

**Indira Gandhi National Tribal University, Amarkantak**  
**Department of Ancient Indian History, Culture and Archaeology**  
**Syllabus**

**UG Programme**  
**Bachelor of Arts**



**Approved by Meeting of the Board of Studies of**  
**Ancient Indian History, Culture and Archaeology**  
**20<sup>th</sup> July 2024**

### Minimum Credit Required to award degree in each category as per UGC

| SN           | Broad Category of Courses  | Minimum credit requirement |           | Remark                      |
|--------------|--|----------------------------|-----------|-----------------------------|
|              |  | 3-Year UG                  | 4-Year UG |                             |
| 1            | Major (Core)   | 60                         | 80        | 1-8 <sup>th</sup> Semesters |
| 2            | Minor Streams (two) One from the discipline (but different from Major), second from Vocational e.g. B.VoC. | 12+12                      | 16+16     | 1-8 <sup>th</sup> Semesters |
| 3            | Multidisciplinary (Not studied at 12 <sup>th</sup> level)  | 09                         | 09        | 1-3 <sup>rd</sup> Semesters |
| 4            | Ability Enhancement Course (AEC) (Common for all UG)   | 08                         | 08        | 1-4 <sup>th</sup> Semesters |
| 5            | Skill Enhancement Course (SEC)   | 09                         | 09        | 1-3 <sup>rd</sup> Semesters |
| 6            | Value added Course (VAC) (Common for all UG)   | 08                         | 08        | 1-2 <sup>nd</sup> Semesters |
| 7            | Summer Internship  | 02                         | 02        | 5 <sup>th</sup> Semester    |
| 8            | Research Project (for Hons with Res)   | -                          | 12        | 8 <sup>th</sup> Semester    |
| Total Credit |  | 120                        | 160       |                             |

Hons. students not undertaking research will do 3 courses for 12 credits in lieu of a research project.

| Se<br>m. | Code                           | Name of the Paper                                     | Nodal<br>Department       | Nodal Officer                         | Departments<br>involved in<br>teaching and<br>evaluation work |
|----------|--------------------------------|---|---------------------------|---------------------------------------|---|
| I        | Value<br>Added-1               | Indian Knowledge<br>System                            | Philosophy                | Head of<br>Department,<br>Philosophy  | 1. Philosophy<br>2. AIHC                                      |
|          | Value<br>Added-2               | Health, Yoga and<br>Wellness                          | Yoga                      | Dean, Faculty<br>of Yoga              | 1. Physical<br>Education<br>2. Yoga                           |
| II       | Value<br>Added-3               | Environmental<br>Education and<br>Disaster Management | Environmen<br>tal Science | Head,<br>Environmental<br>Science     | 1. Environmental<br>Science<br>2. Geology                     |
|          | Value<br>Added-4               | Tribal Art and Culture                                | Tribal<br>Studies         | Dean, Faculty<br>of Tribal<br>Studies | 1. Tribal Studies<br>2. Museology                             |
|          | Value<br>Added-4<br>(Optional) | Performing Arts                                       | Education                 | Dean, Faculty<br>of Education         | 1. Performing<br>Arts<br>2. Education                         |

**Note:** Students must opt for any one of the two optional value-added 4.

**Department of Ancient Indian History, Culture and Archaeology, IGNTU, Amarkantak**  
**Course Structure of B.A. (AIHC& Archaeology) as per NEP 2020**

| Sem.            | Major (Core)  | Minor<br>(For other<br>Department's<br>students)                                 | Multi-<br>disciplinary                                       | AEC<br>Offered<br>by the<br>University | SEC   | Value-<br>added<br>Offered by<br>the<br>University | Inter<br>nship   | Research<br>Project/<br>Diss. | Total<br>Credit | Remark           |
|-----------------|---|--|--|--|---|--|------------------|-------------------------------|-----------------|------------------|
| 1 <sup>st</sup> | Introduction to Ancient Indian History, Culture and Archaeology (C-4) AHC-MT-103  | Fundamentals of Ancient Indian History, Culture and Archaeology (C-4) AHC-MI-102 | Elements of Archaeology (C-3) AHC-MDC-100                    | General Hindi (C-2)                    | Ancient Indian Scripts (C-3) AHC-SECT-104                   | (C-2+2=4)  | -----<br>-       | -----                         | 20              |                  |
| 2 <sup>nd</sup> | History of India (From earliest times to 12th Century C.E.) (C-4) AHC-MT-203  | An Outline of Political History of Ancient India (C-4) AHC-MI-202                | Exhibiting Archaeology in Museum (C-3) AHC-MDC-200           | General English (C-2)                  | Heritage Tourism (C-3) AHC-SECT-204                         | (C-2+2=4)  | -----<br>-       | -----                         | 20              | Exit Certificate |
| 3 <sup>rd</sup> | 1. Prehistory and Proto-history of India (C-4) AHC-MT-301<br>2. Socio-Economic History of Ancient India (C-4) AHC-MT-303  | Archaeological Cultures and Sequences (C-4) AHC-MI-302                           | Multi-disciplinary Approach of Archaeology (C-3) AHC-MDC-300 | Communication Skill (C-2)              | Fundamentals of Experimental Archaeology (C-3) AHC-SECT-304 | -----  | -----<br>-       | -----                         | 20              |                  |
| 4 <sup>th</sup> | 1. A. Archaeological Methods and Resources (C-4T) AHC-MT-401<br>B Archaeological Practicum (C-2 P) AHC-MP-403<br>2. Elements of Ancient Indian Numismatics (C-4) AHC-MT-404<br>3. Elements of Palaeography and Epigraphy (C-4) AHC-MT-405             | Ancient Indian Coinage (C-4) AHC-MI-402  | -----  | ICT and Learning (C-2)                 |   | -----  | -----            | -----                         | 20              | Exit Diploma     |
| 5 <sup>th</sup> | 1. A. Introduction to Museology (C-4T) AHC-MT-501<br>B. Identification and Handling of Objects (C-2P) AHC-MP-503<br>2. Elements of Ancient Indian Art and Architecture (C-4) AHC-MT-504<br>3. Ancient Indian Religion and Philosophy (C-4) AHC-MT-505 | Archaeological Methods Resources (C-4) AHC-MI-502                                |  | -----                                  | -----   |  | Internship (C-2) | -----                         | 20              |                  |



| Sem.            | Major (Core)  | Minor  | Multi-disciplinary | AEC   | SEC   | Value-added | Internship | Research Project/Diss.  | Total Credit | Remark  |
|-----------------|---|--|--------------------|-------|-------|-------------|------------|---|--------------|---|
| 6 <sup>th</sup> | 1. Elements of Iconography(C-4) AHC-MT-601<br>2. Tribal Culture and Ethno-archaeological study in India (C-4) AHC-MT-603<br>3. Idea of Bharat (C-4) AHC-MT-604<br>4. Indian's Cultural Contacts with Outside World (C-4) AHC-MT-605   | Elements of Ancient Indian Art and Architecture (C-4) AHC-MI-602 | -----              | ----- | ----- | -----       | -----      | -----   | 20           | Exit U.G. Degree                                |
| 7 <sup>th</sup> | 1. Historiography : Concept, Methods & Tools (C-4) AHC-MT-701<br>2. Human Evolution and Prehistoric Archaeology(C-4) AHC-MT-703<br>3. Synthesis of Tribal Material Culture and Archaeological Remains (C-4) AHC-MT-704<br>4. Political History of Ancient India. (C-4) AHC-MT-705 | Elements of Iconography (C-4) AHC-MI-702                         |                    |       |       |             | -----      | -----   | 20           |   |
| 8 <sup>th</sup> | <b>(Hon.)</b><br>1. Research Methodology (C-4) AHC-MT-801<br>2. Principles and Methods of Archaeology (C-4) AHC-MT-803<br>3. History of Ancient Indian Social and Economic Ideas (C-4) AHC-MT-804<br>4. Protohistoric Cultures of India (C-4) AHC-MT-805                          | Historiography : The Art of History Writing (C-4) AHC-MI-802     |                    |       |       |             |            | <b>Hon. With Res. Eligibility: aggregate 75 % or above in Seven Semesters AHC-RP-806 Research Project (P):12</b><br>(Research work: 4; Presentation of the research work: 3 Writing of Thesis: 3 Viva -voce: 2) Only (Hons with Research) | 20           | Exit U.G. (Hons.) or U.G. (Hons. With Research) |

|     |                            |
|-----|----------------------------|
| AEC | Ability Enhancement Course |
| SEC | Skill Enhancement Course   |

# Semester I

Total Credits - 20

| Major (Core)/Minor/SEC  | Course Title with Code   | Credits<br>(Marks)           |
|---|--|------------------------------|
| Major (Core)  | AHC-MT-103<br>Introduction to Ancient Indian<br>History, Culture & Archaeology | 4<br>(60+40)                 |
| Minor<br>(Other than the Students of<br>AIHC and Archaeology)   | AHC-MI-102<br>Fundamentals of Ancient Indian<br>History, Culture & Archaeology | 4<br>(60+40)                 |
| Skill Enhancement Course  | AHC-SECT-104<br>Ancient Indian Scripts   | 3<br>(60+40)                 |
| Multi-disciplinary Course   | AHC-MDC-100<br>Elements of Archaeology   | 3<br>(60+40)                 |
| Ability Enhancement Course<br><br>Shall be opted from the pool of<br>Courses offered by the<br>University | General Hindi  | 2                            |
| Value Added Courses<br><br>Shall be opted from the pool of<br>Courses offered by the<br>University        | 1. Indian Knowledge System<br>2. Health Yoga and Wellness                      | 2<br>(30+20)<br>2<br>(30+20) |

## **Major Core**

**AHC-MT-103**

### **Introduction to Ancient Indian History, Culture & Archaeology**

**Course Objective** – The course will enable students to understand various aspects of the cultural and historical development of our society and also help develop a rational approach to the relationship between archaeology and other disciplines. It will provide concepts and terminologies used in the study of ancient Indian History, highlighting the different phases of archaeological development and the contributions of major excavated sites. Additionally, it will acquaint students with various aspects of Public Archaeology to raise awareness among the general public about our glorious past.

**Unit 1 : Basic Concepts of Archaeology**

- A. Definition of History, Culture and Archaeology
- B. Significance of Archaeology and its relation with other Subjects

**Unit 2 : Sources and Development of Archaeology**

- A. Literary and Archaeological Sources
- B. History of Archaeology

**Unit - 3 : Dating Systems, Paleography, Epigraphy and Numismatics**

- A. Ancient Indian Samvat, Use of Before Common Era and Common Era.
- B. Introduction of Palaeography, Epigraphy and Numismatics

**Unit - 4 : Methods and Art and Architecture**

- A. Introduction of Archaeological Exploration and Excavation
- B. Introduction of Art and Architecture

**Unit - 5 : Excavated Sites and Public Awareness**

- A. Important Indian Excavated Sites and their contribution
- B. Public Archaeology

**Course Outcome** – Upon completion of this paper, students will be able to develop a strong foundation in Ancient Indian History, Culture, and Archaeology. They will also gain an understanding of the role and significance of archaeology as a multidisciplinary subject.

### Recommended Readings:

अग्रवाल, पृथ्वी कुमार  
बाशम, ए० एल०  
पाण्डेय, जयनारायण  
पुरी, बी० एन०  
सहाय, शिवस्वरूप  
सिंह, मदन मोहन  
श्रोत्रिय, आलोक

भारतीय संस्कृति, वाराणसी.  
अद्भुत भारत, (अनुवाद) आगरा.  
पुरातत्त्व विमर्श, इलाहाबाद.  
पुरातत्त्व विज्ञान, लखनऊ.  
भारतीय पुरातत्त्व के पृष्ठ, इलाहाबाद.  
पुरातत्त्व की रूपरेखा, पटना.  
पुरातत्त्व : पुरावशेष और मानव अतीत, नोशन प्रेस चेन्नई, 2012

|                           |   |
|---------------------------|---|
| Agrawal, D. P.            | <i>The Archaeology of India.</i> London.                                  |
| Allchin, Bridge & Raymond | <i>The Birth of Indian Civilization.</i> Harmondsworth                    |
| Bajpai, K.D.              | Indian Numismatic Studies   |
| Basham, A. L.             | <i>Studies in Indian History and Culture.</i> Calcutta.                   |
| Bhattacharjee, Arun       | <i>A History of Ancient India.</i> New Delhi                              |
| Chakrabarti, D. K.        | <i>India, An Archaeological History.</i> New Delhi.                       |
| Chakraborti, D. K.        | <i>A History of Indian Archaeology from the Beginning to 1947.</i> Delhi. |
| Chatterjee, B. (ed)       | <i>History and Archaeology.</i> New Delhi.                                |
| Ghoshal, U.N.             | <i>Studies in Indian History and Culture.</i> Bombay.                     |
| Glyn, Daniel              | <i>The Origin and Growth of Archaeology.</i> London                       |
| Jha, D. N.                | <i>Ancient India: In Historical Outline.</i> New Delhi.                   |
| Koshambi, D. D.           | <i>An Introduction to the Study of Indian History.</i> Bombay.            |
| Roy, Surindranath         | <i>The Story of Indian Archaeology.</i> New Delhi.                        |
| Singh, Upinder            | <i>A History of Ancient and Early Medieval India.</i> Delhi.              |
| Sircar, D.C.              | <i>Indian Epigraphy</i>   |
| Sircar, D.C.              | <i>Studies in Indian Coins</i>  |
| Srivastava, K.M.          | <i>New Era of Indian Archaeology.</i> New Delhi                           |

### Suggested equivalent online courses:

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>



# **Fundamentals of Ancient Indian History, Culture & Archaeology**

**Course Objectives** – The course allows students to understand the basics of History, Culture and Archaeology and to form a rational approach to the relationship between archaeology and other disciplines. It also highlights the various stages of development of archaeology in India. To introduce the students with various branches of Archaeology, Exploration and Excavations methods, importance of heritage, etc. are main objectives of this paper.

## **Unit 1 : Concepts and Interdisciplinary Relevance**

- A. Meaning and Definition of History, Culture, and Archaeology
- B. Relevance of Archaeology and its association with other disciplines

## **Unit 2 : Sources and History of Archaeology**

- A. Sources to understand the Human Past
- B. History of Archaeology as a discipline

## **Unit 3 : Dating Systems, Scripts, Coinage, Art and Architecture**

- A. Ancient Indian Samvat and Dates (Vikram, Shaka, Gupta and BCE, CE,)
- B. Fundamental of Paleography and Epigraphy,
- C. Ancient Indian Coinage
- D. Art and Architecture

## **Unit 4 : Field Methods and Public Engagement**

- A. Introduction to Explorations and Excavations with examples
- B. Public Awareness and Archaeology

## **Unit 5 : Heritage and Cultural Significance**

- A. Significance of Cultural Heritage Sites ( Kousambi and Eran )
- B. Important World Heritage Sites in Madhya Pradesh (Bhimbetka, Sanchi, Khajuraho)

### **Course Outcome:**

After completion of this paper students will be able to develop a strong foundation in Ancient Indian History Culture and Archaeology. They will get used to with basics of human past, various sources to study human history. They will be able to relate archaeology with other disciplines, society, and even daily life.

### **Recommended Readings:**

अग्रवाल, पृथ्वी कुमार  
बाशम, ए० एल०  
पाण्डेय, जयनारायण  
पुरी, बी० एन०  
सहाय, शिवस्वरूप  
सांकलिया, एच० डी०  
सिंह, मदन मोहन  
श्रीत्रिय, आलोक

भारतीय संस्कृति, वाराणसी.  
अद्भुत भारत, (अनुवाद) आगरा.  
पुरातत्त्व विमर्श, इलाहाबाद.  
पुरातत्त्व विज्ञान, लखनऊ.  
भारतीय पुरातत्त्व के पृष्ठ, इलाहाबाद.  
पुरातत्त्व परिचय, पूना.  
पुरातत्त्व की रूपरेखा, पटना  
पुरातत्त्व : पुरावशेष और मानव अतीत, नोशन प्रेस चेन्नई, 2012

|                           |   |
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| Agrawal, D. P.            | <i>The Archaeology of India.</i> London.                                  |
| Allchin, Bridge & Raymond | <i>The Birth of Indian Civilization.</i> Harmondsworth                    |
| Basham, A. L.             | <i>Studies in Indian History and Culture.</i> Calcutta.                   |
| Bhattacharjee, Arun       | <i>A History of Ancient India.</i> New Delhi                              |
| Chakrabarti, D. K.        | <i>India, An Archaeological History.</i> New Delhi.                       |
| Chakraborti, D. K.        | <i>A History of Indian Archaeology from the Beginning to 1947.</i> Delhi. |
| Chatterjee, B. (ed)       | <i>History and Archaeology.</i> New Delhi.                                |
| Ghoshal, U.N.             | <i>Studies in Indian History and Culture.</i> Bombay.                     |
| Glyn, Daniel              | <i>The Origin and Growth of Archaeology.</i> London                       |
| Jha, D. N.                | <i>Ancient India: In Historical Outline.</i> New Delhi.                   |
| Koshambi, D. D.           | <i>An Introduction to the Study of Indian History.</i> Bombay.            |
| Roy, Surindranath         | <i>The Story of Indian Archaeology.</i> New Delhi.                        |
| Singh, Upinder            | <i>A History of Ancient and Early Medieval India.</i> Delhi.              |
| Srivastava, K.M.          | <i>New Era of Indian Archaeology.</i> New Delhi                           |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Skill Enhancement Course**  
**AHC-SECT-104**

# **Ancient Indian Scripts**

**Course Objective:** This course aims to provide students with a comprehensive understanding of the writing systems of ancient India. It explores the origin, development, and evolution of Indian scripts from the earliest times, including an introduction to decipherment practices. The course also emphasizes the significance of ancient scripts in reconstructing historical narratives and promotes skill development in reading early inscriptions.

