

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

Syllabus

M.A. Programme



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

Master of Arts
(Ancient Indian History, Culture and Archaeology)

M.A. (Course Work and Research)

Semester 1 (4x6=24 Credits)

AIH C-101– Historiography: Concept, Methods and Tools

AIH C-102– Human Evolution and Prehistoric Archaeology

AIH C-103- Synthesis of Tribal Material cultures and Archaeological remains

AIH C-104– Political History of North India (From the Earliest Times to C. 1200 C.E.)

AIH C-105– Ancient Indian Iconography

AIH C-106- Political History of South India (From the Earliest Times to C. 1200 C.E.)

Semester 2 (4x4=16 Credits)

AIH C-201 Research Methodology

AIH C-202 Cultural Heritage and its Application in Tourism

AIH C-203 Protohistoric Cultures of India

AIH C-204 History of Ancient Indian Social and Economic Ideas

Semester 3 (4x5=20 Credits)

AIH C-301 Ancient Indian Architecture

AIH C-302 Ancient Indian Art

AIH C-303 Ancient Indian Palaeography and Epigraphy

AIHC 304– Ancient Indian Numismatics

AIH C 305 – Principles and Methods of Archaeology

Semester 4 (20 Credits)

AIHC- 401 - Field Work and Master Dissertation (20 Credits)

Total Credits – 24+16+20+20=80

Semester I

Paper Code	Paper	Credit
AIH C-101	Historiography: Concept, Methods and Tools	4
AIH C-102	Human Evolution and Prehistoric Archaeology	4
AIH C-103	Synthesis of Tribal Material cultures and Archaeological remains	4
AIH C-104	Political History of North India (From the Earliest Times to C. 1200 C.E.)	4
AIH C-105	Ancient Indian Iconography	4
AIH C-106	Political History of South India (From the Earliest Times to C. 1200 C.E.)	4

Historiography: Concept, Methods and Tools

Course Objectives: By the end of this course, students will have a foundational understanding of the meaning, scope, and significance of history and historiography. They will become familiar with primary and secondary sources and develop skills in collecting and interpreting historical data. The course will also enable students to critically engage with various traditions of historical writing, thereby enhancing their ability to analyse historical narratives with greater depth and perspective.

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

A. Causation

1. Causation in History
2. Theories of Causation

B. Historicism

1. Meaning of Historicism
2. Poverty of Historicism

Unit 4: Bias in History and Objectivity in History

A. Bias in History

1. Bias in History and Causes of Bias
2. Impact of Bias on Historical Interpretation

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 this course, students will be able to understand the meaning, scope, and importance of historiography, distinguish between primary and secondary sources, apply basic methods of data collection and interpretation, and critically analyse various traditions of historical writing. This will enable them to approach historical studies with a more informed and analytical perspective.

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.
- 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 (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.
- 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,
- Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition.
- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication.
- Renier, G.J. *History: Its Purpose and Method*, Allen and Unwin Publication.
- Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication.

Suggested equivalent online courses:

www.epgpathsala.com

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

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

www.44book.com

<https://epustakalay.com>

Human Evolution and Prehistoric Archaeology

Course Objective: This course aims to introduce students to the evolutionary background of humans and the development of prehistoric cultures in India. It focuses on key archaeological and environmental evidence, technological advancements, and subsistence strategies of early human societies.

Unit- 1: Human Evolution and Early Ancestors

- 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)
- E. Recent Studies and D.N.A. Analysis

Unit- 2: Cultural Development and Prehistoric Environments

- 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: Palaeolithic and Mesolithic Cultures of India

- 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: Neolithic Cultures of India

- 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: Rock Art and Bioarchaeology in Prehistoric India

- A. Prehistoric Rock Art of India
- B. Faunal and Bioanthropological background to Indian Prehistory, Current Trends in Indian Prehistory

Course Outcome: After completing this course, students will have a clear understanding of the evolutionary background of humans, the environmental and cultural contexts of prehistoric India, and the significance of archaeological evidence in reconstructing early human lifeways.

Recommended Readings:

- Chakravarty, K. K., and R. G. Bednarick. *Indian Rock Art in Global Context*. Delhi: Motilas Banarasidass & IGRMS.
- 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.
- De Terra, H. and Dennell, R. W. *Studies on the Ice Age in India and Associated Human Cultures. 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: Manohar
- and I. Tattersall. Editors. *Handbook of Paleoanthropology 3 Vols*: Springer. Second edition
- Inizan, Marie-Louise, Reduron-Ballinger, M., Roche, Helene and Tixier, Jacques. *Terminology of Knapped Stone*. Nanterre: CREP.
- Misra VD, and Pal JN(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 Uni. Press
- Paddayya K. and *Recent Advances in Acheulian Culture Studies in India*. ISPQS
- Paddayya K. and *Prehistory of South Asia (The Lower Palaeolithic or Formative Era*
- Sushama G. Deo. *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

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

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

www.44book.com

<https://epustakalay.com>

Synthesis of Tribal Material Cultures 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 practising 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 वेदों एवं पुराणों में आर्य एवं जनजातीय संस्कृति, नई दिल्ली ।
- बोस, निर्मल कुमार भारतीय आदिवासी जीवन. नेशनल बुक ट्रस्ट, नई दिल्ली ।
- वर्मा, निवेदिता जनजातीय संस्कृति, रावत पब्लिकेशन्स जयपुर।
- मीना, मंगलचंद भारत का जनजातीय इतिहास, जयपुर ।
- तिवारी, शिव कुमार मध्य प्रदेश की जनजातीय संस्कृति, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।
- Allchin, Bridget (ed.). *Living Traditions: Studies in Ethnoarchaeology in South Asia.* Columbia.
- Behra, Maguni Charan (ed.) *Tribal Studies in India: Perspective of History, Archaeology and Culture.* Springer.
- Cooper, Z. *Prehistory of Chitrakoot Falls, Central India.* Pune.
- Cooper, Z. *Archaeology and History: Early Settlements in Andaman Islands.* New Delhi.
- Dalton, E.T. *Tribal History of Eastern India.* Delhi.
- David, N. & C. Kramer. *Ethnoarchaeology in Action.* Cambridge.
- Gould, R. A. *Living Archaeology.* Cambridge.
- Hodson, T.C. *The Naga Tribes of Manipur.* Delhi.
- Jayaswal, V. *An Ethnoarchaeological View of Indian Terracotta.* New Delhi.
- Karotemprel, S. (ed) *The Tribes of Northeast India.* Calcutta.
- Khatna, R.P. *Tribal Migration in Himalayan Frontiers: Study of Gujjar-Bakarwals Transhumance Economy.* Vintage Books, Gurgaon.
- Kumar, Manoj. *Neolithic and Tribal Cultures of Himalayan Region: An Ethno-archaeological Approach.* B.R. Publishing Corporation, New Delhi.
- Maheshwari, J.K. *Ethnobotany in South Asia.* Scientific Publisher, Jodhpur.
- Raju, D.R. *Stone Age Hunter-Gatherers: An Ethno-archaeology of Cuddapah Region, South-east India.* Ravish Publishers, Pune.

Suggested equivalent online courses:

www.epgpathsala.com

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

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

www.44book.com

<https://epustakalay.com>

AIH C 104
Political History of North India
(From Earliest Times to C. 1200 CE)

Course Objectives: This course aims to provide advanced knowledge of the political history of North India from prehistoric times to the 12th century CE. Students will explore major historical sources and political developments, analyzing dynastic expansions, conflicts, and administrative systems.

