University of Lucknow
Master of Arts in *Ancient Indian History and Archaeology* Programme
Regulations 2020

1. **Applicability**

   These regulations shall apply to the Master of Arts in *Ancient Indian History and Archaeology* programme from the session 2020-21.

2. **Minimum Eligibility for admission**

A three/four-year Bachelor's degree awarded by a University or Institute established as per law and recognised as equivalent by this University with minimum requisite[*] percentage marks or equivalent grade, shall constitute the minimum requirement for admission to the Master of Arts in *Ancient Indian History and Archaeology* programme.

   - * In case the candidate seeks admission in *Ancient Indian History and Archaeology*, which he/she has studied in the all three years of graduation the eligibility will be minimum 45% of marks.
   - * n case the candidate seeks admission in *Ancient Indian History and Archaeology*, which he/she has studied in the first two years of graduation but not in the final year, the eligibility will be minimum 55% of marks.
   - * In case the candidate seeks admission in *Ancient Indian History and Archaeology* which he/she has not studied in any year of graduation, eligibility will be minimum 60% of marks.

3. **Programme Objectives**

   The Masters of Arts program in Department of Ancient Indian History and Archaeology, University of Lucknow is designed with the objective of educating students for success as a scholar having employability in govt. sector, research institutes or further qualifying NET etc. examinations so as to pursue research for Doctoral studies. It is expected that holistic development from diversified papers of the program will make the students more confident and will enable them to pursue their dreams or getting placements in national institute like ASI and Museum Organisations. CBCS and semester system is a departure from the traditional exam-centric education system to a more proactive and need based system that aims at developing students with knowledge, skill, attitude and value so very vital for leading a meaningful life and contributing to nation building. Its effective implementation however calls for organizational support, both human and physical, and total devotion and commitment of all the stakeholders.

4. **Programme Outcomes**

-Student will learn basic narrative of historical events, chronology, personalities and turning points of the history of the India.

- They will build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

- Evaluation of historical ideas, arguments and points of view, presentation of a summary of a topic in an organized, coherent, and compelling fashion orally or written.

- They will construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.
- Students will acquire basic historical research skills, including, effective use of libraries, archives, and databases.

5. Programme Specific Outcomes

MA Ancient Indian History and Archaeology or Master of Arts in Ancient Indian History and Archaeology is a Post Graduate course. Ancient Indian History and Achaeology includes comprehensive and thorough study of Ancient History and Archaeology of Indian subcontinent including the culture, institutions, antiquities, ideas and concepts through ages from pre-historic period to thirteenth century AD.The duration of course is four Semesters (ie. Two years) under CBCS system.

There are two groups in the Department-

(I)   Group A – ARCHAEOLOGY
(II)   Group B – CULTURE

Archaeology is a magical gateway to the past. It is the discipline that complements History best with its hard evidences and methodological advantages

The discipline of archaeology studies human cultures and past. The students with their robust foundation learn to interpret various priciples of Archaeology.Through recovery and interpretation of architectures, artefacts, bio facts, and landscapes, archaeology seeks to a) determine the chronology of human development, b) unearth the cultural history of various human settlements, c) and substantiate or fill the lacunae of history with material evidence, and d) understand the processes that underlie the changes taken place in human societies across cultures. The role of archaeology here becomes crucial. Archaeology can develop basic aptitude immensely by revealing cultural ways and artefacts that can help in identification of historical incorrect views and understandings. Archaeology therefore becomes necessary to forge points of unity and points of diversity in varied cultures and civilizations. Finally the student of Archaeology will be able to amalgamate in discovering not only the 'other' but also rediscovering our own selves.

Culture refers to the patterns of thought and behaviour of people. It includes values, beliefs, rules of conduct, and patterns of social, political and economic organisation. The students with their robust foundation learn various aspects of Cultural history. These are passed on from one generation to the next by formal as well as informal processes. Culture consists of the ways in which we think and act as members of a society. Thus, all the achievements of group life are collectively called culture. In popular parlance, the material aspects of culture, such as scientific and technological achievements are seen as distinct from culture which is left with the non-material, higher achievements of group life (art, music, literature, philosophy, religion and science). Culture is the product of such an organization and expresses itself through language and art, philosophy and religion. It also expresses itself through social habits, customs, economic organisations and political institutions.

Historical excursion or research based dissertation would be important components of the Masters Program in Ancient Indian History & Archaeology for laying a robust foundation to the budding historians. During the dissertation, students will take-up a historical problem utilize theoretical knowledge along with analytical or scientific approach to solve it.

Syllabus for the M.A. Programme in Ancient Indian History & Archaeology, approved by the Board of Studies, Department of Ancient Indian History & Archaeology, University of Lucknow, in its meeting held on **Feb 15, 2020**, and applicable for students enrolled in academic session 2020-21 and onwards.

This syllabus shall be applicable w. e. f. admission and the examination for the session 2020- 2021.

Syllabus and Evaluation for M.A Programme in Ancient Indian History & Archaeology:

M.A. Programme in Ancient Indian History & Archaeology shall be imparted to the students for two academic sessions consisting of four semesters as given below. Candidates will be examined through **Continuous Internal Assessment** and evaluated at the end of each semester in the different courses of **Theory, Dissertation** and also as per the details and marks given against each Course of study. **This programme of four semesters will be of total 96 credits.**

Evaluation in the Theory papers in First, Second, Third and Fourth Semesters:

For the **Continuous Internal Assessment** of the candidates, 30 marks shall be awarded by the teacher(s), teaching that course, for which the breakup of the marks will be as follows:

(a)	Class Test(s)	15 marks
(b)	Assignment(s)/ Presentation(s)	10 marks
(c)	Class Participation, enteraction, punctuality, performance and aptitude	05 marks

For the **Semester End Examination,** the theory question paper for each course will be of 70 marks.

Evaluation of Internship and Dissertation in the Third and Fourth Semesters respectively:

During the third semester, the students will complete an internship of 4 credits and in Fourth Semester, the students shall also complete a Dissertation in Ancient Indian History & Archaeology of 8 credits. The topics of the dissertation would be allotted by the department from a list of topics. Students would be allotted a topic and a Supervisor The evaluation of dissertation shall be as follows:

a) **Evaluation of the Write-up (100 marks)**

b) **Evaluation through Power Point Presentation or Viva-voce examination(100 marks)**

6. Course Structure

Each of the groups contains Core Courses (Compulsory), Elective Courses (with choices), Interdepartmental and Intradepartmental Courses or through MOOCs and Value added courses.

Core Course: Course which is compulsory to all students pursuing M.A. in Ancient Indian History & Archaeology.

Elective: Students pursuing M.A. in Ancient Indian History & Archaeology would have the choice to opt the paper/s of his/her interest from the proposed list of electives offered in **table below.**

Interdepartmental Course: This course will be open for any master's student, belonging to any department of the University in **semester III .**

Intradepartmental Course: This course will be open for any master's student, belonging to related department of the subject of the University in **semester IV.**

Value added credited and non Credit Course: The students pursuing M.A. in Ancient Indian History & Archaeology in Semester I, II can opt for it.

MOOCs: Any student will have the freedom to choose similar course of 4 credits out of the MOOCs portal of UGC, in place of the CoreCourse. MOOC courses may be opted depending upon the availability on Swayam portal. Necessary Registration fee etc. would be the responsibility of the student who would inform the HOD and the COE before the beginning of the semester. The student will be responsible for applying, making required payment as well as submitting the grades to the Uniiversity.

The **course structure** of the **M.A. in Ancient Indian History and Archaeology** programme shall be as under:

GROUP A –ARCHAEOLOGY

Course No.	Name of the Couse	Credit	Remarks
	Semester I		
AIH CC(A) - 101	**Ancient Indian Socio-Economic Organisation**	**04**	**Core Course**
AIH CC(A)-102	**Pre-History**	**04**	**Core Course**
AIH CC(A) -103	**Field Archaeology- 1**	**04**	**Core Course**
AIH CC(A) -104	**Development of Brahmanical Iconography**	**04**	**Core Course**
AIH CC(A)–105	**Political History of Ancient India (from c 600 BC -187 BC)**	**04**	**Core Course**
AIH VC -101	**Harappan/Indus-Saraswati and Vedic Cultures**	**04**	**Value added course (Credited)**
	Semester Total	**24**	
	Semester II		
AIH CC(A)–201	**Proto-History & Copper-Bronze Age of India**	**04**	**Core Course**
AIH CC(A)-202	**Field Archaeology-II**	**04**	**Core Course**
AIH CC(A)-203	**Political History of Early Medieval India**	**04**	**Core Course**
AIH CC(A)-204	**History of Science and Technology in Ancient India**	**04**	**Core Course**
AIH CC(A)-205	**Buddhist And Jain Iconography**	**04**	**Core Course**
AIH CC(A)-206	**Religious Systems in Ancient India**	**04**	**Core Course**
AIH VNC-201	**Tourism in India with special reference to Ancient India**	**00**	**Value added course (Non Credited)**
	Semester Total	**24**	
	Semester III		
AIH CC(A)-301	**Ancient Indian Numismatics -I**	**04**	**Core Course**
AIHCC(A)-302	**Epigraphy & Palaeography-I**	**04**	**Core Course/MOOC**
AIH EL(A)-301(a) **AIH EL(A)-301(b)**	**Sculpture and Painting in Ancient India**	**04**	**Elective**

Course No.	Name of the Course	Credit	Remarks
	History Writing-Approaches and Theories		
AIH EL(A)-302	Rock –Cut Architecture & Stupa Architecture in Ancient India	04	Elective
AIH IN(A)-301	Internship	04	Summer Internship
AIH IER-301	Philosophical Development in Ancient India	04	Interdepartmental Course
	Semester Total	24	
	Semester IV		
AIH CC(A)-401	Ancient Indian Numismatics -II	04	Core Course
AIH EL(A)- 401	Epigraphy & Palaeography-II	04	Elective
AIH EL(A)-402(a) AIH EL(A)-402(b) AIH EL(A)-402(c)	Temple Architecture History Writing :Traditions and Trend Research Methodology	04	Elective
AIH MT(A)	Master Thesis	08	Master Thesis
AIH IRA-401	Mythologies of the Ancient World	04	Intradepartmental Course
	Semester Total	24	
	GRAND TOTAL	96	

GROUP B –CULTURE

Course No.	Name of the Couse	Credit	Remarks
	Semester I		
AIH CC(B) - 101	Ancient Indian Social Organisation	04	Core Course
AIH CC(B)-102	Ancient Indian Polity and Administration-I	04	Core Course
AIH CC(B) -103	Historical Geography of Ancient India - I	04	Core Course
AIH CC(B) -104	Ancient Indian Cultural contacts with Champa and Kambuja	04	Core Course
AIH CC(B)–105	Political History of Ancient India(c. BC 600 to 319 AD)	04	Core Course

AIH VC -101	Harappan/Indus-Saraswati and Vedic Cultures	04	Value added course (Credited)
	Semester Total	24	
	Semester II		
AIH CC(B)–201	Ancient Indian Economic Organisation	04	Core Course
AIH CC(B)-202	Ancient Indian Polity and Administration-II	04	Core Course
AIH CC(B)-203	Historical Geography of Ancient India - II	04	Core Course
AIH CC(B)-204	Sources of Ancient Indian History	04	Core Course
AIH CC(B)-205	Political History of Ancient India(c. 319 AD to 750 AD)	04	Core Course
AIH CC(B)-206	Ancient Indian Cultural Expansion in Sri Lanka, Burma and Suvarnadvipa	04	Core Course
AIH VNC-201	Tourism in India with special reference to Ancient India	00	Value added course (Non Credited)
	Semester Total	24	
	Semester III		
AIH CC(B)-301	Religions in Ancient India-I	04	Core Course/ MOOC
AIHCC(B)-302	Ancient Indian Monuments in their Historical Bearing-I	04	Core Course
AIH EL(B)-301(a) AIH EL(B)-301(b)	Ancient Indian Cultural Expansion in China and Tibet Ancient Indian Sculpture	04	Elective
AIH EL(B)-302	Ancient Indian Cultural contacts with Afghanistan and Central Asia	04	Elective
AIH IN(B)-301	Internship	04	Summer Internship
AIH IER-301	Philosophical Development in Ancient India	04	Interdepartmental Course
	Semester Total	24	
	Semester IV		
AIH CC(B)-401	Religions in Ancient India-II	04	Core Course
AIH EL (B) 401	Ancient Indian Monuments in their Historical Bearing-II	04	ELECTIVE

AIH EL(B)-402(a)	**Research Methodology**		**ELECTIVE**
AIH EL(B)-402(b)	**Political History of Early Medieval India**	**04**	
AIH EL(B)-402(c)	**Temple Architecture**		
AIH MT(B)	Master thesis	08	Master Thesis
AIH IRA-401	**Mythologies of the Ancient World**	**04**	**Intradepartmental Course**
	Semester Total	24	
	GRAND TOTAL	96	

(A)   and (B) denotes Group A –ARCHAEOLOGY and Group B-CULTURE respectively

CC – Core Course ; VC – Value added course (Credited) ;

VNC - Value added course (Non Credited) ; EL –Elective ;

IER – Interdepartmental Course ; IRA – Intradepartmental Course

7. Course Outlines

M. A. (ARCHAEOLOGY GROUP)
CORE COURSES
SEMESTER- I
Course Code- AIH CC(A) - 101: Ancient Indian Socio - Economic Organisation
Objectives of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of social institutions in ancient India;
iii. To critically analyse the evolution of various social activities.
iv. To know the beginning and spread of economic institutions in ancient India;
v. To critically analyse the evolution of various economic activities and the role of state in it.

Unit I
1.   Origin and antiquity of Varna system
2.   Development of Varna system
3.   Origin and antiquity of caste system
4.   Development of Jati system

Unit II
1.   Ashrama system:
   (a)   Brahmacharya
   (b)   Grihasthashrama and its significance
   (c)   Vanaprastha
   (d)   Sanyasa
2.   Purusharthas:
   (e)   Dharma
   (f)   Artha
   (g)   Kama
   (h)   Moksha
      The relevance of the concept of purusharthas in Hindu Social system

Unit III

1. Samskaras
2. Forms of marriage :   prashasta and aprashasta
3. Positin of women   :   in the Vedic period
   in the post Vedic period
4. Education
   (a)   Gurukul system of Education Takshashila
   (b)   Centres of higher education (Nalanda and Vikramashiula)

Unit IV

1. Agriculture: (a) Vedic age (b) Mauryan age & Gupta period
2. Ownership of land
3. Revenue and Taxation

Unit V

1. Guiod Organization: (a) Origin & Development of Guilds
   (b) Organization
   (C)   Functions
2. Trade and commerce: during 6th century B.C.
   : during Saka-Satavhan
   : during the Gupta period
3. Slavary: (a) From earliest times upto Mauryan period
   (b)Post Mauryan period

Course outcome:

The students will be able to understand the development of socio-economic system and set up in its fullest measures in ancient India. It will also help in gaining insight to analyse the evolution of various social and economic activities.

Suggested Readings:

1. Prabhu, P.H., Hindu Social Organization.
2. Mookerji, R.K., Ancient Indian Educatin
3. Sharma, R.S., Sudras in Ancient India
4. Mishra, Mamta, Guptakaleen Samaj vayastha (in Hindi)
5. Sankalia, H.T., University of Nalanda
6. Bose, M.L. Social and Cultural History of Ancient India
7. Adya, G.L., Early Indian Economics
8. Gopal, Lallanji, Economic Life of India (600-1200 AD)
9. Maity, S.K., Economic Life in Northern Indin The Gupta Period

Course Code AIH CC(A) - 102: Prehistory
Objectives of the course:
i. To know various concepts and themes related to the pre-history of India.
ii. To know how men lived in this part of the world in various phases of Paleolithic and Mesolithic age.

Unit I

1. Introduction of Prehistory
   a. Beginning and main stages of development
   b. Scope and aims
2. Geological time scale
3. Palaeo-environment
   a. Quaternary Period: Pleistocene and Holocene
   b. Major environment and climatic changes of Pleistocene: Glaciations and Pluvial stages
   c. Landforms made by Glaciers and Rivers

Unit II

1. Evolution of Man

2. Evolution of stone implements and development of Stone tools making technologies
    a. Methods of flaking
    b. Techniques of making tools-
        i. Direct percussion flaking technique: Anvil or Block-on-Block technique, Cylinder hammer technique, Bipolar technique, Clactonian technique, Levalloisian technique, Mousterian technique
        ii. Indirect percussion technique: Pressure technique and Punch technique
        iii. Blade technique
        iv. Microliths
        v. Grinding and Polishing technique

Unit III

1. Stone tools types of the Palaeolithic, Mesolithic and Neolithic periods
2. Palaeolithic cultures of India
    Lower Palaeolithic Cultures: Sohan river valley, Belan river valley, Narmada river valley, Paisara, Bhimbetka.

Unit IV

1. Palaeolithic cultures of India
    a. Middle Palaeolithic Cultures: Belan river valley, Son river valley, Krishna river valley, Nevasa.
    b. Upper Palaeolithic Cultures: Baghor and Patne

Unit V

1. Introduction to World Prehistory
    a. Africa
    b. South-East Asia
    c. Europe

Course outcome:
Excellence in specific areas will make students aware about the Indian pre- history through the field of archaeology.