## **Unit -1 : Antiquity and Evolution of Writing in India**

- A. Origin and Development of Indian Scripts
- B. Antiquity of writing in India

## **Unit 2 : Harappan Script**

- A. Introduction to the Harappan Script: Features and Characteristics
- B. Efforts Made in the Decipherment of the Harappan Script

## **Unit-3 : Brahmi and Kharoshthi Scripts**

- A. Origin and Development of Brahmi
- B. The practice of deciphering and transcribing of Brahmi script
- B. Origin and Development of Kharoshthi

## **Unit-4 : Writing Materials and Devnagri Script**

- A. Writing materials in ancient India
- B. Introduction to Devanagari Script

## **Course Outcome:**

After studying this paper, students will gain knowledge of ancient scripts. The course will help them develop an understanding of the origin and development of scripts in ancient India.

## **Recommended Readings :**

|                      |  |
|----------------------|--|
| Bajpai, Krishnadutta | <i>Aitihaiik Bhartiy Abhilekh.</i>   |
| Gupta, Parmeshrilal  | <i>Prachin Bhaarat ke Pramukh Abhilekh Part-1 &amp; Part-2.</i>  |
| Hultzsch. E.,        | <i>Inscription of Ashoka.</i>  |
| Konow, Sten.         | <i>Kharoshti Inscriptions.</i>   |
| Mahadevan, Iravatham | <i>The Indus Script Texts, Concordance and Tables.</i>   |
| Mirashi, V.V.        | <i>Inscription of the Chedi Era.</i>   |
| Ojha, G.H.,          | <i>Bhartiya Prachin Lipimala.</i>  |
| Pandey. R.B.,        | <i>Indian Palaeography.</i>  |
| Rao, S. R.           | <i>The Indus Script Texts</i>  |
| Saloman, Richard     | <i>Indian Epigraphy, A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages</i> |
| Sarkar. D.C.,        | <i>Indian Palaeography Vol.1.</i>  |
| Sharma, T.P.         | <i>The Palaeography of Brahmi Script</i>   |
| Shivaram Murti,      | <i>Indian Palaeography and South Indian Inscriptions.</i>  |
| Vasudev, Upadhyaya   | <i>Prachin Bhartiy abhilekho ka adhyana.</i>   |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Multi-disciplinary Course**  
**AHC-MDC-100**

# Elements of Archaeology

**Course Objective** – The course will enable students to understand the various aspects of the cultural and historical development of our society and also helps to develop a rational approach to the relationship between archaeology and other disciplines. It aims to make students aware about the different branches of archaeology along with the contributions of major excavated sites. It will also acquaint the students with the various aspects of Public and Salvage Archaeology to aware the common man about our past and its relevance in present times.

## Unit 1 Introduction to Archaeology and Relationship Different branches

- A. Introducing History, Culture, and Archaeology
- B. Importance of Archaeology and its relationship with Humanities, Social Sciences, and Different branches of Science

## Unit - 2 Dating Methods and Auxiliary Disciplines

- A. Dating systems and eras: Pre-era dating methods; (Vikrama and Shaka Samvat)
- B. Outline of Epigraphy, Palaeography and Numismatics

## Unit - 3 Archaeological Methods, Art and Architecture

- A. Introduction to Field Methods: Exploration and Excavation
- B. Introduction of Ancient Indian Art and Architecture

## Unit - 4 : Case Studies and Contemporary Relevance

- A. Contribution of Important Indian Excavated Sites in understanding our history
- B. Public and Salvage Archaeology

**Course Outcome** – After completion of this paper, students will be able to develop a better understanding in Ancient Indian History Culture and Archaeology. They will also be able to know about the role and importance of archaeology as a multi-disciplinary subject, methods to study Archaeology and various aspects of material culture of India's past.

**Recommended Readings:**



|                       |   |
|-----------------------|---|
| अग्रवाल, पृथ्वी कुमार | ; भारतीय सस्कृति, वाराणसी.              |
| बाशम, ए० एल०          | ; अद्भुत भारत, (अनुवाद) आगरा.           |
| पाण्डेय, जयनारायण     | ; पुरातत्त्व विमर्श, इलाहाबाद.          |
| पुरी, बी० एन०         | ; पुरातत्त्व विज्ञान, लखनऊ.             |
| सहाय, शिवस्वरूप       | ; भारतीय पुरातत्त्व के पृष्ठ, इलाहाबाद. |
| सांकालिया, एच० डी०    | ; पुरातत्त्व परिचय, पूना.               |
| सिंह मदन मोहन         | ; पुरातत्त्व की रूपरेखा, पटना.          |

|                           |   |
|---------------------------|---|
| Agrawal, D. P.            | <i>The Archaeology of India.</i> London.                                  |
| Allchin, Bridge & Raymond | <i>The Birth of Indian Civilization.</i> Harmondsworth                    |
| Basham, A. L.             | <i>Studies in Indian History and Culture.</i> Calcutta.                   |
| Bhattacharjee, Arun       | <i>A History of Ancient India.</i> New Delhi Chakrabarti                  |
| Chakraborti, D. K.        | <i>India, An Archaeological History.</i> New Delhi.                       |
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| Chatterjee, B. (ed)       | <i>History and Archaeology.</i> New Delhi.                                |
| Ghoshal, U.N.             | <i>Studies in Indian History and Culture.</i> Bombay.                     |
| Glyn, Daniel              | <i>The Origin and Growth of Archaeology.</i> London                       |
| Jha, D. N.                | <i>Ancient India: In Historical Outline.</i> New Delhi.                   |
| Koshambi, D. D.           | <i>An Introduction to the Study of Indian History.</i> Bombay.            |
| Roy, Surindranath         | <i>The Story of Indian Archaeology.</i> New Delhi.                        |
| Singh, Upinder            | <i>A History of Ancient and Early Medieval India.</i> Delhi.              |
| Srivastava, K.M.          | <i>New Era of Indian Archaeology.</i> New Delhi                           |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

## Semester II

## Total Credits - 20

| Major (Core)/Minor/SEC   | Course Title with Code  | Credits        |
|--|---|----------------|
| Major (Core)   | AHC-MT-203<br>History of India<br>(From earliest times to 12th Century C.E.)                                  | 4<br>(60+40)   |
| Minor<br>(Other than the Students of<br>AIHC and Archaeology)  | AHC-MI-202<br>An Outline of Political History of Ancient<br>India   | 4<br>(60+40)   |
| Skill Enhancement Course   | AHC-SECT-204<br>Heritage Tourism  | 3<br>(60+40)   |
| Multi-disciplinary Course  | AHC-MDC-200<br>Exhibiting Archaeology in Museum   | 3<br>(60+40)   |
| Ability Enhancement<br>Course<br><br>Shall be opted from the pool<br>of Courses offered by the<br>University | General English   | 2              |
| Value Added Courses<br><br>Shall be opted from the pool<br>of Courses offered by the<br>University           | 1.Environmental Education and Disaster<br>Management<br><br>2.Tribal Art and Culture<br>Or<br>Performing Arts | 2<br><br><br>2 |

**Major (Core)**  
**AHC-MT-203**

# **History of India**

**(From Earliest Times to 12<sup>th</sup> Century C.E.)**

**Course Objectives:** This course aims to introduce students to the major political developments in Indian history from prehistoric times to the 12th century C.E. It will help students understand the emergence and evolution of early civilizations, empires, and regional powers. The course also emphasizes the chronological sequence of events and transitions that shaped early Indian polity and society.

## **Unit – 1 : Foundations of Ancient India**

- Geographic Background of Ancient India
- Prehistoric Age
- Early Historical Narratives from the Puranas

## **Unit – 2 : Early Civilizations and Vedic Culture**

- Vedic Culture and Saraswati-Sindhu Civilization
- Harappan Culture

## **Unit – 3 : Rise of States and Impotent Empires**

- Political Condition of India in Sixth Century B.C.E.  
(Mahajanapadas and Republics)
- Rise of the Magadh Empire from the Haryanka to the end the of Nanda dynasty
- Maurya Dynasty: Chandragupta Maurya, Bindusar and Ashok
- Brief introduction of Shunga, Kanva, Indo-Greek, Shak-Kshtapa, Kushana and Satavahana Dynasties

## **Unit – 4 : Classical Age and Imperial Formations**

- Gupta Dynasty: Chandragupta, Samudragupta, Chandragupta Vikramaditya and decline
- Later Guptas and Maukharis
- Vardhan Dynasty

## **Unit – 5 : Regional Powers and the Early Medieval Period**

- Tripartite Struggle of Kannauj
- Brief introduction of Rajput Dynasties – Pratihara, Chalukya, Chandela, Kalchuri, Parmara and Chauhan.

**Course Outcomes:** After completing this course, students will have a thorough familiarity with the sources and political settings of India up to 1200 C.E. They will also be well-versed in applying different analytical approaches and interpretative models to understand ancient Indian history critically and contextually.

**Recommended Readings:**

|   |   |
|---|---|
| एच. सी. रायचौधरी                          | प्राचीन भारत का राजनीतिक इतिहास   |
| के. ए. नीलकंठ शास्त्री                    | दक्षिण भारत का इतिहास   |
| विमलचंद्र पाण्डेय                         | प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास भाग- 1   |
| विमलचंद्र पाण्डेय                         | प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास भाग- 2   |
| श्रीवास्तव कृष्णचन्द्र                    | प्राचीन भारत का इतिहास और संस्कृति  |
| राजबली पाण्डेय                            | प्राचीन भारत  |
| कन्हैयालाल अग्रवाल                        | भारत का राजनीतिक इतिहास   |
| Bhatia, P.                                | <i>The Paramaras</i> . New Delhi.   |
| Bose, N.S.                                | <i>History of the Chandellas</i> . Calcutta.  |
| Gupta, Parmeshwarilal,                    | <i>Gupta Samrajya</i> , Vishwavidyalaya Prakashan, Varanasi   |
| Majumdar, R.C. &<br>Pusalkar, A.D. (ed.). | <i>The History and Culture of the Indian People</i> (Bharatiya Vidya Bhawan Series). Vols. I : The Vedic Age,<br>Vol. II : The Age of Imperial Unity. Bombay. |
| Narain, A.K.                              | <i>The Indo Greeks</i> . New Delhi.   |
| Nilakantha Shastri, K.A.                  | <i>History of South India</i>   |
| Puri, B.N.                                | <i>The History of the Gurjara Pratihars</i> . Bombay.   |
| Rapson, E.J.                              | <i>Cambridge History of India</i> , Vol. I. Cambridge.  |
| Roychoudhary, H. C.                       | <i>Political History of Ancient India</i>   |
| Ray, H.C.                                 | <i>Dynastic History of Northern India</i> . Vols.I & II. Calcutta.  |
| Sharma, R.S.                              | <i>Material Culture and Social Formations in Ancient India</i> . Delhi.   |
| Shastri, K.N.                             | <i>The Age of Nandas &amp; Mauryas</i> .  |
| Chadhar, Mohanlal                         | Eran: Rich Cultural Heritage of Lost Civilizations, Copal Publishing,<br>Ghaziabad, UP, INDIA   |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Minor**  
**AHC-MI-202**

## **An Outline of Political History of Ancient India**

**Course Objectives:** Students will be introduced with major political events from the earliest historical records up to 1200 C.E. The student will also be introduced to political ups and downs with chronological order.

### **Unit – 1 : Prehistoric and Early Historic Background**

- A. Brief idea of the Pre and Protohistory
- B. Vedic culture and Harappan Civilization

### **Unit – 2 Early States and the Mauryan Era**

- A. Political Condition of India in Sixth Century B.C.E.
- B. Political history of Mauryan and Post-Mauryan period

### **Unit – 3 : The Gupta Empire and Its Legacy**

- A. Gupta Dynasty: Chandragupta, Samudragupta, Chandragupta Vikramaditya and decline

### **Unit-4 : Post-Gupta Developments**

- A. Later Guptas and Maukharis
- B. Vardhan Dynasty

### **Unit – 5 : Regional Powers and the Early Medieval Period**

- A. Tripartite Struggle of Kannauj
- B. Brief introduction of Rajput Dynasties – Pratihara, Chalukya, Chandela, Kalchuri, Parmara and Chauhan

**Course Outcomes:** After completing this course students will have a familiarity with the political settings of India up to 1200 C.E. Students will also be well versed with different analytical approaches and models of interpretation.

**Recommended Readings:**



|                           |  |
|---------------------------|--|
| एच. सी. रायचौधरी          | प्राचीन भारत का राजनीतिक इतिहास  |
| के. ए. नीलकंठ शास्त्री    | दक्षिण भारत का इतिहास  |
| विमलचंद्र पाण्डेय         | प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास भाग- 1, 2                                 |
| तथा एस. पी. शुक्ल         |  |
| रामवृक्ष सिंह             | प्राचीन भारत   |
| गुलाम यजदानी ( संपा       | दकन का इतिहास  |
| राजबली पाण्डेय            | प्राचीन भारत   |
| कन्हैयालाल अग्रवाल        | भारत का राजनीतिक इतिहास  |
| Bhatia, P.                | The Paramaras. New Delhi.  |
| Bose, N.S.                | History of the Chandellas. Calcutta.   |
| Chattopadhyaya, S.        | Early History of Northern India. Delhi.  |
| Devahuti.                 | Harsha a Political Study. Delhi.   |
| Dwivedi, H.N.             | Dilli Ke Tomar (Hindi).  |
| Gopal, L.                 | Economic life in Northern India (700-1200 A.D.) Varanasi.                                |
| Gupta, Parmeshwarilal,    | Gupta Samrajya, Vishwavidyalaya Prakashan, Varanasi                                      |
| Majumdar, R.C. (Ed.)      | The Age of Imperial Unity  |
| Majumdar, R.C. &          | Vakataka-Gupta Age   |
| A.S. Altekar,             |  |
| Majumdar, R.C. &          | The History and Culture of the Indian People (Bharatiya Vidya                            |
| Pusalkar, A.D. (Ed.)      | Bhawan Series). Vols. I : The Vedic Age,<br>Vol. II : The Age of Imperial Unity. Bombay. |
| Mukherjee, B.N.           | The Kushana Geneology, Calcutta.   |
| Narain, A.K.              | From Alexander to Kanishka. Varanasi.  |
| Narain, A.K.              | The Indo Greeks. New Delhi.  |
| Nilalkantha Shastri, K.A. | History of South India   |
| Niyogi, R.                | History of the Gahadawalas Dynasty. Calcutta.  |
| Pandey, V.C.,             | Prachin Bharat Ka rajnitik aur Sanskritik Itihas ( Hindi), Allahabad.                    |
| Pathak, V.                | Uttar Bharat Ka Rajnitik Ithas (Hindi). Lucknow.   |
| Puri, B.N.                | India Under the Kushanas. Bombay.  |
| Pathak, V.                | Uttar Bharat Ka RajanitiI Itihas. (Hindi). Lucknow.                                      |

|                     |  |
|---------------------|--|
| Puri, B.N.          | <i>The History of the Gurjara Pratiharas.</i> Bombay.                                      |
| Rapson, E.J.        | <i>Cambridge History of India</i> , Vol. I. Cambridge.                                     |
| Roychoudhary, H. C. | <i>Political History of Ancient India</i>  |
| Ray, H.C.           | <i>Dynastic History of Northern India.</i> Vols.I & II. Calcutta.                          |
| Sharma, R.S.        | <i>Material Culture and Social Formations in Ancient India.</i> Delhi.                     |
| Shastri, K.N.       | <i>The Age of Nandas &amp; Mauryas.</i>  |
| Tripathi, R.S.      | <i>History of Kanauj.</i> Delhi.   |
| Chadhar, Mohanlal   | Eran: Rich Cultural Heritage of Lost Civilizations, Copal Publishing, Ghaziabad, UP, INDIA |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**AHC-SECT-204**  
**Heritage Tourism**

**Course Objective** – Heritage Tourism highlights the role of cultural heritage and Tribal heritage in the development of tourism. Besides, it also focuses on the types of heritage and tourism and the importance of museums as tourist attractions.

**UNIT 1      Overview of Indian Heritage**

- A. Definition and Types of Heritage
- B. Importance of Heritage

**UNIT 2      Concept of Tourism**

- A. Definition and History of Tourism in India
- B. Major Types of Tourism

**UNIT 3      Relation between Heritages in Tourism**

- A. Role of Tangible and Intangible Heritage in Tourism
- B. Natural Heritage and Tourism

**UNIT 4      UNESCO World Heritage Sites/Monuments**

- A. Overview of World Heritage Concept
- B. India and World Heritage Monuments

**UNIT 5      Indian Tribal Heritage and Tourism**

- A. Outline of Indian Tribal Heritage
- B. Tribal Heritage as source of Tourism

**Course Outcome** – After completing this paper, students will authentically familiarize themselves with the application of Cultural Heritage and Tribal Heritage in the field of Tourism.

***Recommended Readings***

अग्रवाल मधु एवं सी० पी० अग्रवाल  
ओझा, प्रियदर्शी  
रावत, एस०एस० एवं एम०के० उनियाल

सांस्कृतिक पर्यटन से धरोहर का संरक्षण एवं संवर्धन, नई दिल्ली।  
पर्यटन और सांस्कृतिक विरासत, नई दिल्ली।  
ऐतिहासिक पर्यटन, नई दिल्ली।

Bhandari, N.K.

*Cultural Heritage of India.* Delhi.

Bhatia, A. K.

*Tourism in India: History & Development.* New Delhi.

Clree, Henry (ed.)

*Approaches to Archaeological Heritage*

Chainani, S.

*Heritage and Environment.* Urban Design Research  
Institute, Mumbai.

Gupta, S. P.

*Cultural Tourism in India.* Delhi.

Gupta, S. P. & Krishna Lal

*Tourism Museum and Monuments of India.* Pune

Jacob, R.

*Indian Tourism Products.* Delhi

Rao, P.R.

*Cultural Heritage of India.* Delhi

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Multi-disciplinary Course**

## **AHC-MDC-200**

### **Exhibiting Archaeology in Museum**

**Course Objectives:** The objective of this course is to introduce students to the purpose and functioning of museums. The importance of museums in linking archaeology with public education, various aspects of museums will be stressed.