Unit – 1 : Early Beginnings and Historical Geography

- A. Geographical Context of Ancient India
- B. Prehistoric Era
- C. Early Indian History as Described in the Puranas

Unit - 2 : Vedic and Harappan Civilizations

- A. Vedic Culture and Saraswati-Sindhu Civilization
- B. Harappan Culture

Unit – 3 : Rise of Mahajanapadas and Early Empires

- A. Political Landscape of India in the Sixth Century B.C.E.
- B. Ascendancy of the Magadh Empire :
 - a. Haryanka, Shushunag and Nanda Dynasty
 - b. The Maurya Dynasty: Chandragupta Maurya, Bindusara, Ashoka and decline
 - c. Overview of the Shunga, Kanva, Indo-Greek, Shaka-Kshatrapa, Kushana and Satavahana Dynasties

Unit – 4 : Political History of Gupta and Post Gupta Period

- A. Gupta Dynasty: Chandragupta, Samudragupta, Chandragupta II and decline
- B. Later Guptas and Maukharis
- C. Vardhan Dynasty

Unit – 5 : Regional Powers and Political Realignment

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

Course outcome: Upon completing this course, students will develop a thorough understanding of the political developments of North India from the earliest times to 1200 CE. They will be equipped with the analytical tools to interpret historical processes, assess political transitions, and understand the regional and imperial dynamics that shaped early Indian polity.

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-एक
गुलाम यजदानी (संपा	दकन का इतिहास
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.
Chattopadhyaya, S.	<i>Early History of Northern India</i> . Delhi.
Devahuti.	<i>Harsha a Political Study</i> . Delhi.
Dwivedi, H.N.	<i>Dilli Ke Tomar</i> (Hindi).
Gupta, Parmeshwarilal,	<i>Gupta Samrajya</i> , Vishwavidyalaya Prakashan, Varanasi
Majumdar, R.C. &	<i>The History and Culture of the Indian People</i> (Bharatiya Vidya
Pusalkar, A.D. (ed.).	Bhawan Series). Vols. I : The Vedic Age, Vol. II : The Age of
	Imperial Unity. Bombay.
Mukherjee, B.N.	<i>The Kushana Geneology</i> , Calcutta.
Narain, A.K.	<i>From Alexander to Kanishka</i> . Varanasi.
Narain, A.K.	<i>The Indo Greeks</i> . New Delhi.
Niyogi, R.	<i>History of the Gahadawalas Dynasty</i> . Calcutta.
Pandey, V.C.,	<i>Prachin Bharat Ka rajnitik aur Sanskritik Itihas</i> (Hindi), Allahabad.
Pathak, V.	<i>Uttar Bharat Ka Rajnitik Ithas</i> (Hindi). Lucknow.
Puri, B.N.	<i>India Under the Kushanas</i> . Bombay.
Pathak, V.	<i>Uttar Bharat Ka RajanitiI Itihas</i> . (Hindi). Lucknow.
Puri, B.N.	<i>The History of the Gurjara Pratiharas</i> . Bombay.
Roychoudhary, H. C.	<i>Political History of Ancient India</i>

Suggested equivalent online courses:

www.epgpathsala.com

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

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

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<https://epustakalay.com>

Ancient Indian Iconography

Course Objectives: The objective of this course is to introduce students to the iconography of the images of the different Indian religions and other non-religious art. The development of iconographic depictions in each of these traditions is also outlined.

Unit 1: Introduction to Iconography

- A. Sources
- B. Concept of icon and image worship
- C. Origin and Antiquity of image worship in India
- D. Symbolism in Sculptural Art

Unit 2: Elements of Hindu Iconography (Vishnu and Shiva)

- A. Emergence and development of Iconography of Vishnu: Incarnation Images and other forms of Vishnu
- B. Emergence and development of Iconography of Shiva: Linga Images, Saumya, Anugriha and Samhara murtis.

Unit 3: Elements of Hindu Iconography (Other Major Deities)

- A. Brahma B. Surya C. Ganesha D. Krtikeya

Unit 4: Iconography of Hindu Goddesses Jain, Bauddh and other iconographic forms

- A. Development of Iconography of Goddesses;
Mahishasurmardini, Sarasvati, Lakshmi and Saptamatrika

Unit 5: Jain and Bauddh Iconography

- B. Origin and development of Jain Tirthankara images
- C. Origin and Development of Buddha and Bodhisattvas Image

Course Outcome:

Students learn about the different ancient iconographic traditions in the Indian Subcontinent with concern to the religious ideas and trends. Students become familiar with the sculptures of India during the period covered in the course.

Recommended Readings:

- Agrawala, P.K. *Studies in Indian Iconography*. Jaipur.
- Banerjee, J.N. *Development of Hindu Iconography*. New Delhi.
- Bhattacharya, A.K. *Historical Development of Jaina Iconography* (A comprehensive study), Delhi.
- Bhattacharya, B. *Indian Buddhist Iconography*. Calcutta.
- Gopinath Rao, T.A. *Elements of Hindu Iconography*. Varanasi: (2nd ed.).
- Gupte, R.S. *Iconography of Hindus, Buddhists and Jainas*. Bombay:
- Joshi, N.P. *Bhartiya Murtishastra*. Nagpur: Maharashtra Grantha Nirmiti Mandal.
- Joshi N.P. *Mathura Sculptures*. Mathura: Archaeological Museum
- Kamalakar, G.(ed.) *Vishnu in Art, Thought and Literature*. Hyderabad: Birla Archaeological and Cultural Research.
- Marshall, John. *The Buddhist Art of Gandhara*. Cambridge.
- Mishra, Ramnath. *Yaksha Cult and Iconography*. New Delhi.
- Sahai, Bhagwant. *Iconography of Minor Hindu and Buddhist Deities*. New Delhi
- Shah, U.P. *Jaina Rupmandana*. New Delhi.
- Shah, U.P. *Studies of Jain Art*. New Delhi.
- Upadhyaya, Vasudev *Prachin Bharatiya Murti Vijnana* (Hindi). Varanasi.
- Vyas, R.T. *Studies in Jaina Art and Iconography and allied Subjects in Honour of U.P.Shah*. Vadodara.

Suggested equivalent online courses:

www.epgpathsala.com

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

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

www.44book.com

<https://epustakalay.com>

AIH C 106

Political History of South India (From Earliest Times to C. 1200 C.E.)

Course Objectives: This course aims to provide advanced knowledge of the primary sources and major political developments in South Indian history. Students will gain insights into key dynasties, rulers, and regional powers from the earliest records up to 1200 C.E., along with an understanding of the historical context and interpretive approaches.

Unit – 1 : Historical and Geographical Foundations

- Geographical Context of Ancient South India
- Sources for the history of South India

Unit – 2 : Early Political Formations

- Sangam Age
- Rise and Expansion of the Satavahana Dynasty

Unit – 3 : Regional Powers and Early Dynasties

- Brief Introduction to Cheras and Kadambas
- Pallavas Dynasty: Mahendra Varman, Narsingh Varman and successor

Unit – 4 : Imperial Powers in the Deccan

- The Chalukya Dynasty of Vatapi
- Rashtrakutas: Dantidurga, Krishna I and Govinda III

Unit – 5 : Later Developments and Imperial Expansion

- The Chalukya Dynasty of Kalyani
- Chola Dynasty: Early Kings to Rajaraja Chola I and Rajendra Chola I

Course Outcomes: Upon completion of the course, students will possess a comprehensive understanding of the political developments and major dynasties of South India up to 1200 C.E. They will be able to analyze historical events using primary sources and apply interpretive models relevant to South Indian historiography.