Recommended Reading

Agarwal, D P 1982. Archaeology of India. New Delhi.
Allchin, B, and F R Allchin 1983. The Rise of Civilization in India and Pakistan. New Delhi.
Allchin, F.R. and Bridget Allchin1997. Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. Viking Pub.
Bhattacharya, D K 1979. Old Stone Age Tools. Calcutta.
Bhattacharya, D K 1987. Pre-Historic Archaeology. Hindustan Publishing Corporation, Delhi.
Bhattacharya, D K 1991. An Outline of Indian Prehistory. Palaka Prakashan, Delhi.
Bhattacharya, D.K. 1978. Emergence of Cultures in Europe. Delhi.
Chakrabarati, D K 2009. India - An Archaeological History: Palaeolithic Beginnings to Early History Foundation.
Chakrabarti, D K 2006. The Oxford Companion to Indian Archaeology. New Delhi.
Childe, V Gordon 1951. Man Makes Himself. New York.
Clark, J.D. 1970. The Prehistory of Africa. Cambridge History of Africa. Volume 1. London.
Ghosh, A (ed) 1989. An Encyclopaedia of Indian Archaeology, Vols I and II (relevant portions). New Delhi.
Habib, Irfan 2001. A People's History, Vol. 1: Prehistory.
Issac, G L 1989. The Archaeology of Human Origins. Cambridge.
Jain, V K 2006. Pre and Protohistory of India. New Delhi. .
Jayaswal, Vidula 1978. Palaeohistory of India. Agam kala Prakashan, Delhi
Pandey, Jai Narayan: Puratatva Vimarsh (Hindi)
Pant, P C 1982. Prehistoric Uttar Pradesh. Delhi.

Pant, P.C. and Vidula Jayaswal 1991. Paisra: the stone age settlement of Bihar, Agam Kala Prakashan, Delhi.

Sankalia, H D 1974. Pre and Protohistory of Indian and Pakistan. Pune.

Sankalia, H D 1982. Stone Tools : their Technique and Functions. Poona.

Sharma, G.R. & J.D. Clark (ed.) 1983. Palaeo environments and Prehistory in the Middle Son Valley. Allahabad.

Srivastava, R P 2009. Morphology of the Primates and Human Evolution. New Delhi.

Terra H. De & T.T. Paterson. 1939. The Studies on the Ice-Age in India & Associated Human Cultures. Washington.

Thapar, B.K. 1985. Recent Archaeological Discoveries in India. Unesco.

Verma, Radha Kant: Bhartiya Pragatihas

Verma, Radha Kant: Bhartiya Pragatihasik Sanskritiyan

Wymer, J.J. 1982. The Palaeolithic Age. London.

COURSE CODE AIH CC(A)-103: Field Archaeology –I
Objectives of the course:
i. To explore the term archaeology and to know its scientific beginning;
ii. To develop a critical reading of the subject;
iii. To know the philosophy of the subject; and
iv. To explore the technical aspects of it;
v. To understand the subject with the aid of other natural and social sciences.

UNIT I
1. History of archaeology from the beginning to 1947.
2. Contributions of A. Cunningham. Sir J. Marshal, M. Wheeler.
3. Post Independence history of archaeology in India: contribution of institutions and individuals.

UNIT II
1. Meaning and definition of Archaeology and its relation to Anthropology, Geology, Palaeozoology, Palaebotany, Physics, Chemistry and other social Sciences.
2. Methods of finding Ancient Sites:
    Aims and Objectives of archaeological explorations
    Equipments and team
    Traditional methods of exploration: River side exploration, Village to village exploration
    Scientific methods of explorations: Topography map, Remote sensing, Aerial Photography, Probing method.

UNIT III
General Survey of Ancient Indian Pottery:
1. Painted Grey Ware: Meaning, Mending and firing technique, Antiquity, Stratigarphic-context, Associated wares, Socio economic condition of P.G.W users.
2. Northern Black Polished Ware: Meaning, Mending and firing technique, Antiquity, Stratigarphic-context, Associated wares, Socio economic condition of N.B.P.W users.

UNIT IV
Methods of Dating in Archaeology:
1. Methods of relative dating: Stratigraphy, Typology, Schematic section, Fauna, Fluorine test, Pollen analysis.
2. Methods of absolute dating: Radio carbon 14, Thermoluminisence, Potassium Organ, Tree ring analysis, and Fission track, OSL.
3. Other methods: Nitrogen and Phosphate analysis, Soil analysis.

UNIT V
Brief excavation report of the following sites:
    Saunphari, Madanapur, Ahirua Rajarampur, Siyapur, Rajghat, Ujjain, Vaishali, Taxila, Mathura, Sravasti, Kaushambi, Shisupalgarh.

Course Outcome :

The course is designed as to acquaint students with the basic understanding of the subject matter of archaeology as an autonomous and important part of history, its technical dimensions and uncovering it layer by layer. The course will help in understanding the concept and inculcate knowledge about its dimensions.

Suggested Readings:
1. Wheeler, R.E.M.-Archaeology from the Earth
2. Kenyon, K.- Beginning in Archaeology
3. Woolley, L- Digging in the Past
4. Atkinson-Field Archaeology
5. Sankalia- Indian Archaeology Today
6. Clark, G.- Archaology and Society
7. Puri, B.N.-Purattva Vigyan (in Hindi)
8. Raman K.V.- Principals and Methods of Archaeology
9. Tripathi, Vibha- The Painted Grayware and Iron Age Cultures of Northern India
10. Sinha B.P.-edi, Potteries in Ancient India, Patna
11. Tiwari D.P. & D.K. Srivastava- Excavations at Madanapur
12. Lal, B.B.- Excavations at Sringverpur
13. Marshal, Sirjohn-Excavations at Taxila
14. Sinhga, A.K.-Excavation at Sravasti
15. Sharma, G.R.- Excavations at Kaushambi

COURSE CODE AIH CC(A)-104: DEVELOPMENT OF BRAHMANICAL ICONOGRAPHY

Aim of the course: The broad aim is to acquaint students with the growth of art and iconography in India.

Objectives of the course:

i. To understand the process of the evolution of Indian art and iconography.

ii. To know the features, styles and also the socio-economic and religious influences behind it.

Unit I

1. Meaning, Nature and Importance of Iconography
2. Source Material for the Study of Iconography
(A) Literary Sources
(B) Archaeological Sources
3. Antiquity of Image-worship in India
(A) Image-worship in Indus Valley Civilisation
(B) Image-worship in Rigveda
(C) Image-worship in Later Vedic literature
4. Classification of Images
5. Terminology related to Iconography – postures (sthanaka and asana), dress and ornaments, attributes

Unit II

Iconography of Vishnu
(A) Dhruvabears : Sthanaka, Asana and Sayana – murtis of Vishnu
(B) Chaturvimsati – murtis
(C) Images of Ten Incarnations
(D) Chaturmukhi – murtis : Baikuntha, Ananta, Trailokyamohana and Visvarupa

Unit III

 Iconography of Siva
(a) Siva Lingas and Lingodbhava – murti
(b) Natya – murtis

(c) Dakshina – murtis
(d) Anugraha – murtis
(e) Samhara – murtis
(f) Mahesha – murtis
(g) Kalyanasundara – murtis
(h) Siva on Kushana Coins

Unit IV
1. Iconography of Surya
2. Iconography of Ganapati
3. Syncretic Icons :
(a) Hari-Hara
(b) Hari-Hara-Pitamaha
(c) Hari-Hara Hiranyagarbha
(d) Ardhanarisvara

Unit V
Iconography of :
(a) Mahishasuramardini
(b) Lakshmi
(c) Sarasvati
(d) Saptamatrikas

Course Outcome :
Inventive learning will acquaint students with the growth of art and iconography in India.
SUGESSTED READINGS:

Banerjea, J.N.	Development of Hindu Iconography
Bhattasali, N.K.	Iconography of Buddhist and Brahmanical Sculptures in the Dacca Museum
Agrawala, V.S.	Brahmanical Images of Mathura Museum
Desai, Kalpana	Iconography of Vishnu
Srivastava, B.	Iconography of Shakti
Joshi, N. P.	Bhartiya Murtivigyana
Rao, T.A.G.	Elements of Hindu Iconography (2 Vols.)
Tiwari, M.N.P. and Giri Kamal	Madhyakalina Bharatiya Pratimavigyana.
Sahai, Bhagwant	Iconography of Minor Hindu and Buddhist Deities Pratimavigyana
Pandey, Rekha	Bhubaneshwar Ki Deva Pratimayen
Avasthi, Ramashraya	Khajuraho Ki Deva Pratimayen

Course Code- AIH CC(A) - 105 : Political History of Ancient India
(from *c* 600 BC to 187 BC)

Objectives of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning and evolution of different forms of political systems and kingdoms in ancient India.

Unit I

1. Sources of ancient Indian history
2. Political conditions of northern India in the sixth century BC—Sixteen *mahajanapadas* and ten *ganarajyas*
3. The Bimbisarids

Unit II

1. The Saisunaga dynasty
2. The Nanda dynasty
3. Achaemenian rule in India
4. Invasion of India by Alexander

Unit III

1. The Mauryas I—Origin
2. The Mauryas II—Chandragupta
3. The Mauryas III—Bindusara
4. The Mauryas IV—Administrative system in the time of Chandragupta

Unit IV

1. The Mauryas V—An introduction to the edicts of Asoka
2. The Mauryas VI—Maurya Brahmi
3. The Mauryas VII—Conquests and extent of empire of Asoka

Unit V

1. The Mauryas VIII—Foreign policy of Asoka
2. The Mauryas IX—The *dhamma* of Asoka
3. The Mauryas X—Decline and downfall

Course Outcome:

This will make students enabled to solve problems on basic political conditions prevailing in the then ancient India, about the different kingdoms and the ultimate evolution of the political system.

Suggested reading :

Basham, A L 1971. *The Wonder that was India*. 3rd edition. New York.

Bhandarkar, D R 1932. *Asoka*. Carmichael Lectures 1923. 2nd edition. Calcutta.

Chattopadhyaya, Sudhakar 1955. *The Sakas in India*. Santiniketan.

Chattopadhyaya, Sudhakar 1958. *Early History of North India*. Calcutta.

Kosambi, D D 1970. *An Introduction to the Study of Indian History*. Reprint, Delhi.

Lahiri, Bela 1974. *IndigenousStates of Northern India (*circa *200 BC to 320AD)*. Calcutta.

Majumdar, R C, A D Pusalker, and A K Majumdar (ed) 1980. *The Age of Imperial Unity*. The History and Culture of the Indian People 2. Bombay.

Marshall, J H 1975. *Taxila*, 3 vols. Indian Reprint, Delhi.

McCrindle, J W 1896. *Invasion of India by Alexander the Great, as described by Arrian, Q Curtius, Diodoros, Plutarch, and Justin*. New edition, Westminster.

Mookerji, R K 1928. *Asoka*. Gaekwad Lectures. London.

Mookerji, R K 1943. *Chandragupta Maurya and his Times*. Madras.

Narain, A K 1957. *The Indo-Greeks*. Oxford.

Nilakanta Sastri, K A (ed) 1952. *The Age of the Nandas and Mauryas*. Varanasi.

Nilakanta Sastri, K A (ed) 1957. *A Comprehensive History of India* 2. Indian History Congress. Place of publication, not mentioned.

Puri, B N 1965. *Indian under the Kushanas*. Bombay.

Rapson, E J (ed) 1987. *The Cambridge History of India* 1. Indian reprint, Delhi.

Raychaudhuri, H C 1972. *Political History of Ancient India*, from the Accession of Parikshita to the Extinction of the Gupta Dynasty. 7th ed, Calcutta.

Smith, V A 1999. *The Early History of India*. Third revised and enlarged edition. Reprint, New Delhi.

Srivastava, Prashant 2017. *The Successors of the Mauryas (A Political History based on Coins and Inscriptions)*. Delhi.

Tarn, W W 1980. *The Greeks in Bactria and India*. Reprint, New Delhi.

Thapar, Romila 1988. *The Mauryas Revisited*. Calcutta.

Thapar, Romila 1997. Asoka and the Decline of the Mauryas. 2nd edition. Delhi.

Thapar, Romila 2003. *The Penguin History of Early India (From the Origins to AD 1300)*. Penguin.

Thaplyal, K K 2012. *Asoka—The King and the Man*. New Delhi.

SEMESTER – II

Course Code AIH CC(A) - 201: Proto-history and Copper-Bronze Age of India
Objectives of the course:
i. To explore the proto- history and to know its evolution.
ii. To develop a critical reading of the subject.

Unit I

1. Mesolithic cultures of India: Characteristic features, Distribution and Chronology
   a. Chopani Mando
   b. Sarai Nahar Rai
   c. Damdama
   d. Mahadaha
   e. Birbhanpur
   f. Langhnaj
2. Neolithic cultures of India: Beginning of agriculture and animal domestication, Distribution and Chronology
   a. Burzhom and Gufkaral
   b. Koldihwa and Mahagara
   c. Chirand and Senuwar
   d. Brahmagiri
   e. Utnur

Unit II

1. Prehistoric Rock Art
2. Chalcolithic village communities of Rajasthan, Central India and Maharashtra

Unit III

1. Early Harappan cultures of India
2. Harappan Civilization: Origin, extent, chronology, town planning, Art, Religion, trade and factors for the decline
3. Cemetery-H culture

Unit IV

1. Black and Red Ware: Stratigraphical context, pottery types, settlement pattern and economy
2. Ochre Coloured Pottery: Stratigraphical context, pottery types, settlement pattern and economy

3. Copper hoards

<div align="center">Unit V</div>

   1. Megalithic tradition
   2. The Iron Age and growth of urbanism
   3. Concepts of Ethno-archaeology

Course Outcome:

This will acquaint students with the basic understanding of the proto history of India with all its variations and features.

Recommended Reading:

Agarwal, D P 1982. Archaeology of India. New Delhi.

Agarwal, D P and J S Kharakwal 2003. Bronze Age and iron Age in South Asia. New Delhi.

Allchin, B, and F R Allchin 1983. The Rise of Civilization in India and Pakistan. New Delhi.

Asthana, Shahsi 1985. Pre-Harappan Cultures of India and the Borderlands. New Delhi.

Chakrabarati, D K 2009. India - An Archaeological History: Palaeolithic Beginnings to Early History Foundation.

Chakrabarti, D K 2006. The Oxford Companion to Indian Archaeology. New Delhi.

Chakrabarty, D K 1992. The Early Use of Iron in India. Oxford University Press.

Deo, S B 1985. The Megaliths : Their culture, ecology, economy and technology, in S B Deo and K Paddayya (ed), Recent Advances in Indian Archaeology. Pune.

Dhavalikar, M K 1997. Indian Proto-history. New Delhi.

Ghosh, A (ed) 1989. An Encyclopaedia of Indian Archaeology, Vols I and II (relevant portions). New Delhi.

Habib, Irfan 2002. A People's History, Vol. 2: Indus Civilization : Including Other Copper Age Cultures and the History of Language Change till 155 BC.

Jain, V K 2006. Pre and Proto-history of India. New Delhi.

Kenoyer, Jonathan Mark 1998. Ancient Cities of the Indus Valley Civilization. Oxford.

Kumar, Anil 2009. Origin and Growth of the Neolithic Culture. New Delhi.

Lal, B B 1998. New Light on the Indus Civilization. New Delhi.

Marshall, J 1983. Mohenjo-daro and the Indus Civilization. Delhi-Varanasi.

Moorti, Udayaravi S. 1994.Megalithic Cultures of South India: Socio-economic Perspective. Ganga Kaveri, Varanasi

Neumayer, E 1993. Lines on Stone—The Prehistoric Rock Art of India. New Delhi.

Pandey, Jai Narayan: Puratatva Vimarsh (Hindi)

Possehl, Gregory (ed) 1979. Ancient Cities of the Indus. Delhi.

Possehl, Gregory (ed) 1982. Harappan Civilization. Delhi.

Rao, S R 1985. Lothal : A Harappan Port Town—1955-1962. New Delhi.

Sankalia, H D 1974. Pre and Protohistory of Indian and Pakistan. Pune.

Sharma, G R et al 1980. From Hunting and Food Gathering to Domestication of Plants and Animals: Beginnings of Agriculture. Allahabad.

Singh, Purushottam 1991. The Neolithic Origin. Delhi.

Tripathi, Vibha 1976. The Painted Grey Ware and Iron Age Culture of Northern India. Delhi.

Verma, Radha Kant: Bhartiya Pragatihas

Verma, Radha Kant: Bhartiya Pragatihasik Sanskritiyan

COURSE CODE- AIH CC(A) - 202: Field Archaeology –II

Objectives of the course:

i. To explore the term archaeology and to know its scientific beginning;
ii. To develop a critical reading of the subject;
iii. To know the philosophy of the subject; and
iv. To explore the technical aspects of it;

v. To understand the subject with the aid of other natural and social sciences.

<h1 style="text-align:center">UNIT I</h1>

Archaeological Excavation
    Aims and objectives of excavations
    Rules and Regulations regarding archaeological excavations
    Equipments and Team for excavations
    Method of camping
    Pottery Yard
    Layout of trenches and method of pegging
    Types of Excavations: Vertical, Horizontal, Grid system, Step and Circle excavation

<h1 style="text-align:center">UNIT II</h1>

    Techniques of excavation, trail trench, control pit
    Identification of Pit and Dump
    Method of identification of layers
    Symbols of components of layers
    Preparation of Section
    Preparation of Subject for Photography
    Methods of measurement
    Methods of recording Antiquities, pottery, bone, charcoal   and Seed grains

<h1 style="text-align:center">UNIT III</h1>

    Method of writing Site note book
    Method of writing Exploration report
    Method of writing report of an archaeological excavation
    Method of pottery drawing

<h1 style="text-align:center">UNIT IV</h1>

Brief report of the following excavated sites:
    Dhoulavira, Kalli-Pachchhim, Charda, Pirvitanisharif-Trilokpur, Sanchankot, Sringverpur, Khairadih,
    Satanikota, Chandraketugarh, Nasik, Arikamedu, Adam.

<h1 style="text-align:center">UNIT V</h1>

Ethnoarchaeoogy
e.g. Settlement pattern, technology, ceramics, food processing, etc.