#### **Unit-1 : Element of Museology**

Meaning and Definition of Museum,  
Functions of Museum,  
Classification and types of Museums

#### **Unit-2 : Development of Museums**

History of Museum Movement  
History and Development of Museums in India

#### **Unit-3 : Collection and Documentation**

Methods of Museum collections,  
Documentation, Roles of Museums  
Types of Exhibitions,

#### **Unit-4 : Management and Important Museums**

Museum Management and Administration,  
Some Important Museums in India- National Museum, New Delhi, Indian Museum Kolkata  
IGMRS, State Museum Bhopal

**Course Outcome:** Students learn the basic functions of museums and their activities. Students get to learn Development of Museums, museum collections, exhibitions, museum management, documentation, and a few case studies in India.

***Recommended Readings:***



- Agrawal, O.P. *Care and Preservation of Museum Objects*, National Research Laboratory for Conservation of Cultural Property. New Delhi.
- Aiyappan A. & S.T. Satyamurti *Handbook of Museum Technique*, Madras.
- Basu, M.N. *Museum Method & Process of Cleaning & Preservation*, Calcutta.
- Baxi, Smita J. and V. Dwivedi *Modern Museum Organization and Practice in India*. New Delhi.
- Bedekar, V.H. (Ed.) *New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam*.
- Bhatnagar, A. *Museum, Museology and New Museology*. New Delhi.
- Biswas, T.K. *Museum and Education*. New Delhi: New Age International.
- Chaudhari, A.R. *Art Museum documentation & Practical handling*. Hyderabad.
- Edson, G. & Dean David *Handbook for Museums*. London.
- Hooper, Greenhill E. (Ed.) *Educational Role of the Museum*. London.
- Light, R.B. et al. *Museum Documentation System: Developments and Application*. Butterworths.
- Moore, Kevin (Ed.) *Museum Management*. London.
- Pearce, S.M. (Ed.) *Interpreting Objects and Collections*. London.
- Pearce, S.M. *Archaeological Curatorship*. London: Leicester University Press.
- Plenderleith, H.J. *Conservation of Antiquities and Works of Arts in India*. Delhi.

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

# Semester III

Total Credits - 20

| Major<br>(Core)/Minor/SEC  | Course Title   | Credits                      |
|--|--|------------------------------|
| Major (Core)   | 1. AHC-MT-301<br>Prehistory and Proto-history of India<br>2. AHC-MT-303,<br>Socio-Economic History of Ancient<br>India | 4<br>(60+40)<br>4<br>(60+40) |
| Minor<br><br>(Other than the<br>Students of AIHC<br>and Archaeology)   | AHC-MI-302<br>Archaeological Cultures and Sequences  | 4<br>(60+40)                 |
| Skill Enhancement<br>Course  | AHC-SECT-304<br>Fundamentals of Experimental<br>Archaeology  | 3<br>(60+40)                 |
| Multi-disciplinary<br>Course   | AHC-MDC-300<br>Multi-disciplinary Approaches of<br>Archaeology   | 3<br>(60+40)                 |
| Ability<br>Enhancement<br>Course<br><br>Shall be opted from<br>the pool of Courses<br>offered by the<br>University | Communication Skill  | 2                            |

**Major – 1**  
**AHC-MT-301**

## Prehistory and Protohistory of India

**Course Objectives:** The course introduces students to the geological time scale of the Quaternary period and the evolution of human ancestors. It covers the paleo-environment of the Stone Age and the cultural developments of the Lower, Middle, and Upper Palaeolithic, Mesolithic, and Neolithic periods, including prehistoric art. Students will explore the Pre- and Early Harappan village cultures of North-Western India and examine the Harappan Civilization—its origin, extent, urbanization, trade, script, religion, arts, and decline. The course also provides insights into the Post-Urban Harappan phase and Regional Chalcolithic cultures across India.

### **Unit-1 : Prehistoric Foundations**

- A. Quaternary Period and hominid evolution
- B. Palaeo-environments
- C. Typo-technology and raw materials of prehistoric tools

### **Unit-2 : Prehistoric Cultures and Art**

- A. A brief introduction to Lower Paleolithic, Middle Paleolithic, Upper Paleolithic,
- B. Mesolithic and Neolithic cultures of India
- C. Prehistoric Art in India - Typology, nature and main sites

### **Unit-3 : Indus Civilization: Origins and Development**

- A. Indus Civilization- Terminology, History of Discovery, Origin, extent, chronology
- B. Pre-Urban Harappan Village Cultures in North-Western India

### **Unit-4 : Mature Harappan and Decline Phase of Harappa**

- A. Urban Harappan Phase: Factors of urbanization, Town Planning, trade, script, religion, Burials, arts and craft.
- B. Decline of Indus Civilization

### **Unit- 5 : Post-Urban and Chalcolithic Cultures**

- Post Urban Harappan Phase in India
- Regional Chalcolithic Cultures in Western and Central India
- Legacy of Indus Civilization

**Course outcomes:** The course provides basic knowledge of the geological time scale, human evolution, and the paleo-environment during the Stone Age in India. It covers prehistoric tool technology, major cultural phases from the Paleolithic to Neolithic periods, and prehistoric art. Students will study the first urbanization in the Indian subcontinent, key features of Harappan civilization, and regional Chalcolithic cultures. The course also examines the decline and legacy of the Indus Civilization and introduces post-Harappan cultures of Central India and the Deccan.

### **Recommended Readings:**

Agrawal, D. P. and

*Bronze and Iron Ages in South Asia (Archaeology of*

- J. S. Kharakwal. *South Asia II*. New Delhi: Aryan Books International.
- Ajithprasad, P. Jaidak (Pithad): A Sorath Harappan site in Jamnagar district, Gujarat and its architectural features. In T. Osada and A. Uesugi (eds.). *Occasional Paper 4 (Linguistics, Archaeology and the Human Past-Indus Project)*: 83-99. Kyoto: Research Institute for Humanity and Nature.
- Allchin, B. and F. R. Allchin *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- Asthana, Shasi. *Pre-Harappan Cultures and Borderlands*. New Delhi: Books and Books.
- Dhavalikar, M. K. *Indian Protohistory*. Delhi: Books and Books.
- Krishnan, K. and S. V. Rajesh. Ceramics. *History of Ancient India II- Protohistoric Foundations*. D. K. Chakrabarti and Makkhan Lal (Eds.). Vivekananda International Foundation and Aryan Books International. New Delhi. 235-262.
- Kenoyer, J. M. *Ancient Cities of the Indus Valley Civilization*. Karachi: American Institute of Pakistan Studies, Oxford University Press.
- Possehl, G. L. *Indus Age: The Beginnings*. Philadelphia: University of Pennsylvania Press.
- Possehl, G. L. *Harappan Civilization*. Delhi: Oxford and IBH.
- Sankalia, H. D. *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College Postgraduate and Research Institute.
- Pandey, Jay Narayan *Puratatva Vimarsh (Hindi)* Prachya Vidhya Prakashan, Prayag (UP)

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

## AHC-MT-303

# Social and Economic History of Ancient India

**Course Objective:** This course aims to introduce students to the major social and economic institutions of ancient India. It focuses on the development and transformation of social structures such as **Varna, Ashrama, caste, marriage, and education**, alongside an examination of **economic systems** including **agriculture, trade, commerce, and guilds** from the Harappan period to the Gupta era. The course utilizes both literary and archaeological sources to provide a well-rounded understanding of India's socio-economic past.

**Unit 1 : Sources for the Study of Social and Economic History**

- A. Literary sources
- B. Archaeological sources.

**Unit 2 : Historical Study of Social Institutions**

- A. Varna and Ashrama System: Origin, evolution, and significance
- B. Caste System: Origin, nature, and impact on society
- C. Samskaras: Life-cycle rituals in ancient Indian society
- D. Purusharthas: The fourfold goals of life—Dharma, Artha, Kama, Moksha

**Unit 3: Study of Additional Social Institutions**

- A. Marriage System: Forms and evolution
- B. Position of Women in Ancient India
- C. Educational Institutions: Contributions of Taxila, Nalanda and Vikramshila

**Unit 4: Historical Study of the Economy**

- A. Economic Life in the Harappan Culture
- B. Economic Trends during the Vedic Period
- C. Economic Administration under the Mauryan Empire
- D. Economy during the Gupta Period

**Unit 5: Study of History of Agriculture Trade and Commerce**

- A. Agricultural Practices and Land Ownership Patterns
- B. Economic Guilds (Shrenis) and their Role in Production
- C. Internal and External Trade: Major Trade Routes

**Course Outcomes:** Students will understand the evolution of key social and economic institutions in ancient India, including the Varna system, marriage, education, agriculture, trade, and guilds, using literary and archaeological sources.

***Recommended Reading***



|                      |   |
|----------------------|---|
| Adhya, G. L.         | <i>Early Indian Economics</i> , Bombay.   |
| Aiyanger, C. V. R.   | <i>Ancient Indian Economic Thought</i> , Varanasi.                                    |
| Bajpeyi, K. D.       | <i>Bharatiya Vyapar Ka Itihas</i> . (Hindi). Mathura.                                 |
| Bandopadhyaya, N. C. | <i>Economic Life and Progress in Ancient India</i> , Calcutta.                        |
| Bandopadhyaya, N. C. | <i>Kautilya or An Exposition of his Social Ideas and Political Theory</i> , Calcutta. |
| Bose, A. N.          | <i>Social &amp; Rural Economics of Northern India</i> . Vol. I, Calcutta.             |
| Das, Dipakranjan.    | <i>Economic History of Deccan from 1st Cen. A.D. to 6th cen. A.D.</i> , Delhi.        |
| Ghoshal, U. N.       | <i>Contribution to the History of Hindu Revenue System</i> , Calcutta.                |
| Jaypalan, N.         | <i>Economic History of India Ancient to Present Day</i> . Delhi                       |
| Saran, K.M.          | <i>Labour in Ancient India</i> . Bombay.  |
| Sharma, R. S.        | <i>Economic History of Early India</i> . New Delhi.                                   |
| Yadav, Achhe Lal     | <i>Prachin Bharat Mein Kisi</i> , (Hindi),  |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Minor**  
**AHC-MI-302**  
**Archaeological Cultures and Sequences**

**Course Objectives:** The course introduces students to the geological time scale of the Quaternary period and the evolution of human ancestors. It covers the paleo-environment of the Stone Age, cultural developments from the Paleolithic to Neolithic periods, and prehistoric art. Students will study the Pre- and Early Harappan village cultures and gain a comprehensive understanding of the Harappan Civilization, including its urbanization, trade, script, religion, and decline. The course also explores the Post-Urban Harappan phase and Regional Chalcolithic cultures across India.

**Unit-1 : Prehistoric Foundations**

- A. Quaternary Period and hominid evolution
- B. Palaeo-environments
- C. Typo-technology and raw materials of prehistoric tools

**Unit-2 : Prehistoric Cultures and Art**

- A. A brief introduction to Lower Paleolithic, Middle Paleolithic, Upper Paleolithic,
- B. Mesolithic and Neolithic cultures of India
- C. Prehistoric Art in India - Typology, nature and main sites

**Unit-3 : Indus Civilization: Origins and Development**

- A. Indus Civilization- Terminology, History of Discovery, Origin, extent, chronology
- B. Pre-Urban Harappan Village Cultures in North-Western India

**Unit-4 : Mature Harappan and Decline Phase of Harappa**

- A. Urban Harappan Phase: Factors of urbanization, Town Planning, trade, script, religion, Burials, arts and craft.
- B. Decline of Indus Civilization

**Unit- 5 : Post-Urban and Chalcolithic Cultures**

- Post Urban Harappan Phase in India
- Regional Chalcolithic Cultures in Western and Central India
- Legacy of Indus Civilization

**Course outcomes:** The course provides a foundational understanding of geological time, human evolution, and the paleo-environment of the Stone Age in India. It covers prehistoric tool-making, major cultural phases from the Paleolithic to Neolithic periods, and prehistoric art. Students will study the rise of urbanization in the Indian subcontinent, key features of the Harappan civilization, and regional Chalcolithic cultures. The course also examines the decline and legacy of the Indus Civilization and introduces post-Harappan cultures in Central India and the Deccan.

### ***Recommended Readings:***

- Agrawal, D. P. and J. S. Kharakwal. *Bronze and Iron Ages in South Asia (Archaeology of South Asia II)*. New Delhi: Aryan Books International.
- Ajithprasad, P. Jaidak (Pithad): A Sorath Harappan site in Jamnagar district, Gujarat and its architectural features. In T. Osada and A. Uesugi (eds.). *Occasional Paper 4 (Linguistics, Archaeology and the Human Past-Indus Project)*: 83-99. Kyoto: Research Institute for Humanity and Nature.
- Allchin, B. and F. R. Allchin. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- Asthana, Shasi. *Pre-Harappan Cultures and Borderlands*. New Delhi: Books and Books.
- Dhavalikar, M. K. *Indian Protohistory*. Delhi: Books and Books.
- Krishnan, K. and S. V. Rajesh. Ceramics. *History of Ancient India II- Protohistoric Foundations*. D. K. Chakrabarti and Makkhan Lal (Eds.). Vivekananda International Foundation and Aryan Books International. New Delhi. 235-262.
- Kenoyer, J. M. *Ancient Cities of the Indus Valley Civilization*. Karachi: American Institute of Pakistan Studies, Oxford University Press.
- Possehl, G. L. *Indus Age: The Beginnings*. Philadelphia: University of Pennsylvania Press.
- Possehl, G. L. *Harappan Civilization*. Delhi: Oxford and IBH.
- Sankalia, H. D. *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College Postgraduate and Research Institute.

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

**Skill Enhancement Course**  
**AHC-SECT-304**  
**Fundamentals of Experimental Archaeology**

**Course Objective:** Understanding of concepts and theories on Stone Tools, Indian Ceramics and ancient Indian coins. Practical Training in Identification, Assemblage Analysis, Recording and Interpretation of Stone Tools, ancient Indian Ceramics and ancient Indian coins

**Unit-1 : Introduction to Technology and Stone Tools**

- A. Basic Concepts of Technology
- B. Brief introduction to Prehistoric stone tools and their raw materials

**Unit-2 : Knapping Techniques and Tool Technologies**

- A. Knapping Techniques: Palaeolithic and Mesolithic
- B. Neolithic stone tool technology in India

**Unit-3 : Pottery and Ceramics**

Pottery and Ceramics: Definition, History of use of Pottery and Ceramics in India

- A. Raw Materials of Pottery Making Pottery Manufacturing: Techniques and Stages of Production. Typological Studies: Classification
- B. Documentation of Ceramics: Recording and Drawing

**Unit -4 : Documentation and Conservation**

Conservation of Pottery, Documentation of stone tools: Measuring artefacts, types of attributes recorded, Identification of stone tools

**Course Outcome:** Students will learn the skill and experience of reducing a stone to a useful tool and drawing/ Photographing also documenting the tools, measuring artefacts and types of attributes recorded. More importantly, students will develop a better understanding of prehistoric survival strategies. Understand the history of pottery and ceramics in India. Familiarize the pottery studies, pottery-making techniques and stages of production, identification of Pottery and Conservation of Pottery.

### ***Recommended Readings :***

- Ambrose, S., "Paleolithic technology and human evolution." *Science* 291
- Andrefsky, W. *Lithics: Macroscopic Approaches to Analysis*. Cambridge University Press, Cambridge.
- Burkitt M.C., *The Old Stone Age*. Rupa & Co
- Champion S., *A Dictionary of Terms and Techniques in Archaeology*. Phaidon Press Ltd,
- Dales, G. F. and J.M. Kenoyer *Excavations at Mohenjodaro, Pakistan: The Pottery*. With an account of the pottery from the 1950 excavation of Sir Mortimer Wheeler by Leslie Alcock.
- Inizan M.L., *Technology and Terminology of Knapped Stone*. Nanterre, CREP
- March, B. *Standards of Pottery Description*. Michigan: University of Michigan
- Odell, G.H. "Stone tool research at the end of the millennium: classification, function, and behavior". *Journal of Archaeological Research* 9: 45-100.
- Orton, C., P. Tyers and A. Vince. "Pottery in Archaeology". *Cambridge Manual in Archaeology*. Cambridge University Press. Cambridge.
- Plog, S. *Stylistic Variation in Prehistoric Ceramics Design Analysis in the American Southwest*. Cambridge University Press. Cambridge.
- Sankalia H.D., *The Prehistory and Protohistory of India and Pakistan*. Deccan College, Poona.
- Sankalia H.D. *Stone Age Tools*. Deccan College, Poona
- Schick, K.D. and Toth, N. *Making Silent Stones Speak: Human Evolution and the Dawn of Technology*. Weidenfeld and Nicolson.
- Renfrew C & Bahn P *Archaeology, the Key Concept*. 3<sup>rd</sup> Edition. Routledge.
- Rice, P. M. (Ed.). *Pots and Potteries: Current Approaches in Ceramic Archaeology*. Monograph XXIV. University of California. Los Angeles.
- Whittaker, John C. *Flint knapping: Making and Understanding Stone Tools*. University of Texas Press

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

**Multidisciplinary Paper**  
**AHC-MDC-300**  
**Multidisciplinary Approach of Archaeology**

**Course Objectives:** The objective of this course is to introduce students the various aspects of Archaeology and its relation with various other disciplines. It will shed light on how archaeology and social sciences; and archaeology and physical and natural sciences are linked. It will highlight the role of different scientific tools in the study of human past.

**Unit-1 : Archaeology and Social Sciences & Humanities**

Archaeology and Social sciences,

Archaeology and Humanities,

**Unit-2 : Archaeology and the Sciences**

Archaeology and Physical Sciences

Archaeology and Natural Sciences

**Unit-3 : Scientific Techniques in Archaeology**

Archaeological Explorations and Excavations

Use of Scientific techniques in Archaeological Investigations

**Unit-4 : Heritage Conservation**

Heritage Conservation

Different techniques involved in conservation

**Course Outcome:** Students learn the relevance of archaeology and its association with other disciplines. Students will become aware about various scientific techniques used in the study of human past. Students can go for further multidisciplinary studies in archaeology and allied subjects on the basis of this course.