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-दो
- गुलाम यजदानी, दकन का इतिहास
- कन्हैयालाल अग्रवाल, भारत का राजनीतिक इतिहास
- Basham, A.L., *The Wonder that was India*. Delhi.
- Champakalakshmi, R., *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Delhi.
- Devahuti, *South India: Ancient and Medieval*. Delhi.
- Majumdar, R.C. (Ed.), *History and Culture of the Indian People: Vol. III - The Classical Age*. Bombay.
- Nilakanta Sastri, K.A., *A History of South India*. Oxford.
- Nilakanta Sastri, K.A., *The Cholas*. Madras.
- Puri, B.N., *The History of the Chalukyas*. Bombay.
- Rajan Gurukkal, *Social Formations of Early South India*. Delhi.
- Sastri, K.A. Nilakanta, *The Pandyan Kingdom*. Madras.
- Shastri, K.N., *The Age of the Nandas & Mauryas*. Delhi.
- Tripathi, R.S., *History of Kannauj*. Delhi.
- Bhatia, P., *The Chalukyas*. New Delhi.
- Bose, N.S., *History of the Pallavas*. Calcutta.
- Chattopadhyaya, S., *Early History of Southern India*. Delhi.
- Devahuti, *Harsha: A Political Study*. Delhi.
- Gopal, L., *Economic Life in Southern India (700-1200 A.D.)*. Varanasi.
- Majumdar, R.C. & A.S. Altekar, *Vakataka-Gupta Age*. Bombay.
- Mukherjee, B.N., *The Chalukya Genealogy*. Calcutta.
- Puri, B.N., *India Under the Cholas*. Bombay.
- Ray, H.C., *Dynastic History of Southern India: Vols. I & II*. Calcutta.
- **Suggested equivalent online courses:**
- www.epgpathsala.com
- <https://ndl.iitkgp.ac.in/>
- <https://ignca.gov.in/>
- www.44book.com
- <https://epustakalay.com>

Semester II

Paper Code	Paper	Credit
AIH C-201	Research Methodology	4
AIH C-202	Cultural Heritage and its Application in Tourism	4
AIH C-203	Protohistoric Cultures of India	4
AIH C-204	History of Ancient Indian Social and Economic Ideas	4

Department of AIHC and Archaeology, IGNTU, Jharkhand

Research Methodology

Course Objectives: The primary objective of this course is to introduce students to the meaning, scope, and essential concepts of research methodology within the domain of historical and archaeological studies. It aims to provide a foundational understanding of the significance of historical research, familiarize students with the use of primary and secondary sources, and equip them with various methods of data collection and interpretation. Additionally, the course is designed to help students develop the ability to formulate a research problem, structure a coherent thesis, and enhance their academic writing and presentation skills.

Unit- 1 : Introduction to Research

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

Unit- 2 : Research Planning and Proposal Development

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

Unit- 3 : Sources and Data Collection

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

Unit- 4 : Field and Technical Methods

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

Unit- 5 : Writing and Presentation of Research

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 fundamental concepts of research methodology as applied to history and archaeology. They will be equipped to develop and present well-structured research proposals using appropriate methods for data collection, analysis, and interpretation. Additionally, they will gain familiarity with established traditions of historical research and acquire essential skills in academic writing and presentation.

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.
- 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.
- Shaikh Ali, B. *History : its Theory and Method*.
- 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.
- Beall, J.C. *Logic: The Basics*. Oxford: Routledge.
- Binford, L.R. *Working at Archaeology*. New York Academic Press.
- Binford, L.R. *Debating Archaeology*. New York Academic Press.
- Chaudhary, C.M. *Research Methodology*, Jaipur: RBSA.
- Ali, B. Sheikh. *History: Its Theory and Method*, Macmillan Publication.
- Gardiner, P. *Theories of History*, Free Press Publication.
- Canon, John (ed.). *The Historians at Work*, George Allen and Unwin Publication, London.
- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication.

Suggested equivalent online courses:

www.epgpathsala.com

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

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

www.44book.com

<https://epustakalay.com>

Cultural Heritage and its Application in Tourism

Course Objective – In this course, the various aspects of the Cultural Heritage of India are introduced with a view to applying them to the development of tourism. The effort is also made to familiarize the students with tribal heritage and the concept of Heritage management.

Unit 1 – Concepts and Fundamentals

- A. Definition, types and importance of Heritage
- B. Concept, forms/types, scope and importance /impact (economic, educational, cultural) of Tourism
- C. Tourism through the Ages (Ancient Tourism and Modern Tourism)

Unit 2 – Major Tourism Resources in India

- A. Tangible Heritage as a basic resource for Tourism (with special reference to Religious monuments)
- B. Intangible Heritage as a source of Tourism with a focus on Fair/Festivals (Cultural Tourism)
- C. Natural Heritage as a Resource of Tourism

Unit 3 – Architectural Heritage of India

- A. Grading (WHM, ASI Categories)
- B. World Heritage Movement (Historical background, Nomination Process, Advisory bodies) and the role of India
- C. Important Monuments (Red Fort, Delhi; Sanchi Stupa, Nalanda Remains, Pallava Rock-cut Architecture)

Unit 4 – Additional Enlightening Resources

- A. Tribal Cultural Heritage and its Role in the Development of Indian Tourism
- B. Museums as a Tourist destination with special reference to National Museum, Delhi, Indian Museum, Kolkata and Manav Sangrahalaya, Bhopal

Unit 5 – Heritage Management in context of Legislative Framework

Course Outcomes – After completing the course, students will develop a strong foundation in the field of Cultural Heritage and can build their careers in the field of Tourism.

Recommended Readings :

- कुजूर, स्कोलास्टिक *वेदों एवं पुराणों में आर्य एवं जनजातीय संस्कृति*, नई दिल्ली ।
- बोस, निर्मल कुमार *भारतीय आदिवासी जीवन*. नेशनल बुक ट्रस्ट, नई दिल्ली ।
- Basham, A.L. *The Illustrated Cultural History of India*. Oxford University Press.
- Batra, M. L. *Conservation: Preservation and Restoration of Monuments*. Aryan Books International, New Delhi.
- Bhandari, N.K. *Cultural Heritage of India*. Eastern Book Corporation, Delhi.
- Gupta, S.P. *Cultural Tourism in India*. Indraprastha Museum of Art and Archaeology, New Delhi.
- Jacob, R. *Indian Tourism Products*. Abhijeet publications.
- Michael M. Coltman. *Introduction to Travel and Tourism- An International Approach*. Van Nostrand Reinhold, New York.
- Rao, P.R. *Cultural Heritage of India*. Sterling, Delhi.
- Ray, H. P. and Manoj Kumar *Indian World Heritage Sites in Context*. New Delhi.
- Singh, L.K. *Indian Cultural Heritage from Tourism Perspective*. ISHA Books Delhi. 2008.
- Smith, M. *Issues in Cultural Tourism Studies*. Routledge.
- Swain, S. K. and J. M. *Tourism Principles & Practices*. Oxford University Press, New Delhi.
- Mishra,
- Vidyarthi, L.P., Rai, B.K. *The Tribal Culture of India*. Concept Publishing Company.