Course Outcome:
The course is designed as to acquaint students with the basic understanding of the subject matter of archaeology as an autonomous and important part of history, its technical dimensions and uncovering it layer by layer. The course will help in understanding the concept and inculcate knowledge about its dimensions.

Suggested Readings:
1. Pandey, Jainarayan-Purattava Vimarsha
2. Varma, Radhakant- Kshatrya Purattava
3. Srivastava, K.M.- New Era of Indian Archaeology
4. Tiwari, D.P.- Anciquarian Remains from Kalli Pachchhim Excavations
5. Srivastava, Alok- Purattava Niyam Evam Adhiniyam , Bhopal (1988)
6. Ghosh, A (ed.) –An Encyclopedia of Indian Archaeology, II Vols.

Course Code AIH CC(A) -203: Political history of Early Medieval India
Objectives of the course:

i. To develop a critical understanding of the subject;
ii. To know the beginning and evolution of different forms of political systems and kingdoms in ancient India.

UNIT- I

1. Origin of Gurjara Pratiharas
2. Achievement of Pratihara rulers
3. Downfall of Gurjara Pratiharas

UNIT- II

1. Chandellas upto Yasovarman
2. Dhanga & Vidyadhara
3. Conflict of Chandellas with Muslim invaders

UNIT- III

1. Origin of the Rajaputs
2. Chahamanas of Sakambharî up to Vigraharaja IV
3. Prithviraja III

UNIT- IV

1. Paramaras: a. From Upendraraja to Siyaka II
2. Munja and Sindhuraja
3. Bhoja and his successors

UNIT- V

1. Rashtrakutas
2. Rashtrakuta Administration
3. The Role of the Rashtrakutas in the tripartite struggle

Course Outcome:
This will make students enabled to solve problems on basic political conditions prevailing in the then ancient India, about the different kingdoms and the ultimate evolution of the political system.

Suggested readings:
1. Banerjee, R.D.-Palas of Bengal
2. Bhatia, Pratipal-The Paramaras
3. Bose, N.S.-History of the Chandellas
4. Ganguly, D.C.- History of the Parmara Dynasty
5. Mishra, K.C.-Chandella aur unka Kal
6. Mishra V.B.- The History of the Gurjara Pratiharas
7. Munsi, K.M.-The Glory that was Gurjaradesa
8. Pandey, V.C.-A New History of Ancvient India
9. Puri, B.N.-The History of Gurjara Pratiharas
10. Majumdar, R.C.-History of Bengal
11. Ray, H.C.-Dynastic History of North ern India, 2 Vols.
12. Sharma, Dasharath- Early Chauhan Dynasties

Course AIH CC(A) -204: History of Science and Technology in Ancient India

Course Objectives :

Today's world is dependent upon the progress of science and technology. Science and Technology has touched every human being in their progress and development. Students have to be familiar with the History of Science and Technology in India.

UNIT- I

1. Science and Technology: Meaning, Scope and Importance
1. Interaction of Science and Technology and Society
2. Sources for History of Science and Technology: Archaeological sources and Literal sources

UNIT- II

1. A brief survey of Stone Age Technology:
   Tools Making Techniques and Typology
      a. Palaeolithic tools
      b. Mesolithic tools
      c. Neolithic tools
2. Beginning of Agriculture and its impact on growth of Science and Technology
3. Greek & Arabic influence on Indian Scientific ideas

UNIT- III

1. Science & Technology during the Harappan period
      a. Town planning and Building technology
      b. Pottery making Techniques
      c. Metal Technology
      d. Beads making technique
      e. Quantitative Science: measuring scale/weights and weighing devices
      f. Technology of conveyances
2. Science and Technology in Vedic period
      a. Scientism of Yajna
      b. Agriculture science
      c. Vedic *Rta*- Cosmic Laws
3. Developments in Astronomy in ancient India with special reference to
      a. Aryabhatta,
      b. Varahmihira,
      c. Bhaskaracharya

UNIT- IV

1. Development of Mathematics in ancient India:
      a. Geometry of the Shulba sutra
      b. Mathematics of the Bakshali Manuscript
      c. Mathematics of the Classical period
2. Histroy of Ayurveda:
      b. Indian medicine with special reference to Charak Samhita
      c. Indian surgery with special reference to Susruta Samhita

UNIT- V

3. An outline of the development of scientific and technological concepts:
      a. Doctrine of five elements
      b. Theory of atomism
      c. Attributes of matter

Course Outcome:

It will make them intimate how far Science and Technology has progressed in India and resulted in bringing Socio-Economic changes in the Society.

Recommended Reading

Bag, A.K. (ed.) 1997. History of Technology in India, Vol. I. New Delhi.

Bernal J.D. 2012. Science in History (Set of 4 Books), Eklavya Publication.

Bhardwaj, H.C. & Sharma, V.L. 1997. Technology Tools and Appliances. Shilpi Publication. Allahabad.

Bhardwaj, H.C. & Sharma, V.L. 1997. Technology Tools and Appliances. Shilpi Publication. Allahabad.

Bhardwaj, H.C. 1979. Aspects of Ancient Indian Technology. Motilal Banarsidass.

Bhardwaj, H.C. 1979. Aspects of Ancient Indian Technology. Motilal Banarsidass. Delhi.

Bose, D.M. *et. al.* 1971. Concise History of Science in India. *Indian National Science Academy*(INSA). New Delhi.

Bose, D.M., S.N. Sen and B.V.Subbarayappa. A Concise History of Science in India

Brajmohan 1965. Ganit Ka Itihas, Hindi Samiti, Uttar Pradesh.

C. N. Srinivasiengar1967. The History of Ancient Indian Mathematics,World Press, University of

Chakrabarti, D.K. 1992. The Early use of Iron in India, Oxford University Press, Delhi.

Chattopadhaya, Debiprasad 1987. History of Science and Technology in Ancient India. South Asia Books, Delhi.

Chattopadhyaya, B.D.History of Science and Technology in Ancient India, Vol. II

Datta, Bibhutibhushan 1993. Ancient Hindu Geometry: The Science of the Sulba, South Asia Books, Delhi.

Datta, Bibhutibhushan and Avadhesh Narayan Singh. 2001. History of Hindu Mathematics, Bharatiya
         Delhi.

Derry,T.K. and William, T.I. 1970. A Short History of Technology. Oxford University Press, London.

Forbes, R. J. . 1976. Studies in Ancient Technology, Vol. I to IX. Leiden

Hegde,K.T.M. 1991. An Introduction to Ancient Metallurgy, Geological Society of India, Delhi.

Jaggi, O. P. 1969. History of science and technology in India, Volume 1, Atma Ram, Delhi.

Jaggi, O. P. 1969. Dawn of Indian Technology. Atma Ram, Delhi. Kala Prakashan.

Kaye, G.R. 1915. Indian Mathematics. Thacker, Spink & co. Calcutta.

KutumbiahP.1999. Ancient Indian medicine, Orient Black Swan. Michigan.

Rao, S. Balchandra 2012. Indian Mathematics and Astronomy-Some Landmarks. Bharathiya Vidya
         Bhavan,

Ray, Prafulla Chandra 2010. A History of Hindu Chemistry: from the Earliest Times to the Middle of the Sixteenth Century   A D, Cosmo Publications, New Delhi.

Sankalia, H. D. 1970. Some aspects of Prehistoric Technology in India. New Delhi.

Saraswati, S.P. 2007. Geometry in Ancient India. Motilal Banarsidass.

Satya Prakash 1954.Vaigyanik Vikas Ki Bhartiya Parampara, Bihar Rastrabhasha Parishad, Patna

Satya Prakash 2013.Prachin Bharat Main Rasayan Ka Vikas, Subodh Pocket Books.

Sen, S.N. 1972. Vigyan ka Itihas (Hindi). Patna.

Singer, C. *et. al.* 1954. A History of technology, Vol. I & II. Oxford University Press (relevant chapters).

Singh,Bal Ram and Nath Girish 2012. Science and Technology in Ancient Indian Texts, D.K. Print,

Singh, Bhagavati Sharan 1956. Hindu Ganit Shastar Ka Itihas, Bhag 2.

Sinha, B.P 1969. Potteries in Ancient India. Patna University, Patna.

SubbarayappaB. V.2013. Science in India: A Historical Perspective, Rupa & Co, Delhi.

Viddhalankar, Atridev 1976. Ayurved Ka Brihat Itihas, Hindi Samiti, Uttar Pradesh.

COURSE CODE AIH CC(A) - 205 : BUDDHIST AND JAIN ICONOGRAPHY

Objectives of the course:

i. To understand the process of the evolution of Indian art and iconography.

ii. To know the features, styles and also the socio-economic and religious influences behind it.

UNIT I

Buddhist Iconography -1

I Origin and development of Buddhist imagery

II. Aniconic representation of the Buddha: Concept and meaning

III. Origin of the Buddha image, various theories of the origin of Buddha image, Different iconographic forms

UNIT II

Buddhist Iconography –II

    I.   Manushi and Dhyani Buddhas

    II.   Bodhisattvas: Concept and symbolism, emergence and development of Bodhisattva images, Avalokiteshvara, Vajrapani, Maitreya, Manjushri

UNIT III

Buddhist Iconography –III

    I. Female Buddhist deities: Origin and development, Tara, Prajnyaparamita, Chunda, Bhrukuti, Marichi, Vasudhara, Mahamayuri, Hariti

    II. Important Buddhist Deities: Trilokyavijaya, Aparajita, Shambara, Jambhala

UNIT IV

Jaina Iconography -I

    I.   Origin and development of Jain images

    II.   Ayagapatta

    III.   Jaina Tirthankaras: Forms of Tirthankara images,Sarvatobhadra, Chaturvinshati

UNIT V

    I.   Jaina Yakshas and Yakshinis: Ambika, Chakreshvari, Padmavati, Saraswati, Kubera

Course Outcome:

Inventive learning will acquaint students with the growth of art and iconography in India.

Recommended Readings:

    i.   Agrawala, P.K.1994. Studies in Indian Iconography. Jaipur: Publication Scheme.

    ii.   Agrawala, Urmila. 1995. North Indian Temple Sculpture. New Delhi: Munshiram Manoharlal. Bakkar, Hans.1997. The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series).

    iii.   Groningen: Egbert Forsten. 1989. Buddhist Iconography. New Delhi: Tibet House.

    iv.   Banerjee, J.N.1974. Development of Hindu Iconography. New Delhi: Munshiram Manoharlal. Bhattacharya, A.K.2010. Historical Development of Jaina Iconography (A comprehensive study), Delhi: Bharatiya Kala Prakashan.

    v.   Bhattacharya, B. 1958. Indian Buddhist Iconography. Calcutta: K.L.Mukhopadhyaya. Bhattacharya, D. 1980. Iconology of Composite Images. New Delhi: Munshiram Manoharlal Publications.

    vi.   Bruhn, Klaus 1963. Jina Images of Deogarh vol.I. Leiden: Brill.

    vii.   Champaklakshmi, R.1981. Vaishnava Iconography in the Tamil Country. Delhi: Orient Longman.

    viii.   Chawla, J.1990. The Rigvedic Deities and their Iconic Froms. New Delhi: Munshiram Manoharlal.

    ix.   Czuma, Stanislaw.J.1985. Kushana sculpture: Images from early India. Ohio: The Cleveland Museum.

x.   Dandwate P. P. 1995. "A Cultural Study of Brahmarical Sycretistic Icons" Pune: Ph.D. Thesis Submitted to University of Pune.

xi.   Deglurkar, G.B. 2004. Portrayal of the Women in the Art and Literature of the Ancient Deccan. Jaipur: Publications Scheme.

xii.   Deglurkar, G.B. 2007. Vishnumurti Namastubhyam. Sri Dwarkadhish Charities, Karnala, Raigad.

xiii.   Daheja, Vidya 1986. Yogini Cult and Temples. New Delhi: National Museum.

xiv.   Desai, Devangana 1996. The Religious Imagery of Khajuraho. Mumbai: Project for the Indian Cultural Studies Publication.

xv.   Desai, Kalpana 1973. Iconography of Vishnu. New Delhi: Abhinav Publications.

xvi.   Gopinath Rao, T.A. 1985. (2nd ed.) Elements of Hindu Iconography. Varanasi: Motilal Banarasidas.

xvii.   Gupte, R.S. 1971. Iconography of Hindus, Buddhists and Jainas. Bombay: D.B. Taraporewala Sons and Co.

xviii. Huntington, Susan 1984. The Pala-Sena School of Sculpture. Leiden: E. J. Brill. Joshi N.P. 1966. Mathura Sculptures. Mathura: Archaeological Museum.

xix.   Joshi, N.P.1979. Bhartiya Murtishastra. Nagpur: Maharashtra Grantha Nirmiti Mandal.

xx.   Kamalakar, G.(ed.).1993. Vishnu in Art, Thought and Literature. Hyderabad: Birla Archaeological and Cultural Research.

xxi.   Kim, Inchang.1997. The Future Buddha Maitreya: An Iconological Study. New Delhi: D. K. Print World.

xxii.   Khandalwala, Karl (ed.) 1991. Golden Age: Gupta Art Empire, Province and Influence. Bombay: Marg Publications.

xxiii. Krishnan, Y.1996. The Buddha image: Its origin and Development. New Delhi: Munshiram Manoharlal Pvt. Ltd.

xxiv.   Lal, Shyam Kishor 1980. Female Divinities in Hindu Mythology and Ritual. Pune: University of Poona

xxv.   Liebert, Gosta 1985, Iconographic Dictionary of the Indian Religions: Hinduism, Buddhism and Jainism. Delhi: Sri Satguru Publications.

xxvi.   . Lokesh, Chandra 1987. Buddhist Iconography 2 vols. New Delhi: Aditya Prakashan.

xxvii. . Mani, V.R.1995. Saptamatrikas in Indian Religion and Art. New Delhi: Mittal Publications.

xxviii. . Mishra, Rajani 1989. Brahma-Worship, Tradition and Iconography. Delhi: Kanishka Publication House.

xxix.   Mishra, Ramnath 1981. Yaksha Cult and Iconography. New Delhi: Munshiram Manoharlal.

xxx.   . Mukhopadhyay, Santi Priya1985. Amitabha and his Family. Delhi: Agam Kala Prakashan.
Nagar, Shanti Lal 1988. Mahishasurmardini in Indian Art. New Delhi: Aditya Prakashan.

xxxi.   Panikkar, Shivaji. K.1997. Saptamatraka Worship and Scultures, An Iconological

xxxii.   . Interpretations of Conflicts. New Delhi: D.K.Printworld.

xxxiii.   Parimoo, Ratan 1982. Life of Buddha in Indian Sculpture (Ashta-Maha-Pratiharyan): An Iconological Analysis. New Delhi: Kanak Publications.

xxxiv.   Pushpendra Kumar 1993. Tara: The Supreme Goddess. Delhi Bharatiya Vidya Prakashan.

xxxv.   Ramachandra Rao 1988-91. Pratima Kosa- Encyclopedia of Indian Iconography 6 vols. Bangalore: Kalpataru Research Academy.

xxxvi.   Reechard, J.Cohen 2003. Essays on Jaina Art. New Delhi: Manohar Publications.

xxxvii.   . Sahai, Bhagwant 1975. Iconography of Minor Hindu and Buddhist Deities. New Delhi

xxxviii.   Sahai, Bhagwant 2006. Recent Researches in Indian Art and Iconography. Missouri: Kaveri Prakashan.

xxxix.   . Sarma, I.K.1982. The Development of Early Shaiva Art and Architecture. (With Special Reference to Andhradesha). Delhi: Abhinava Publications.

xl.   . Sinha, Kanchan 1979. Karttikeya in Indian Art and Literature. Delhi: Sundeep Prakashan.

xli.   . Shah,U.P. 1987. Jaina Rupmandana. New Delhi: Abhinav Publication.

xlii.   Shastri, T. Ganpati. (Ed.) 1966. Samaranganasutradhara of Bhoja. Baroda: Oriental Institute. Shaw, Marinda 2008. Buddhist Goddesses of India. New Delhi: Munshiram Manoharlal Pvt. Ltd.

xliii.   Sivrammurti, C.1961. Indian Sculpture. New Delhi: Allied Publishers Pvt. Ltd.

xliv.   Sivaramamurty, C. 1963. South Indian Bronzes. New Delhi: Lalit Kala Academy.

xlv.   Soundara Rajan, K. V.1982. India's Religious Art. New Delhi: Cosmo Publication.

xlvi.   Sthapati V. Ganapati and Sthapati 2006. Indian Sculpture and Iconography. Ahmadabad: Mapin Publishing.

xlvii.   Upadhyaya, Vasudev 1970. Prachin Bharatiya Murti Vijnana (Hindi). Varanasi: Chowkhamba Sanskrit Series.

xlviii.   . Vyas, R.T. 1995. Studies in Jaina Art and Iconography and allied Subjects in Honour of U.P.Shah. Vadodara: Oriental Institute.

xlix.   Yadava, Nirmala 1997. Ganesha in Indian Art and Literature. Jaipur: Publications Scheme.

xlx.   Zimmer, Heinrich 2010. Myths and Symbols in Indian Art and Civilization, New Delhi: Motilal Banarassidas.

COURSE CODE- AIH CC(A) - 206: Religious Systems in Ancient India
Objective of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of religion in ancient India;
iii. To critically analyse the evolution of various traditions, institutions and the role of state in it.