## Recommended Readings:

|                       |                                       |
|-----------------------|---------------------------------------|
| अग्रवाल, पृथ्वी कुमार | भारतीय संस्कृति, वाराणसी.             |
| बाशम, ए० एल०          | अद्भुत भारत, (अनुवाद) आगरा.           |
| पाण्डेय, जयनारायण     | पुरातत्त्व विमर्श, इलाहाबाद.          |
| पुरी, बी० एन०         | पुरातत्त्व विज्ञान, लखनऊ.             |
| सहाय, शिवस्वरूप       | भारतीय पुरातत्त्व के पृष्ठ, इलाहाबाद. |
| सिंह, मदन मोहन        | पुरातत्त्व की रूपरेखा, पटना.          |
| श्रीत्रिय, आलोक       | पुरातत्त्व : पुरावशेष और मानव अतीत    |

|  |   |
|--|---|
| Agrawal, D. P. :   | The Archaeology of India. London.   |
| Chakraborti, D. K.;  | India, An Archaeological History. New Delhi.  |
| Chatterjee, B. (ed);   | History and Archaeology. New Delhi.   |
| Raman, K. V.;  | Principles and Methods of Archaeology. Madras.  |
| Rajan, K.;   | Archaeology Principal and Methods. Thanjavur.   |
| Sankalia, H.D.;  | An Introduction to Archaeology. Pune.   |
| Agrawal, D. P. and M.G. Yadava;                                  | Dating the Human Past. Pune.  |
| A. Mark Pollard, Ruth Ann Armitage, Cheryl A. Makarewicz (Eds.). | Handbook of Archaeological Sciences. Online ( <a href="https://onlinelibrary.wiley.com/doi/book/10.1002/9781119592112">https://onlinelibrary.wiley.com/doi/book/10.1002/9781119592112</a> ) |
| Nagar, S.L.;   | Protection Conservation and Preservation of Indian Monuments. New Delhi.  |
| Sarkar, H.;  | Museums and Protection of Monuments and Antiquities in India. New Delhi.  |

## Suggested equivalent online courses:

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>



# Semester IV

Total Credits - 20

| Major (Core)/Minor/SEC  | Course Title  | Credits                   |
|---|---|---------------------------|
| Major -1  | AHC-MT-401<br>Archaeological Methods and Resources<br>AHC-MP-403 Archaeological Practicum | 4<br>(60+40)<br>2<br>(50) |
| Major -2  | AHC-MT-404<br>Elements of Ancient Indian Numismatics                                      | 4<br>(60+40)              |
| Major -3  | AHC-MT-405<br>Elements of Paleography and Epigraphy                                       | 4<br>(60+40)              |
| Minor<br><br>(Other than the Students of<br>AIHC and Archaeology)   | AHC-MI-402<br>Ancient Indian Coinage  | 4<br>(60+40)              |
| Ability Enhancement Course<br><br>Shall be opted from the pool of<br>Courses offered by the<br>University | ICT and Learning  | 2                         |

# **Major- 1**

**AHC-MT-401**

## **Archaeological Methods and Resources**

**Course Objective:** This course provides the fundamentals of field archaeology and delivers a conceptualized theoretical and practical understanding of typological aspects of man-made remains as well as the methods of obtaining the artefacts. It will deliver students a thoughtful connotation with the dating methods and Site formation process.

### **Unit- 1      Outline of Archaeological Resources**

- A. Definition and Forms of Archaeological Resources  
(Pottery, Tools, Antiquities, Monuments, etc.)
- B. Importance of archaeological resources

### **Unit- 2      Introduction of Sites and Terminology**

- A. Identification of Archaeological Sites
- B. Artefact, Assemblage, Industry, Layer, Stratigraphy

### **Unit- 3      Methods of Retrieval of Archaeological Resources:**

- A. Unearthing the sites – Planning and Technique of Excavations, Recording methods (Preparation of Section, Plan, and Three-dimensional Recording)
- B. Exploration and Chance Discovery

### **Unit- 4      Methods of Dating in Archaeology**

- A. Relative Dating Methods (Stratigraphy, Typology etc.)
- B. Absolute Dating Methods (Radio Carbon, Potassium-argon, Thermo Luminescence, Pollen Analysis, Dendrochronology, etc.)

### **Unit- 5      Report Writing**

- A. Method of the writing of excavation report / Site notebook
- B. Method of the writing of exploration report

### **Course Outcome:**

Students completing this course will be able to identify and classify archaeological resources, understand key terminology, and apply standard field methods of exploration and excavation. They will learn to use relative and absolute dating techniques, interpret site formation processes, and recognize the value of chance discoveries. Additionally, students will develop skills in report writing and evaluate the cultural and historical significance of archaeological findings.

### **Recommended Readings:**

पाण्डेय, जयनारायण  
पुरी, बी० एन०  
सांकलिया, एच० डी०  
सिंह, मदन मोहन

पुरातत्त्व विमर्श, इलाहाबाद.  
पुरातत्त्व विज्ञान, लखनऊ.  
पुरातत्त्व परिचय, पूना.  
पुरातत्त्व की रूपरेखा, पटना.

Aitkinson, R.J.C

*Field Archaeology*. London

Agrawal, D. P.

*The Archaeology of India*. London.

Chakravarti, D. K.

*Theoretical Perspectives in Indian Archaeology*. Delhi

Crawford, O.G.S.

*Archaeology in the Field*. New York.

Daniel, G.

*Origin and Growth of Archaeology*. London.

Fleming, Stuart L.

*Dating in Archaeology*. London.

Raman, K. V.

*Principles and Methods of Archaeology*. Madras.

Fleming, Stuart L.

*Dating in Archaeology*. London.

Hodder, Ian

*Theory and Practice in Archaeology*. London

Sinha, B. P. (ed.)

*Potteries in Ancient India*. Patna.

Srivastava, K. M.

*New Era of Indian Archaeology*. New Delhi

Wheeler, M.

*Archaeology from Earth*. Harmondsworth.

Zeuner, F. E.

*Dating the Past*. London

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## Archaeological Resources and Methods - Practical

**Course Objective:** This course offers hands-on training in identifying, documenting, and analyzing archaeological resources. It focuses on field-based learning, equipping students with practical skills in exploration, recording, classification, dating methods, and report writing as per professional standards.

**Activity 1.** – Exploration of the nearby area of the University with a view to training the students about the different approaches/methods adopted during the exploration

**Activity 2.** – To impart the hands-on practices of the topographic maps and to familiarize with the different symbols used in the map.

**Course Outcome:** After completion of this paper students will be able to know the basics of field archaeology and can identify the different types of archaeological remains and be aware of their importance.

### Recommended Readings:

|                    |   |
|--------------------|---|
| पाण्डेय, जयनारायण  | पुरातत्त्व विमर्श, इलाहाबाद.                                  |
| पुरी, बी० एन०      | पुरातत्त्व विज्ञान, लखनऊ.                                     |
| सांकलिया, एच० डी०  | पुरातत्त्व परिचय, पूना.                                       |
| सिंह, मदन मोहन     | पुरातत्त्व की रूपरेखा, पटना.                                  |
| Aitkinson, R.J.C   | <i>Field Archaeology</i> . London                             |
| Agrawal, D. P.     | <i>The Archaeology of India</i> . London.                     |
| Chakravarti, D. K. | <i>Theoretical Perspectives in Indian Archaeology</i> . Delhi |
| Crawford, O.G.S.   | <i>Archaeology in the Field</i> . New York.                   |
| Daniel, G.         | <i>Origin and Growth of Archaeology</i> . London.             |
| Fleming, Stuart L. | <i>Dating in Archaeology</i> . London.                        |
| Raman, K. V.       | <i>Principles and Methods of Archaeology</i> . Madras.        |
| Fleming, Stuart L. | <i>Dating in Archaeology</i> . London.                        |
| Hodder, Ian        | <i>Theory and Practice in Archaeology</i> . London            |
| Sinha, B. P. (ed.) | <i>Potteries in Ancient India</i> . Patna.                    |
| Wheeler, M.        | <i>Archaeology from Earth</i> .                               |

### Suggested equivalent online courses:

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

**AHC-MT-404**  
**Elements of Ancient Indian Numismatics**

**Course Objective:**

To create interest in the study of numismatics as a source of history. It is the study of coins as a historical object and a source for history, as coins are one of the most valuable tools for reconstructing our history. Students will be introduced to the currency system of ancient India and acquainted with the development of the coinage.

**Unit -1 : Introduction to Coinage**

- A. Origin and evolution of the coins.
- B. Antiquity of the coinage in India,

**Unit - 2 : Early Indian and Mauryan Coins**

- A. Punch-Marked Coins
- B. Local and Tribal Coins:
- C. Yaudheya, Kuninda, Audumbar, Tripuri, Taxila,

**Unit - 3 : Indo- Greek and Scythian Coins**

- A. Indo - Greek Coins
- B. Coins of Shakas

**Unit - 4 : Satvahana and Kushana Coins**

- A. Coins of the Satavahanas
- B. Coinage of the Kushana – Vem Kedphises, Kanishka

**Unit - 5 : Gupta and Early Medieval Coins**

- A. Coins of the Guptas – Chandragupta I, Samudragupta and Chandragupta II
- B. Coins of the Kalachuris and Paramaras

**Course Outcome:**

Students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accure through the coinage of that time; thus, getting holistic picture of that economic system prevalent in ancient India. They can learn valuable information about economy- trade, monetary policy, currency system and so on and also about art and culture.

**Recommended Readings:**

|                           |  |
|---------------------------|--|
| Allan, J.                 | <i>Catalogue of Coins of Ancient India</i> . British Museum, London.                               |
| Altekar, A.S.,            | <i>Catalogue of Coins of the Gupta Empire</i> . Numismatic Society of India, Varanasi              |
| Bhandarkar, D.R.          | <i>Lectures on Ancient Indian Numismatics</i> . Calcutta University.                               |
| Bajpai, Santosh Kumar     | <i>Aitihāsik Bhārtēya Sikke</i> , Eastern Buck Linkers. Delhi.                                     |
| Bajpai, K. D.             | <i>Indian Numismatic Studies</i> . New Delhi.  |
| Chattopadhyaya, Bhaskar   | <i>The Age of the Kushanas – A Numismatic Study</i> . Punthi Pustak, Calcutta.                     |
| Chattopadhyaya, Brajdulal | <i>Coins and Currency System in South India</i> . Delhi.   |
| Chakraborty, S. K.        | <i>A Study of Ancient Indian Numismatics</i> . Varanasi.   |
| Datta, Mala               | <i>Study of the Satavahana coinage</i> . Harman Publishing House. Delhi:                           |
| Dhavalikar, M.K.          | <i>Pracheena Bharatiya Nanakshastra</i> , Maharashtra Vidyapeeth .Granthanirmiti Mahamandal. Pune. |
| Handa, Devendra           | <i>Tribal Coins of Ancient India</i> . Aryan Books, New Delhi.                                     |
| Gupta, P.L.               | <i>Coins</i> . National Book Trust. New Delhi.   |
| Gupta, P.L. and           | <i>Kushana Coins and History</i> . D.K. Publishers, New Delhi                                      |
| Gupta, P.L. and           | <i>Ancient Indian Silver Punch-Marked Coins of the Magadha –</i>                                   |
| T.R. Hardaker             | <i>Maurya Karshapana Series</i> . Indian Institute of Research in Numismatic Studies, Nasik.       |
| Jha, Amiteshwar and       | <i>Studies in the Coinage of Western Kshatrapas</i> . Indian Institute of                          |
| Jain, Rekha               | <i>Ancient Indian Coinage</i> . D.K Printworld, New Delhi.   |
| Lahiri, A.N.              | Corpus of Indo-Greek Coins. <i>Journal of the Numismatic Society of India</i> , Varanasi.          |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## **Ancient Indian Epigraphy and Paleography**

**Course Objective:** Students will gain a clear understanding of the importance of epigraphy and palaeography in reconstructing ancient Indian history. They will learn to identify and interpret inscriptions like royal edicts, land grants, and religious records, and analyse the cultural and historical data they contain. The course also develops their ability to read and decipher ancient scripts such as Brahmi, Kharosthi, and Gupta, and apply this knowledge in historical research and archaeological fieldwork.

### **Unit–1, Introduction to Inscriptions and Writing in Ancient India**

- A. Significance of inscriptions in the reconstruction of ancient Indian history
- B. Origin and development of the art of writing in ancient India
- C. Writing material ((Stone, Metal, Palm leaves, Birch bark, terracotta etc.)

### **Unit – 2: Development of Script and Nature of Inscriptions**

- A. Origin and evolution of the Brahmi script up to the Gupta period
- B. Types of inscriptions: Prashastis and land grant inscriptions
- C. Dating systems and eras: Pre-era dating methods; Vikrama, Shaka and Gupta Samvat

### **Unit – 3: Historical and Cultural Study of Select Inscriptions of Ashoka**

- A. Analysis of Ashokan Rock Edicts: Twelfth Rock Edict, Thirteenth Rock Edict
- B. Analysis of Ashokan Pillar Inscriptions: Seventh Pillar Edict, Lumbini Pillar Inscription

### **Unit – 4: Historical and Cultural Study of Select Inscriptions of the Post-Mauryan Period**

- A. Besnagar (Heliodorus) Inscription
- B. Hathigumpha Inscription of Kharavela

### **Unit – 5: Historical and Cultural Study of Select Inscriptions of the Gupta Period**

- A. Prayag Prashasti of Samudragupta, B. Eran Inscription of Samudragupta
- C. Eran Inscription of Budhagupta

### **Course Outcome**

After completing this course, students will understand the development of ancient Indian scripts and the content of inscriptions. They will gain knowledge of epigraphy and palaeography, enabling them to read and interpret original records. The course will help them analyse inscriptions as historical sources and trace the evolution of scripts like Brahmi, Kharosthi, and Gupta. Students will also develop skills in deciphering and translating inscriptions for use in research and archaeological fieldwork.

### **Recommended Readings:**



Bajpai, Krishna Dutt,  
K.L. Agrawal, and  
Santosh Kumar Bajpai

*Aitihasik Bhartiya Abhilekh*, Publication Scheme, Jaipur.

Dani, A. H.

*Indian Palaeography*, Oxford.

*Epigraphia Indica*,

Relevant Volumes, Archaeological Survey of India, New Delhi.

Fleet, J.F.

*Inscriptions of the Early Gupta Kings and their Successors*.

Goyal, Shriram:

*Prachin Bhartiya Abhilekh Sangrah*.

Gupta, Parmeshwarila

*Prachin Bharat Ke Pramukh abhilekh*, Varanasi.

Hultzsch, E

*Inscriptions of Ashoka*. London.

Konow, Sten

*Kharoshthi Inscriptions*, Calcutta.

Ojha, G.H.

*Bhartiya Prachin Lipimala*, Munshiram Manoharlal, Delhi.

Pandey, Rajabali:

*Ashoka ke Abhilekh*, Varanasi.

Sahaya, Shiv Swaroop

*Bhartiya Puralekhon ka Adhyayan*. Motilal Banarasidass.

Sircar, D.C

*Select Inscriptions, Bearing on Indian History and Civilization*,  
Calcutta.

Sircar, D.C.

*Indian Epigraphy*, Motilal Banarasida, Delhi.

Trivedi, H.V.

*Inscriptions of the Paramaras, Chandellas, Kachchhapaghatas and  
other minor dynasties*.

Upadhyaya Vasudeo

*Prachin Bhartiya Abhilekhon Ka Adhyayan*, Delhi.

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Minor**

## **Elements of Ancient Indian Numismatics**

### **Course Objective:**

To create interest in the study of numismatics as a source of history. It is the study of coins as a historical object and a source for history, as coins are one of the most valuable tools for reconstructing our history. Students will be introduced to the currency system of ancient India and acquainted with the development of the coinage.

### **Unit -1 : Origin and development of Coinage**

- A. Origin and evolution of the coins.
- B. Antiquity of the coinage in India,

### **Unit - 2 : Punch-Marked and Tribal Coins of Ancient India**

- A. Punch-Marked Coins
- B. Local and Tribal Coins:
- C. Yaudheya, Kuninda, Audumbar, Tripuri, Taxila,

### **Unit - 3 : Early Foreigner Currency**

- A. Indo - Greek Coins
- B. Coins of Shakas

### **Unit - 4 : Post Mauryan Coinage**

- A. Coins of the Satavahanas
- B. Coinage of the Kushana – Vem Kedphises, Kanishka

### **Unit - 5 : Gupta and Early Medieval Coinage**

- A. Coins of the Guptas – Chandragupta I, Samudragupta and Chandragupta II
- B. Coins of the Kalachuris and Paramaras

### **Course Outcome:**

Students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accure through the coinage of that time; thus, getting holistic picture of that economic system prevalent in ancient India. They can learn valuable information about economy- trade, monetary policy, currency system and so on and also about art and culture.