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www.epgpathsala.com

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

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

www.44book.com

<https://epustakalay.com>

Protohistoric 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 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
D.K. Chakrabarti | <i>Essays in Indian Protohistory</i> , Delhi. |
| Allchin, B.R. and
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> ,
New Delhi. |
| Fairservis, W.A. | <i>The Roots of Ancient India</i> . Chicago. |
| Joshi, J.P. | <i>Excavation at Surkotada in 19721-72 and Exploration in
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
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
Archaeological Survey of India 78(II), 1979 |
| Sankalia, H.D. | <i>Prehistory and Protohistory of India and Pakistan</i> , Deccan
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. |

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

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<https://epustakalay.com>

History of Ancient Indian Social and Economic Ideas

Course Objective:

The objective of this paper is to acquaint students with the foundational social and economic institutions of ancient India. It aims to provide insights into the Varna and Ashram systems, Purusharthas, Sanskaras, and other cultural aspects. It also introduces the development of agricultural practices, taxation, economic guilds, and trade and commerce, allowing students to understand the cultural evolution of Indian society through its social and economic frameworks.

Unit 1: Social Structure and Sources

- A. Sources of Information: Literary and Archaeological
- B. Varna and Caste System: Origin, Evolution, and Social Implications

Unit 2: Cultural Norms and Philosophical Foundations

- A. Shodasha Sanskaras: Types and Cultural Importance
- B. Ashram System: Duties, Stages of Life, and Philosophical Significance
- C. Purusharthas: Concept of Dharma, Artha, Kama, Moksha

Unit 3: Education and Knowledge Systems

- A. Ancient Education System: Structure and Curriculum
- B. Women's Education: Role, Access, and Development
- C. Major Centres of Education: Taxila, Nalanda, Vikramashila, etc.

Unit 4: Family and Marriage Institutions

- A. Family in Ancient India: Structure, Values, and Kinship Patterns
- B. Marriage System: Types, Rituals, and the Sacramental Nature of Marriage

Unit 5: Economy and Material Culture

- A. Economic Conditions during Harappan, Mauryan, and Gupta Periods
- B. Agriculture: Techniques, Crops, and Landholding Patterns
- C. Economic Guilds: Organization, Functions, and Trade Relations
- D. Trade and Commerce: Internal and External Trade, Trade Routes

Course Outcome:

After completing this course, students will develop a comprehensive understanding of the multifaceted cultural life of ancient India. They will gain in-depth knowledge of social institutions, education systems, agricultural practices, and economic organization. The course will help them appreciate how ancient Indian society evolved through its socio-economic structures and derive meaningful insights from the past to understand present cultural frameworks.

Recommended Readings:

ओम प्रकाश

थापर, रोमिला

सहाय, शिव स्वरूप

शर्मा, रामशरण

मिश्र, जय शंकर

Altekar, A.S.

Mazumdar, R.C.

Prabhu, P.N.

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

Education in Ancient India

Corporate life in Ancient India

Hindu Social Organization

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Department of AIHC and Archaeology, IGNTU, Amarakantak

Semester III

Paper Code	Paper	Credit
AIH C-301	Ancient Indian Architecture	4
AIH C-302	Ancient Indian Art	4
AIH C-303	Ancient Indian Palaeography and Epigraphy	4
AIH C-304	Ancient Indian Numismatics	4
AIH C-305	Principles and Methods of Archaeology	4

Ancient Indian Architecture

Course Objective : The primary objective of this course is to introduce students to the concept, historical development, and key features of ancient Indian architecture. It aims to familiarize them with various architectural techniques, styles, and forms prevalent across different regions and time periods. The course also seeks to cultivate an understanding of the cultural, religious, and artistic significance of architectural monuments, enabling students to appreciate the diversity and richness of India's architectural heritage.

Unit 1 – Introduction to Ancient Indian Architecture

- (A) Concept and Sources of Ancient Indian Architecture
- (B) Architectural Terms – Plan, Elevation, Section, Glossary

Unit 2 – Early Stages of Indian Architecture

- (A) Harappan Period
- (B) Vedic and Later Vedic Period

Unit 3 – Architecture of Early Historical Period

- (A) Origin and development of Stupa Architecture with special reference to Sanchi, Bharhut
- (B) Early phase of Rock cut Architecture with reference to Barabar, Bhaja, Karle, Udaygiri- Khandgiri, Ajanta,
- (C) Later phase of Rock-cut Architecture with reference to Ajanta, Ellora, Kanheri

Unit 4 – Temple Architecture of North India

- (A) Emergence of Structural Temple – Pre Gupta and Gupta Period
- (B) Different Styles of Temple Architecture- Nagar, Dravid, Besar
- (C) Regional Variation in North Indian Temple Architecture – Orissan Temples, Khajuraho Temples

Unit 5 – Temple Architecture of South India

- (A) Origin and development of Structural and Rock-cut Temples with reference to Pallava, Chalukya and Rashtrakuta dynasties
- (B) Zenith of Temple Architecture under the Cholas
- (C) Pandya and Hoysala Architectures

Course Outcomes: By the end of this course, students will have a thorough understanding of the origin, development, and distinguishing features of ancient Indian architecture. They will be able to identify various architectural styles such as rock-cut, structural, stupa, and temple architecture across different historical periods and regions. The course will equip them with the ability to analyze architectural forms in relation to their cultural, religious, and historical contexts, enabling a comprehensive appreciation of India's architectural heritage.

Recommended Readings:

अग्रवाल , पी० के०	प्राचीन भारतीय कला एवं वास्तु , वाराणसी .
अग्रवाल , पी० के०	गुप्तकालीन कला एवं वास्तु , वाराणसी .
अग्रवाल , वासुदेव	भारतीय कला . वाराणसी .
वाजपेयी , कृष्णदत्त	भारतीय वास्तुकला का इतिहास . भोपाल .
उपाध्याय , वासुदेव	प्राचीन भारतीय स्तूप , गुहा एवं मंदिर , पटना .
उपाध्याय , उदय नारायण	भारतीय स्थापत्य एवं कला , नई दिल्ली
सहाय , सच्चिदानन्द	मंदिर स्थापत्य का इतिहास , पटना .
गुप्ता , परमेश्वरी लाल	भारतीय वास्तुकला , वाराणसी .
Agrawal, P. K.	<i>Gupta Temple Architecture</i> . Varanasi.
Bhattacharya, T.	<i>Vastuvidya systems of Indian Architecture</i> . New Delhi.
Brown, Percy.	<i>Indian Architecture</i> (Buddhist and Hindu). Vol. I. (Relevant portions). Bombay.
Deva Krishna.	<i>The Temples of North India</i> . New Delhi.
Deva, Krishna.	<i>Temples of India</i> , 2 vols., Delhi.
Fabri, C. L.	<i>Introduction to Indian Architecture</i> . Mumbai.
Fergusson, J.	<i>History of Indian and Eastern Architecture</i> . Delhi.
Harle, J. C.	<i>Art & Architecture of the Indian Subcontinent</i> . London.
Kramrisch, S.	<i>Hindu Temple</i> . Vols. I & II. Calcutta.
Majumdar, R.C. (ed.)	<i>History and Culture of Indian People</i> , Bhartiya Vidya Bhavan Series. Bombay.
Meister, M. W. et. al.	<i>An Encyclopaedia of Indian Temple Architecture</i> . (Relevant Volumes and Chapters) New Delhi.
Rajkumar (ed.)	<i>Essays on Indian Art and Architecture</i> . Delhi.
Rowland, B.	<i>Art & Architecture of India</i> . Harmondsworth.
Singh, H.	<i>Jaina Temples of Western India</i> . Varanasi.
Srinivasan, K. R.	<i>Temples of South India</i> . New Delhi.

