
(Compulsory Paper same as in Group-A)****Paper-II (16/20AIH406) Study of Ancient Inscription**

Theory Marks: 60
Practical/Internship: 40
Time: 3 Hours
Credit: 4

Course Outcome:

- CO1: Critically analyze the Inscriptions as a source of Indian History with Classification of documents.
- CO2: Students will be able to understand the origin and antiquity of art of writing in India as well as origin of Brahmi Script and Kharoshthi Script. They also understand the Ancient Indo-Iranian (Achaemenid) inscriptions.
- CO3: Critically analyze the various aspects of inscriptions and their importance as a source of Indian History.
- CO4: Students understand the decipherment and transliteration of Brahmi and Kharoshthi script. They also understand the original script of inscriptions.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Classification of Inscriptions, general features of copper plate charters, and stone inscription.

Unit - 2

2. Ancient Indo-Iranian (Achaemenid) inscriptions :
 - (i) Presepolis inscription of Darius I,
 - (ii) Naqsh-I Rostam Inscription
 - (iii) Persepolis Inscription of Xerxes.

Unit - 3

3. A cultural and Historical study of the following Inscriptions:
 - (i) Ashokan R.E.II (Girnar).
 - (ii) Rummindei Pillar Inscription of Ashoka
 - (iii) Pillar Edict VII of Ashoka
 - (iv) Shinkot Relic Casket Inscription of the time of Menander
 - (v) Ara Inscription of the time of Kanishka
 - (vi) Mathura Inscription of the time of Huvishka
 - (vii) Nasik Inscription of Vasisthiputra Pulmavi (Regnal Year 19)
 - (viii) Poona Copper- Plate of Phabhavatigupta.
 - (ix) Haraha Inscription of Isanavarman.
 - (x) Gwalior Inscription of Mihirabhoja

Unit - 4

4. Transliteration in the original script of any of the following inscriptions (in part or in full) :
- (i) Rummindei Pillar Inscription of Asoka.
 - (ii) Panguraria Edict of Ashoka
 - (iii) Besnagar Garuda Pillar Inscription of Heliodorus.
 - (iv) Mehrauli Iron Pillar Inscription of Chandra
 - (v) Poona Plate of Prabhavati Gupta
 - (vi) Mandasor Inscription of Yasodharman- Visnuvardhana
 - (vii) Dubi Plates of Bhaskaravarman
 - (viii) Aphased Inscription of Adityasena
 - (ix) Gwalior Inscription of Minigabhoja
 - (x) Deopara Inscription of Vijay sena

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

PRACTICAL: VISIT ANY MUSEUM/MONUMENT THROUGHOUT INDIA

The distribution of marks for practical shall be as follow

40 Marks

(A) Field Note Book.

20 Marks

(B) Oral and Practical Tests.

20 Marks

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 406 .1	3	3	3	2	2	3	3	2	3	--
CO 406. 2	3	3	3	2	2	3	3	3	3	--
CO 406. 3	3	3	3	2	2	3	3	3	3	3
CO 406.4	3	3	3	2	1	3	3	3	3	--
AVG.	3	3	3	2	1.7	3	3	2.7	3	0.7

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 406.1	3	3	3	3	3
CO 406.2	3	3	3	3	3
CO 406.3	3	3	2	3	3
CO 406.4	3	3	2	3	3
AVG.	3	3	2.5	3	3

BOOKS RECOMMENDED

1. Hultsch (Ed.) : Corpus Inscription Indicarum Vol. I.
2. Konow, S. (Ed.) : Corpus Inscription Indicarum Vol. I.
3. Sircar, D.C. : Select Inscriptions, Vol. I.
4. Sircar, D.C. : Indian Epigraphy.
5. Pandey, R.B. : Asoka Ke Abhilikha (in Hindi)
6. Pandey, R.B. : Some Historical and Literary Inscriptions.

7. Ram, Sadhu : Some Inscription of Asoka, Guptas, Mukharis and Others.
8. Buhler, G. : Indian Paleography (Indian Studies: Past and Present).
9. Dani, A.H. : Indian Paleography.
10. Pandey, R.B. : Indian Paleography.
11. Ojha, G.H. : Bharatiya Prachin Lipimala (In Hindi).
12. Upadhyaya, V. : Bharatiya Abhilekhon Ka Adhyayana (in Hindi)
13. Barua, B.M. : Asoka and His Inscriptions.
14. Barua, B.M. : Inscriptions of Asoka.
15. Chattopadhyaya, S. : Early History of North India (Second edition)
16. Goyal, S.R. : Gupt Kalin Abhilekh (in Hindi)
17. Rao, S.N. : Bhartiya puralipi and abhilekh (in Hindi).
18. Gupta, P.L. : Prachin bharat ke pramukh abhilekh (in Hindi).