### **Recommended Readings:**

|                                  |  |
|----------------------------------|--|
| Allan, J.                        | <i>Catalogue of Coins of Ancient India</i> . British Museum, London.   |
| Altekar, A.S.,                   | <i>Catalogue of Coins of the Gupta Empire</i> , Varanasi   |
| Bhandarkar, D.R.                 | <i>Lectures on Ancient Indian Numismatics</i> . Calcutta University.   |
| Bajpai, Santosh Kumar            | <i>Aitihāsik Bhārtēya Sikke</i> , Eastern Buck Linkers. Delhi.   |
| Bajpai, K. D.                    | <i>Indian Numismatic Studies</i> . New Delhi.  |
| Chattopadhyaya, Bhaskar          | <i>The Age of the Kushanas – A Numismatic Study</i> . Punthi Pustak, Calcutta.   |
| Chattopadhyaya, Brajdulal        | <i>Coins and Currency System in South India</i> . Munshiram, Delhi.  |
| Chakraborty, S. K.               | <i>A Study of Ancient Indian Numismatics</i> . Varanasi.   |
| Dasgupta, K.K.                   | <i>A Tribal History of Ancient India – A Numismatic Approach</i> . Nababharat Publications. Calcutta.  |
| Datta, Mala                      | <i>Study of the Satavahana coinage</i> . Harman Publishing House. Delhi:   |
| Dhavalikar, M.K.                 | <i>Pracheena Bharatiya Nanakshastra</i> , Maharashtra Vidyapeeth .Granthanirmiti Mahamandal. Pune.   |
| Handa, Devendra                  | <i>Tribal Coins of Ancient India</i> . Aryan Books, New Delhi.   |
| Gupta, P.L.                      | <i>Coins</i> . National Book Trust. New Delhi.   |
| Gupta, P.L.                      | <i>Coins: Source of Indian History</i> , Ahmedabad.  |
| Gupta, P.L.                      | <i>Kushana Coins and History</i> . D.K. Publishers, New Delhi  |
| Gupta, P.L. and T.R. Hardaker    | <i>Ancient Indian Silver Punch-Marked Coins of the Magadha – Maurya Karshapana Series</i> . Indian Institute of Research in Numismatic Studies, Nasik. |
| Jha, Amiteshwar and Dilip Rajgor | <i>Studies in the Coinage of Western Kshatrapas</i> . Indian Institute of Research in Numismatic Studies. Anjaneri.                                    |
| Jain, Rekha                      | <i>Ancient Indian Coinage</i> . D.K Printworld, New Delhi.   |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## Semester V

Total Credits - 20

| Major<br>(Core)/Minor/SEC  | Course Title  | Credits                   |
|--|---|---------------------------|
| Major -1   | AHC-MT-501, Introduction to Museology<br>AHC-MP-503, ( <b>Practical (Museology)</b><br>Identification and handling of Objects | 4<br>(60+40)<br>2<br>(50) |
| Major -2   | AHC-MT-504<br>Elements of Ancient Indian Art and Architecture   | 4<br>(60+40)              |
| Major -3   | AHC-MT-505<br>Ancient Indian Religion and Philosophy  | 4<br>(60+40)              |
| Minor<br>(Other than the<br>Students of AIHC and<br>Archaeology) | AHC-MI-502<br>Archaeological Methods and Resources  | 4<br>(60+40)              |
| Internship   | AHC-INT-506<br>Internship   | 2<br>(50)                 |

**Major-1**  
**AHC-MT-501**

# **Introduction to Museology**

**Course Objectives:** The objective of this course is to introduce students to the purpose and functioning of museums. The importance of museums in linking archaeology with public education is stressed.

## **Unit – 1 : Introduction to Museums and Museology**

- A. Meaning and Definition of Museum, Scope and functions of the museum,
- B. Museology - Heritage and Cultural Studies, Museum as an education centre.
- C. Development of Museums – Historical Perspective, History of the Museum Movement in the World, History and Development of Museums in India.

## **Unit- 2 : Museum Types and Collections**

- A. Classification and types of Museums,
- B. Method of Museum collections

## **Unit- 3 : Documentation and Administration**

- A. Documentation of Museum objects
- B. Museum Management and Administration

## **Unit-4 : Exhibition and Conservation**

- A. Conservation and Preservation of Museum Objects,
- B. Types of Exhibitions

## **Unit-5 : Major Museums of India**

Important museums of India - National Museum, New Delhi, Indian Museum, Kolkata Museum of Men (IGMRS, Bhopal), State Museum, Bhopal

**Course Outcomes:** Students learn the basic functions of museums and their activities. Conservation, education, exhibition collection, documentation and research and legislation relating to museums are the major topics students learn about.

**Recommended Readings:**

- Agrawal, O.P. *Care and Preservation of Museum Objects*, National Research Laboratory for Conservation of Cultural Property. New Delhi.
- Aiyappan A. & S.T. Satyamurti *Handbook of Museum Technique*, Madras.
- Basu, M.N. *Museum Method & Process of Cleaning & Preservation*, Calcutta.
- Baxi, Smita J. and V. Dwivedi *Modern Museum Organization and Practice in India*. New Delhi.
- Bedekar, V.H. (Ed.) *New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam*.
- Bhatnagar, A. *Museum, Museology and New Museology*. New Delhi.
- Biswas, T.K. *Museum and Education*. New Delhi: New Age International.
- Chaudhari, A.R. *Art Museum documentation & Practical handling*. Hyderabad.
- Edson, G. & Dean David *Handbook for Museums*. London.
- Hooper, Greenhill E. (Ed.) *Educational Role of the Museum*. London.
- Light, R.B. et al. *Museum Documentation System: Developments and Application*. Butterworths.
- Moore, Kevin (Ed.) *Museum Management*. London.
- Pearce, S.M. (Ed.) *Interpreting Objects and Collections*. London.
- Pearce, S.M. *Archaeological Curatorship*. London: Leicester University Press.
- Plenderleith, H.J. *Conservation of Antiquities and Works of Arts in India*. Delhi.
- Taylor, S. (Ed.) *Try it! Improving exhibits through formative evaluation*. Washington: Asso.of sc. tech. centre.

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**AHC-MP-503**

**Practical (Museology)**

## Identification and handling of Objects

**Course Objectives:** This course provides practical training in identifying, handling, and displaying antiquities and artifacts. It develops skills in gallery guiding, object arrangement, and exhibition preparation, offering hands-on experience in the curatorial aspects of museology.

1. Classification of Antiquities
2. Identification of Artefacts
3. Galleries Guiding
4. Arrangement of objects in Galleries
5. Preparation of Exhibition

**Course Outcomes:** Students will learn to classify antiquities, identify and interpret artifacts, and develop skills in handling, preserving, and displaying museum objects. They will also gain experience in gallery guiding, object arrangement, and exhibition preparation with effective communication and presentation techniques.

### **Recommended Readings:**

|                        |   |
|------------------------|---|
| Agrawal, O.P.          | <i>Care and Preservation of Museum Objects</i> , National Research Laboratory for Conservation of Cultural Property. New Delhi. |
| Basu, M.N.             | <i>Museum Method &amp; Process of Cleaning &amp; Preservation</i> , Calcutta.   |
| Bedekar, V.H. (Ed.)    | <i>New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati</i> , Assam.               |
| Bhatnagar, A.          | <i>Museum, Museology and New Museology</i> . New Delhi.   |
| Chaudhari, A.R.        | <i>Art Museum documentation &amp; Practical handling</i> . Hyderabad.   |
| Edson, G. & Dean David | <i>Handbook for Museums</i> . London.   |
| Pearce, S.M. (Ed.)     | <i>Interpreting Objects and Collections</i> . London.   |
| Pearce, S.M.           | <i>Archaeological Curatorship</i> . London: Leicester University Press.   |
| Plenderleith, H.J.     | <i>Conservation of Antiquities and Works of Arts in India</i> . Delhi.  |

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>



## Elements of Ancient Indian Art and Architecture

**Course Objective:** Studying this course, students will get to know about ancient architectural techniques through ancient Indian art and architecture. Through this Paper authentic information will be given about the facts of the then scientific knowledge through ancient Indian art and architecture.

**Unit- 1 : Early Indian Art**

- A. Harappan, Mauryan and Shunga Art
- B. Kushan and Gupta Art

**Unit- 2 : Regional Art Traditions**

- A. Chandella, Kalchuri and Parmar Art
- B. Pallava, Chaulakya and Chola Art

**Unit- 3 : Early Indian Architecture**

- A. Harappan Architecture
- B. Stupa Architecture - Stupa of Sanchi, Bharhut and Amrawati
- C. Rock cut Chaityagriha and Vihar, Rock cut Caves of Ajanta, Ellora and Karle

**Unit- 4 : Temple Architecture Styles and Prominent Temples**

- A. Development of Temple Architecture: Nagara, Dravida, and Vesara Styles
- B. Prominent Temples: Gupta Temples, Khajuraho Group of Temples, and Temples of Odisha

**Unit- 5 : South Indian Temple Traditions**

- A. Chalukyan temples and Pallava temples
- B. Chola temples and Pandya temples

**Course Outcome :** Students will develop a basic understanding of Ancient Indian Art and Architecture from the Harappan to the Pre-Medieval period, recognize its cultural and historical significance, and appreciate its legacy, including sites listed as UNESCO World Heritage.

**Recommended Readings :**

- Ali, Rahman      *Temples of Madhya Pradesh - The Paramara Art*. New Delhi: Sundeep Prakashan
- Deglurkar, G. B.      *Temple Architecture and Sculpture of Maharashtra*. Nagpur.
- Berkson, Carmel      *Ellora: Concept and Style*. New Delhi.
- Brown, Percy.      *Indian Architecture* (Buddhist and Hindu Periods). Bombay.
- Chandra, Pramod(ed.) *Studies in Indian Temple Architecture*. New Delhi: American Institute of Indian Studies.
- Deva, Krishna      *Temples of Khajuraho* (2 vols.). New Delhi.
- Deva, Krishna      *Temples of India* (2 vols.) New Delhi.
- Dhaky, M.A.(ed.)      *Encyclopedia of Indian Temple Architecture*. Vol.I & II Part3,
- Foekema, G.      *Chalukya Architecture* (3 vols.) New Delhi.
- Ganguly, O.C.      *Art of Chandela*. Calcutta.
- Kramrisch, Stella.      *The Hindu Temples* (2 vols.) New Delhi.
- Lockwood, M. et.al.      *Pallava Art*. Madras: Tambaram Research Associates.
- Meister, Michael W.      *Encyclopedia of Indian Temple Architecture*. Vol. I and II, Part 1 and 2  
and M.A. Dhaky (ed.)
- Misra, R. N.      *Sculptures of Dahala and Dakshina Kosala and Their Background*. Delhi:
- Soundara, Rajan, K.V. *Indian Temple Styles: The Personality of Hindu Architecture*. New Delhi:
- SoundaraRajan, K.V. *Cave Temples of the Deccan*. New Delhi.
- Srinivasan, K. R.      *Temples of South India*. New Delhi
- Trivedy, R. D.      *The Temples of Pratihara Period in Central India*. New Delhi:

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## **Major-3**

**AHC-MT-505**

### **Ancient Indian Religions and Philosophy**

**Course Objectives:** This course aims to introduce students to the evolution of major religious traditions and philosophical ideas in India up to the 12th century CE. It focuses on the historical development and changing dominance of religious beliefs, tracing the transition from Vedic religion to Brahmanical traditions, and the rise and spread of Buddhism and Jainism.

**Unit - 1 : Vedic Religion and Its Transformation**

- A. Evolution and development of the Rig Vedic religion.
- B. Characteristics of later Vedic Religion

**Unit – 2 : Emergence of Shramanic Traditions**

- A. Evolution and development of Buddhism.
- B. Evolution and development of Jainism.

**Unit - 3 : Development of Sectarian Brahmanical Traditions**

- A. Evolution and development of Shaivism.
- B. Evolution and development of Saktism.
- C. Evolution and development of Vaishnavism.

**Unit - 4 : Early Indian Philosophical Texts**

- A. Philosophy of the Upanishads
- B. Philosophy of Gita.
- C. The Charvaka Philosophy.

**Unit - 5 : Major Schools of Indian Philosophy (Darshanas)**

- A. Nyaya Philosophy, Yoga Philosophy
- B. Samkhya Philosophy, Vaisheshik Philosophy
- C. Mimansha Philosophy

**Course Outcomes:** Students will understand the evolution of major ancient Indian religions, including Vedic traditions, Buddhism, Jainism, Shaivism, Shaktism, and Vaishnavism. They will also gain knowledge of key Indian philosophies like the Upanishads, Gita, Charvaka, and the six orthodox schools, appreciating the depth and diversity of ancient Indian thought.

### **Recommended Readings:**

|                       |                                 |
|-----------------------|---------------------------------|
| पांडेय, गोविन्दचन्द्र | बौद्ध धर्म के विकास का इतिहास   |
| भण्डारकर, आर. जी. (   | वैष्णव, शैव एवं अन्य धार्मिक मत |
| उपाध्याय, बलदेव       | भागवत सम्प्रदाय                 |
| यदुवंशी               | शैवमत                           |
| राय, एस. एन.          | पौराणिक धर्म एवं समाज           |
| उपाध्याय, बलदेव       | भारतीय दर्शन                    |
| राधाकृष्णन, एस.       | भारतीय दर्शन भाग                |

|                  |   |
|------------------|---|
| Keith, A. B.     | <i>Religion and Philosophy of the Vedas and the Upanishads.</i> |
| Pande, G. C.     | <i>Foundation of Indian Culture, Vol- I.</i>                    |
| Goyal, S.R.      | <i>A Religious History of India Vol I and II.</i>               |
| Jayaswal, Suvira | <i>Origin and development of Vaisnavism.</i>                    |
| Pandey, S.       | <i>Birth of Bhakti in Indian Religions &amp; Art.</i>           |
| Pandey, G.C.     | <i>Studies in the origin of Buddhism.</i>                       |

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## **Minor**

**AHC-MI-502**

### **Archaeological Methods and Resources**

**Course Objective:** This course provides the fundamentals of field archaeology and delivers a conceptualized theoretical and practical understanding of typological aspects of man-made remains as well as the methods of obtaining the artefacts. It will deliver students a thoughtful connotation with the dating methods and Site formation process.

#### **Unit- 1      Outline of Archaeological Resources**

- A. Definition and Forms of Archaeological Resources  
(Pottery, Tools, Antiquities, Monuments, etc.)
- B. Importance of archaeological resources

#### **Unit- 2      Introduction of Sites and Terminology**

- A. Identification of Archaeological Sites
- B. Artefact, Assemblage, Industry, Layer, Stratigraphy

#### **Unit- 3      Methods of Retrieval of Archaeological Resources:**

- A. Unearthing the sites – Planning and Technique of Excavations, Recording Methods (Preparation of Section, Plan and Three-dimensional Recording)
- B. Exploration and Chance Discovery

#### **Unit- 4      Methods of Dating in Archaeology**

- A. Relative Dating Methods (Stratigraphy, Typology etc.)
- B. Absolute Dating Methods (Radio Carbon, Potassium-argon, Thermo-Luminescence, Pollen Analysis, Dendrochronology, etc.)

#### **Unit- 5      Report Writing**

- A. Method of the writing of excavation report / Site notebook
- B. Method of the writing of exploration report

**Course Outcome:** After completion of this paper students will be able to know the basics of field archaeology and can identify the different types of archaeological remains and be aware of their importance.

### ***Recommended Readings:***

पाण्डेय, जयनारायण  
पुरी, बी० एन०  
सांकलिया, एच० डी०  
सिंह, मदन मोहन

पुरातत्त्व विमर्श, इलाहाबाद.  
पुरातत्त्व विज्ञान, लखनऊ.  
पुरातत्त्व परिचय, पूना.  
पुरातत्त्व की रूपरेखा, पटना.

Aitkinson, R.J.C

Field Archaeology. London

Agrawal, D. P.

The Archaeology of India. London.

Chakravarti, D. K.

Theoretical Perspectives in Indian Archaeology. Delhi

Crawford, O.G.S.

Archaeology in the Field. New York.

Daniel, G.

Origin and Growth of Archaeology. London.

Fleming, Stuart L.

Dating in Archaeology. London.

Raman, K. V.

Principles and Methods of Archaeology. Madras.

Fleming, Stuart L.

Dating in Archaeology. London.

Hodder, Ian

Theory and Practice in Archaeology. London

Sinha, B. P. (ed.)

Potteries in Ancient India. Patna.

Srivastava, K. M.

New Era of Indian Archaeology. New Delhi

Wheeler, M.

Archaeology from Earth. Harmondsworth.

Zeuner, F. E.

Dating the Past. London

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## Semester VI

Total Credits - 20

| Major<br>(Core)/Minor/SEC  | Course Title   | Credits      |
|--|--|--------------|
| Major -1   | AHC-MT-601<br>Elements of Indian Iconography                         | 4<br>(60+40) |
| Major -2   | AHC-MT-603<br>Tribal Culture and Ethno-archaeological study in India | 4<br>(60+40) |
| Major -3   | AHC-MT-604, Idea of Bharat   | 4<br>(60+40) |
| Major -4   | AHC-MT-605<br>Indian's Cultural contacts with Outside World          | 4<br>(60+40) |
| Minor<br>(Other than the<br>Students of AIHC<br>and Archaeology) | AHC-MT-602<br>Elements of Ancient Indian Art and Architecture        | 4<br>(60+40) |

**Major -1**



## Elements of Indian Iconography

**Course Objectives:** The objective of this course is to introduce students to the iconography of images from the religious traditions of Hinduism, Buddhism, and Jainism. It also outlines the development of iconographic depictions within each of these traditions.

### Unit-1 : Foundations of Indian Iconography

- A. Significance of iconography studies and sources.
- B. Concept and symbolism of icon and image worship.
- C. Origin and Antiquity of Image Worship in India.

### Unit-2 : Iconography of Vishnu and Shiva

- A. Emergence and development of Iconography of Vishnu: Yoga, Bhog, Veer, Abhicharak, Incarnations, Vyuha and other important representations of Vishnu.
- B. Emergence and development of Iconography of Shiva: Linga Pratima, Saumaya Pratima, Anugraha Pratima, Samhara Pratima, Vishesha Pratima.

### Unit-3 : Iconography of Other Major Deities

- A. Emergence and development of Iconography of Ganesh, Kartikeya and Sun

### Unit-4 : Iconography of Goddesses

- A. Development of Iconography of Goddesses: Saptamatrakas, Durga, Saraswati, Mahishsurmardini, Chamunda and other Regional traits of Shakta iconography

### Unit-5 : Buddhist and Jain Iconography

- A. Origin and Development of Buddha and Bodhisattvas image
- B. Origin and development of Jain Tirthankara images

**Course Outcome:** Students will develop a foundational understanding of Indian religious iconography by exploring the origins, symbolism, and sources of image worship. They will study the iconographic development of major deities such as Vishnu, Shiva, Ganesh, Kartikeya, Surya, and various goddesses, along with Buddhist and Jain images, gaining insight into their historical and artistic representations.