Suggested equivalent online courses:

www.epgpathsala.com

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

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

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<https://epustakalay.com>

AIH C-302
Ancient Indian Art

Course Objectives: The objective of this course is to introduce students to the rich traditions of Indian art, both religious and secular, and to trace the development of iconographic depictions across various historical periods. The course explores the evolution of sculptural, architectural, and pictorial art forms, highlighting their cultural significance, symbolism, and regional diversity.

Unit 1: Foundations of Indian Art

- A. Origin and Antiquity of Sculptural Art in India
- B. Concept and Symbolism in Indian Sculptural Art

Unit 2: Prehistoric and Protohistoric Art

- A. Rock Art Paintings: Forms, Styles, and Themes
- B. Sculptural Art of the Indus Valley Civilization

Unit 3: Early Historical Art Traditions

- A. Mauryan art
- B. Shunga and Satvahana Art
- C. Mathura and Gandhara School

Unit 4 : Classical Indian Art

- A. Development of sculpture and iconography
- B. Art during the Gupta Period
- C. Art during the Vakataka Periods

Unit 5: Early Medieval Art

- A. Gurjara-Pratihara Art
- B. Regional Style of Art : Parmar, Chadela and Kalchuri

Course Outcome:

Upon completion of this course, students will develop a comprehensive understanding of the ancient art traditions of the Indian subcontinent, both religious and secular. They will gain familiarity with major sculptural and pictorial styles across different periods and regions, recognize their iconographic and symbolic significance, and appreciate the cultural and historical contexts in which these art forms evolved.

Recommended Readings:

- Agrawala, P.K. *Studies in Indian Iconography*. Jaipur.
- Banerjee, J.N. *Development of Hindu Iconography*. New Delhi.
- Bhattacharya, A.K. *Historical Development of Jaina Iconography* (A comprehensive study), Delhi.
- Bhattacharya, B. *Indian Buddhist Iconography*. Calcutta.
- Gopinath Rao, T.A. *Elements of Hindu Iconography*. Varanasi: (2nd ed.).
- Gupte, R.S. *Iconography of Hindus, Buddhists and Jainas*. Bombay:
- Joshi, N.P. *Bhartiya Murtishastra*. Nagpur: Maharashtra Grantha Nirmiti Mandal.
- Joshi N.P. *Mathura Sculptures*. Mathura: Archaeological Museum
- Kamalakar, G.(ed.) *Vishnu in Art, Thought and Literature*. Hyderabad: Birla Archaeological and Cultural Research.
- Marshall, John. *The Buddhist Art of Gandhara*. Cambridge.
- Mishra, Ramnath. *Yaksha Cult and Iconography*. New Delhi.
- Sahai, Bhagwant. *Iconography of Minor Hindu and Buddhist Deities*. New Delhi
- Shah, U.P. *Jaina Rupmandana*. New Delhi.
- Shah, U.P. *Studies of Jain Art*. New Delhi.
- Upadhyaya, Vasudev *Prachin Bharatiya Murti Vijnana* (Hindi). Varanasi.
- Vyas, R.T. *Studies in Jaina Art and Iconography and allied Subjects in Honour of U.P.Shah*. Vadodara.

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AIH C-303
Ancient Indian Palaeography and Epigraphy

Course Objective:

This course aims to introduce students to the origin and development of ancient Indian scripts and the science of epigraphy. It highlights the importance of inscriptions and records in reconstructing the past, understanding administrative systems, and interpreting socio-political thought. The course also equips students with the skills to read, date, and analyze inscriptions, opening potential career avenues in archaeology, museums, archives, and tourism sectors.

Unit 1: Origin and Writing Materials

- A. Origin and Development of the Brahmi Script
- B. Antiquity of Writing in Ancient India
- C. Writing Materials: Preparation and Preservation of Records

Unit 2: Dating Systems and Early Inscriptions

- A. Dating Methods: Pre-Era Dating; Kali, Vikram, Shaka, Kalachuri-Chedi, Gupta, and Regional Eras
- B. Piprahwa Inscription and Mahasthan Inscription
- C. Ashokan Inscriptions: Rock Edicts XII & XIII; Pillar Edicts II & VII

Unit 3: Early Historical Inscriptions

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

Unit 4: Gupta Period Inscriptions

- A. Allahabad Pillar Inscription of Samudragupta
- B. Eran Inscription of Samudragupta
- C. Mehrauli Iron Pillar Inscription of Chandragupta II

Unit 5: Early Medieval Inscriptions

- A. Aihole Inscription of Pulakeshin II
- B. Khalimpur Copper Plate of Dharmapala
- C. Sanjan Copper Plate of Amoghavarsha

Course Outcome:

Upon completion of this course, students will gain a thorough understanding of the development of scripts and the significance of inscriptions in ancient India. They will be able to identify major scripts, interpret inscriptions, and analyze their historical value. The course will develop skills to

use epigraphic sources as reliable historical documents and provide insight into the political, religious, and cultural thought of ancient Indian society.

Recommended Readings:

- | | |
|---------------------------|---|
| A.P. Singh and R.P. Singh | <i>Prachin Bharat Ke Vishista Abhilekha</i> , Varanasi. |
| Bajpai, Santosh Kumar | <i>Abhilekhsashtra evam Mudrashashtra ke Mula tatva</i> . |
| Bajpai, Krishna Dutt | <i>Aitihāsik Bhārtiya Abhilekh</i> , Publication Skim, Jaipur. |
| Barua, B.M | <i>Inscriptions of Ashoka</i> , Culutta. |
| Basak, R.G.: | <i>Ashokan Inscriptions</i> , Culutta. |
| | <i>Corpus Inscriptionum Indicarum</i> (Relevant volumes) |
| Dani, A. H. | <i>Indian Palaeography</i> , Oxford. |
| Dani, A. H. | <i>Epigraphia Indica</i> , New Delhi. |
| Goyal, Shriram | <i>Prachin Bhartiya Abhilekh Sangrah</i> . |
| Gupta, Parmeshwarilal | <i>Prachin Bharat Ke Pramukh abhilekh</i> , Part 1 and 2, Vishwavidhyalaya prakashan, Varanasi. |
| Narayan, A and M, Shukla | <i>Prachin Bharatiya Abhilekh Sangrah</i> , Varanasi. |
| Ojha, G.H. | <i>Bhartiya Prachin Lipimala</i> , Delhi. |
| Pandey Rajabali | <i>Ashoka ke Abhilekh</i> , Varanasi. |
| Pandey, R. | <i>Indian Palaeography</i> , Delhi. |
| Sahaya, Shiv Swaroop | <i>Bhartiya Puralekhon ka Adhyayan</i> . Delhi. |
| Sircar, D.C | <i>Select Inscriptions, Bearing on Indian History and Civilization</i> , Calcutta. |
| Sircar, D.C. | <i>Indian Epigraphy</i> , Delhi. |
| Upadhyaya, Vasudeo | <i>Prachin Bhartiya Abhilekhon Ka Adhyayan</i> , Delhi. |

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Ancient Indian Numismatics

Course Objective: The course aims to generate interest among students in the study of numismatics as a critical source of historical knowledge. Coins serve as vital archaeological evidence for reconstructing ancient Indian history. This course introduces students to the evolution, typology, and significance of ancient Indian coinage and familiarizes them with the socio-economic and cultural aspects reflected through coins.