Unit-I
1. Sources of the religious history of ancient India
2. Religious beliefs and practices of the Harappans
3. Legacy of Harappan religion to Hinduism

Unit-II
1. Vedic religion:
   (a) Classification of Rigvedic deities
   (b) Salient features of vedic deities
   (c) Yajnas
   (d) Philosophy of Upanishads

Unit-III
1. Jainism:

    (a)   Early history of Jainism upto Parsvanatha
    (b)   Life and teachings of Mahavira
    (c)   Digambara and Swetambara sects
    (d)   Causes of decline of Jainism
2.   Buddhism:
    (a)   Life and teachings of the Buddha
    (b)   Hinayana and Mahayana sects
    (c)   The Four Buddhist Councils
    (d)   Causes of the decline of Buddhism

Unit-IV

1.   Vaisnavism:
    (a)   Origin of the Vaishnava sect
    (b)   Origin and development of the Pancharatra sect
    (c)   Origin and development of Bhagavatism
    (d)   Avataravada and its development in Vaisnavism
2.Saivism:
    (a)   Origin and development
    (b)   Short accounts of Pasupata sect
    (c)   Short accounts of Kapalika and Kalamukha sects
    (d)   Short accounts of Kashmiri Saiva and Lingayata   sects

Unit-V

1. Sakti worship-origin, antiquity and development
2. Ganapati worship
3. Sun-worship- Origin, antiquity, development and foreigh influence
4. Ajivikism-Life of Makkhaliputta Gosala, salient features

Course outcome:
This will make students intimate the development of religion in ancient India.
Suggested Readings:
1. Eliot-Hinduism & Buddhism
2. Hopking, E.W.-Religions of India
3. Machdonell , A.A.-Vedic Mythology
4. Bapat, P.V.- (ed.)2,500 Year of Buddhism
5. Stevenson,Mrs. S.- The Heart of Jainism
6. Kern, H.-Manual of Indian Buddhism
7. Bhandarkar, R.G.-Vaisnavism, Saivism and other minor Religious sects
8. Raychaudhary, H.C.- Materials for the studyof the early History of the Vaishnava sect
9. Gonda, J.-Aspects of the Early Visnuism
10. Sahai, S.S.-Prachin Bhartiya Dharma aur Darshan (in Hindi)
11. Goyal, S.R.-Religious History of Ancient India (2 volms.)

SEMESTER III

Course Code-AIH CC(A) -301 : Ancient Indian Numismatics- I
Objectives of the course:
i. To understand numismatics as a major theme and source for the study of history.
ii. To know the origin, features, techniques etc. in Indian context.

Unit I

1. Origin of coinage in India
2. Antiquity of coinage in India
3. Authority to issue coins in ancient India

Unit II
1. Modes of fabrication of coins in ancient India
2. Punch-marked coins I—Name, date, metrology, classification
3. Punch-marked coins II—Classification, symbols

Unit III
1. City coins
2. Guild coins
3. Tribal coins I—Audumbara coins
4. Tribal coins II—Kuninda coins

Unit IV
1. Tribal coins III—Malava coins
2. Tribal coins IV—Vrishni coins
3. Tribal coins V—Yaudheya coins

Unit V
1. *Janapada* coins I—Ayodhya coins
2. *Janapada* coins II—Panchala coins
3. Satavahana coins I—Silver coins
4. Satavahana coins II—Coins of other metals

Course Outcome:
The course will acquaint students with the basic understanding of numismatics in Indian context and also its growth, features and variations in different ages.

Suggested reading :
Allan, John 1936. *Catalogue of the Coins of Ancient India, in the British Museum, London*. London.
Bajpai, K D 1976. *Indian Numismatic Studies*. New Delhi.
Bhandarkar, D R 1984. *Carmichael Lectures in Ancient Indian Numismatics*. Reprint, Patna.
Bopearachchi, Osmund, and Wilfried Pieper 1998. *Ancient Indian Coins*. Brepols, Turnhout.
Chakrabortty, S K 1931. *A Study of Ancient Indian Numismatics* (Indigenous System) from the Earliest Times to the Rise of the Imperial Guptas. Mymensingh.
Cunningham, Alexander 1971. *Coins of Ancient India*. Reprint, Varanasi.
Dasgupta, K K 1974. *A Tribal History of Ancient India—A Numismatic Approach*. Calcutta.
Goyal, S R 1995. *The Coinage of Ancient India*. Jodhpur.
Gupta, P L 2004. *Coins*. Reprint, NBT, New Delhi.
Handa, Devendra 2007. *Tribal Coins of Ancient India*. New Delhi.
Mitchiner, Michael 1975-1976. *Indo-Greek and Indo-Scythian Coinage*, 9 vols. London.
Mukherjee, B N, and P K D Lee 1988. *The Technology of Indian Coinage*. Calcutta.
Rajgor, Dilip 2001. *Punch-marked Coins of Early Historic India*. San Jose (California), USA.
Rapson, E J 1897. *Indian Coins*. Strassburg.
Rapson, E J 1975. *Catalogue of the Coins of the Andhra Dynasty, the Western Ksatrapas, the Traikutaka Dynasty, and the "Bodhi" Dynasty, in the British Museum, London*. Indian reprint, New Delhi.
Sahni, Birbal 1945. *The Technique of Casting Coins in Ancient India*. Bombay.
Sarma, I K 1980. *Coinage of the Satavahana Empire*. Delhi.
Sircar, D C 1968. *Studies in Indian Coins*. Delhi.
Smith, V A 1972. *Coins of Ancient India—Catalogue of the Coins in the Indian Museum, Calcutta, including the Cabinet of the Asiatic Society of Bengal* 1. Reprint, Varanasi.
Srivastava, Prashant 2012. *Encyclopaedia of Indian Coins (Ancient Coins of Northern India, up to* circa *650 AD)*. 2 vols. Delhi.

Srivastava, Prashant 2014. *Gleanings in Ancient Indian Numismatics*. Delhi.

Sirvastava, Prashant 2017. *The Successors of the Mauryas (A Political History based on Coins and Inscriptions)*. Delhi.

Srivastava, Prashant, and K K Thaplyal, 1998. *Coins of Ancient India*. Lucknow.

Vanaja, R 1983. *Indian Coinage*. New Delhi.

Course Code-AIH CC(A) -302 : Epigraphy and Palaeography –I
Objectives of the course:
i. To understand epigraphy as a major theme and source for the study of history.
ii. To know the origin, features, techniques etc. in Indian context.

Unit I
1. Bhabru-Bairat minor rock edict of Asoka (02 lectures)
2. Major rock edict XII of Asoka (02 lectures)
3. Major rock edict XIII of Asoka (03 lectures)
4. Piprahwa relic casket inscription (01 lecture)
5. Bharhut *torana* inscription of Dhanabhuti (01 lecture)

Unit II
1. Hathibada-Ghosundi inscription of the time of Sarvatata (01 lecture)
2. Hathigumpha inscription of Kharavela (03 lectures)
3. Ayodhya stone inscription of Dhana[deva] (01 lecture)
4. Nasik *prasasti* of the time of Vasishthiputra Pulumavi, year 19 (02 lectures)
5. Besnagar *garuda* pillar inscription of the time of Bhagabhadra (02 lectures)

Unit III
1. Shinkot-Bajaur relic casket inscriptions of the time of Menander and Vijayamitra (02 lectures)
2. Mathura lion capital inscriptions of the time of Ranjuvula and Sodasha (03 lectures)
3. Taxila copperplate inscription of Patika, year 78 (02 lectures)
4. Takht-i-Bahi inscription of the time of Gondopharnes, year 103 (02 lectures)
5. Nasik cave inscription of the time of Nahapana, year 41, 42, 45 (02 lectures)

Unit IV
1. Junagarh rock inscription of Rudradaman I, year 72 (03 lectures)
2. Taxila silver scroll inscription of the year 136 (02 lectures)
3. Manikiala stone inscription of Kanishka I, year 18 (02 lectures)
4. Mathura stone inscription of Huvishka, year 28 (02 lectures)
5. Ara stone inscription of Kanishka II, year 41 (01 lecture)

Unit V
1. Development of the Brahmi script, up to the Kushana period (02 lectures)
2. Transliteration of the Brahmi inscriptions, prescribed in Units I to IV (03 lectures)

Course Outcome:
The course will acquaint students with the basic understanding of epigraphy in Indian context and also its growth, features and variations in different ages.

Suggested reading :
Bühler, Georg 1904. *Indian Palaeography from about BC 350 to about AD 1300*. English translation of *Indische Palaeographie von circa 350 A Chr-circa 1300 P Chr* (Strassburg 1896), by J F Fleet, as an appendix to the *Indian Antiquary* 33.

Cunningham, Alexander 1877. *Corpus Inscriptionum Indicarum* 1. Inscriptions of Aœoka. Calcutta.

Dani, A H 1997. *Indian Palaeography*. Reprint, New Delhi.

Diringer, David 2005. *The Alphabet : A Key to the History of Mankind*. Reprint, New Delhi.

Hultzsch, E 1925. *Corpus Inscriptionum Indicarum* 1. Inscriptions of Asoka. Oxford.

Konow, Sten 1929. *Corpus Inscriptionum Indicarum* 2(1). Kharoshthi Inscriptions with the Exceptions of those of Asoka. Calcutta.

Mirashi, V V 1981. *The History and Inscriptions of the Satavahanas and the Western Ksatrapas*. Bombay.

Ojha, G H 1959. *Bharatiya Prachina Lipimala* (Hindi). Delhi.

Pandey, Rajbali 1953. *Indian Palaeography*. Varanasi.

Salomon, Richard 1998. *Indian Epigraphy*. New Delhi.

Sircar, D C 1965. *Indian Epigraphy*. Delhi.

Sircar, D C 1966. *Indian Epigraphical Glossary*. Delhi.

Sircar, D C 1986. *Select Inscriptions bearing on Indian History and Civilization, from 6 century BC to 6 century AD*. 3rd ed, Delhi.

Srivastava, Prashant 2007. *The Apracharajas—A History based on Coins and Inscriptions*. Delhi.

COURSE CODE -AIH EL(A)-301(a) : SCULPTURE AND PAINTING IN ANCIENT INDIA
Course Objectives: Students will be introduced to emergence and development of Sculptural art
traditions and paintings up to early medieval period.

UNIT I
1. Sculptures as a source of Ancient History
2. The Sculpture of the Indus Valley Civilization : Stone, Terracotta and Metal
3. Mauryan period :Terracotta and Folk art
4. Shunga period: -Bharhut, Sanchi, Mathura, Bodhgaya.

UNIT II
1. Andhra-Satavahana period:- Udayagiri and Khandagiri, Amravati, Nagarjunkonda
2. The sculpture of Kushanas:- Mathura, Gandhara
3. Gupta sculptures : Sarnath school

UNIT III
1. General features of early medieval Indian and medieval Indian sculpture
2. Sculptures of Pratihara, Pala-Sena , Chandella,Chahamana, Solanki, Paramara and Eastern Ganga period
3. Pala,Pallava, Chola Bronzes

UNIT IV
1. Paintings as a source of Ancient History
2. The Pre-Historic Period : Paintings from Jogimmara, Kaimur, Raigarh, Singh-angarh.
3. The Literary evidence for painting in the early periods.
4. The Classical Age : Ajanta.(Theme, technique ,date and examples from cave no. 1,2,9,10,16,17) , Bagh, Badami, Sittan Vasal

UNIT V
1. The Post-Classical Period : The murals of Ellora, Tanjore, the beginnings of miniature paintings.
2. The Eastern Indian Miniature painting.
3. The Western Indian Miniature painting

Course Outcomes:
Students will be enable to understand the sculptures and paintings in their religious, regional and stylistic context.

SUGGESTED READING :
1. Bachholfer, L. : Early Indian Sculpture, 2 Vols.
2. Banerjee, J.N. : The Development of Hindi Iconography.
3. Coomaraswami, A.K. : History of Indian and Indonesian Art.
4. Gangoly, O.C. : South Indian Bronzes.
5. Haveli, E.B. : Indian Sculpture and Painting.
6. Kramrisch, Stella : Indian Sculpture.
7. Ray, N.R. : Mauraya and Sunga Art.
8. Rowland, Benjamin : The Art and Architecture of India
9. Sarswati, S.K. : A Survey of Indian Arts in Indian Sculpture
10. Smith, V.A. : History of Fine Arts in India and Ceylon
11. Zimmar, Heinrich : The Art of India, 2 Vols..
12. Indian Art, A Concise History by Roy C. Craven.
13. History of Fine Arts in India and West by Edith Tomory.
14. Bhartiya Murtikala by Dr. Ramanath Mishra.
15. The Heritage of Indian by Vasudeva S. Agarwal.
16. Life of Buddha in Indian Sculpture by Ratan Parimoo
17. Archer, W.G. : Indian paintings in the Punjab Hills.
18. Barnet, D. and Gray, B. : Painting of India.

19. Chandra, Moti : Mewar Painting
20. Coomaraswami, A.K. : Rajput Painting.
21. Khan Dalavala Kari : Pahari Miniature Painting.
22. Krainrish, Setalla : A Survey of Painting in the Deccan.
23. Randhawa, M.S. : Basohli Painting, Govt. of India, 1981, India.
24. Rawson, Philip : Indian Painting.
25. Yazdani, G. : Ajanta.

Course Code: AIH EL(A)-301(b) : History Writing: Approaches and Theories
Objectives of the course:
i. To know the beginning of history writing.
ii. To know the progress of history writing in different ages.
iii. To understand the growth of numerous philosophical, intellectual and ideological constructs in all these phases.
iv. To understand the growth of historiography in the given historical milieu.

Unit- I

1. Meaning and scope of history
2. History and other Disciplines: Their Interrelation
    a. Archaeology
    b. Geography
    c. Anthropology
    d. Sociology

Unit -2

1.Historical writings: Objectivity
2.History: science or Art
3.Causation in history

Unit -3

Major theories of history:
1. Theological
2. Orientalist
3. Imperialist

Unit -4

Prominent Indian Historians:
1. D.R. Bhandarkar
2. K.P.Jayaswal
3. D.D.Kosambi
4. K.K. Thaplyal

Unit-5

Prominent Western Historians:
1. Oswald Spengler
2. Arnold Toynbee
3. G.Hegel
4. Karl Marx

Course Outcomes:
This will make students enabled to solve problems about the development of history writing in different historical phases continuing till present days.
Suggested Readings:

1. Johnson, Allan-Histrorian and Historical Evidences
2. Barraclough- History in a Changing World, Oxford
3. Black, J.B.-The Art of History, London
4. Hocket, H.C.-The Critical Method in Hisjtorical Research and Writing
5. Momiglians, A.D.-Studies in Historiography
6. Pandey, G.C.-Itihas: Swaroop Evam Siddhant (in Hindi)
7. Pandey, Lalta Prasad-Bhartiya Itihas Darshan (in Hindi)

COURSE CODE -AIH EL(A)-302 : ROCK-CUT ARCHITECTURE AND STUPA ARCHITECTURE IN ANCIENT INDIA

Objectives of the course:

i. To understand the process of the evolution of Indian architecture.

ii. To know the origin, features, styles, buildings, art etc. in Indian context.

UNIT I

 Rock-cut Architecture: 1

a. Mauryan Caves

b. Rock cut caves of Eastern India – Udaigiri ,Khandagiri

c. **Viharas of Hinayana period**-

   Bhaja, Kondane, Bedsa, Nasik, Junnar, Ajanta

Viharas of Mahayana period –

   Ajanta, Ellora, Bagh

UNIT II

Rock-cut Architecture: II

a. Chaityas of Hinayana period- Bhaja, Kondane, Pitalakhora, Ajanta (cave no.10), Bedsa, Ajanta (cave no. 9), Nasik, Junnar, Karle and Kanheri

 b. Chaityas of Mahayana period: Ajanta, Ellora.

UNIT III

Rock-cut Architecture: III

   a. Brahmanical – Ellora(cave no. 14, 15, 16, 21, 29) and Elephanta (main cave or mahesha cave)

   b. Jain caves : Ellora

UNIT IV

Stupa Architecture -I

a. Origin and Development of Stupas

b. Stupas of Central India: Bodhgaya, Dhamekha, Dharmarajika at Sarnath, Sanchi, and Bharhut

UNIT V

Stupa Architecture -II

a. Stupas of North-West India: Taxila, Peshawar, Charsadda, Chekpat at Swat, Manikiyala, Sahaji ki dheri , Mirpur – Khas at Sindh

b. Stupas of South India: Amaravati, Bhattiprolu, Gudivada, Ghantasala, Jagayyapeta, Nagarjunikonda, Goli, Pedda, Ganjam, Guntipalli,

Course Outcome:

The students will become familiar with the growth, features, styles and regional variations in the field of Indian architecture.

 Suggestedreadings:

 Brown,Percy.IndianArchitecture,Vol.I.

 Gangoli,OC.IndianArchitecture. Havell,E B.HandbookofIndianArt. Acharya,PK.IndianArchitecture.

 Rowland,B.TheArtandArchitectureofIndia.

 Zimmer, H.TheArtofIndianAsia.

 Agrawala,VS.IndianArt.

 Agrawala,VS.BharatiyaKala(Hindi).

 Panja,Shobhit.GreatMonuments of India

Burgess,J,andFergusson.TheCaveTemples ofIndia.

 Burgess,J.ElloraCaveTemples

SEMESTER IV

Course Code AIH CC(A)-401 : Ancient Indian Numismatics -II
Objectives of the course:
i. To understand numismatics as a major theme and source for the study of history.
ii. To know the origin, features, techniques etc. in Indian context.

Unit I
1. Indo-Greek coins I—General features
2. Indo-Greek coins II—Coins of sovereigns
3. Indo-Greek coins III—Commemorative coins
4. Indo-Greek coins IV—Deities in coins

Unit II
1. Saka-Pahlava coins—Coins of Maues, Azes I, Azilises, Azes II, Gondopharnes
2. Western Kshatrapa coins I—Kshaharata coins
3. Western Kshatrapa coins II—Karddamaka coins

Unit III
1. Kushana coins I—General features (01 lecture)
2. Kushana coins II—Coins of kings, up to Vasudeva I
3. Kushana coins III—Siva on Kushana coins
4. Kushana coins IV—Other deities on Kushana coins

Unit IV
1. Imperial Gupta coins I—General features
2. Imperial Gupta coins II—Gold coins Chandragupta I and Samudragupta
3. Imperial Gupta coins III—Gold coins of Chandragupta II and Kacha
4. Imperial Gupta coins IV—Gold coins of Kumaragupta I and Skandagupta
5. Imperial Gupta coins V—Silver coins of kings, up to Skandagupta

Unit V
1. Pushpabhuti coins
2. Maukhari coins
3. Coinage in early mediaeval northern India
4. Coinage of early mediaeval southern India

Course Outcome:
The course will acquaint students with the basic understanding of numismatics in Indian context and also its growth, features and variations in different ages.