**Recommended Readings:**

- Agrawala, P.K. *Studies in Indian Iconography*, Publication Scheme. Jaipur.
- Banerjee, J.N. *Development of Hindu Iconography*. Munshiram Manoharlal, New Delhi.
- Bhattacharya, A.K. *Historical Development of Jaina Iconography* (A comprehensive study). Bharatiya Kala Prakashan. Delhi
- Bhattacharya, B. *Indian Buddhist Iconography*. Calcutta.
- Gopinath Rao, T.A. *Elements of Hindu Iconography*. Motilal Banarasidas, Varanasi.
- Gupte, R.S. *Iconography of Hindus, Buddhists and Jainas*. D.B. Taraporewala Sons and Co. Bombay.
- Joshi, N.P. *Bhartiya Murtishastra*. Maharashtra Grantha Nirmiti Mandal. Nagpur
- Kamalakar, G.(ed.). *Vishnu in Art, Thought and Literature*. Hyderabad: Birla Archaeological and Cultural Research.
- Krishnan, Y. *The Buddha image: Its origin and Development*. Munshiram Manoharlal Pvt. Ltd. New Delhi.
- Liebert, Gosta *Iconographic Dictionary of the Indian Religions. Hinduism, Buddhism and Jainism*. Sri Satguru Publications, Delhi.
- Lokesh, Chandra *Buddhist Iconography* 2 vols. Aditya Prakashan. New Delhi.
- Mani, V.R. *Saptamatrikas in Indian Religion and Art*, Mittal Publications. New Delhi.
- Mishra, Ramnath *Yaksha Cult and Iconography*. Munshiram Manoharlal. New Delhi.
- Reechard, J.Cohen *Essays on Jaina Art*. Manohar Publications. New Delhi.
- Shah, U.P. *Jaina Rupmandana*. Abhinav Publication. New Delhi
- Sivrammurti, C. *Indian Sculpture*. Allied Publishers Pvt. Ltd. New Delhi
- Sthapati V. Ganapati *Indian Sculpture and Iconography*. Mapin Publishing. Ahmadabad.
- Upadhyaya, Vasudev *Prachin Bharatiya Murti Vijnana* (Hindi). Varanasi Chowkhamba Sanskrit

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Major-2**

## **Tribal Culture and Ethno-archaeological Study in India**

**Course Objective:** This paper aims to familiarize students with the rich tapestry of tribal culture in India and provide a comprehensive understanding of tribal societies, with a focus on their material cultures. It bridges anthropological concepts and archaeological methodologies to reconstruct archaeological remains based on the lifestyles of tribes and traditional living communities. The course also encourages students to explore the relationship between subsistence patterns and the local environment, fostering an interdisciplinary perspective.

### **Unit 1 – Introduction to Tribal Studies in India**

- A. Overview of the notion of the Tribe and Caste system in India
- B. An Outline to Indian Tribes and their Habitat

### **Unit 2 – Ethnography/Ethnology and Scheme of Associated data collection**

- A. Aims and objectives of Ethnography
- B. Methods (Observation, Interview etc.) of data collection

### **Unit 3 – Significant Cultural Practices and Regular use Items of the Major Tribes**

- A. Important Cultural Practices (Ritual, Funeral Tradition, Ancestral worship etc.)
- B. Types and use of major Utilitarian Items (Pottery, Metal, Wood etc.)

### **Unit 4 – Beginning of Ethno-archaeological Study in India**

- A. Origin and Development Ethno-archaeological Study
- B. Methods of Ethno-archaeological Study

### **Unit 5 – Challenges and Future Direction of Ethno-archaeological Study**

- A. Rapid Cultural Change/ Cultural erosion in Tribal Societies
- B. Preservation of Tribal Heritage (Museums, Cultural centres and Awareness, Digital ethnography)

**Course Outcome:** After completing this course, students will be able to understand various aspects of tribal culture and the concept of ethno-archaeology. They will gain deeper insight into the significance of traditional ways of life and the role of environment and ecology in shaping the origin and development of specific cultural patterns in different regions. Additionally, students will become familiar with major ethno-archaeological research conducted within the Indian context

**Recommended Readings:**

बोस, निर्मल कुमार  
वर्मा, निवेदिता  
मीना, मंगलचंद  
श्रीवास्तव, ए०आर०एन०  
तिवारी, शिव कुमार

Allchin, B. (ed.)

Bose, N. K.

Bahadur, K.P.

Dalton, E. T.

David, N. and C. Kramer

Gould, R. A.

Herbert, Risley

Jayaswal, Vidula & K. Krishna

Kumar, Manoj

Rajan, K.

Raju, D.R.

Risley, H.H.

Saraswati, B.

भारतीय आदिवासी जीवन. नेशनल बुक ट्रस्ट, नई दिल्ली।

जनजातीय संस्कृति, रावत पब्लिकेशन्स जयपुर।

भारत का जनजातीय इतिहास, जयपुर।

जनजातीय भारत, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।

मध्यप्रदेश की जनजातीय संस्कृति, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।

*Living Traditions: South Asian Ethnoarchaeology.* New Delhi.

*Cultural Anthropology.* Calcutta.

*Castes, Tribes and Cultures of India:* Assam. Delhi

*Tribal History of Eastern India.* Delhi

*Ethno-archaeology in Action.* Cambridge, London.

*Living Archaeology.* Cambridge.

*The People of India.* New Delhi.

*An Ethno-archaeological view of Indian Terracottas.* Delhi.

*Neolithic and Tribal Cultures of Himalayan Region: An Ethno-archaeological Approach.* Delhi.

*Ethno-archaeology of the Nigiri Hills.* Aryan Books International, Delhi.

*Stone Age Hunter-Gatherers: An Ethno-archaeology of Cuddapah Region, South East Asia, Pune.*

*The Tribes and Castes of Bengal.* Calcutta.

*Pottery Techniques in Peasant India.* Calcutta.

#### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

### **Major-3**

**AHC-MT-604**

## **Idea of Bharat**

**Course Objective:-** This course, designed with the purpose of introducing the Idea of Bharat, aims to enhance understanding of Indian culture and its core values, the ancient Indian literary tradition, the Indian concept of history, human values, and value-based education. It also highlights the contributions of pioneers of Indian culture and prominent historical personalities. Additionally, the course will enrich students' knowledge of India's traditional diplomatic practices and administrative systems.

### **Unit -1 : Indian Culture and Historical Geography**

- A. Concept of Bharat and Features of Indian Culture
- B. Historical Geography of Ancient India: Jammudeep, Aryavarta, Brahma Rishi Desh,
- C. Geographical Division of India. Major Mountains, Rivers,

### **Unit- 2 : Ancient Indian Literary Traditions**

- A. Ancient Indian Literary Traditions: Vedas, Upanishads, Puranas, Ramayana, Mahabharata, Dharmashastras, Jain Literature, Buddhist Literature

### **Unit- 3 : Indian Historical Understanding and Values**

- B. Understanding of the History of India
- C. Ancient Indian Human Values and Value Education

### **Unit- 4 : Eminent Personalities of Ancient India**

- A. Major Historical Personalities of Ancient India: Rama, Krishna, Mahavir Swami, Mahatma Buddha, Ashoka, Shankaracharya

### **Unit- 5 : Ancient Indian Polity and Administration**

- A. Polity and Administration
- B. Concept of Janapada, Republic and Village Swaraj

**Course Outcome** – After completing this course, students will gain a deeper understanding of the Idea of Bharat through the study of Indian culture, values, and ancient literary traditions. They will be able to comprehend the Indian concept of history, human values, and value-based education. The course will also enhance their awareness of the contributions made by pioneers of Indian culture and notable historical personalities. Furthermore, students will develop insight into India's traditional systems of diplomacy and administration.

### **Recommended Readings:**

Chaube, Jharkhand

*Itihas Darshan* Vishvavidyalay Prakashan, Varanasi.

|                                 |  |
|---------------------------------|--|
| Dube, H. N.                     | <i>Cultural data in Vaman Puran.</i> Sharda Pustak Bhavan Prayagraj.           |
| Dube, H. N.                     | <i>Indian Culture.</i> Sharda Pustak Bhavan, Prayagraj.                        |
| Gairola, Vachaspati<br>Lucknow. | <i>Bharatiy Sanskriti aur Kala,</i> Uttarpradesh Hindi Sansthan                |
| Kane, P. V.                     | <i>History of Dharmashastra.</i>   |
| Mishra, Jaishankar.             | <i>Prachin Bharat Ka Samajik Itihas.</i> Bihar Hindi Granth Academy<br>Patna.  |
| Prasad, Ishwari                 | <i>Prachin Bhartiya Sanskriti.</i>   |
| Singh, Om Prakash               | <i>Prachin Bhartiya Samaj evm Shasan.</i> Sharda Pustak Bhavan<br>Prayagraj.   |
| Srivastava, K. C.               | <i>Prachin Bharat ka Itihas Tatha Sanskriti.</i> United Book Dipo<br>Prayagraj |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

# India's Cultural Contacts with the Outside World

**Course Objective:** Students will be introduced to India's cultural interactions with the outside world, focusing on the impact of Indian culture during the ancient period. They will explore the influence of India on art, architecture, literature, and the social conditions of regions that came under its cultural sphere.

## Unit – 1: India's Intercourse with China

- Historical background of Indo-Chinese relations
- Transmission of Buddhism from India to China
- Cultural exchanges through trade and pilgrimages
- Influence on Chinese philosophy, art and literature

## Unit – 2: India's Intercourse with Central Asia and Afghanistan

- Trade routes and cultural interactions
- Spread of Indian religion, art and script in Central Asia
- Role of Gandhara and Bactria in Indo-Central Asian relations

## Unit – 3: Cultural Expansion in Indo-China (*Cambodia, Champa, Burma, and Malay*)

- Indian influence on the political and religious institutions
- Spread of Indian scripts, languages (Sanskrit, Pali) and rituals
- Temple architecture and iconography

## Unit – 4: Cultural Extension in East Indies (*Java, Sumatra, Borneo, and Bali*)

- Indianization of Southeast Asian kingdoms
- Religious, linguistic, and artistic impact
- Maritime trade and cultural networks
- Indian epics and their influence on local traditions

## Unit – 5: Art and Architecture of South-East Asia

- Hindu-Buddhist temple architecture (e.g., Angkor Wat, Borobudur)
- Sculpture and iconography influenced by Indian styles
- Regional adaptations of Indian art forms

**Course Outcomes:** After completing this course, students will gain familiarity with India's cultural interactions with the outside world. They will learn about the art, architecture, literature, and social conditions of ancient regions influenced by Indian culture. Additionally, students will become well-versed in various analytical approaches and models of interpretation related to cultural exchange.

**Recommended Readings :**

- Bagchi, P. C. *India and China*. Calcutta. 2nd Ed. Bombay.
- Bose, P. *The Hindu Colony of Cambodia*. Adyar.
- Bose, P. *The Indian Colony of Champa*. Adyar.
- Chatterji, B.R. *Indian Cultural Influence in Cambodia*. Calcutta.
- Chatterji, B.R. *India and Java*. Calcutta.
- Das, S.C. *Indian Pandits in the Land of Snow*. Ed. by N. C. Das. Calcutta.
- Grousset, R. *The Civilizations of the East-India* (Eng. trans.). London.
- Grousset, R. *The Civilizations of the East-China*, London.
- Majumdar, R.C. *Ancient Indian Colonies in the Far East*. Vol.I, Madras.
- Majumdar, R.C. *Hindu Colonies in the Far East*, Calcutta.
- Majumdar, R.C. *Inscriptions of Kambuja* (As. Soc. Monograph). Calcutta.
- Majumdar, R.C. *Indian Literature in China and the Far East*. Calcutta.
- Sarkar, H.B. *Indian Influences on the Literature of Java and Bali*. Calcutta.
- Sastri, K.A.N. *Foreign Notices of South India*. Madras.
- Sastri, K.A.N. *South Indian Influences in the Far East*. Bombay.
- Sastri, K.A.N. *History of Srivijaya*. Madras.
- Titus, M.T. *Indian Islam*. London. Wales, H.G.Q.
- Titus, M.T. *The Making of Greater India*. London.

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>



**Minor**  
**AHC-MI-602**  
**Elements of Ancient Indian Art and Architecture**

**Course Objective:** Studying this course, students will get to know about ancient architectural techniques through ancient Indian art and architecture. Through this Paper authentic information will be given about the facts of the then scientific knowledge through ancient Indian art and architecture.

**Unit- 1 Introduction to Ancient Indian Art**

- A. Harappan, Mauryan and Shunga Art
- B. Kushan and Gupta Art

**Unit- 2 Regional Art Traditions**

- A. Chandella, Kalchuri and Parmar Art
- B. Pallava, Chaulakya and Chola Art

**Unit- 3 Ancient Indian Architecture – Early Forms**

- A. Harappan Architecture
- B. Stupa Architecture - Stupa of Sanchi, Bharhut and Amrawati
- C. Rock cut Chaityagriha and Vihar, Rock cut Caves of Ajanta, Ellora and Karle

**Unit- 4 Temple Architecture – Styles and Evolution**

- A. Development of temple architecture: Nagara, Besara and Dravina style.
- B. Gupta temples, Khajuraho temples and Temples of Orisa.

**Unit- 5 Regional Temple Architecture**

- A. Chalukyan temples and Pallava temples
- B. Chola temples and Pandya temples

**Course Outcome:** After completing this course, students will gain a thorough understanding of the development of ancient Indian art and architecture from the Harappan period to the pre-medieval era. They will be able to identify major artistic and architectural styles, techniques, and regional variations across different dynasties. Students will appreciate the scientific, aesthetic, and cultural significance of ancient monuments and structures, some of which are recognized as UNESCO World Heritage Sites. The course will also enhance their ability to critically analyze and interpret ancient Indian art within its historical and cultural contexts.

### ***Recommended Readings :***

- Ali, Rahman                      *Temples of Madhya Pradesh - The Paramara Art*. New Delhi: Sundeep Prakashan
- Deglurkar, G. B.                *Temple Architecture and Sculpture of Maharashtra*. Nagpur.
- Berkson, Carmel                *Ellora: Concept and Style*. New Delhi.
- Brown, Percy.                   *Indian Architecture* (Buddhist and Hindu Periods). Bombay.
- Chandra, Pramod(ed.) *Studies in Indian Temple Architecture*. New Delhi: American Institute of Indian Studies.
- Deva, Krishna                   *Temples of Khajuraho* (2 vols.). New Delhi.
- Deva, Krishna                   *Temples of India* (2 vols.) New Delhi.
- Dhaky, M.A.(ed.)               *Encyclopedia of Indian Temple Architecture*. Vol.I & II Part3,
- Foekema, G.                     *Chalukya Architecture* (3 vols.) New Delhi.
- Ganguly, O.C.                   *Art of Chandela*. Calcutta.
- Kramrisch, Stella.              *The Hindu Temples* (2 vols.) New Delhi.
- Lockwood, M. et.al.           *Pallava Art*. Madras: Tambaram Research Associates.
- Meister, Michael W.           *Encyclopedia of Indian Temple Architecture*. Vol. I and II, Part 1 and 2 and M.A. Dhaky (ed.)
- Misra, R. N.                      *Sculptures of Dahala and Dakshina Kosala and Their Background*. Delhi:
- SoundaraRajan, K.V. *Indian Temple Styles: The Personality of Hindu Architecture*. New Delhi:
- SoundaraRajan, K.V. *Art of South India-Deccan*. New Delhi.
- SoundaraRajan, K.V. *Cave Temples of the Deccan*. New Delhi.
- Srinivasan, K. R.               *Temples of South India*. New Delhi
- Trivedy, R. D.                   *The Temples of Pratihara Period in Central India*. New Delhi:

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

## Semester VII

Total Credits - 20

| Major<br>(Core)/Minor/SEC  | Course Title   | Credits      |
|--|--|--------------|
| Major -1   | AHC-MT-701<br>Historiography : Concept, Methods and Tools                        | 4<br>(60+40) |
| Major -2   | AHC-MT-703<br>Human Evolution and Prehistoric Archaeology                        | 4<br>(60+40) |
| Major -3   | AHC-MT-704<br>Synthesis of Tribal Material Culture and<br>Archaeological Remains | 4<br>(60+40) |
| Major -4   | AHC-MT-705<br>Political History of Ancient India                                 | 4<br>(60+40) |
| Minor<br><br>(Other than the<br>Students of AIHC and<br>Archaeology) | AHC-MI-702<br>Elements of Iconography  | 4<br>(60+40) |

## **Major-1**

### **AHC-MT-701**

## **Historiography: Concept, Methods and Tools**

**Course Objectives:** The primary objective of this course is to introduce students to the meaning, scope, concepts, and methods of historiography. It aims to provide a clear understanding of the nature and significance of history, familiarize students with primary and secondary sources, and equip them with the basic methods of data collection and interpretation. Additionally, the course seeks to develop an awareness of the diverse traditions of historical writing, enabling students to critically engage with different historiographical approaches.

### **Unit 1:**

#### **Meaning and Scope of History:**

1. Meaning and Definition of History
2. Scope of History
3. Historiography and perspectives

### **Unit 2: Collection and Selection of data**

1. Facts and Historical facts
2. Collection of Facts
3. Sources and methods of data collection

### **Unit 3: Causation and Historicism in History**

#### **A. Causation**

1. Causation in History
2. Theories of Causation

#### **B. Historicism**

1. Meaning of Historicism
2. Poverty of Historicism

### **Unit 4: Bias and Objectivity in History**

#### **A. Bias in History**

1. Understanding bias in historical writing
2. Causes and types of bias in history (e.g., ideological, cultural, religious)
3. Impact of bias on historical interpretation and representation

#### **B. Objectivity in History**

1. Concept and importance of objectivity in historiography
2. Challenges in achieving objectivity

### **Unit 5: Traditions of Historical Writings:**

- A. Concept of Itihas and History
- B. Ancient Indian Tradition of Historical Writing
- C. Other traditions of Historical Writing: Greek and Chinese

**Course Outcomes:** By the end of the course students will be able to: (1) Understand basic concepts and methods of Historiography with methods and techniques of data collection, analysis and interpretation. Acquaintance with the Traditions of Historical Writings.