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH407) Study of Ancient Coins

Theory Marks: 60
Practical/Internship: 40
Time: 3 Hours
Credit: 4

Course Outcome:

- CO1: Critically analyze the coins as a source of Indian History and Numismatic studies in India.
 CO2: Students will be able to understand the origin, evolution and antiquity of coin in India.
 CO3: Students will obtain the interpretation of the numismatic iconography as an important source for historical and artistic studies. They also understand the Methods of preservation, Displaying and Cataloging of coins.
 CO4: Students will learn how identify coins of several periods and understand the decipherment and transliteration of Ancient Indian Coins.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Numismatics as source of Ancient Indian History.

Unit - 2

2. General Features of Ancient Indian Coinage: Numismatic Terminology, Metrology
3. Technique of manufacturing coins; Weights and weight standards.

Unit - 3

4. Methods of preservation, Displaying and Cataloging of coins: Period wise

Unit - 4

5. A General Survey of the Coinage of Early Medieval period
6. Decipherment of Ancient Indian coins.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

PRACTICAL: VISIT ANY COIN GALLERY OF A MUSEUM THROUGHOUT INDIA

The distribution of marks for practical shall be as follow	40 Marks
(A) Field Note Book.	20 Marks
(B) Oral and Practical Tests.	20 Marks

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 407.1	3	3	2	2	2	3	3	2	3	1
CO 407.2	3	3	2	2	2	3	3	2	3	3
CO 407.3	3	3	2	2	2	3	3	2	3	1
CO 407.4	3	3	2	2	2	3	3	2	3	1
AVG.	3	3	2	2	2	3	3	2	3	1.5

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 407.1	3	3	3	3	3
CO 407.2	3	3	3	3	3
CO 407.3	3	3	2	3	3
CO 407.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Banerji, R.D. : Prachina Mudra (In Hindi)
2. Chakraborti, Swati : Socio-Religious and Cultural Study of Ancient Indian Coins
3. Chattopadhyay, B. : The Age of the Kushanas: A Numismatic Study
4. Dasgupta, K.K. : Tribal History of Ancient India : A Numismatic Approach
5. Altekar, A.S. : Gupta Kalina Mudrayen
6. Datta, M. : A Study of the Satvahana coinage
7. Gupta, P.L. : Coins
8. Mehta, V.D.M. : Indo-Greek coins
9. Mitchiner, Michal : The Origin of Indian coins
10. Mukherjee, B.N. & Lee, P.K.D : Technology of Indian coins
11. Sahni, B. : The Technique of casting coins in Ancient India
12. Sharma, I.K. : Coinage of the Satavahana Empire
13. Sharan, M.K. : Tribal coins: A Study
14. Thakur, Upendra : Mines and minting in India
15. Upadhyaya, V. : Prachin Bharatiya Sikke (In Hindi)
16. Pandey, D.B. : The History and the Coinage of the Yaudheyas.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH-408)**Elements of Field Archaeology****Marks: 80****Internal Assessment: 20****Time: 3 Hours****Credit: 4**

Course Outcomes

- CO1: Students get basic knowledge of scope of Archaeology and relation of Archaeology with social sciences & pure sciences. They also understand the Techniques of Exploration
- CO2: Students get knowledge about the technique of excavation.
- CO3: Students understand the relative and absolute dating and Chemical treatment and preservation of Archaeological finds. They also understand the Importance of Pottery in Archaeology.
- CO4: Students understand the Reconstruction of the socio-economic aspects, including contextual and site catchment analysis. They also understand how Computer is useful in Archaeology

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Rise of archaeology as a science.
2. Techniques of Exploration

Unit - 2

3. Techniques of Excavation.
4. Recording and classification of objects/findings

Unit - 3

5. Techniques & Methods of Preservation and conservation of cultural property
6. Importance of Pottery in Archaeology

Unit - 4

7. Reconstruction of the socio-economic aspects, including contextual and site catchment analysis.
8. Use of Computer in Archaeology

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

CO,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 408.1	3	3	3	2	2	3	3	3	2	1
CO 408.2	3	3	3	2	2	3	3	3	2	1
CO 408.3	2	3	3	2	2	3	3	3	2	1
CO 408.4	2	3	3	2	1	3	3	3	1	1
AVG.	2.5	3	3	2	1.7	3	3	3	1.7	1

CO,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 408.1	3	3	3	3	3
CO 408.2	3	3	3	3	3
CO 408.3	3	3	2	3	3
CO 408.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOKS RECOMMENDED