Suggested reading :
Allan, John 1914. *Catalogue of the Coins of the Gupta Dynasties, and of Sasanka, King of Gauda, in the British Museum, London*. London.
Altekar, A S 1954. *Catalogue of the Gupta Gold Coins in the Bayana Hoard*. Bombay.
Altekar, A S 1957. *The Coinage of the Gupta Empire*. Corpus of Indian Coins 4. Varanasi.
Bajpai, K D 1976. *Indian Numismatic Studies*. New Delhi.
Bhandarkar, D R 1984. *Carmichael Lectures in Ancient Indian Numismatics*. Reprint, Patna.
Bopearachchi, Osmund, and Wilfried Pieper 1998. *Ancient Indian Coins*. Brepols, Turnhout.
Cunningham, Alexander 1971. *Coins of Ancient India*. Reprint, Varanasi.

Gardner, Percy 1971. *Catalogue of the Coins of the Greek and Scythic Kings of Bactria and India, in the British Museum, London*. Indian Reprint, New Delhi.

Goyal, S R 1995. *The Coinage of Ancient India*. Jodhpur.

Gupta, P L 2004. *Coins*. Reprint, NBT, New Delhi.

Lahiri, A N 1965. *Corpus of Indo-Greek Coins*. Calcutta.

Mitchiner, Michael 1975-1976. *Indo-Greek and Indo-Scythian Coinage*, 9 vols. London.

Mukherjee, B N, and P K D Lee 1988. *The Technology of Indian Coinage*. Calcutta.

Rapson, E J 1897. *Indian Coins*. Strassburg.

Rapson, E J 1975. *Catalogue of the Coins of the Andhra Dynasty, the Western Ksatrapas, the Traikutaka Dynasty, and the "Bodhi" Dynasty, in the British Museum, London*. Indian reprint, New Delhi.

Sahni, Birbal 1945. *The Technique of Casting Coins in Ancient India*. Bombay.

Sircar, D C 1968. *Studies in Indian Coins*. Delhi.

Smith, V A 1972. *Coins of Ancient India—Catalogue of the Coins in the Indian Museum, Calcutta, including the Cabinet of the Asiatic Society of Bengal* 1. Reprint, Varanasi.

Srivastava, Prashant 2012. *Encyclopaedia of Indian Coins (Ancient Coins of Northern India, up to* circa *650 AD)*. 2 vols. Delhi.

Srivastava, Prashant 2014. *Gleanings in Ancient Indian Numismatics*. Delhi.

Sirvastava, Prashant 2017. *The Successors of the Mauryas (A Political History based on Coins and Inscriptions)*. Delhi.

Srivastava, Prashant, and K K Thaplyal, 1998. *Coins of Ancient India*. Lucknow.

Vanaja, R 1983. *Indian Coinage*. New Delhi.

Whitehead, R B 1914. *Catalogue of the Coins in the Punjab Museum, Lahore* 1. The Indo-Greek Coins. Oxford

Course Code AIH EL(A)-401 : Epigraphy and Palaeography -II
Objectives of the course:
i. To understand epigraphy as a major theme and source for the study of history.
ii. To know the origin, features, techniques etc. in Indian context.

Unit I
1. Allahabad pillar inscription of Samudragupta
2. Mathura pillar inscription of Chandragupta II, Gupta year 61
3. Undated Udaigiri cave inscription of the time of Chandragupta II
4. Sanchi stone inscription of the time of Chandragupta II, Gupta year 93
5. Mehrauli iron pillar inscription of Chandra

Unit II
1. Karamdanda stone inscription of the time of Kumaragupta I, Gupta year 117
2. Damodarpur copperplate inscription of the time of Kumaragupta I, Gupta year 124
3. Mandasor stone inscription of the time of Kumaragupta I and Bandhuvarman
4. Junagarh rock inscription of Skandagupta, Gupta years 136, 137, 138
5. Bhitari stone pillar inscription of Skandagupta

Unit III
1. Bhitari seal of Kumaragupta I
2. Eran stone inscription of Budhagupta, Gupta year 166
3. Eran stone pillar inscription of Bhanugupta, Gupta year 191
4. Poona copperplate inscription of Prabhavatigupta, year 13
5. Mandasor stone pillar inscription of Yasodharman

Unit IV
1. Eran stone pillar inscription of the time of Toramana, year 1

2. Gwalior stone inscription of Mihirakula, year 15
3. Haraha stone inscription of Isanavarman
4. Gwalior *prasasti* of Mihirabhoja
5. Khajuraho inscription of Dhanga
6. Aihole *prasasti* of Pulakesin II
7. Thanjavur inscription of Rajendra Chola

Unit V

1. Palaeography of Gupta Brahmi script
2. Transliteration of Imperial Gupta inscriptions, prescribed in Unit I, II, and III above, into original Brahmi

Course Outcome:

The course will acquaint students with the basic understanding of epigraphy in Indian context and also its growth, features and variations in different ages

Suggested reading :

Bhandarkar, D R 1981. *Corpus Inscriptionum Indicarum* 3. Inscriptions of the Early Gupta Kings. Ed by B Ch Chhabra and G S Gai. New Delhi.

Bühler, Georg 1904. *Indian Palaeography from about BC 350 to about AD 1300*. English translation of *Indische Palaeographie von circa 350 A Chr-circa 1300 P Chr* (Strassburg 1896), by J F Fleet, as an appendix to the *Indian Antiquary* 33.

Dani, A H 1997. *Indian Palaeography*. Reprint, New Delhi.

Diringer, David 2005. *The Alphabet : A Key to the History of Mankind*. Reprint, New Delhi.

Fleet, J F 1888. *Corpus Inscriptionum Indicarum* 3. Inscriptions of the Early Gupta Kings and their Successors. Calcutta.

Ojha, G H 1959. *Bharatiya Prachina Lipimala* (Hindi). Delhi.

Pandey, Rajbali 1953. *Indian Palaeography*. Varanasi.

Salomon, Richard 1998. *Indian Epigraphy*. New Delhi.

Sircar, D C 1965. *Indian Epigraphy*. Delhi.

Sircar, D C 1966. *Indian Epigraphical Glossary*. Delhi.

Sircar, D C 1986. *Select Inscriptions bearing on Indian History and Civilization, from 6 century BC to 6 century AD*. 3rd ed, Delhi.

Thaplyal, K K 1985. *Inscriptions of the Maukharis, Later Guptas, Puspabhutis, and Yasovarman of Kanauj*. Delhi.

COURSE CODE AIH EL(A)-402(a) : TEMPLE ARCHITECTURE
 Objectives of the course:
i. To understand the process of the evolution of Indian Temple architecture.
ii. To know the origin, features, styles, buildings, art etc. in Indian context.

UNIT I
Temple Architecture -I
a. Symbolism of Hindu Temple
b. Styles of Temple Architecture: Nagara, Besara, Dravida
c. Terminology related to North and South Temples
c. Origin and development of Temple Architecture upto Gupta period with special reference to Temple no. 17 at Sanchi, Parvati temple at Nachana kuthara, Siva temple at Bhumra, Dashavatara temple at Deogarh, Brick temple at Bhitargaon.

UNIT II
Temple Architecture -II
   a. Chalukyan Temples: Ladakhan & Durga temple at Aihol, Papanatha &Virupaksha temple at Pattadkal, Temple no. 3 at Badami
b. Pratihara Temple with special reference to Osian, Rajasthan
c. Solanki Temple with special reference to Sun Temple at Modhera

UNIT III
Temple Architecture -III

   a. . Chandella Temple with special reference to Kandariya Mahadeo at Khajuraho
   b. Eastern Gangas Temples of Orissa group with special reference to Rajarani Temple, Lingaraja Temple at Bhubaneshwar and Sun Temple at Konark.

UNIT IV
Temple Architecture -IV
 Pallava Temples :
i. Mahendra Style : Mandapas

ii. Mamalla Style : Mandapas and Monolithic Rathas

iii. Rajasimha Style : Structural Temples with special reference to Shore temple at Mahabalipuram, Kailashanatha Temple at Kanchi
iv. Nandivarman Style : Mukteshvara temple at Kanchi

UNIT V
Temple Architecture -V

a. Later Chalukyan or Hoyasala temples with special reference to Channakesava temple at Belur, Mysore, Hoyasalesvara Temple at Halebid, Mysore
b. Chola Temples with special reference to Brihadiswara Temple at Tanjore

Course Outcome:
The studentswill become familiar with the growth, features, styles and regional variations in the field of Indian Temple architecture.

 Suggestedreadings:
 Kramrisch,Stella.HinduTemple.
 Brown,Percy.IndianArchitecture,Vol.I.
 Gangoli,OC.IndianArchitecture. Havell,E B.HandbookofIndianArt. Acharya,PK.IndianArchitecture.

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Rowland,B.TheArtandArchitectureofIndia.
Zimmer, H.TheArtofIndianAsia.
Longhurst,AH.PallavaArchitecture(MASI,Nos. 17and33).
Agrawala,VS.IndianArt.
Agrawala,VS.BharatiyaKala(Hindi).
Krishnadeva.Temples ofNorthIndia. Srinivasan,KR.TemplesofSouthIndia.
Panja,Shobhit.GreatMonuments ofIndia.
Krishnadeva.Temples ofKhajuraho(2vols).
Dhaky,M A(ed).IndianTempleArchitecture(NorthandSouthIndia).
Burgess,J,andFergusson.TheCaveTemples ofIndia.
Burgess,J.ElloraCaveTemples

Course Code : AIH EL(A)-402(b) History Writing: Traditions and Trends
Objectives of the course:
i. To know the beginning of history writing.
ii. To know the progress of history writing in different ages.
iii. To understand the growth of numerous philosophical, intellectual and ideological constructs in all these phases.
iv. To understand the growth of historiography in the given historical milieu.

<u>Unit-1</u>
Ancient Indian Tradition of Historical Writing:
1. Puranic Vamsanucharita
2. Itihasavritta: with special reference to the Rajatarangini of Kalhana
3. Charita : With special reference to Harshacharita of Bana and Vikramankadevacharita of Bilhana

Unit-2
1. The Graeco-Roman Tradition of History Writing
2. The Chinese tradition of Historical writing
3. The Arab tradition of Historical writing

Unit-3
1. Nationalist trend of history writing
2. Marxist trend of history writing
3. Subaltern history

Unit-4
1. First Urbanization
2. Decline of Harappan Culture
3. The 'Aryan' debate

Unit-5
1. Second Urbanization in India: Factors and features
2. Golden age of ancient India: Kushana or Gupta ?
3. Urban Decay in India

Course Outcome:
This will make students enabled to solve problems about the development of history writing in different historical phases continuing till present days.

Suggested Readings:
1. Black, J.B.-The Art of History, London
2. Momiglians, A.D.-Studies in Historiography
3. Pandey, G.C.-Itihas: Swaroop Evam Siddhant (in Hindi)
4. Renier, G.J.-History Its Purpose And Method, London
5. Vincent, J.M.-Historical Research, London
6. Walkings, J.W.N.- Historical Explanation in Social Science, ed. Gardiner

7. Puri, B.N.-Historiography
8. Chaubey, Jharkhand- Itihas Darshan (in Hindi)

Course Code AIH EL(A)-402(c) : Research Methodology
*Course Objectives***: To understand and analyze: 1. The reasons for studying history 2. The nature of the historical discipline, its development and scope 3. Issues in historiography, past and present 4. A sample of different historians and their ideas/writings 5. Issues affecting the future of the discipline of history**

Unit I
1. Fundamental of research—Its importance and scope
2. Identification of historical problems
3. Formulation of the hypothesis

Unit II
1. Data Collection I—The use of libraries and manuscripts
2. Data Collection II—Field analysis, photography, laboratory work
3. Use of archaeological sources

Unit III
1. The taking of notes
2. Data processing—Analytical and other scientific methods
3. Data processing—Correlations

Unit IV
1. Documentation I—Footnotes and endnotes; quotations and citations
2. Documentation II—Diacritical marks
3. Documentation III—Bibliography and its significance

Unit V
1. Introduction to computers
2. Windows Operating Systems—File management, Menu bar, tool bar
3. MS Word and MS PowerPoint
4. Use to Internet for research in history

Course Outcome:
The course will be enhancing : 1. The ability to research and write a major historical research paper 2. The ability to work with primary and secondary sources and conduct research 3. The ability to create a thesis and support it with evidence 4. The ability to articulate issues, listen, and respond to ideas in a discussion format 5. The ability to organize and present an oral presentation.

Suggested Reading ;
1.E.H. Carr. What is History? Harmondsworth: Penguin, 1987. ISBN 0- 14-013584-7
2. G.R. Elton. The Practice of History. Hammersmith: Fontana, 1969. ISBN ISBN 0-00686133-4
3.John Tosh. The Pursuit of History. Fifth ed. London, New York, etc.: Longman, Pearson Education Ltd., 2010. ISBN: 978-0-582-89412-9
4. Arthur Marwick : New Nature of History
5. J. Coben and E. Nagel: Introduction to Logic and Scientific Method
6. Patrick Gardiner: Nature of Historical Explanation
7 Richard Evans: In Defence of History
8. J.Le Goff and P. Nora (Eds): Constructing the past: Essays in Historical Methodology

9. L. Marshak: Nature of Historical Enquiry
10. Peter Bsurke: New Perspectives in Historical Writing
11. B. Tuchman: Practising History
12. J. Vansina: the Oral Tradition: an Introduction to Historical Methodology.

AIH MT(A)
    MASTER THESIS
               During the IV Semester, the students shall undertake a Master Thesis work on a topic of Ancient Indian History & Archaeology. The topic of thesis shall be assigned to the students in the beginning of the Third Semester. They would be allotted a project and attached to a Faculty Member in the Department who would act as their Supervisor.
               The students shall remain in contact with their Supervisor, for day-to-day progress of the work done by them. During the course of completion of the thesis work, the student may be required to complete various assignments given to them by their respective Supervisor, for the purpose of evaluation.
The students will be required to submit the thesis by the date specified to them in the Fourth Semester. This will be followed by a Presentation before panel of Examiner(s) for the purpose of evaluation.
The Master thesis shall be of 200 Marks out of which 100 Marks will be evaluated by supervisor on the basis of submitted Work (Thesis), 50 Marks for the Multimedia Presentation followed by 50 Marks for Viva-voce Examination evaluated by panel of examiners. This shall carry 08 credits.

M. A. (CULTURE GROUP)

CORE COURSES

COURSE CODE- AIH CC(B)-101: Ancient Indian Social Organisation
Objectives of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of social institutions in ancient India;
iii. To critically analyse the evolution of various social activities.
<div align="center">

UNIT- I
</div>

1. Origin and antiquity of Varna system
2. Development of Varna system
3. Origin and antiquity of castesystem
4. Development of caste system
<div align="center">

UNIT- II
</div>

1. Ashrama system:
    a. Brahmacharya
    b. Grihasthashrama and its significance
    c. Vanaprastha
    d. Saônyasa
2. Purusharthas:
    a. Dharma
    b. Artha
    c. Kama
    d. Moksha and its significance in Hindu life
<div align="center">

UNIT- III
</div>

1. Samskaras
2. Marriage
    (a) Importance of marriage
    (b) Forms of marriage: prashsta

: aprashasta

UNIT- IV

2. Position of Women:
    a. in Vedic period
    b. in post-Vedic period
    c. Widow marriage
    d. Custom of Sati
    e. Property rights of women

UNIT- V

Education:
a. Gurukul system of Education
b. Centres of higher Education (Takshashila, Nalanda, Vikramashila)

Course Outcome:

The students will be able to understand the development of social system and set up in its fullest measures in ancient India. It will also help in gaining insight to analyse the evolution of various social activities.

Suggested Readings:

1. Prabhu P.H., Hindu Social Organization.
2. Mookerji, R.K., Ancient Indian Educatin
3. Sharma, R.S., Sudras in Ancient India
4. Mishra, Mamta, Guptakaleen Samaj vayastha (in Hindi)
5. Sankalia, H.T., University of Nalanda
6. Bose, M.L. Social and Cultural History of Ancient India

COURSE CODE –AIH CC(B) -102: Ancient Indian Polity and Administration- I
Objective of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning of state formation in ancient India;
iii. To critically analyse the evolution of different political ideas and institutions in ancient India.

UNIT- I

1. Literary sources of Ancient Indian Polity
2. Archaeological sources of Ancient Indian Polity
3. Foreign accounts as a source of Ancient Indian Plity
4. Origin of the State

UNIT- II

1. Coronation ceremony in the Latr Vedic period, its constitutional significance
2. Sabha and Samiti
3. Vidatha

UNIT- III

1. Paura and Janpada
2. Origin of Kinship
3. Duties and functions of the king

UNIT- IV

1. Seven elements of the state and their relations
2. Ministry
  (i)Importance (ii) Qualifications (iii) Their numbers (iv) Functions
3. Relation between king and ministers

UNIT- V

1.   Revenue System

2. Principles of Taxation
3. Judicial systema

Course Outcome:
The practices and techniques in polity will make students understand the administrative development in its fullest measure in ancient India.