### ***Recommended Readings:***

- Aron, Raymond, *Introduction to the Philosophy of History*, London.
- Bajaj, Satish K, *History its Philosophy, Theory and Methodology*, Patiala.
- Buddha Prakash, *Itihas Darshan*, Hindi Samiti, Prayag.
- Car, E.H., *What is History*, Macmillan, London.
- Collingwood, R.G., *The Idea of History*, Oxford University Press, London.
- Dubey, S. R.(ed.), *Contemporary Historiography : Methodology & Trends* (English & Hindi). Pratibha Prakashan, New Delhi.
- Hegel, G.W.F., *The Philosophy of History*, New York.
- Pandey G.C., *Itihas Swarup Evam Siddhants*, Rajasthan Hindi Granth Academy, Jaipur.
- Pathak, V.S., *Ancient Historians of India*, Poorva Smsthan, Gorakhpur.
- Radhe Sharan, *Itihas aur Itihas Lekhan (Hindi)*, Madhya Pradesh Hindi Granth Academy, Bhopal.
- Singh, Parmanand, *Itihas Darshan (Hindi)*, Motilal Banarasidas, New Delhi.
- Walsh, W.H., *An Introduction to the Philosophy of History*, London.
- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication,
- Bryman, Alan. *Social Research Methods*, 5th edition, OUP.
- Canon, John (ed.). *The Historians at Work*, George Allen and Unwin Publication, London.
- Gardiner Patrick (ed.) *Theories of History*, New York.
- Marwick, Arthur. *New Nature of History: Knowledge, Evidence, Language*, Palgrave Publication.
- Gibaldi, Joseph. *MLA Handbook for the Writers of Research Papers*, 7th Edition, Modern Language Association, New York.
- Renier, G.J. *History: Its Purpose and Method*, Allen and Unwin Publication.
- Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication.
- Lloyd, Christopher. *The Structures of History*, Blackwell Press Publication.

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>

**Major-2**  
**AHC-MT-703**

**Human Evolution and Prehistoric Archaeology**

**Course Objective:** This course covers the prehistory of India from the Early Palaeolithic to the Neolithic period. In addition, it addresses Quaternary environmental changes with reference to the Indian subcontinent, enabling students to gain a basic understanding of prehistoric developments and the changing environments during the Quaternary period.

**Unit- 1:** A. Background of human evolution: Inter-relationship between biological and cultural factors.

B. Early monkeys and apes. Dryopithecus group.

C. Australopithecines, Homo erectus, Neanderthalis, Homo Sapiens Sapiens.

D. Spread of Anatomically Modern Homo sapiens (AMHS)

**Unit- 2:** A. Beginning and main stages of cultural developments

B. Introduction to the Quaternary and Quaternary environments in India

C. Nature of Prehistoric records and Archaeological Terminology

D. Biological remains, Methods of studying stone tools, Geological context of prehistoric sites

**Unit- 3:** A. The Lower Palaeolithic-Acheulian

Nature and significance of the technology, Distribution and Variation

Important areas and sites, Chronology

B. The Middle and Upper Palaeolithic,

Nature and significance of the technology

Distribution and Variation, Important areas and sites, Associated Fauna, Chronology

C. Microlithic and Mesolithic

Nature and significance of the technology, Distribution and Variation

Important areas and sites, Associated Fauna, Chronology

**Unit- 4:** A. Neolithic cultures of Kashmir Valley

B. Neolithic cultures of Vindhya and Ganga Plains, Neolithic cultures of East and North east India, Neolithic cultures of South India,

C. Animal Subsistence pattern during the Neolithic, Plant subsistence pattern during the Neolithic

**Unit - 5:** A. Prehistoric Rock Art of India

B. Faunal and Bioanthropological background to Indian Prehistory, Current Trends in Indian Prehistory

**Course Outcome:** Students will gain a foundational understanding of human evolution and the prehistoric cultural developments in India from the Early Palaeolithic to the Neolithic period. They will also become familiar with the environmental changes during the Quaternary period and their impact on early human societies.

### **Recommended Readings:**

- Corvinus, G. A Survey of the Pravara River System in Western Maharashtra, India, Vol2: The Excavations of the Acheulian Site of Chirki-on-Pravara, India. Tübingen: Institute for Urgeschichte.
- Corvinus, G. Prehistoric Cultures in Nepal: From the Early Palaeolithic to the Neolithic and the Quaternary Geology of the Dang-Deokhuri Dun Valleys, Volume 1. Friedrich-Alexander-Universität Erlangen-Nürnberg. Institut für Ur- und Frühgeschichte. Harrassowitz Verlag.
- De Terra, H. and T.T. Paterson Eds. *Studies on the Ice Age in India and Associated Human Cultures*. Washington: Carnegie Institution of Washington Publication No.493.
- Dennell, R. W. *Palaeolithic Settlement of Asia*. Cambridge: Cambridge University Press.
- Deraniyagala, S.U. *The Prehistory of Sri Lanka. An Ecological Perspective*. Sri Lanka: Memoir Volume Part I, II, III, Commissioner of Archaeology, Government of Sri Lanka.
- Dhavalikar M.K, 2013(ed). *Prehistory of India*. New Delhi:
- Henke, W., T. Hardt, and I. Tattersall. Editors. *Handbook of Paleoanthropology 3Vols*: Springer. Second edition
- Misra V.D, and Pal J.N(ed). *Mesolithic India*. Allahabad: Department of Ancient History, Culture and Archaeology, University of Allahabad.
- Misra, V.N. *Rajasthan: Prehistoric and Early Historic Foundations*.
- Neumayer, E. *Rock Art of India*. Oxford and New Delhi: Oxford University
- Paddayya K. and Sushama G. Deo (Eds.) *Recent Advances in Acheulian Culture Studies in India*. ISPQS Monograph No.6. Available in e format: [www.manandenvironment.org](http://www.manandenvironment.org)
- Paddayya K. and Sushama G. Deo. *Prehistory of South Asia (The Lower Palaeolithic or Formative Era of Hunting- Gathering)*. The Mythic Society: Bengaluru.
- Sankalia, H.D. *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College Postgraduate and Research

### **Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

[www.44book.com](http://www.44book.com)

<https://epustakalay.com>



## **Major-3**

**AHC-MT-704**

### **Synthesis of Tribal Material Culture and Archaeological Remains**

**Course Objective** – This Course introduces the different aspects of the lifeways of Tribes living in varied ecological/geographical niches. Since, most of the tribal groups still follow their traditional way of life, which minute study will be helpful to understand the nature of archaeological remains. Hence, this paper aims to focus on the reconstruction of archaeological remains based on the lifeways of various tribal groups.

#### **Unit – 1 Introduction to Ethnographic Dimension for Archaeology**

- (A) Concepts and Opportunities
- (B) Approaches/Methods for the Synthesis of Tribal Cultures and Archaeological Remains.

#### **Unit – 2 Emergence of the Concept of Tribes and Caste System in the Indian Context.**

- (A) Pre-Colonial Era
- (B) Colonial Era onwards

#### **Unit – 3 Ethnographic Studies of Representative Tribes practicing various traditional mode of subsistence.**

- (A) Hunter -Gatherer Tribes (B) Pastoral Tribes (C) Agricultural Tribes

(Emphasis on Settlement Pattern, Subsistence Pattern, Religious Pattern and technical aspects of utilitarian items)

#### **Unit – 4 Methodology/Models for the Synthesis of Ethnographic Accounts with Archaeological Remains.**

- (A) Hunter-gatherer model for Palaeolithic or Mesolithic Cultures
- (B) Pastoral or Agricultural model for Neolithic or Chalcolithic Cultures and Any other significant Models

#### **Unit – 5 Sub-disciplines of Ethno-archaeological Study**

- (A) Ethno-botany
- (B) Ethno-zoology

**Course Outcomes** – After the completion of this course, students will be able to know the importance of ethnographic data to interpret the different types of artefacts and their context. They will also be familiar with the close relations between varied geographical features and tribal way of life which will help them to understand the nature of archaeological settlement patterns and subsistence patterns.



### Recommended Readings:

- कुजूर, स्कोलास्टिक  
बोस, निर्मल कुमार  
वर्मा, निवेदिता  
मीना, मंगलचंद  
श्रीवास्तव, ए०आर०एन०  
तिवारी, शिव कुमार  
Allchin, Bridget (ed.).  
Ansari, S.  
Behra, Maguni Charan (ed.)  
Bhasin, Veena.  
David, N. & C. Kramer.  
Jayaswal, V. and  
Kalyan Krishna.  
Khatna, R.P.  
Kumar, Manoj.  
Maheshwari, J.K.  
Pratap, Ajay.  
Raju, D.R.
- वेदों एवं पुराणों में आर्य एवं जनजातीय संस्कृति, नई दिल्ली ।  
भारतीय आदिवासी जीवन. नेशनल बुक ट्रस्ट, नई दिल्ली ।  
जनजातीय संस्कृति, रावत पब्लिकेशन्स जयपुर।  
भारत का जनजातीय इतिहास, जयपुर ।  
जनजातीय भारत, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।  
मध्य प्रदेश की जनजातीय संस्कृति, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।  
*Living Traditions: Studies in Ethnoarchaeology in South Asia.*  
Columbia.  
*Ethnoarchaeology of Prehistoric Settlement Pattern of South-Central Ganga Valley.* ISPQS Monograph Series No. 4, Indian Society for Prehistoric and Quaternary Studies, Pune.  
*Tribal Studies in India: Perspective of History, Archaeology and Culture.* Springer.  
*Himalayan Ecology, Transhumance and Social Organization: Gaddis of Himachal Pradesh.* Delhi.  
*Ethnoarchaeology in Action.* Cambridge.  
*An Ethnoarchaeological View of Indian Terracotta.* New Delhi.  
*Tribal Migration in Himalayan Frontiers: Study of Gujjar-Bakarwals Transhumance Economy.* Vintage Books, Gurgaon.  
*Neolithic and Tribal Cultures of Himalayan Region: An Ethnoarchaeological Approach.* B.R. Publishing Corporation, New Delhi.  
*Ethnobotany in South Asia.* Scientific Publisher, Jodhpur.  
*The Hoe and the Axe: Ethnohistory of Shifting Cultivation in Eastern India.* Oxford University Press, New Delhi  
*Stone Age Hunter-Gatherers: An Ethno-archaeology of Cuddapah Region, South-east India.* Ravish Publishers, Pune.

### Suggested equivalent online courses:

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

**AHC-MT-705**  
**Political History of Ancient India**

**Course Objectives:** Students will be introduced to the major sources of political history. They will be introduced with major political events from the earliest historical records up to 700 C.E. The student will also be introduced to political geography and chronology up to 700 C.E.

**Unit – 1 : Introduction and Prehistoric Background**

- A. Introduction to Ancient History
- B. Short brief History of the Prehistoric age

**Unit – 2 : Early Civilizations and Vedic Period**

- A. Harappan Civilization
- B. Vedic and Later Vedic Period

**Unit – 3 : Age of Mahajanapadas and the Rise of Empire**

- A. Political Condition of India in Sixth Century B.C.E. (Mahajanapadas and Republics)
- B. Rise of the Magadh Empire from the Haryaka to the end of the Nanda dynasty
- C. Maurya Dynasty: Chandragupta Maurya, Bindusara and Ashoka
- D. Shunga, Kushana and Satavahana

**Unit – 4 : The Classical Age and Vardhan Dynasty**

- A. Gupta Dynasty: Chandragupta, Samudragupta, Chandragupta Vikramaditya
- B. Later Guptas and Maukharis
- C. History of Kannauj – Vardhan Dynasty

**Unit – 5 : Transition to Early Medieval Polity**

- A. Rise of Feudalism in India
- B. Rise of Rajput States – Pratihar, Chalukya, Parmara and Chauhan

**Course Outcomes:** After completing this course students will have a familiarity with the sources and political settings of India upto 700 C.E. Student will also be well versed with different analytical approaches and models of interpretation.

**Recommended Readings:**

|   |  |
|---|--|
| एच. सी. रायचौधरी                          | <i>प्राचीन भारत का राजनीतिक इतिहास</i>   |
| के. ए. नीलकंठ शास्त्री                    | <i>दक्षिण भारत का इतिहास</i>   |
| कृष्णदत्त वाजपेयी तथा                     | <i>प्राचीन भारत का इतिहास</i>  |
| विमलचंद्र पाण्डेय                         |  |
| विमलचंद्र पाण्डेय                         | <i>प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास भाग- 1-2</i>   |
| कन्हैयालाल अग्रवाल                        | <i>भारत का राजनीतिक इतिहास</i>   |
| Bhatia, P.                                | <i>The Paramaras. New Delhi.</i>   |
| Bose, N.S.                                | <i>History of the Chandellas. Calcutta.</i>  |
| Chattopadhyaya, S.                        | <i>Early History of Northern India. Delhi.</i>   |
| Majumdar, R.C. &<br>Pusalkar, A.D. (ed.). | <i>The History and Culture of the Indian People (Bharatiya Vidya Bhawan Series). Vols. I : The Vedic Age, Vol. II : The Age of Imperial Unity. Bombay.</i> |
| Niyogi, R.                                | <i>History of the Gahadawalas Dynasty. Calcutta.</i>   |
| Pandey, V.C.,                             | <i>Prachin Bharat Ka rajnitik aur Sanskritik Itihas (Hindi), Allahabad.</i>  |
| Pathak, V.                                | <i>Uttar Bharat Ka Rajnitik Itihas (Hindi). Lucknow.</i>   |
| Puri, B.N.                                | <i>India Under the Kushanas. Bombay.</i>   |
| Pathak, V.                                | <i>Uttar Bharat Ka Rajaniti Itihas. (Hindi). Lucknow.</i>  |
| Puri, B.N.                                | <i>The History of the Gurjara Pratiharas. Bombay.</i>  |
| Roychoudhary, H. C.                       | <i>Political History of Ancient India</i>  |
| Ray, H.C.                                 | <i>Dynastic History of Northern India. Vols. I &amp; II. Calcutta.</i>   |
| Sharma, R.S.                              | <i>Material Culture and Social Formations in Ancient India. Delhi.</i>   |
| Shastri, K.N.                             | <i>The Age of Nandas &amp; Mauryas.</i>  |
| Tripathi, R.S.                            | <i>History of Kanauj. Delhi.</i>   |
| Thaper, Romila                            | <i>History of India</i>  |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

**Minor**

## Elements of Indian Iconography

**Course Objectives:** The objective of this course is to introduce students to the iconography of images from the religious traditions of Hinduism, Buddhism, and Jainism. It also outlines the development of iconographic representations within each of these traditions.

### Unit-1 : Foundations of Indian Iconography

- A. Significance of iconography studies and sources.
- B. Concept and symbolism of icon and image worship.
- C. Origin and Antiquity of Image Worship in India.

### Unit-2 : Iconography of Vishnu and Shiva

- A. Emergence and development of Iconography of Vishnu: Yoga, Bhog, Veer, Abhicharak, Incarnations, Vyuhā and other important representations of Vishnu.
- B. Emergence and development of Iconography of Shiva: Linga Pratima, Saumaya Pratima, Anugraha Pratima, Samhara Pratima, Visheshā Pratima.

### Unit-3 : Iconography of Other Major Deities

- A. Emergence and development of Iconography of Ganesh, Kartikeya and Sun

### Unit-4 : Iconography of Goddesses

- A. Development of Iconography of Goddesses: Saptamatrakas, Durga, Saraswati, Mahishsurmardini, Chamunda and other Regional traits of Shakta iconography

### Unit-5 : Buddhist and Jain Iconography

- A. Origin and Development of Buddha and Bodhisattvas image
- B. Origin and development of Jain Tirthankara images

**Course Outcome:** Students will gain a clear understanding of the principles and symbolism of Indian iconography across the religious traditions of Hinduism, Buddhism, and Jainism. They will be able to identify and interpret various forms, attributes, and representations of deities, and understand the historical and cultural contexts that influenced the development of iconographic art.

### Recommended Readings:

Agrawala, P.K. *Studies in Indian Iconography*, Publication Scheme. Jaipur.

- Banerjee, J.N. *Development of Hindu Iconography*. Munshiram Manoharlal, New Delhi.
- Bhattacharya, A.K. *Historical Development of Jaina Iconography* (A comprehensive study). Bharatiya Kala Prakashan. Delhi
- Bhattacharya, B. *Indian Buddhist Iconography*. Calcutta.
- Gopinath Rao, T.A. *Elements of Hindu Iconography*. Motilal Banarasidas, Varanasi.
- Gupte, R.S. *Iconography of Hindus, Buddhists and Jainas*. D.B. Taraporewala Sons and Co. Bombay.
- Joshi, N.P. *Bhartiya Murtishastra*. Maharashtra Grantha Nirmiti Mandal. Nagpur
- Kamalakar, G.(ed.). *Vishnu in Art, Thought and Literature*. Hyderabad: Birla Archaeological and Cultural Research.
- Krishnan, Y. *The Buddha image: Its origin and Development*. Munshiram Manoharlal Pvt. Ltd. New Delhi.
- Liebert, Gosta *Iconographic Dictionary of the Indian Religions. Hinduism, Buddhism and Jainism*. Sri Satguru Publications, Delhi.
- Lokesh, Chandra *Buddhist Iconography* 2 vols. Aditya Prakashan. New Delhi.
- Mani, V.R. *Saptamatrikas in Indian Religion and Art*, Mittal Publications. New Delhi.
- Mishra, Ramnath *Yaksha Cult and Iconography*. Munshiram Manoharlal. New Delhi.
- Reechard, J.Cohen *Essays on Jaina Art*. Manohar Publications. New Delhi.
- Shah,U.P. *Jaina Rupmandana*. Abhinav Publication. New Delhi
- Sivrammurti, C. *Indian Sculpture*. Allied Publishers Pvt. Ltd. New Delhi
- Sthapati V. Ganapati *Indian Sculpture and Iconography*. Mapin Publishing. Ahmadabad.
- Upadhyaya, Vasudev *Prachin Bharatiya Murti Vijnana* (Hindi). Varanasi Chowkhamba Sanskrit Series.
- Vyas, R.T. *Studies in Jaina Art and Iconography and allied Subjects* in Honour of U. P. Shah. Oriental Institute Vadodara.

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

# Semester VIII

Total Credits - 20

| B.A. Honours   |  |              |
|--|--|--------------|
| Major<br>(Core)/Minor/SEC  | Course Title   | Credits      |
| Major -1   | AHC-MT-801<br>Research Methodology   | 4<br>(60+40) |
| Major -2   | AHC-MT-803<br>Principles and Methods of Archaeology  | 4<br>(60+40) |
| Major -3   | AHC-MT-804<br>History of Ancient Indian Social and Economic Ideas  | 4<br>(60+40) |
| Major -4   | AHC-MT-805, Protohistoric Cultures of India  | 4<br>(60+40) |
| Minor<br>(Other than the<br>Students of AIHC and<br>Archaeology) | AHC-MI-802<br>Historiography   | 4<br>(60+40) |
| B.A. Honours with Research                                       |  |              |
| Major -1   | AHC-MT-801<br>Research Methodology   | 4<br>(60+40) |
| Research Project   | (Research work: 4; Presentation of the research work: 3<br>Writing of Thesis: 3 Viva -voce: 2) Only (Hons with Res | 12           |
| Minor  | Other deptt.   | 4            |

**Major-1**  
**AHC-MT-801**

# Research Methodology

**Course Objectives:** The primary objective of this course is to introduce students to the meaning, scope, and fundamental concepts of Research Methodology, particularly in the field of history. It aims to provide a clear understanding of the significance of historical research and to familiarize students with both primary and secondary sources. The course also acquaints learners with various methods of data collection and interpretation. Additionally, it guides them through the different stages of research, from identifying a problem and formulating a hypothesis to writing a thesis and developing effective presentation skills.