1. Wheeler, R.E.M. : Archaeology from the Earth (in English &Hindi).
2. Kenyon, K.M. : Beginning in Archaeology.
3. Crawford, O.G.S. : Archaeology in the Field.
4. Woolley, L. : Digging up the Past.
5. Webster, Graham : Practical Archaeology.
6. Atkinson, R.J.C. : Field Archaeology.
7. Piggott, S. : Approach to Archaeology.
8. Clark, J.G.D. : Archaeology and Society.
9. Childe, V.G. : Piecing together the Past.
10. Plenderleith, H.J. : The Preservation of Antiquities.
11. Gairola, T.R. : Hand-Book of Chemical Conservation of Museum Objects.
12. Zeuner, F.E. : Dating in Past.
13. Agarwal, D.P. & Kusumgar : Pre-historic Chronology and Radio carbon dating in India
14. Srivastave, K.M. : New Era of Indian Archaeology.
15. Allehin, F.R. & B. : The Rise of Civilization in India and Pakistan.
16. Agrawal, D.P. : Archaeology in India.
17. Verma, R.K. : Bharatiya Pragitihasa (in Hindi)
18. Jainarayan Pandey : Purattava Vimarsh (in Hindi)

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-V (16/20AIH405) Elements of Ancient Indian Architecture: -Same as in Group A

(GROUP –C)

**Paper-I (16/20AIH401) Historiography, Concept, Methods & Tools of Ancient History
(Compulsory Paper same as in Group-A)**

Paper-II (16/20AIH409) Iconographical Study of Ancient Indian Art

**Theory Marks: 60
Practical/Internship: 40
Time: 3 Hours
Credit: 4**

Course Outcomes

- CO1: Critically evaluate the development of iconographical study.
CO2: Students understand the Hindu Iconography
CO3: Students understand the Buddhist and Jain Iconography
CO4: Students understand the Syncretic and Composite Images.

Note: -At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY**Unit 1**

Introduction to Iconography:

- a) Significance of iconographic studies, Art as source of history
- b) Concept and symbolism of icons and image worship
- c) Origin and Antiquity of image worship in India

Unit 2

Hindu Iconography:

- (i) Origin and development of Vishnu, Shiva, Ganesha, Surya and Shakti Image.
- (ii) Sakt Cult: Development of the Iconography of Goddesses: Saptamatrikas, Durga, Lakshmi, Saraswati, Mahishsuramardini and Chamunda

Unit 3

Buddhist Iconography: Origin and development of Buddhist image, Bodhisattvas, Female Buddhist deities

Jaina Iconography: Origin and development of Jain images, Tirthankaras and Jain Goddess

Unit 4

Miscellaneous iconographic forms:

- a. Pastoral Deities
- b. Goddesses of Fertility
- c. Vidyadharas, Gandharvas, Kinnaras
- d. Syncretic and Composite Iconic Forms: Origin, development and significance

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

PRACTICAL: VISIT ANY MUSEUM/MONUMENT THROUGHOUT INDIA

The distribution of marks for practical shall be as follow 40 Marks
 (A) Field Note Book. 20 Marks
 (B) Oral and Practical Tests. 20 Marks

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 409 .1	3	3	3	3	1	3	3	3	3	1
CO 409. 2	2	3	3	2	2	3	3	2	3	1
CO 409. 3	3	3	3	3	2	3	3	3	3	1
CO 409.4	2	3	3	1	1	3	3	1	3	1
AVG.	2.5	3	3	2.25	1.5	3	3	2.25	3	1

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 409.1	3	3	3	3	3
CO 409.2	3	3	3	3	3
CO 409.3	3	3	2	3	3
CO 409.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Agrawals, P.K. : Studies in Indian Iconography
2. Agrawala, Urmila : North Indian Temple Sculpture.
3. Bakkar, Hans : The Vakatakas an Essay in Hindu Iconology
4. Banerjee, J.N. : Development of Hindu Iconography.
5. Bhattacharya, A.K. : Historical Development of Jaina Iconography
6. Bhattacharya, B. : Indian BuddhistIconography.
7. Phattacharya, D. : Iconology of Composite Images
8. Bruhn, Klaus : Jina Images of Deogarh vol.I.
9. Chawla, J. : The Rigvedic Deities and their Iconic Forms.
10. Desai, Kalpana : Iconography of Vishnu. New Delhi: Abhinav Publication
11. Gopinath Rao, T.A. : Elements of Hindu Iconography.
12. Gupte, R.S. : Iconography of Hindu, Buddhists and Jains.
13. Krishanan, Y. : The Buddha image: Its origin and Development.
14. Lal, Shyam Kishor : Female Divinities in Hindu Mythology and Ritual.
15. Mishra, Ramnath : Yaksha Cult and Iconography.
16. Parimoo, Ratan : Life of Buddha in Indian Sculpture (Ashta-Maha-Pratiharyan): An Iconological Analysis
17. Vyas, R.T. : Studies in Jaina Art and Iconography and allied Subjects
18. Banerjee, J.N. : Development of Hindu Iconography.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-III (16/20AIH410)**Study of Ancient Monuments****Theory Marks: 60****Practical/Internship: 40****Time: 3 Hours****Credit: 4****Course Outcomes**

CO:1 Students understand the Remains of the Mauryan monuments.