Suggested Readings:
1. Jayswal, K.P.- Hindu Polity
2. Mookerji, R.K.- Local Government in Ancient India
3. Majumdar, R.C.-Corporate Life in Ancient India
4. Ghoshal, U.N.-Hindu Political Theories
5. Altekar, A.S.-State and Government in Ancient India
6. Saletore, B.A.- Ancient Indian Political Thoughts and Institutions
7. Spellman,J.W.- Political Theory in Ancient India
8. Misra, S.N.- Ancient Indian Republics
9. Pandey, S.L.-Bhartiya Rajsshastrea Praneta (in Hindi)
10. Kautilya- Arthshastra
11. Manu- Manusmriti
12. Kapur, S.N.—Prachin Bhartiya Rajatantra (in Hindi)

COURSE CODE- AIH CC(B) -103: Historical Geography of Ancient India- I
Objective of the course:
 To develop a critical understanding of the subject through various sources ie. Literary and Inscriptions.
<div align="center">

UNIT- I
</div>
1. Sources of Historical Geography in Ancient India
2. Rivers mentioned in the Vedic Litereature
3. States in the Vedic Literature
<div align="center">

UNIT – II
</div>
1. Tribes in the Vedic Literature
2. States in the Ashtadhyayani of Panini
3. Town in the Ashtadhyayi of Panini
<div align="center">

UNIT- III
</div>
1. States in the Mahabhashya of Patanjali
2. Town in the Mahabhashya of Patanjali
3. States mentioned in the Upayana parva of the Mahabharata
<div align="center">

UNIT- IV
</div>
1. Towns mentined in the Upayana parva of the Mahabharata
2. Rivers mentioned in the Mahabharata
3. Description of Dakshinadesha as described in the Mahabharata

<div align="center">

UNIT- V
</div>
1. Geographical datra in the Ramayana
2. Kulaparvata of the Puranas
3. Varshaparvata of the Puranas

Course Outcome:
The inventing learning make students understand the historical Geographical data in its fullest measure in ancient India.

Suggested Readings:
1. Agasrwal, V.S.-India as known to Panini

2. Ali, S.M.-The Geographyu of the Puranas
3. Cunningham,A.-Ancient Geograhy of India
4. Law, B.C.-Historical Geography of Ancient India
5. Majumdar, C.- India as described nby classical writewrs
6. Puri,B.N.-India in the age of Patanjali
7. Watters, T.- On Yuan Chawang's Travels in India

COURSE CODE-AIH CC(B) -104 : ANCIENT INDIAN CULTURAL CONTACTS WITH CHAMPA AND KAMBUJA

Objective of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning and spread of Indian Culture and making of Greater India .

UNIT I

   Champa-I

   (i) Colonisation

   (ii) Social condition

   (iii) Econimic condition

   (iv) Education and Literature

UNIT II

 Champa – II

   (i) Religious conditions – Saivism, Vaishnavism and Buddhism

   (ii) Art and Architecture

   (a) Temples : Introduction of temples, temples at Mi-son, Dong-Duong and Po-Nagar

   (b) Sculptural art

UNIT III

   Kambuja-I

   (a) Colonisation

   (b) Social condition

   (c) Economic condition

   (d) Education and Literature

UNIT IV

   Kambuja-II

   (a) Religious condition: Saivism & other sects, Devaraja cult

   (b) Temple architecture with special reference to Ankorwat and Bayon temple

   © Sculptual Art

UNIT V

   (a). Administrative system in Champa

  (b) Administrative system in Kambuja

   Course Outcome:

   The study of the course will make students enable to understand the concept of Greater India

   Books Recommended:

   1. Chhabra,B.-Expansion of Indo-Aryan culture

   2. Majumdar, R.C.-Champa

   3. Majumdar, R.C.-Hindu colonies in the Far East

   4. Majumdar, R.C.-Ancient Hindu colonisation in South East Asia

   5. Puri, B.N.- Sudur poorva mein Bhartiya samskriti aur uska itihasa (in Hindi)

   6. Brown, P.-Indian Architecture, vol. I

  7. Wales,Q-The making of Greater India

COURSE CODE- AIH CC(B)-105: Political History of Ancient India
          (c. BC 600 – 319 AD)

Objectives of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning and evolution of different forms of political systems and kingdoms in ancient India.

UNIT- I

1. Political conditions of Northern India during 6th century BC.

2. Rise of Madadha-I: The Bimbisarids

3. Rise of Magadha-II: The Saisunagas
4. Rise of Magadha- III:The Nandas

UNIT- II

1. The Achaemanian insvasion of India
2. The invasion of India by Alexander
3. The Mauryas-I: Origin, Chandragupta
4. The Mauryas-II: Bindusara

UNIT- III

1. The Mauryas-III: Asoka-conquests, extents of empire, foreign policy, Dhamma and estimate.
2. The Mauryas-IV: The decline
3. The Mauryas-V: Administrative system and Asoka's reforms
4. The Sungas and the Kanvas

UNIT- IV

1. The Satavahanas
2. Kharavela of Kalinga
3. The Indo-Greeks
4. The Saka-Pahlavas

UNIT- V

1.The Western Kshatrapas I: The Kshaharata family; The family of   Vidarabha
2. The Western Kshatrapas II: The Karddamaka family I
3. The Kushanas
4. North India after the Kushanas

Course Outcome:
This will make students enabled to solve problems on basic political conditions prevailing in the then ancient India, about the different kingdoms and the ultimate evolution of the political system.

Suggested Readings:

Basham, A L 1971. *The Wonder that was India*. 3rd edition. New York.
Bhandarkar, D R 1932. *Asoka*. Carmichael Lectures 1923. 2nd edition. Calcutta.
Chattopadhyaya, Sudhakar 1955. *The Sakas in India*. Santiniketan.
Chattopadhyaya, Sudhakar 1958. *Early History of North India*. Calcutta.
Kosambi, D D 1970. *An Introduction to the Study of Indian History*. Reprint, Delhi.
Lahiri, Bela 1974. *IndigenousStates of Northern India (*circa *200 BC to 320AD)*. Calcutta.
Majumdar, R C, A D Pusalker, and A K Majumdar (ed) 1980. *The Age of Imperial Unity*. The History and Culture of the Indian People 2. Bombay.
Marshall, J H 1975. *Taxila*, 3 vols. Indian Reprint, Delhi.
McCrindle, J W 1896. *Invasion of India by Alexander the Great, as described by Arrian, Q Curtius, Diodoros, Plutarch, and Justin*. New edition, Westminster.
Mookerji, R K 1928. *Asoka*. Gaekwad Lectures. London.
Mookerji, R K 1943. *Chandragupta Maurya and his Times*. Madras.
Narain, A K 1957. *The Indo-Greeks*. Oxford.
Nilakanta Sastri, K A (ed) 1952. *The Age of the Nandas and Mauryas*. Varanasi.
Nilakanta Sastri, K A (ed) 1957. *A Comprehensive History of India* 2. Indian History Congress. Place of publication, not mentioned.
Puri, B N 1965. *Indian under the Kushanas*. Bombay.
Rapson, E J (ed) 1987. *The Cambridge History of India* 1. Indian reprint, Delhi.
Raychaudhuri, H C 1972. *Political History of Ancient India*, from the Accession of Parikshita to the Extinction of the Gupta Dynasty. 7th ed, Calcutta.
Smith, V A 1999. *The Early History of India*. Third revised and enlarged edition. Reprint, New Delhi.

Srivastava, Prashant 2017. *The Successors of the Mauryas (A Political History based on Coins and Inscriptions)*. Delhi.

Tarn, W W 1980. *The Greeks in Bactria and India*. Reprint, New Delhi.

Thapar, Romila 1988. *The Mauryas Revisited*. Calcutta.

Thapar, Romila 1997. Asoka and the Decline of the Mauryas. 2nd edition. Delhi.

Thapar, Romila 2003. *The Penguin History of Early India (From the Origins to AD 1300)*. Penguin.

Thaplyal, K K 2012. *Asoka—The King and the Man*. New Delhi.

SEMESTER II

COURSE CODE –AIH CC(B)- 201: Ancient Indian Economic Organisation
Objectives of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of economic institutions in ancient India;
iii. To critically analyse the evolution of various economic activities and the role of state in it.

UNIT- I

1. Agriculture:
    a. Vedic Age, b. Mauryan age, c. Gupta period
2. Domestication of animals

UNIT- II

1. Industries (from earliest time up to the Gupta period)
    (a) Vedic period
    (b) Mauryan period
    (c) Gupta period
2. Trade and Commerce
    (a) during 6th century B.C.
    (b) during Saka-Satavahana period
    (c) during the Gupta period
    (d) Mode

UNIT- III

1. Ownership of Land
    (a) Individual
(b) Ownership of king
I Collective ownership
2.   Revenue
3.   Taxation

UNIT- IV

1. Feudal Economy (650 A.D.- 1200 A.D.):
    a. Concept, b. Development
2. Slavery:
    a. From earliest times upto Mauryan period
    b. Post Mauryan period

UNIT- V

2. Trade and routes:
    a. during 6th century B. C.
    b. Mauryan period
    c. Saka Satavahana period period
    d. Gupta period

Course Outcome:

The students will be able to understand the development of economic system and set up in its fullest measures in ancient India and will also understand the development of economic policies, rules, processes, trading activities etc.

Suggested Readings:
1. Adya, G.L., Early Indian Economics
2. Gopal, Lallanji, Economic Life of India (600-1200 AD)
3. Maity, S.K., Economic Life in Northern Indin The Gupta Period

COURSE CODE –AIH CC(B) -202: Ancient Indian Polity and Administration- II

Objective of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning of state formation in ancient India;

iii. To critically analyse the evolution of different political ideas and institutions in ancient India.

UNIT- I

1. The Mandala theory
2. The six- fold policy and instruments of diplomacy
3. The Republics of the Buddhist period with special reference to their administration

UNIT- II

1. The Republics in the Mahabharata
2. Kauþilya as a political thinker
3. Municipal administration of the Mauryan period

UNIT- III

1. Manu as a political thinker
2. Central, provincial and judicial administration of the Mauryan period
3. Military Organization of the Mauryan period

UNIT- IV

1. Central and provincial administration of the Gupta period
2. Local administration of the Gupta period
3. Military organization of the Gupta period

UNIT- V

1. Civil services and territorial divisions in the Chola administration
2. Local self Government in the Chola administration
3. Revenue system in the Chola administration

Course Outcome:

The practices and techniques in polity will make students understand the administrative development in its fullest measure in ancient India.

Suggested Reading:
1. Jayaswal, K.P.- Hindu Polity
2. Mookerji, R.K.- Local Government in Ancient India
3. Majumdar, R.C.-Corporate Life in Ancient India
4. Ghoshal, U.N.-Hindu Political Theories
5. Altekar, A.S.-State and Government in Ancient India
6. Saletore, B.A.- Ancient Indian Political Thoughts and Institutions
7. Spellman,J.W.- Political Theory in Ancient India
8. Misra, S.N.- Ancient Indian Republics
9. Pandey, S.L.-Bhartiya Rajsshastrea Praneta (in Hindi)

10. Kautilya- Arthshastra
11. Manu- Manusmriti
12. Kapur, S.N.—Prachin Bhartiya Rajatantra (in Hindi)

COURSE CODE- AIH CC(B)- 203:Historical Geography of Ancient India- II
Objective of the course:
 To develop a critical understanding of the subject through various sources ie. Literary and Epigraphical.

UNIT- I
1. States and tribes described by the Greek and Roman writers in connection with Alexander's invasion of India
2. Ports and other trade centres of eastern coast mentioned in the Periplus of the Erythrrean sea.
UNIT- II
1. Ports and other trade centres of western coast mentioned in the Periplus of the Erythrrean sea.
2. Ports and other trade centres of eastern coast mentioned in Ptolemy's Geography.
UNIT- III
1. Ports and other trade centres of western coast mentioned in Ptolemy's Geography.
2. Description of Madhyadesa as given by Hsuan Hiuentsang
UNIT- IV
1. Description of South India as described by Hiuentsang
2. Geographical date in Nasik prasasti of Vasishthiputra Pulvami

UNIT- V
1. Geograpical data in the:
    a. Junagarh inscription of Rudradaman
    b. Allahabad pillar inscription of Samudragupta

Course Outcome:
The inventing learning make students understand the historical Geographical data in its fullest measure in ancient India.

Suggested Readings:
   1. Agasrwal, V.S.-India as known to Panini
   2. Ali, S.M.-The Geographyu of the Puranas
   3. Cunningham,A.-Ancient Geograhy of India
   4. Law, B.C.-Historical Geography of Ancient India
   5. Majumdar, C.- India as described nby classical writewrs
   6. Puri,B.N.-India in the age of Patanjali
   7. Watters, T.- On Yuan Chawang's Travels in India

Course Code-AIH CC(B)-204 : Sources of Ancient Indian History
Objectives of the Course: i. To develop critical understanding of the students for the various sources of literary, archaeological, epigraphic and numismatics importance, ethnographic and their application in the scientific reconstruction of ancient Indian history; ii. To make students critically understand the different forms of writing traditions of historical importance like biographies, foreign accounts etc. iii. To inspire students into the intricacies involved into pursuing and writing ancient history at higher level.
Unit I
   1. Brahmanical literature—Vedic, sutra, epic, and puranic

2.Buddhist literature

3.Jaina literature

Unit II

1. Histories, with special references to the *Rajatarangini* of Kalhana
1. Biographies, with special reference to the *Harshacharita* of Bana
2. Romantic and folk literature, with special reference to the *Malavikagnimitram* of Kalidasa and *Kathasaritsagara* of Somadeva

Unit III

5. Foreign accounts I—Herodotus and Megasthenes
6. Foreign accounts II—Fa-hien and Hiuen-tsang
7. Foreign accounts III—Alberuni

Unit IV

4. Stone age tools—Their making techniques and probable uses
5. Pottery
6. Monuments

Unit V

4. Inscriptions
5. Coins
6. Seals and sealings

Course Outcome:

The study of the course will inculcate a critical understanding of the various sources of ancient Indian history.

Suggested Reading:
1. Majumdar, R.C.- India as described by classical Writers
2. Watters,T-On Yuan Chawang's Travels in India
3. Macdonell, A.A.-Vedic Mythology
4. Sankalia,S.D.- Stone Age Tools
5. Wheeler, R.E.M. –The Indus Civilization
6. Thaplyal, K.K. and Srivastava, Prashant-Coins of Ancient India
7. Goyal, S.R.-The Coinage of Ancient India
8. Rapson, E.J.- Indian Coins
9. Brown, C.J.-Coins of India
10. Chatterjee, C.D.- Numismatics Data in Pali Literature, Buddhist studies, Chap. XV
11. Pandey, R.B.-Histrorical and Loiterary Inscriptions of Ancient India

COURSE CODE -AIH CC(B)-205: Political History of Ancient India (c. 319 A D -750 A D)

Objectives of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning and evolution of different forms of political systems and kingdoms in ancient India.

UNIT- I

1. Origin of the Guptas
2. Rulers up to Chandragupta I
3. Samudragupta and Kacha
4. Chandragupta II

UNIT- II

1. Kumaragupta I and Skandagupta
2. Successors of Skandagupta
3. The decline of the Guptas

UNIT- III

1. The Hunas

2. The Later Guptas

UNIT- IV
1. The Maukharis
2. The Pushpabhutis
3. Political and Cultural achievements of Harshvardhan
4. The Administration of Harshvardhan

UNIT- V
1. Gauda Kingdom and Shashanka
2. Yashovarman of Kanauj
3. Kashmir
      a. Karkota dynasty
      b. Utpala dynasty
      c. Lohara dynasty

Course Outcome:
This will make students enable to solve problems on basic political conditions prevailing in the then ancient India, about the different kingdoms and the ultimate evolution of the political system.

Recommended Readings :
Agrawal, Ashvini: Rise and Fall of the Imperial Guptas. Delhi. 1989.
Biswas, Atreyi: Political History of the Hunas in India. New Delhi. 1973.
Chattopadhyaya, Sudhakar: Early History of North India. Calcutta. 1958.
Devahuti, D: Harsha—A Political Study. New Delhi. 2001.
Goyal, S R: The Imperial Guptas. Jodhpur. 2005.
Gupta, P L: The Imperial Guptas 1. Varanasi. 1998.
Majumdar, R C, A D Pusalker, and A K Majumdar (ed): The Classical Age. The History and Culture of the Indian People 3. Bombay. 1988.
Majumdar, R C, and K K Dasgupta (ed): A Comprehensive History of India (AD 300 – 985) 3(1). New Delhi. 1981.
Mookerji, R K: The Gupta Empire. 5th ed, Delhi. 1973.
Pires, E A: The Maukharis. Madras. 1934.
Raychaudhuri, H C: Political History of Ancient India, from the Accession of Parîkshita to the Extinction of the Gupta Dynasty. 7th ed, Calcutta. 1972.
Sharma, Brijnath: Harsh and His Times. Varanasi. 1970.
Smith, V A: The Early History of India. Third revised and enlarged edition. New Delhi. 1999.
Stein, M.A.: Kalhana's Rajatarangini: A Chronicle of the Kings of Kashmir-Vol.3, Motilal Banarsidass. 2017.
Thakur, Upendra: The Hûòas in India. Varanasi.
Watters, T: On Yuan Chwang's Travels in India. Edited by T W Rhys Davids and S W Bushell. Reprint, Delhi. 1961.