Unit-1: Beginnings of Indian Coinage

- A. Origin and evolution of the coins.
- B. Antiquity of the coinage in India.
- C. Punch-Marked Coins.

Unit-2: Tribal and Regional Coinage

- A. Tribal coins - Yaudheya, Kuninda, Audumbar.
- B. City coins - Vidisha, Ujayini, Tripuri.
- C. Nigam Coins - Taxila, Kaushambi.

Unit-3: Early Foreigner Currency

- A. Indo - Greek Coins
- B. Coins of the Western Kshatrapas: Kshaharata and Kardamaka Rulers

Unit-4: Post Mauryan Coinage

- A. Coinage of the Kushanas
- B. Coins of the Satavahanas

Unit-5: Gupta and Early Medieval Coinage

- A. Coins of the Guptas
- 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 accurs 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.	Lectures on Ancient Indian Numismatics, Calcutta University.
Bajpai, Santosh Kumar	<i>Aitihāsik Bhārtēya Sikkā</i> , Delhi.
Chattopadhyaya, Bhaskar	<i>The Age of the Kushanas – A Numismatic Study</i> . 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>A Study of the Satavahana coinage</i> . Delhi.
Handa, Devendra.	<i>Tribal Coins of Ancient India</i> . New Delhi.
Gupta, P.L.	<i>Coins</i> . National Book Trust, New Delhi. (2 nd Revised Edition).
Gupta, P.L.	<i>Coins: Source of Indian History</i> . Ahmedabad: Gupta, P.L. and
Sarojini Kulashreshtha	<i>Kushana Coins and History</i> , New Delhi.
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> , New Delhi.
Lahiri, A.N.	<i>Corpus of Indo-Greek Coins</i> . Journal of the Numismatic Society of India, Varanasi.
Mangalam, S.J.	<i>Shankar Tiwari Collection of Early Coins from Narmada Valley</i> , Directorate of Archaeology and Museums, Bhopal
Rapson, E.J.	<i>Catalogue of Coins of Andhra Dynasty, Western Kshatrapas etc.</i> British Museum, London.
Smith, V. A.	<i>Coins of Ancient India, The Catalogue of the Coins in the Indian Museum</i> , Varanasi.
Srivastava, A.K.	<i>Catalogue of Indo-Greek Coins in the State Museum, Lucknow</i> , State Museum, Lucknow.
Srivastava, A.K.	<i>Catalogue of Saka-Pahlava Coins of Northern India in the State Museum</i> , Lucknow, State Museum, Lucknow.

Suggested equivalent online courses:

www.epgpathsala.com

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

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

www.44book.com

<https://epustakalay.com>

AIH C-305

Principles and Methods of Archaeology

OBJECTIVES: This course aims to provide students with a foundational understanding of the principles and methods of archaeology. It introduces the definition, aims, and scope of the discipline while highlighting its interdisciplinary nature and relationship with other fields. The course familiarizes students with various archaeological techniques, including methods of exploration, excavation, post-excavation analysis, interpretation of archaeological data, and the process of report preparation.

Unit-1

Introduction of Archaeology

Definition; Scope of Archaeology; Concept of Antiquities, Archaeology and other disciplines; History of Archaeology in pre & post Independent India.

Unit -2

Methods of Data Retrieval

- 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; Identification & recording of strata; Reconstruction of culture sequence.
- B. Methods of Relative chronology.
- C. Absolute methods of dating.

Unit- 4

Archaeological Recording, Preservation and Conservation

- A. Recording of Excavated remains, Pottery and Pottery Yard
- B. Chemical treatment of organic and inorganic materials

Unit – 5

Models and approaches

- A. Site formation process; Reconstruction of past lifeways, settlement studies; Ethno-archaeology, Preparation of the reports of the archaeological discoveries
- B. Archaeology and Public Awareness

COURSE OUTCOMES: After completing the course, students will be able to understand the aims and goals of archaeology and trace the historical development of Indian archaeology. They will gain insight into archaeology's interdisciplinary connections and become familiar with various

data retrieval techniques used in the field. Additionally, students will be equipped with the knowledge of post-excavation analysis, methods of recording and interpreting data, dating techniques, as well as conservation and preservation practices essential to archaeological research.

Recommended Readings:

- | | |
|--------------------|---|
| Agrawal, D. P. and | <i>Dating the Human Past</i> . Pune: Indian Society for Prehistoric M. D. Yadava, Quaternary Studies. |
| Agrawal, O. P. | <i>Preservation of Art Objects and Library Materials</i> . New Delhi. |
| Chakrabarti, D. K. | <i>History of Indian Archaeology</i> . Delhi. |
| Fagan, Brian M. | <i>Archaeology A Brief Introduction</i> . London and New York: |
| Fagan, Brian. | <i>In the Beginning: An Introduction to Archaeology</i> . New York: Harper Collins. |
| Gamble, Clive : | <i>Archaeology the Basics</i> . New York: Routledge Taylor and Francis Group. |
| Hodder, Ian : | <i>Archaeological Theory Today</i> . Cambridge: Polity Press. |
| Renfrew, Colin : | <i>Archaeology the Key Concepts</i> , London and New York |
| Robert Jameson : | <i>A Dictionary of Archaeology</i> . Oxford: Blackwell Publishers |
| Walker, Mike : | <i>Quaternary Dating Methods</i> . West Sussex: John Wiley and Sons L |

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Semester 4 (20 Credits)

Field Work and Dissertation

Course	Particulars
AIH C 401	Field-Work
AIH C 402	Pre-Submission Presentation (After completion of writing work)
AIH C 403	Dissertation Report (After incorporating the suggestions received in Pre-Submission Presentation)
AIH C 404	Viva-voce Examination

Ph D Course Work

Department of AIHC and Archaeology, IGNTU, Amarkantak

Course Structure of Ph D Course Work

The goals of the PhD program at Indira Gandhi National Tribal University are the development of academic, scientific and technical manpower of the highest quality, to cater to the needs of educational institutions, R & D organizations, society, industry, a broad grasp of the fundamental principles of research and innovative methods, a deep understanding of the area of specializations and ability to solve new problems, and a capacity to learn continually and interact with multidisciplinary groups. Above all, the students should have a capacity for free and objective enquiry, courage and integrity, awareness and sensitivity to the needs and aspirations of society. The coursework is a prerequisite for PhD preparation. The duration of the coursework will be of one semester. The Core Course entitled Computer Applications shall be taught at the University level.

Salient Features Six-month Ph D coursework program.

1. Teaching by domain experts.
2. Case-oriented lectures.
3. Discussions with information professionals and publication experts
4. Doubt-clearing sessions.
5. Well-curated self-learning resources.
6. Opportunity to interact with researchers of different departments.