## **Unit- 1 : Fundamentals of Research**

Fundamentals of Research, its importance and scope, Methods of Research in Indian History

## **Unit- 2 : Research Planning and Design**

Selection of Research Problem, planning of research, hypothesis, preparation of Research Proposal

## **Unit- 3 Data Collection and Source Materials**

Data collection, Primary and Secondary Sources, Library work, manuscripts, private and public collection,

## **Unit- 4 : Fieldwork and Technological Tools**

Field surveys, Explorations, Photography Laboratory work. Application of Computer and statistical methods.

## **Unit- 5 : Documentation, Writing, and Presentation**

Bibliography, Footnotes, Diacritical marks, Summarizing, Paraphrasing, Quotation, Importance of Library in research work, Significance of Maps, Photographs and illustrations in thesis, Presentation of Research work.

**Course Outcomes:** By the end of this course, students will have a clear understanding of the basic concepts, scope, and significance of research methodology in the field of history. They will be able to formulate research proposals, identify and utilize primary and secondary sources, and apply suitable methods for data collection, analysis, and interpretation. Additionally, the course will equip students with knowledge of the various stages involved in thesis writing and enhance their skills in academic presentation. Students will also gain familiarity with the traditions of historical research and writing, enabling them to undertake independent and methodologically sound scholarly work.

### **Recommended Readings:**

Aron, Raymond, *Introduction to the Philosophy of History*, London.



- Bajaj, Satish K, *History its Philosophy, Theory and Methodology*, Patiala.
- Buddha Prakash, *Itihas Darshan*, Hindi Samiti, Prayag.
- Car, E.H., *What is History*, Macmillan, London.
- Caubey, Jharkhande, *Itihas Darshan(Hindi)*, Vishwavidyalaya Prakashan, Varanasi,
- Collingwood, R.G., *The Idea of History*, Oxford University Press, London.
- Croce, B., *History, its theory and Practice*, New York.
- Dubey, S. R.(ed.), *Contemporary Historiography : Methodology & Trends* (English & Hindi). Pratibha Prakashan, New Delhi.
- Hegel, G.W.F., *The Philosophy of History*, New York.
- Pandey G.C., *Itihas Swarup Evam Siddhants*, Rajasthan Hindi Granth Academy, Jaipur.
- Pathak, V.S., *Ancient Historians of India*, Poorva Smsthan, Gorakhpur.
- Radhe Sharan, *Itihas aur Itihas Lekhan (Hindi)*, Madhya Pradesh Hisndi Granth Academy, Bhopal.
- Chaudhary, C.M. *Research Methodology*, Jaipur: RBSA.
- Neuman, L.W. *Social Research Methods: Qualitative and Quantitative Approaches*, 7th edition, Pearson Publication.
- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication,
- Bryman, Alan. *Social Research Methods*, 5th edition, OUP.
- Ali, B. Sheikh. *History: Its Theory and Method*, Macmillan Publication.
- Gardiner, P. *Theories of History*, Free Press Publication.
- Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition.
- Gibaldy, Joseph. *MLA Handbook for the Writers of Research Papers*, 7th Edition, Modern Language Association, New York.
- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication.
- Thompson, W. *Rethinking History*, Routledge Publication, London.
- Tyrus Hellway *Introduction to Research*.
- Whilney, B.L. *Elements of Research*.

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[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

## Major-2



## Principles and Methods of Archaeology

**Course Objectives:** The primary objective of this course is to develop a comprehensive understanding of the principles and methods of archaeology. It aims to provide students with foundational knowledge of the definition, aim, and scope of archaeology, along with its interdisciplinary nature and connections with other fields. The course also seeks to familiarize students with the practical techniques of archaeological exploration and excavation, as well as the processes of post-excavation analysis, data interpretation, and the systematic preparation of excavation reports.

### Unit-1 : Introduction to Archaeology

Definition; Goals of Archaeology; Archaeology and other disciplines; Kinds of Archaeology; History of Archaeology in pre & post Independent India.

### Unit -2 : Field Methods in Archaeology

- A. Field discoveries: Aims and methods of Explorations; Chance discoveries; Map and satellite image studies; Village to village survey.
- B. Unearthing the sites: Planning excavations; Layout; techniques of Excavations—Vertical; Horizontal.
- C. Methods of recording the contexts of excavated remains; preparation of section, three-dimensional recording.

### Unit-3 : Chronology and Dating Methods

- A. Stratigraphy: Principles of stratification; Factors and process of formation of layers; Identification & recording of strata; Reconstruction of culture sequence.
- B. Methods of Relative chronology.
- C. Absolute methods of dating.

### Unit- 4 : Analysis and Documentation

- A. Recording of the excavated remains.
- B. Classification of artefacts and other methods of recording details of studied sites.

### Unit – 5 : Interpretation and Report Writing

- A. Models and approaches: Site formation process; settlement studies; Ethno-archaeology.
- B. Preparation of the reports of the archaeological discoveries.

**Course Outcomes:** By the end of this course, students will be able to understand the aims and goals of archaeology and gain insight into the historical development of Indian archaeology. They will be equipped to identify the interdisciplinary connections between archaeology and other fields of study. Students will become familiar with various techniques of data retrieval used in archaeological research and demonstrate the ability to analyze, record, and interpret post-excavation data. Additionally, they will develop knowledge of relative and absolute dating methods, and critically analyze the methods of conservation and preservation applied to archaeological findings.

**Recommended Readings:**

- Agrawal, O. P. *Preservation of Art Objects and Library Materials*. New Delhi.
- Chakrabarti, D. K. *History of Indian Archaeology*. Delhi.
- Fagan, Brian M. and Nadia Durrani. *Archaeology A Brief Introduction*. London and New York: Routledge Taylor and Francis Group.
- Fagan, Brian. *In the Beginning: An Introduction to Archaeology*. New York: Harper Collins.
- Gamble, Clive. *Archaeology the Basics*. New York: Routledge Taylor and Francis Group.
- Grant, Jim, Sam Gorin and Neil Fleming. *The Archaeology Coursebook: An Introduction to Study, Skills, Topics and Methods*. London and New York: Archaeological Theory Today. Cambridge: Polity Press.
- Hodder, Ian. *Preservation and Archiving Challenges and Solutions*. Oakville: Apple Academic Press.
- McIntosh, Joyce. *Anthropology the Basics*. London and New York: Routledge Taylor and Francis Group.
- Metcalfe, Peter.
- Miller, Heather Margaret-Louise. *Archaeological Approaches to Technology*. Walnut Creek: Left Coast Press Inc.
- Nair, S. M. *Bio-deterioration of Museum Materials*. Delhi.
- Pollard, A. Mark, Catherine M. Batt, Ben Stern and Suzanne M. M. Young. *Analytical Chemistry in Archaeology (Cambridge Manuals in Archaeology)*. Cambridge: Cambridge University Press.
- Renfrew, Colin and Paul Bahn. (Eds.). *Archaeology the Key Concepts*. London and New York: Taylor and Francis Group.
- Shaw, Ian, and Robert Jameson (Eds.). *A Dictionary of Archaeology*. Oxford: Blackwell Publishers Limited.

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalaya.com>

## History of Social and Economic Ideas

**Course Objective:** The purpose of this paper is to introduce the students to the social and economic institutions of ancient India, in which the Varna system, Ashram system, Purushartha, Sanskar, Agriculture, taxation system, Economic Guilds and Trade and Commerce are to be introduced. To introduce the cultural development of ancient Indian society through social and economic institutions

### Unit-1: Sources and Social Structure

- A. Sources: Literary and Archaeological
- B. Varna and Caste System

### Unit-2: Socio-Religious Structure

- A. Sodas Sankaras, Their Significance
- B. Ashram System: (Duties and Significance)
- C. Purusharthas, Concept and Significance

### Unit-3: Ancient Indian Education

- A. Education System
- B. Woman Education
- C. Education Centres

### Unit- 4: Family and Marriage

- A. Family – salient features
- B. Marriage – forms and sacramental character

### Unit-5: Economic Conditions in Ancient India

- A. Economic Condition (Harappan Period, Moaryan Period and Gupta period)
- B. Agriculture
- C. Economic Guilds
- D. Trade and Commerce

**Course Outcome:** After studying this paper, students will be able to develop an understanding of various dimensions of ancient Indian culture. Useful information will be available about society, education system, agricultural system and trade and commerce in ancient India. The students will get benefit of human past experiences by studying this paper. Various aspects of ancient India can be known through ancient Indian economic system, social system and various cultural activities.

### *Recommended Readings:*

ओम प्रकाश  
थापर, रोमिला  
सहाय, शिव स्वरूप  
शर्मा, रामशरण  
मिश्र, जय शंकर  
श्रोत्रिय, आलोक एवं मोहन लाल चढ़ार

प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास  
प्राचीन भारत का सामाजिक इतिहास  
प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास  
प्राचीन भारत में भौतिक प्रगति एवं सामाजिक संरचनाएं  
प्राचीन भारत का सामाजिक इतिहास  
भारतीय कला संस्कृति के नवीन आयाम

Altekar, A.S.  
Mazumdar, R.C.  
Prabhu, P.N.

*Education in Ancient India*  
*Corporate life in Ancient India*  
*Hindu Social Organization*

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)  
<https://ndl.iitkgp.ac.in/>  
<https://ignca.gov.in/>  
[www.44book.com](http://www.44book.com)  
<https://epustakalay.com>

## **Major-4**

### **AHC-MT-805**

# **Proto-historic Cultures of India**

**Objectives:** The main objective of this course is to introduce basic features of the Chalcolithic and Iron Age Proto-historic cultural developments in different part of India. It deals with the early stages of Chalcolithic cultural developments in the Indus valley and other parts of India followed by the Harappan Urbanism and its decline. It also discusses Chalcolithic and Iron Age cultures that immediately preceded the beginning of Historic period in India.

### **Unit-1- History of Protohistoric Research and the Harappan Civilization**

History of Proto-historic Research in India

Harappa Culture - Terminology, History of Discovery, Origin, extent, chronology.

### **Unit-2 : Cultural Phases of the Harappan Civilization**

A. Pre-Urban/Early Harappan cultural developments

B. Urban/Mature Harappan

C. Post-Urban Harappan

### **Unit-3-Chalcolithic Cultures of Western-Central India**

A. Ahar-Banas Chalcolithic complex in southern Rajasthan

B. Kayatha assemblage in Central India

### **Unit- 4- Post-Harappan Chalcolithic Cultures**

A. OCP and Copper Hoard remains

B. Malawa culture

C. Jorwe culture

### **Unit- 5 - Iron Age cultures**

A. Painted Grey Ware and beginning of Iron Age

B. Northern Polished Black ware and cultural progress of Iron Age. Iron Age the second urbanization.

C. Spread of Iron and Megalithic culture in South India

### **COURSE OUTCOMES:**

Understand the first urbanization in the Indian subcontinent. Categorize Classical Harappan and Regional Chalcolithic Cultures in Greater Indus Region. Apply material culture for the construction of Indian History during the Indus Age. Analyse the features of Harappan town planning. Familiarize the Harappan trade, script, religion, arts and crafts, and burials.

Evaluate the Harappan and regional Chalcolithic artefacts and arrive at logical interpretations to understand the factors of the decline of Indus Civilization and its Legacy. Introducing basic outline of other post-Harappan cultures, second urbanization and Iron and megalithic culture in south India

***Recommended Readings***

- |                                       |  |
|---------------------------------------|--|
| Agrawal, D. P.                        | <i>The Archaeology of India.</i> London.   |
| Agrawal, D.P and<br>D.K. Chakrabarti  | <i>Essays in Indian Protohistory,</i> Delhi.   |
| Allchin, B.R. and<br>D.K. Chakrabarti | <i>A Source Book on Indian Archaeology.</i> New Delhi.   |
| Allchin, B. and R. Allchin            | <i>The Rise of Civilization in India and Pakistan,</i> London.   |
| Banerjee, N. R.                       | <i>The Iron Age in India.</i> New Delhi,   |
| Dhavalikar, M.K.                      | <i>Cultural Imperialism: Indus Civilization in Western India,</i><br>New Delhi.  |
| Fairservis, W.A.                      | <i>The Roots of Ancient India.</i> Chicago.  |
| Joshi, J.P.                           | <i>Excavation at Surkotada in 1971-72 and Exploration in<br/>Kutch,</i> Memoirs of the Archaeological Survey of India, 87. |
| Lal, B.B.                             | <i>The Earliest Civilization of South Asia,</i> New Delhi.   |
| Lal, B. B and S.P. Gupta              | <i>Frontiers of the Indus Civilization.</i> New Delhi.   |
| Misra, V.N. (Ed.)                     | <i>The Eastern Anthropologist,</i> Vol. 45, Nos. 1-12 (Indus<br>Civilization Special Number).                              |
| Possehl, G.L.                         | <i>Indus Civilization in Saurashtra.</i> Delhi.  |
| Possehl, G.L                          | <i>Harappan Civilization.</i> New Delhi.   |
| Rao, S.R.                             | <i>Lothal And Indus Civilization.</i> Bombay.  |
| Rao, S.R.                             | <i>Lothal- A Harappan Port Town, 1955-62,</i> Memoir of the<br>Archaeological Survey of India 78(II), 1979                 |
| Sankalia, H.D.                        | <i>Prehistory and Protohistory of India and Pakistan,</i> Deccan<br>College, Pune.   |
| Subbarao, B.                          | <i>Personality of India,</i> Baroda.   |
| Wheeler, R.E.M.                       | <i>The Indus Civilization,</i> London.   |
| Wheeler, R E M.                       | <i>Early India and Pakistan,</i> London.   |

**Suggested equivalent online courses:**

[www.epgpathsala.com](http://www.epgpathsala.com)

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

## **Minor** **AHC-MT-802**

### **Historiography: The Art of History Writing**

**Course Objectives:** The primary objective of this course is to introduce students to the meaning, scope, concepts, and methods of historiography. It aims to provide a foundational understanding of the significance of history, familiarize students with primary and secondary sources, and acquaint them with methods of data collection and interpretation. Additionally, the course seeks to develop an awareness of the various traditions of historical writing, enabling students to critically engage with different historiographical approaches.

#### **Unit 1: Meaning and Scope of History:**

1. Meaning, Definition
2. Scope of History

#### **Unit 2: Collection and Selection of data**

1. Facts and Historical facts
2. Collection of Facts
3. Sources and methods of data collection

#### **Unit 3: Causation and Historicism in History**

##### **A. Causation**

1. Causation in History
2. Theories of Causation

##### **B. Historicism**

1. Meaning of Historicism
2. Poverty of Historicism

#### **Unit 4: Bias and Objectivity in History**

##### **B. Bias in History**

4. Understanding bias in historical writing
5. Causes and types of bias in history (e.g., ideological, cultural, religious)
6. Impact of bias on historical interpretation and representation

##### **B. Objectivity in History**

3. Concept and importance of objectivity in historiography
4. Challenges in achieving objectivity

#### **Unit 5: Traditions of Historical Writings:**

- A. Concept of Itihas and History
- B. Ancient Indian Tradition of Historical Writing
- C. Other traditions of Historical Writing: Greek and Chinese

**Course Outcomes:** By the end of this course, students will have a clear understanding of the foundational concepts, scope, and significance of historiography. They will be able to apply appropriate methods of data collection, analysis, and interpretation, critically assess the presence



of bias and the role of objectivity in historical writing, and gain familiarity with major historiographical traditions from India and other parts of the world.

**Recommended Readings:**

- Aron, Raymond, *Introduction to the Philosophy of History*, London.
- Bajaj, Satish K, *History its Philosophy, Theory and Methodology*, Patiala.
- Buddha Prakash, *Itihas Darshan*, Hindi Samiti, Prayag.
- Car, E.H., *What is History*, Macmillan, London.
- Collingwood, R.G., *The Idea of History*, Oxford University Press, London.
- Croce, B., *History, its theory and Practice*, New York.
- Dubey, S. R.(ed.), *Contemporary Historiography : Methodology & Trends* (English & Hindi). Pratibha Prakashan, New Delhi.
- Hegel, G.W.F., *The Philosophy of History*, New York.
- Pandey G.C., *Itihas Swarup Evam Siddhants*, Rajasthan Hindi Granth Academy, Jaipur.
- Pathak, V.S., *Ancient Historians of India*, Poorva Smsthan, Gorakhpur.
- Philips, C.H. (ed.), *Historians of India, Pakistan and Ceylon*, Oxford University, London.
- Radhe Sharan, *Itihas aur Itihas Lekhan*, Madhya Pradesh Hindi Granth Academy, Bhopal
- Singh, Parmanand, *Itihas Darshan (Hindi)*, Motilal Banarasidas, New Delhi.
- Toyn Bee, Arnold J., *A study of History*, 12 Vol., London.
- Walsh, W.H., *An Introduction to the Philosophy of History*, London.
- Chaudhary, C.M. *Research Methodology*, Jaipur: RBSA.
- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication,
- Bryman, Alan. *Social Research Methods*, 5th edition, OUP.
- Canon, John (ed.). *The Historians at Work*, George Allen and Unwin Publication, London.
- Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition.
- Elton G.R. *The Practice of History*, Fontana Books Publication, UK.
- Gibaldi, Joseph. *MLA Handbook for the Writers of Research Papers*, 7th Edition, Modern Language Association, New York.
- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication.
- Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication.
- Thompson, W. *Rethinking History*, Routledge Publication, London.

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