COURSE CODE- AIH CC(B)-206 : ANCIENT INDIAN CULTURAL EXPANSION IN SRI LANKA, BURMA AND SUVARNADVIPA
Objective of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of Indian Culture and making of Greater India .
Unit I
1. Ceylon
(i) Sources of study
(ii) Aryanisation in Ceylon
(iii) Introduction and development of Buddhism
(iv) Brahmanical Religion
(v) Literature

Unit II

1.Art and Architecture of Sri Lanka

(i) Stupa architecture with special reference to Ruvanveli Dagaba

(ii) Sigiriya paintings

2.Art and Architecture of Burma

(a) Stupa architecture with special reference to Shwezigon Pagoda

(b) Anand Temple

Unit III

1. Burma

(i) Indian settlements

(ii) Introduction and development of Buddhism

(iii) Buddhist Literature of Burma

(iv) Brahmanical religion

UNIT IV

 Suvarnadvipa-I

(a) Colonisation

(b) Social condition

(c) Economic condition

(d) Religious condition

UNIT V

 Suvarnadvipa-II

(i) Indo Javanese literature

(ii) Art and Architecture

(a) Borobudur stupa

(b) Prambanam or Loro – Jonggrang group of temples

(c) Sculptural art

Course Outcome:

The study of the course will make students enable to understand the concept of Greater India.

SUGGESTED READING:

1. Chhabra,B.-Expansion of Indo-Aryan culture

2. Majumdar, R.C.-Champa

3. Majumdar, R.C.-Hindu colonies in the Far East

4. Majumdar, R.C.-Ancient Hindu colonisation in South East Asia

5. Puri, B.N.- Sudur poorva mein Bhartiya samskriti aur uska itihasa (in Hindi)

6. Ray, N.R.-Theravada Buddhism in Burma

7. Brown, P.-Indian Architecture, vol. I

8. Wales,Q-The making of Greater India

9. Mendis, G.C.- The Early History of Ceylon

10. Ray,H.C.- History of Ceyoon(2 vols)

11. Kapur,S.N.-Sri Lanka mein Hindu Dharma (in Hindi)

SEMESTERIII

Course Code –AIH CC(B) -301 : Religions in Ancient India -I

Objective of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning and spread of religion in ancient India;

   iii. To critically analyse the evolution of various traditions, institutions and the   role of state in it.

Unit I

1. Sources of the religious history of ancient India
2. Religion of Harappan culture
3. Legacy of Harappan religion to Brahmanism/Hinduism

Unit II

1. Vedic religion I—Classification of Rigvedic deities

2. Vedic religion II—Salient features of vedic deities
3. Vedic religion III—Rituals, *yajnas*
4. Vedic religion IV—Religion and philosophy of the Upanishads

Unit III

1. Jainism I—Antiquity
2. Jainism II—Parsvanatha and his teachings
3. Jainism III—Life and teachings of Varddhamana Mahavira
4. Jainism IV—Digambara and Svetambara sects
5. Jainism V—Causes of the decline of Jainism

Unit IV

1. Buddhism I—Life and teachings of the Buddha
2. Buddhism II—Development : Hinayana, Mahayana, Tantrayana
3. Buddhism III—The Four Buddhist Councils
4. Buddhism IV—Causes of the decline of Buddhism in India

Unit V

1. Other heretical teachers I—Mamkhaliputta Gosala and Ajivikism
2. Other heretical teachers II—Ajita Kesakambalin and Pakudha Kachchayana
3. Other heretical teachers III—Purana Kassapa and Samjaya Belatthiputta

Course Outcome:
The students will be intimate with the development of religion in ancient India.

Suggested readings :

Agrawala, V S 1970. *Ancient Indian Folk Cults*. Varanasi.
Barton, George A 1990. *The Religions of the World*. Reprint, New Delhi.
Chakravarti, Mahadev 1994. *The Concept of Rudra-Siva through the Ages*. Delhi.
Coomaraswamy, A K 2003. *Buddha and the Gospel of Buddhism*. Reprint, New Delhi.
Foucher, Alfred 2003. *The Life of the Buddha, according to the Ancient Texts and Monuments of India*.
    Reprint, New Delhi.
Goyal, S R 1984. *A Religious History of Ancient India* 1. Meerut.
Griswold, H D 1999. *The Religion of the Rigevda*. Reprint, Delhi.
Hillebrandt, Alfred 1999. *Vedic Mythology*. Translated from the original German, *Vedische Mythologie*
    (2nd revised edition, Breslau, 1927, 1929), by S R Sarma, 2 vols. Reprint, Delhi.
Hopkins, E W 1902. *Religions of India*. London.
Jain, J C 1984. *Life in Ancient India, as Depicted in the Jaina Canon and Commentaries*. 2nd ed, New
    Delhi.
Keith, A B 1925. *The Religion and Philosophy of the Veda and Upanishads*, 2 parts. Harvard Oriental
    Series 31-32. Cambridge, Massachusetts.
Macdonell, A A 1897. *Vedic Mythology*. Strassbourg.
Wilkins, W J 2006. *Hindu Mythology : Vedic and Purᴵòic*. Indian reprint, New Delhi.

COURSE CODE –AIH CC(B)-302: Ancient Indian Monuments in their Historical bearing- I
Course Objectives: Students will be introduced to emergence and development of art traditions upto thirteenth century C.E. Monuments will be studied in their cultural context**.**

UNIT- I

1. Lauria Nandangarh: Burial mounds only
2. Monuments of Paþaliputra:
    a. Bulandibagh – Defence walls

b. Kumrahara – Pillared hall

UNIT- II

1. Monuments of Rajagriha:
    a. Cyclopean walls, b. Pippal Stone House
    c. Saptaparni cave, d. Maniyar Math
    e. Sonbhandar caves, f. Stupa of Ajatasatru/ Asoka
    g. Venuvana and Karanda tank, h. New Rajagriha
    i. Mango groove of Jivaka, j. Bimbisara road and Bimbisara jail, k. Ranabhumi

UNIT- III

1. Monuments of Nalanda
    a. Temples- Main temple site no. 3, temple site no. 2,12, 13 and 14.
    b. Mahaviharas – Monastery site # 1,1A.1B, 4, 5, 6, 7, 8, 9, 10 and 11

UNIT- IV

1. Sarnath: Its history and monuments
    a. Asokan Lion Capital Pillar
    b. Stupas: Dharmarajika, Dhamekha, Chaukhandi
    c. Viharas: Dharmachakrajina (Kumaradevî vihara), 2, 3, 4, 5, 6, 7.
    d. Main temple

UNIT- V

Sravasti:
a.   Historical background
b.   Monuments of Jetavana (Saheth)- temples and monasteries (1,2,3,11,12,19, F, G), Stupas (5, 17, 18, H), bodhi tree
c.   Sravasti city (Maheth)- City walland gates, kachchi kuti, pakki kuti, temples of Shobhanath

Course Outcome:
The students will be familiar with the monuments in their religious, regional and stylistic context. The students will also be able to prepare the plans of the monuments.

Suggested Reading:
    1.   Ann. Report Arch. Surv. of India 1904-05; 1906-07; 1935-36; 1936-   37;1913- 15; 1915-16; 1919-20;1920-21;1913-14;1914-15;1907-08; Memoirs of the Arch. Surv. of India No. 58, 61; Arch, Surv. of India- Antiquities of Bihar and Orissa;
    2. Sahni, D.R.- Catgalogue of the Museum of Archaedology at Sarnath
    3. Ghosh, A., Nalanda

COURSE CODE -AIH EL(B) -301(A)**: Ancient Indian Cultural Expansion in China and Tibet**
Objective of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of Indian Culture and making of Greater India .

UNIT- I

    a. Indo- Chinese contacts – land and sea routes connecting India and China
    b. Introduction of Buddhism into China – Contribution of central   Asian monks

    7.   Introduction of Buddhism into China- Contribution of Indian monks

UNIT- II

1.   Chinese travels in Ancient India with special reference to Fa-hien and Huientsang
2.   Chinese travelers in Ancient India with secial refverence to I-tsing
3.   Buddhism in China in different sects and schools

UNIT- III

1. Buddhist literature in China
2. Art centres of China-Indian influence
3. Geographical features of Tibet

UNIT- IV

1. Introduction of Buddhism in Tibet
2. Development of Buddhism in Tibet
3. Indian monks in Tibet

UNIT- V

1. Tibetan monks in India
2. Art of Tibet
3. Indian influence of Aret in Tibet

Course Outcome:
The study of the course will make students enable to understand the concept of Greater India.

Suggested Reading:
1. Bagchi, P.C.-India and China
2. Chose Hsiang- Indo-Chinese relations
3. Hackin, J;-Studies in Chinese Art and some other influence

COURSE CODE –AIH EL (B)-301(b) - ANCIENT INDIAN SCULPTURE

Course Objectives: Students will be introduced to emergence and development of Sculptural art traditions upto early medieval period.

UNIT I

Indus Valley Sculpture, Mauryan Sculpture, Shunga - Satavahana (Sanchi and Amaravati),

UNIT II

Kushana (Mathura, and Gandhara), Gupta (Sarnath and Mathura),

UNIT III

Medieval Indian Sculpture - main schools and characteristic features : Pratihara, Pala-Sena,,Chandella, Chahamana,Paramara

UNIT IV

Pala,Pallava, Chola Bronzes

UNIT V

Terracotta: Indus Valley, Maurya, Shunga, Kushana, and Gupta.

Course Outcome:

The students will be familiar with the sculptures in their religious, regional and stylistic context.

Reading List :

Kramrisch, Stella	Indian Sculpture
Saraswati, S. K.	A Survey of Indian Sculpture
Agrawala, V. S.	Indian Art (Vol. 1) also Hindi Version
	Gupta Art
Coomaraswamy, A. K.	History of Indian and Indonesian Art
Rowland, Benjamin	Art and Architecture of India
Sivaramamurti, C.	South Indian Bronzes
Kala, S. C.	Prachina Bharatiya Mrittika Kala
Misra, R. N.	Bharatiya Murtikala
Tiwari, M.N.P.and Giri, Kamal	Madhyakalina Bharatiya Murtikala
Chandra, Pramod	The Sculpture of India-3000 B.C. to 1300 AD.
Dhavalikar, M. K	Masterpieces of Indian Terracottas

COURSE CODE –AIH EL(B)-302: Ancient Indian Cultural Cultural Contacts with Afghanistan & Central Asia

Objective of the course:

i. To develop a critical understanding of the subject;

ii. To know the beginning and spread of Indian Culture and making of Greater India .

UNIT- I

a. Topography of Ancient Afghanistan

b. Afghanistan- a part of Indian Civilisation from Harappan to Gupta period

c. Buddhism in Afghanistan

d. Buddhist Art in Afghanistan

UNIT –II

a. Indian Cultural centres in Afghanistan

b. Brahmanical religion in Afghanistan

c. Brahmanical art in Afghanistan

UNIT- III

a. Geographical features of Central Asia

b. Trade route connections between India and Central Asia

c. Main centres of Indian Culture in Central Asia with particular reference to Khotan, Kuchi, and Miran

d. Buddhism in Central Asia

UNIT- IV

(i) Brahmanical religion in Central Asia
(ii) Art of Central Asia
8. Historical Importance of Kharoshthi Inscriptions

UNIT- V

1. Social life of Central Asia as gleaned from the
    Kharoshthi Inscription
2   Economic life of Central asia as gleaned from the   Kharoshthi   Inscription
3. Religious life of Central Asia as gleaned from the Kharoshthi   Inscriptions

Course Outcome:
  The study of the course will make students enable to understand the concept of Greater India

Suggested Readings:
  1. Chatterji, N.P.-India and Central Asia
  2. Chakraborty, N.P.- India and Central Asia
3. Choshal, U.N.-Ancient Indian Culture in Afghanistan

AIH IN(B) – INTERNSHIP

SEMESTER IV

Course Code -AIH CC(B)-401 : Religions in Ancient India- II
Objective of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and spread of religion in ancient India;
iii. To critically analyse the evolution of various traditions, institutions and the role of state in it.
Unit I
  1. Vaishnavism I—Origin and development
  2. Vaishnavism II—Origin and development of the Pancharatra sect
  3. Vaishnavism III—Origin and development of Bhagavatism
  4. Vaishnavism IV—*Avataravada* and its development in Vaishnavism
Unit II
1. Saivism I—Origin and development
2. Saivism II—Short accounts of Pasupata sect
3. Saivism III—Short accounts of Kapalika and Kalamukha sects
4. Saivism IV—Short accounts of Kasmiri Saiva and Lingayata sects
Unit III
1. Sakti worship—Origin, antiquity, and development
2. Ganapati worship—Origin, antiquity, and development
3. Sun-worship—Origin, antiquity, development, and foreign influence
Unit IV
1. Worship of Karttikeya
2. Cult of yaksha/yakshi
3. Cult of naga
4. Intersect relations in ancient India
Unit V
1. Zoroastrianism in ancient India
2. Greek religion in ancient India
3. Christianity in ancient India
4. Islam in ancient India

Course Outcome:

The students will be intimate with the development of religion in ancient India.

Suggested Reading :

Agrawala, V S 1970. *Ancient Indian Folk Cults*. Varanasi.

Banerjea, J N 1968. *Religion in Art and Archaeology*. R K Mookerji Endowment Lectures, University of Lucknow, 1961-1962. Lucknow.

Barton, George A 1990. *The Religions of the World*. Reprint, New Delhi.

Bhandarkar, R G 1928. *Vaishnavism, Saivism and Some Minor Religious Systems*. Poona.

Bhattacharji, Sukumari 1970. *The Indian Theogony*. Cambridge.

Chakravarti, Mahadev 1994. *The Concept of Rudra-Siva through the Ages*. Delhi.

Gonda, Jan 1993. *Aspects of Early Visnuism*. Reprint, Delhi.

Goyal, S R 1986. *A Religious History of Ancient India* 2. Meerut.

Hopkins, E W 1902. *Religions of India*. London.

Hopkins, E W 1915. *Epic Mythology*. Strassburg.

Jaiswal, Suvira 1981. *The Origin and Development of Vaisnavism*. New Delhi.

Wilkins, W J 2006. *Hindu Mythology : Vedic and Puranic*. Indian reprint, New Delhi.

Yaduvanshi 1988. *Saivamata* (Hindi). Patna.

COURSE CODE-AIH EL(B)-401: Ancient Indian Monuments in their Historical Bearing –II
Course Objectives: Students will be introduced to emergence and development of art traditions upto thirteenth century C.E. Monuments will be studied in their cultural context.

UNIT- I

1. Taxila:
   a. Dharmarajika stupa, b. Bhir mound
   c. Sirkup, d. Sirsukh, e. Jandial temple
2. Ellora – architectural features of Kailasha temple

UNIT- II

1. Sanchi:
   a. Stupas- Great Stupa ie. *'Mahastupa'* (stupa no. 1), stupa no. 2, 3
   b. Asokan Lion Capital Pillar
   c. Mauryan vihara (monastery # 51)
   d. Temples- No. 17, 18, 45.

UNIT- III

1. Bharhut- themes on the 54anels of the railing of the stupa
   a. historical scenes, b. events of the Buddhas life
   c. Jataka tales, d. humourous scenes
   e. socio-economic life known through depictions

UNIT- IV

1. Ajanta: paintings only-
   a. date, b. technique, c. themes,
   d. narration (cave # 9,10,1,2,16 & 17)

UNIT- V

Nagarjunakonda
Historical Monuments
(a) The historical background
(b) The citadel of the lkshvakus
(c) Residential huses and other secuar emains
(d) Brahmanical Temples
(e) Buddhist establishments
Course Outcome:

The students will be familiar with the monuments in their religious, regional and stylistic context. Students will be able to prepare plans of the monuments.

Suggested Readings:
1. Ann. Rep. Arch Surv. of India 1902-03, 1913-14
2. Arch. Surv, Western India (no. 9)
3. Memoirs of the Arch. Surv. of India no. 7
4. Chanda, R.P., Catalogue of the Museum of Archaeology at Sanchi,   Bhopal state
5. Cunningham, A-Bharhut Styupa
6. Barua, B.M.-Bharhut (3 vols.)
7. Fergusson and Burgess- The Cave Temples of India
8. Burgess-Notes son Rock-cut Temples of Ajanta
             -Ellora Cave Temples
        -Rock Temples of Ellora

Course Code -AIH EL(B)- 402(a) : Research Methodology

*Course Objectives***:** To understand and analyze: 1. The reasons for studying history 2. The nature of the historical discipline, its development and scope 3. Issues in historiography, past and present 4. A sample of different historians and their ideas/writings 5. Issues affecting the future of the discipline of history

Unit I
4. Fundamental of research—Its importance and scope (02 lectures)
5. Identification of historical problems (02 lectures)
6. Formulation of the hypothesis (02 lectures)

Unit II
4. Data Collection I—The use of libraries and manuscripts (02 lectures)
5. Data Collection II—Field analysis, photography, laboratory work (02 lectures)
6. Use of archaeological sources (03 lectures)

Unit III
4. The taking of notes (02 lectures)
5. Data processing—Analytical and other scientific methods (02 lectures)
6. Data processing—Correlations (01 lecture)

Unit IV
4. Documentation I—Footnotes and endnotes; quotations and citations (03 lectures)
5. Documentation II—Diacritical marks (02 lectures)
6. Documentation III—Bibliography and its significance (02 lectures)

Unit V
5. Introduction to computers (01 lecture)
6. Windows Operating Systems—File management, Menu bar, tool bar (02 lectures)
7. MS Word and MS PowerPoint (02 lectures)
8. Use to Internet for research in history (02 lectures)

Course Outcome:
The students will develop skills: 1. The ability to research and write a major historical research paper 2. The ability to work with primary and secondary sources and conduct research 3. The ability to create a thesis and support it with evidence 4. The ability to articulate issues, listen, and respond to ideas in a discussion format 5. The ability to organize and present an oral presentation.

Suggested Reading :
1.E.H. Carr. What is History? Harmondsworth: Penguin, 1987. ISBN 0- 14-013584-7
2. G.R. Elton. The Practice of History. Hammersmith: Fontana, 1969. ISBN ISBN 0-00686133-4
3.John Tosh. The Pursuit of History. Fifth ed. London, New York, etc.: Longman, Pearson Education Ltd., 2010. ISBN: 978-0-582-89412-9
4. Arthur Marwick : New Nature of History
5. J. Coben and E. Nagel: Introduction to Logic and Scientific Method

6. Patrick Gardiner: Nature of Historical Explanation
7 Richard Evans: In Defence of History
8. J.Le Goff and P. Nora (Eds): Constructing the past: Essays in Historical Methodology
9. L. Marshak: Nature of Historical Enquiry
10. Peter Bsurke: New Perspectives in Historical Writing
11. B. Tuchman: Practising History
12. J. Vansina: the Oral Tradition: an Introduction to Historical Methodology.