Course/Credit Structure

1. There will be five papers in Ph D Coursework. The Credit structure of the Coursework will be as following:

Sl. No.	Name of the Paper	Credits	Marks
1.	Research Methodology	4	100
2.	Computer Applications	4	100
3.	Research & Publication Ethics	2	50
4.	Discipline Specific Elective I (<i>Cultural Heritage and Indian Legislations</i>)	4	100
5.	Discipline Specific Elective II	2	50

	<i>(Sources of Ancient Indian History)</i>		
	Total	16	400

2. Each candidate shall have to pass all the five (05) papers to continue Ph.D. Programme. As specified in the credit structure, Paper I, Paper II and Paper IV shall be of 100 marks each, while paper III and Paper V shall be 50 marks each, which will be divided as following:

A. **Paper I, Paper II and Paper IV**

Internal Examination (Theory/Seminar/Attendance/Assignment, etc.) marks: 40

External Theory Examination marks: 60

B. **Paper III and Paper V**

Internal Examination (Theory/Seminar/Attendance/Assignment, etc.) marks: 20

External Theory Examination marks: 30

3. The syllabus of the PhD Coursework shall come into force from the Academic Session 2021-22 onwards.
4. The University may adopt National Education Policy 2020 in due course and there may be a requirement to revise the Coursework. This revision and any other minor revisions, if required, in the Coursework syllabus will be carried out by the internal members of the BOS and approval of the same will be obtained in the next meeting of the BOS.

Paper - I
Research Methodology
(04 Credits, 100 Marks)

Course Objectives: This course is designed to introduce students to the fundamental concepts and practices of research in the field of history and archaeology. It aims to develop a clear understanding of the nature and scope of research, and to inculcate systematic methodologies specific to historical and archaeological inquiry. Through this paper, students will gain the necessary skills for data collection, critical analysis, and interpretation. Additionally, the course will guide them through the structured stages of academic writing, equipping them with the competence to undertake and complete a scholarly thesis.

Unit-1: Concept of Research

Meaning, significance, Types and scope of research, Research Methods vs. Research Methodology

Unit –2: Methods of Data Collection and Data Processing

Sources, Collection of literary, Epigraphical and Archaeological data, use of Libraries, field survey, photography, drawing, Analytical methods and co-relations

Unit – 3 : Defining a problem and preparation of Synopsis

Identification of Problem, Selection of a Research topic, Review of literature, Research Objectives, preparation of research proposal, Formulation of Hypothesis and its testing, Contribution and expected outcome of research

Unit – 4 : Documentation and Thesis Writing

Making of Note Cards and Bibliographic Cards, Paraphrasing, Summarizing, Quotation and Personal Notes, Preparation of Footnotes, Bibliography, Diacritical Marks

Outcome of the Course: After the study of the course, students will be acquainted about the concept of research and its methodology. Research Scholars will get knowledge of Preparation of

proposal, Exploration methods, data collection methods and documentation methods after the study of the course. By the end of the course students will be able to express the findings and the process of conducting research in written and verbal formats.

Recommended Readings:

- | | |
|-------------------------|--|
| Ali, B. Sheikh. | <i>History: Its Theory and Method</i> , Macmillan Publication. |
| Anderson et al., | <i>Thesis and Assignment Writing</i> , John Willey & Sons, 2nd Edition, |
| Gardiner Patrick (ed.). | <i>Theories of History</i> , New York. |
| Mats, Alvesson. | <i>Postmodernism and Social Research</i> , Open University Press Publication, Buckingham, |
| Neuman, L.W. | <i>Social Research Methods: Qualitative and Quantitative Approaches</i> , 7 th edition, Pearson Publication |
| Pathak, V.S., | <i>Ancient Historians of India</i> , Poorva Sansthan, Gorakhpur. |
| Renier, G.J. | <i>History: Its Purpose and Method</i> , Allen and Unwin Publication. |
| Shafer, R.J. | <i>A Guide to Historical Method</i> , Dorsey Press Publication. |
| Sorenson, Sharron. | <i>How to Write Research Paper</i> , MacMillan Publication. |
| Thompson, W. | <i>Rethinking History</i> , Routledge Publication, London. |
| Warder, A.K., | <i>An Introduction to Indian Historiography</i> , Popular Publication, |
| Abrams, Mark. | <i>Social Surveys and Social Action</i> . William Heinemann: London. |
| Ahuja, Ram | <i>Research Methods</i> . Rawat Publications: Jaipur. |
| Bajpai. S.R.: | <i>Methods of Social Survey and Research</i> (2nd ed.), Kanpur. |
| Cargan, Leonard | <i>Doing Social Research</i> . Rawat Publications: Jaipur. |
| Dandapani, S. | <i>Fundamentals of Social Survey and Research Methods</i> . |
| Das, D.K. | <i>Design of Social Research</i> . Rawat Publications: Jaipur. |
| Dasgupta, Sugata (Ed.). | <i>Methodology of Social Science Research</i> . New Delhi: Index. |
| Car, E.H. | What is History |
| Collingwood, R.G. | <i>The Idea of History</i> |
| Fein Berg. | Approaches to History. |
| Goode and Hatt. | <i>Methods of Social Research</i> |
| Hoolspi, H.C. | <i>The Official Method in Historical Research</i> . |
| Kosambi, D.D. | <i>An Introduction to the Study of Indian History</i> . |
| Mujumdar R.K. | <i>Historiography (Methods of History)</i> |
| Neelakanta. Shastri, | <i>Historical Method with special reference to India</i> |
| Pathak, M. S. | <i>Ancient Historians of India</i> . |
| Sathyamurthy, K. | <i>Hand Book of Research Methodology in History</i> . |
| Sankalia, H.D. | <i>Indian Archaeology-Today</i> . |

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

Paper III
Research and Publication Ethics
(UGC-approved Compulsory Course)
(02 Credits, 50 Marks)

Objectives: This paper aims to provide researchers, authors, reviewers, and publishers with an in-depth understanding of research and publication ethics. Upholding ethical standards is vital to ensure the credibility and integrity of academic research and publishing. This guide covers various aspects of research ethics, including data integrity, authorship, plagiarism, peer review, and conflict of interest, with the ultimate goal of promoting responsible and ethical practices in the academic community.

Unit 1: Philosophy and Ethics

- A. Introduction to Philosophy: definition, nature and scope, concept, branches
- B. Ethics: definition, moral philosophy, nature of moral judgements and reactions

Unit 2: Scientific Conduct

- A. Intellectual honesty and research integrity
- B. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- C. Redundant publications: duplicate and overlapping publications, salami slicing.
- D. Selective reporting and misrepresentation of data

Unit 3: Publication Ethics

- A. Publication ethics: definition, introduction and importance
- B. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
- C. Conflicts of interest
- D. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
- E. Violation of publication ethics, authorship and contributorship.
- F. Identification of publication misconduct, complaints and appeals.
- G. Predatory publishers and journals.

Practice

Unit 4 : Open-Access Publishing

- A. Open access publications and initiatives.

- B. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
- C. Software tool to identify predatory publications developed by SPPU.
- D. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.

Unit 5: Publication Misconduct

I. Group Discussions

- A. Subject-specific ethical issues, FFP, authorship.
- B. Conflicts of interest.
- C. Complaints and appeals: examples and fraud from India and abroad.

II. Software Tools (2 hours)

- A. Use of plagiarism software like Turnitin, Urkund and other open-source software tools.