CO2: Students also understand the Mauryan Pillars, Caves and Stupas.

CO3: Students also understand the Rock-cut architecture and Early Temple remains.

CO4: Students will be able to understand the temples of north and south India.

Note: - At least ten questions shall be set in the paper spread over the entire four units, out of which the candidates shall be required to attempt any five .One question from each unit. All questions shall carry equal marks.

OUTLINES OF STUDY

Unit - 1

1. Remains of the Mauryan palace and city of Pataliputra.
2. A study of the monuments of Rajgir, Sarnath, Taxila, Nalanda and Nagarjunikonda

Unit - 2

3. Asokan Pillars and Mauryan caves at Barabar and Nagarjuni.
4. Buddhist caves at Bhaja, Karle and Kanheri; Jaina caves at Udaigiri and Khandagiri (Orissa)
5. The Stupas at Sanchi, Bharhut, Taxila, Amaravati.

Unit - 3

6. Rock-cut architecture-Ajanta, Ellora, Elephants and Bagh caves.
7. Early Temple remains-.Besnagar, Nagari and Sonkh.The Gupta Temples at Sanchi, Bhumra, Deogarh and Bhitargaon

Unit - 4

8. The Temples of Northern India- Martanda temple, Khajuraho, Bhuvaneshvara, Konark and Abu.
9. The Temples of South India Mamallapuram, Aihole, Eilora, Bhuvaneshvar, Konark, Khajuraho and Tanjore.
10. Early Medieval temples; kailash temple (Ellora). Temple of Khajuraho, Bhuvaneshvara. Mamallapuram and Tanjore.

Pedagogy of the course work: *The students are taught with the help of slides, photographs, maps etc. In addition to lectures, workshops, seminars, field trips, case studies are arranged to enhance the articulation skill of the students.*

PRACTICAL: VISIT ANY MUSEUM/MONUMENT THROUGHOUT INDIA

The distribution of marks for practical shall be as follow

40 Marks

(A) Field Note Book.

20 Marks

(B) Oral and Practical Tests.

20 Marks

C0,s and PO MAPPING MATRIX

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10
CO 410.1	3	3	3	3	1	3	2	3	3	3
CO 410.2	3	3	3	3	2	3	3	3	3	3
CO 410.3	3	3	3	2	2	3	2	3	3	3
CO 410.4	3	3	3	2	1	3	1	3	3	3
AVG.	3	3	3	2.5	1.5	3	2	3	3	3

C0,s and PSO MAPPING MATRIX

	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO 410.1	3	3	3	3	3
CO 410.2	3	3	3	3	3
CO 410.3	3	3	2	3	3
CO 410.4	3	3	3	3	3
AVG.	3	3	2.7	3	3

BOOK RECOMMENDED

1. Brown, Percy : Indian Architecture.
2. Agrawal, P.K. : Gupta Temples.
3. Agrawal, K.L. : Khajuraho.
4. Agarwal, V.S. : Indian Art (in Hindi & English)
5. Agarwal, V.S. : Gupta Art.
6. Boner, Sharma & Dass : New Light in the Sun Temple of Konark.
7. Dehejia, V. : Early Buddhist Rock Temples.
8. Deva, Drishna : Temples of North India.
9. Ghosh, A. (Ed.) : The Ajanta Murals.
10. Khare, M.D. : Bagh ki Guphayen (in Hindi)
11. Ray, N.R. : Bhartia Kala Ka Adhyana (In Hindi)
12. Rowland, B. : The Art and Architecture of India.
13. Shastri, Ajay Mitra : Ajanta.
14. Soudararajan, S.V. : Indian Temples of South India.
15. Shrinivasan, K.R. : Temples of South India.

Note: - In addition, student are advised to consult the current Research Journals of History and Archaeology

Paper-IV (16/20AIH408) Elements of Field Archaeology: -Same as in Group B

Paper-V (16/20AIH404) Elements of Ancient Indian Numismatics: -Same as in Group A