Course Code -AIH EL(B)-402(b): Political history of Early Medieval India
Objectives of the course:
i. To develop a critical understanding of the subject;
ii. To know the beginning and evolution of different forms of political systems and kingdoms in ancient India.

UNIT- I

1.   Origin of Gurjara Pratiharas
2.   Achievement of Pratihara rulers
3.   Downfall of Gurjara Pratiharas

UNIT- II

1. Chandellas upto Yasovarman
2. Dhanga and Vidyadhara
3. Conflict of Chandellas with Muslim invaders

UNIT- III

1. Origin of the Rajaputs
2. Chahamanas of Sakambharî up to Vigraharaja IV
3. Prithviraja III

UNIT- IV

1. Paramaras: a. from Upendraraja to Siyaka II
2. Munja and Sindhuraja
3. Bhoja and his successors

UNIT- V

1. Rashtrakutas
2. Rashtrakuta Administration
3. The Role of the Rashtrakutas in the tripartite struggle

Course Outcome:
This will make students enable to solve problems on basic political conditions prevailing in the then ancient India, about the different kingdoms and the ultimate evolution of the political system.

Suggested readings:
1. Banerjee, R.D.-Palas of Bengal
2. Bhatia, Pratipal-The Paramaras
3. Bose, N.S.-History of the Chandellas
4. Ganguly, D.C.- History of the Parmara Dynasty
5. Mishra, K.C.-Chandella aur unka Kal
6. Mishra V.B.- The History of the Gurjara Pratiharas
7. Munsi, K.M.-The Glory that was Gurjaradesa
8. Pandey, V.C.-A New History of Ancvient India
9. Puri, B.N.-The History of Gurjara Pratiharas
10. Majumdar, R.C.-History of Bengal

11. Ray, H.C.-Dynastic History of North ern India, 2 Vols.
12. Sharma, Dasharath- Early Chauhan Dynasties

Course Code-AIH EL(B)-402(c): Temple Architecture
Objectives of the course:
i. To understand the process of the evolution of Indian Temple architecture.
ii. To know the origin, features, styles, buildings, art etc. in Indian context.

UNIT I

 1. Symbolism of Hindu Temple
 2. Styles of Temple Architecture: Nagara, Besara, Dravida
 3. Origin and development of Temple Architecture upto Gupta period with special reference to Temple
no. 17 at Sanchi, Parvati temple at Nachana kuthara, Siva temple at Bhumra.

UNIT II

1. Gupta Temple Architecture II:
              a.Dashavatara temple at Deogarh,
               b.Brick temple at Bhitargaon
 2.Chalukyan Temples: a. Ladakhan & Durga temple at Aihol,
                        b. Papanatha &Virupaksha temple at Pattadkal,
3. Pratihara Temple with special reference to Osian, Rajasthan

UNIT III

1. Solanki Temple with special reference to Sun Temple at Modhera
 2.Chandella Temple with special reference to Kandaria Mahadeo at Khajuraho
  3.Eastern Gangas Temples of Orissa group with special reference to Rajarani Temple, Lingaraja Temple
at Bhubaneshwar and Sun Temple at Konark.

UNIT IV

     Pallava Temples :
      i. Mahendra Style : Mandapas
    ii Mamalla Style : Mandapas and Monolithic Rathas
    iii Rajasimha Style : Structural Temples with special reference to Shore temple at Mahabalipuram,
    iv.Kailashanatha Temple
     v. Nandivarman Style : Mukteshvara temple at Kanchi

UNIT V

1.Later Chalukyan or Hoyasala temples:
        i.Kesava temple at Somanathpur Mysore,
              ii.Channakesava temple at Belur, Mysore
  2. Hoyasalesvara Temple at Halebid, Mysore
  3. Chola Temples with special reference to Brihadiswara Temple at Tanjore
Course Outcome:
The study of the course will acquaint students with the growth, features, styles and regional variations in
the field of Indian Temple architecture.

Suggested reading:
 1. Kramrisch, S.- Hindu Temple
2. Brown, Percy- Indian Architecture, Vol. I
 3. Gangoli, O.C.- Indian Architecture
4. Havell, E.B.- Handbook of Indian Art
5. Acharya, P.K.- Indian Architecture
6. Rowland, B.- The Art and Architecture of India

7. Zimmer, H.- The Art of India and Asia
8. Longhurst, A.H.- Pallava Arechitecture (M.A.S. I No. 17 & 33)
9. Agarwal, V.S.- Indian Art – Bhartiya Kala (in Hindi)
10. Krishnadeva- Temples of North India
11. Srivivasan K.R.- Temples of South India
12. Panja, Shobhit- Great Monuments of India
13. Krishnadeva- Temples of Khajuraho (2 Vols.)
14. Dhaky, M.A. (Ed.)- Indian Temple Architecture (North and South India) 15. Burgess, J. & Fergusson- The Cave Temples of India

AIH MT(B)
MASTER THESIS

    During the IV Semester, the students shall undertake a Master Thesis work on a topic of Ancient Indian History & Archaeology. The topic of thesis shall be assigned to the students in the beginning of the Third Semester. They would be allotted a project and attached to a Faculty Member in the Department who would act as their Supervisor.

    The students shall remain in contact with their Supervisor, for day-to-day progress of the work done by them. During the course of completion of the thesis work, the student may be required to complete various assignments given to them by their respective Supervisor, for the purpose of evaluation.

The students will be required to submit the thesis by the date specified to them in the Fourth Semester. This will be followed by a Presentation before panel of Examiner(s) for the purpose of evaluation.

The Master thesis shall be of 200 Marks out of which 100 Marks will be evaluated by supervisor on the basis of submitted Work (Thesis), 50 Marks for the Multimedia Presentation followed by 50 Marks for Viva-voce Examination evaluated by panel of examiners. This shall carry 08 credits.

SEMESTER I (GROUP A & B)

VALUE ADDED COURSE (CREDITED)

COURSE CODE : AIH VC-101: Harappa/Indus-Sarasvati and Vedic Cultures
Objective of the course:
i. To know the cultural-regional identities as expressed in the ancient texts and through excavations - explorations .
ii. To know about the historical contexts in which cultures grew.

Unit-I
Harappa/Indus-Sarasvati Cultures-I
 1. Origin
 2. Date and authors
 3. Extent

Unit-II
Harappa/Indus-Sarasvati Cultures-II
 1. Town planning
 2. Architecture
 3. Sculpture and seals

Unit-III
Harappa/Indus-Sarasvati Cultures-III
 1. Socio-Economic life
 2. Religion

3. Decline and devolution

Unit-IV

Vedic Culture-I
1. Vedic Corpus
2. The 'Aryan' Problem
3. Vedic Geography

Unit-V

Vedic Culture-II
1. Social life
2. Economic life
3. Religious life

Course Outcome:

The study of the course will be communicating a discourse in the nomenclature regarding Harappan/Indus-Sarasvati and Vedic cultures.

Suggested Readings:

Agarwal, D P 1982. *Archaeology of India*. New Delhi.

Agarwal, D P and J S Kharakwal 2003. *Bronze Age and Iron Age in South Asia*. New Delhi.

Allchin, B, and F R Allchin 1983. *The Rise of Civilization in India and Pakistan*. New Delhi.

Asthana, Shashi 1985. *Pre-Harappan Cultures of India and the Borderlands*. New Delhi.

Bhattacharya, D K 1991. *An Outline of Indian Prehistory*.

Chakrabarti, D K 2006. *The Oxford Companion to Indian Archaeology*. New Delhi.

Chakrabarati, D K 2009. *India—An Archaeological History : Palaeolithic Beginnings to Early History Foundation*.

Childe, V Gordon 1951. *Man Makes Himself*. New York.

Dhavalikar, M K 1997. *Indian Proto-history*. New Delhi.

Ghosh, A (ed) 1989. *An Encyclopaedia of Indian Archaeology*, Vols I and II (relevant portions). New Delhi.

Gonda, Jan 1975. *Vedic Literature*. Wiesbaden.

Habib, Irfan 2001. *A People's History*, Vol. 1 : Prehistory.

Habib, Irfan 2002. *A People's History*, Vol. 2 : Indus Civilization : Including Other Copper Age Cultures and the History of Language Change till 155 BC.

Issac, G L 1989. *The Archaeology of Human Origins*. Cambridge.

Jain, V K 2006. *Pre and Protohistory of India*. New Delhi.

Lal, B B 1998. *New Light on the Indus Civilization*. New Delhi.

Marshall, J 1983. *Mohenjo-daro and the Indus Civilization*. Delhi-Varanasi.

Possehl, Gregory (ed) 1979. *Ancient Cities of the Indus*. Delhi.

Possehl, Gregory (ed) 1982. *Harappan Civilization*. Delhi.

Rao, S R 1985. *Lothal : A Harappan Port Town—1955-1962*. New Delhi.

Sankalia, H D 1974. *Pre and Protohistory of Indian and Pakistan*. Pune.

SEMESTER II (GROUP A & B)

VALUE ADDED COURSE (NON-CREDITED)

COURSE CODE- AIH VNC-201: TOURISM IN INDIA WITH SPECIAL REFERENCE TO ANCIENT INDIA
COURSE OBJECTIVE :
A student with a strong sense of history and a very strong historical background is best suited to the field of tourism. The job prospects for the students of history are greater compared to others with not so similar a background.

UNIT I:
Tourism: concepts, definitions and historical development. Types of tourists: tourist, traveler, excursionists; Forms of tourism

UNIT II
Performing arts of India, Classical dances and dance styles, centres of learning and performance, Indian folk dances. Music and musical instruments, Different schools of Indian music, status of vocal and instrumental music. Indian folk culture, folk custom and costumes, folk-lore and legends.

UNIT III
Popular religious shrines/centres Hindu, Buddhist, Jain, -Sanchi Sarnath Kushinagar Rajgir, Sravasti, Puri, Konark, Dilwara, Kajuraho, Deogarh, Ellora, Ajanta

UNIT IV
Handicrafts of India as a potential tourist resource, fairs and festivals: social religious and commercial fairs, festivals: promotional (tourism) fairs, viz kite festival, white water festival, boat race, beach festival, food festival.

UNIT V
Architectural Heritage of India; Glimpses of India's architectural styles adopted over the ages, historical monuments of touristic significance – ancient, medieval and modern, their spatial and regional dimensions, important historical/archaeological sites, museums, art galleries and libraries, their location and characteristics

Course Outcome:
TOURISM IN INDIA as an elective paper will acquaint
the students to know the basics of tourism and will enthuse their interests in the tourism industry.

SUGGESTED READING:
1. Brown Percy, Indian Architecture (Buddhist and Hindu), Bombay.
2. Brown Percy, Indian Architecture (Islamic period), Bombay.
 3. Davies, Philip, Monuments of India, Vol. II.,London.
4. Dixit, M and Sheela, C. (2001), Tourism Products , New Royal Book.
5. Dr.I.C.Gupta and Dr.S.Kasbekar,Tourism products of India.
6. Gupta, SP, Lal, K, Bhattacharya, M. (2002) Cultural Tourism in India, DK Print.
7. Manoj Dixit, Charu Sheela (2006),Tourism Products, New Royal books
 8. Michell, George, Monuments of India, Vol. 1. London.
9. Mitra, Devla, Buddhist Architecture, Calcutta.
10. Sati V.P (2001), Tourism Development in India, Pointer Publications,Jaipur.
11. Singh Anand (2005), Tourism in Ancient India, Serials Publications, New Delhi.
12. Sinha R.K (2003), Growth and Development of Modern Tourism, Dominant Publishers, New Delhi
13. Robinet Jacob etal (2012), Tourism Products of India, Abhijeeth Publications, New Delhi.

SEMESTER III

INTERDEPARTMENTAL COURSE

Course Code: AIH IER-301: Philosophical development in Ancient India
Objective of the course:
i. To know the history of ancient Indian knowledge system.
ii. To know about the growth of ancient Indian philosophy.

iii. To understand the relation between the two and the beginning of a thinking tradition in ancient India.

Unit - I

1. **Introduction:** Nature and Scope of Philosophy, ,Common characteristics of Indian Philosophy,Classification of Indian Philosophical Schools : Āstika and Nāstika
2. **Vedic Age:** Philosophical development upto Aranyakas
3. **Philosophy of the Upnishad**

Unit-2

1. **Non-Buddhist and Non-Jain Philosophical sects of the Sixth-Fifth Century B.C.:**
   a.Puran Kassapa
   b.Pakudh Kachchayan
   c.Sanjai Beltthiputta
   d.Ajit keshkambalin
   e.Charvakas
2. **Makkhali Gosaala**: Philosophy of the Aajeevika Sect

Unit-3

Jain Philosophy:
a.Saptbhanginaya
b.Theory of Moksha: Bondage and Liberation
c.Triratna concept
Theory of Knowledge: Syaadvaad
Jain Ethics: Path of Salvation

Unit-4

Buddhist Philosophy:
a.The four Noble Truths(Arya satya)
b.The Doctrines Of kshanikvad and Anityavad
c.The doctrine of No-Self
d.Atheis

Unit-5

1. **Philosopy of Bhagvadgita**
2. **Vedant Philosophy:**
   a.Advaita of Shankaracharya
   b.Vishishtadvita of Ramanujacharya

Course Outcome:
The ancient treasure of Indian wisdom through their religion and philosophy will inculcate knowledge effectively.

Suggested Readings

1. Outlines of Indian Philosophy   : M.Hiriyanna
2. A Critical Survey of Indian Philosophy   : C.D. Sharma
3. An Introduction to Indian Philosophy   : D.M.Dutta & S.C. Chatterjee.
4. Classical Indian Philosophy   : J.N. Mohanty
5. Indian Philosophy (Vol. I & II)   : S. Radhakrishnan
6. Bhartiya Darshan: Āalochan evam anusheelan: C.D. Sharma
7. Bhartiya Darshan   : Dutta & Chatterjee
8. Bhartiya Darshan ka Sarvekshana   : S.L. Pandey
9. Spirit of Indian Philosophy   : N.V. Banerjee
10. Essentials of Indian Philosophy   : J. N. Sinha
11. Indian Philosophy (Vol. I& II)   : S. Radhakrishanan
12. Structural Depths of Indian Thought   : P.T. Raju
13. History of Indian Philosophy   : S. N. Dasgupta
    भारतीय दर्शन का परिचय   ..   दत्त एवं चटजी
    भारतीय दर्शन   .   एन0 के0 देवराज

भारतीय दर्शन का अनुशीलन . सी0 डी0 शर्मा
भारतीय दर्शन . उमेश मिश्र
भारतीय दर्शन . एस0 राधाकृष्णन्
भारतीय दर्शन का इतिहास एस0 एन0 दासगुप्ता

SEMESTER IV

INTRADEPARTMENTAL COURSE

Course Code : AIH IRA-401—Mythologies of the Ancient World

Objective of the course:
Through readings in classical and modern sources, we will explore how versions of myth cohere and contradict, how different societies adapt myth to express their own meaning. The course will focus on several mythological figures and their stories We will discuss myths about these figures with the following questions in mind. What is the point of revisionist myth-making? Where does myth support traditional values and how can it operate as a vehicle of change?

Unit I
1. Brahmanical mythology I : Introduction
2. Brahmanical mythology II : Gods of the Siva Group—Varuna, Yama, and Rudra-Siva
3. Brahmanical mythology III : Gods of the Vishnu Group—The Adityas, the Asvins, Indra, and Vishnu
4. Brahmanical mythology IV : Prajapati and Brahman

Unit II
1. Greek mythology I : Introduction
2. Greek mythology II : The Titans
3. Greek mythology III : The Olympians
4. Greek mythology IV : Herakles

Unit III
1. Zoroastrian mythology I : Introduction
2. Zoroastrian mythology II : Ahuramazda
3. Zoroastrian mythology III : Ameshaspentas and Yazatas
4. Zoroastrian mythology IV : Angramainyu, the Daeva, and the Druj

Unit IV
1. Sumerian mythology I : Introduction
2. Sumerian mythology II : Origins—Enlil and Ninlil
3. Sumerian mythology III : Enki, Inanna, and Ninhursag
4. Sumerian mythology IV : The Deluge

Unit V
1. Norse mythology : Introduction
2. Norse mythology II : Æsir and Vanir
3. Norse mythology III : Odin, Thor, and Frey
4. Norse mythology IV : Balder and Loki

Course Outcome :
The students will have an opportunity to analyze both myths comparatively and to impart their own modern re-tellings of a myth.

Suggested Readings:

Colum, Padric 1959. *Myths of the World*. New York.
Eliot, Alexander 1976. *Myths*. New York.
Encyclopedia of World Mythology. New York. 1975.
Kaster, Joseph 1964. *Putnam's Concise Mythological Dictionary*. New York.
Kramer, Samuel Noah 196 . *Mythologies of the Ancient World*. Garden City, NY.
Larousse World Mythology. New York. 1965.
Parker, Derek, and Julia Parker 1976. *The Immortals*. London.
Robinson, H S, and Wilson, Knox 1976. *Myths and Legends of All Nations*. Totowa, NJ.
Shapiro, Max S, and Rhoda A Hendricks 1979. *Mythologies of the World : A Concise Encyclopedia*.
    Garden City, NY.
Sproul, Barbara C 1979. *Primal Myths : Creating the World*. New York.

(kindly provide Course objectives, Course outcomes, Course outlines split into five units and References separately for each course)