Unit 6: Databases and Research Metrics

I. Databases

- A. Indexing databases.
- B. Citation databases: Web of Science, Scopus, etc.

II. Research Metrics

- A. Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score.
- B. Metrics: h-index, g index, i10 index, altmetrics.
- C. Pedagogy:
 - # Discussions on a common platform.
 - # Live online lectures with practical demonstrations.
 - # e-Content prepared/published by experts.
 - # Doubt-clearing sessions.
 - # Discussion forum.
 - # Well-structured learning-based periodic assignments [Examination/ Marks/ Evaluation.
 - # Continuous assessment through tutorials, assignments, quizzes, and group discussions.

Course/Learning Outcome:

By the end of the Course, students will be able to understand the importance of being ethical in carrying out research and publication activities. They will be able to differentiate the quality publication practices and how to be cognizant about dubious publishing practices/publishers. More importantly, there will be an increased awareness about 'open access' and the contribution of research output to open-access publishing platforms. The learners will also get acquainted with the software/databases which are necessary for carrying out research work. This paper emphasizes the significance of research and publication ethics in maintaining the credibility and trustworthiness of academic research. By adhering to ethical principles, researchers, authors, reviewers, and

publishers can collectively uphold the integrity of scholarly pursuits, fostering an environment of responsible and reliable knowledge dissemination.

Recommended Readings:

Anderson B.H. Dursaton, and Poole M. *Thesis and assignment writing*, Wiley Eastern.

Bijorn Gustavii. *How to write and illustrate scientific papers?* Cambridge University Press.

Bordens K.S. & Abbott, B.B. *Research Design and Methods*, McGraw Hill.

Burnuny. J. *The Modern Researcher*.

Graziano, A. M. and Raulin, M.L. *Research Methods – A Process of Inquiry*, Sixth Edition, Pearson.

Muralidhar, Kambadur (ed.) *Ethics in Science Education, Research and Governance*.

Nicholas H. Steneck. *Introduction to the Responsible Conduct of Research*. Office of Research Integrity. Available at:
<https://ori.hhs.gov/sites/default/files/rcrintro.pdf>

Oliver, Paul. *The Student's Guide to Research Ethics*. Open University Press.

Shamoo, A.E. & David B. *Responsible Conduct of Research* David B. Resnik Oxford University Press.

Walsh, W.H. *An Introduction to the Philosophy of History*, London.

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Paper IV (DSE-1)

Cultural Heritage and Indian Legislations
(04 Credits, 100 Marks)

Course Objective – The objective of this course is to make acquainted the students with the concept and categories of Indian Heritage. It also aims to focus on the basics of Heritage management in the context of Indian legislation.

Unit 1 – Heritage: Concept and Categorization

- (a) Definition, Scope and Importance
- (b) Classifications

Unit 2 – Indian Monuments

- (a) Grading and Categorization
- (b) World Heritage Monuments

Unit 3 – Heritage Management

- (a) Purpose and Strategy
- (b) Nature and Category

Unit 4 – Policy and Legislative Measures for Heritage

- (a) History of Legislative Measures
- (b) Important Legislation

Course Outcome – Students will be familiarized with the diagnostic features of the tangible and intangible heritage of India. They will also obtain knowledge about the various stages of listing of World Heritage Monuments and relevant facts about the preservation of tangible heritage through the Indian legislation.

Recommended Readings:

- Biswas, Sachindra Shekhar. *Protecting the Cultural Heritage, National Legislations and International Conventions*. Aryan Books International, New Delhi.
- Benny Kuriakose et.al. *Guidelines for preparation of a Heritage Management Plan*. INTACH.
- Chainani, S. *Heritage Conservation, Legislative and Organizational Policies of India*. INTACH
- Dayalan, D. *Conservation and Management of Cultural Heritage*. Aryan Books International, New Delhi.
- Grefe Xavier. *Managing our Cultural Heritage*. Aryan Books International, New Delhi.
- Modwel, Nerupama Y & S. Sarkar. *Documenting India's Intangible Cultural Heritage*. INTACH
- Nagar, S. L. *Protection, Conservations and Preservations of India's Monuments*. Aryan Books International, New Delhi.
- Pant, Dharendra Kumar. *Care and Administration of Heritage Monuments in India (1784-1904)*. Aryan Books International, New Delhi.
- Sarkar, H. *Museums and Protection of Monuments and Antiquities in India*. Sundeep Prakashan, Delhi.

Suggested equivalent online courses:

www.epgpathsala.com
<https://ndl.iitkgp.ac.in/>
<https://ignca.gov.in/>
www.44book.com
<https://epustakalay.com>
<https://whc.unesco.org/>
http://asi.nic.in/asi_legislations.asp
<http://www.nma.gov.in:8080/web/nmas/about-us#>

Paper IV (DSE-2)

Sources of Ancient Indian History (02 Credits, 50 Marks)

Course Objective: This course aims to provide students with a foundational understanding of the literary and archaeological sources that form the backbone of Ancient Indian history. Through an exploration of religious texts, historical narratives, foreign accounts, and material remains, students will gain insights into the political, social, economic, and cultural life of ancient India. The course emphasizes the historical relevance and interpretative value of sources like the Vedas, Epics, Puranas, Buddhist and Jain texts, court chronicles, travelers' accounts, inscriptions, coins, and monuments.

Unit 1: Religious Sources

- A. Brahmanical Literature: Vedas, Upanishad, Epics, Puranas
- B. Buddhist and Jain Literature: Tripitakas, Jataka Tales, Jain Agamas

Unit 2: Non-Religious Literary Sources

- A. Court Accounts: Royal edicts, chronicles, and biographies
- B. Historical Narratives: Charitas, genealogies, and administrative documents

Unit 3: Foreign Accounts

- Accounts of Greek, Roman, Chinese, and Arab travelers and scholars such as Megasthenes, Fa-Hien, Hiuen Tsang, Al-Biruni

Unit 4: Archaeological Sources

- Inscriptions, coins, pottery, monuments, seals, sculptures, and excavated sites

Course Outcome:

After completing this course, students will develop a comprehensive understanding of the various literary and archaeological sources of Ancient Indian history. They will be able to critically analyze and interpret these sources to reconstruct the historical narrative. The course will enhance their ability to appreciate the continuity and transformation of Indian civilization and foster a scholarly connection with the subcontinent's diverse and rich historical traditions.

Recommended Readings:

Garola, Vachaspati.	<i>History of Sanskrit Literature</i>
Kausalyayana, Ananda	<i>Pali Sahitya Ka Itihasa</i>
Mc Crindle	<i>India as described by Megasthenese and Arrian</i>
Mc Crindle	<i>Ptolemy</i>
Mishra, Jayashankar	<i>Gyarahavi sadi ka Bharata</i>
Pandey G.C.	<i>Itihas Swarup Evam Siddhants</i> , Rajasthan Hindi Granth Academy, Jaipur.
Pathak, V.S.	<i>Ancient Historians of India</i> , Poorva Smsthan, Gorakhpur,
Philips, C.H. (ed.),	<i>Historians of India, Pakistan and Ceylon</i> , Oxford University, London.
Premi, Nathurama	<i>Jain Sahitya Ka Itihasa</i>
Sankrityayana, Rahul	<i>Pali Sahitya Ka Itihasa</i>
Watters, T	<i>Buddhist Account of the Western World</i>
Winternitz, M.	<i>History of Indian Literature</i>

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