



Department of Ancient History, Culture and Archaeology

PROGRAMME MA (**ANCIENT HISTORY, CULTURE AND ARCHAEOLOGY**)

Session: 2024-2025 Onwards

- Programme Structure
- Programme Outcomes (POs)
- Course Outcomes (COs)
- Detailed Syllabus (Course Contents)

<u>Syllabus Committee</u>		
Prof. Raj Kumar Gupta	Head of the Department,	Department of Ancient History, Culture and Archaeology, PRSU, Prayagraj
Dr. Manoj Kumar Verma	Assistant Professor,	Department of Ancient History, Culture and Archaeology, PRSU, Prayagraj
Dr. Prashant Singh	Assistant Professor,	Department of Ancient History, Culture and Archaeology, PRSU, Prayagraj

Approved by BoS on 24-June-2024 and Academic Council on 24-June-2024

COURSE STRUCTURE WITH CREDITS DISTRIBUTION

(2024-2025 onwards)

MA Ancient History, Culture and Archaeology

UG SEMESTER-VII/PG SEMESTER-I

Course Code		Course Name	Maximum Credits(20)	MM:100 Marks	
				CIE	ETE
A150701T	Core	Political History of Ancient India (from 6th Century B.C. to C. 319 A.D.)	4 Credits	25	75
A150702T	Core	Aspects of Ancient Indian Culture	4 Credits	25	75
A150703T	Core	Indian Paleography	4 Credits	25	75
A150704T	Core	Historiography and Research Methodology	4 Credits	25	75
A150705T	Discipline Centric Elective (Select any one)	Archaeological Theories, Methods and Techniques	4 Credits	25	75
A150706T		Heritage Management and Conservation		25	75

Continuous Internal Evaluation (CIE) (Semester-I)		
Sessional Test/Exam	Tentative Test Schedule	Maximum Marks (MM-25 Marks)
Int. Test-1*	Third week of September	12.5 Marks
Int. Test-2*	Third week of October	12.5 Marks
Int. Test-3*	Third week of November <i>*At least two tests are mandatory to participate in the main examination and the best of the two test's marks will be posted in the grade sheet.</i>	12.5 Marks
End Semester	First/Second Week of December	-

Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

UG SEMESTER-VIII (for Four Year Undergraduate Programme who obtained 75% or above 75% Marks)/ PG SEMESTER- II (for Two Year Post Graduate Programme- lateral entry)

Course Code		Course Name	Maximum Credits(20)	MM:100 Marks	
				CIE	ETE
A150801T	Core	Political History of Ancient India (from A.D. 319. to 550 A.D.)	4 Credits	25	75
A150802T	Core	Indian Numismatics	4 Credits	25	75
A150803R	Research Project	Research Project	12 Credits	-	100

Note: In Semester VII, each student will be assigned a title and a supervisor for their Research Project.

or

UG SEMESTER-VIII (for Four Year Undergraduate Programme who obtained below 75% Marks)/ PG SEMESTER- II (for Two Year Post Graduate Programme- lateral entry)

Course Code		Course Name	Maximum Credits(20)	MM:100 Marks	
				CIE	ETE
A150801T	Core	Political History of Ancient India (from A.D. 319. to 550 A.D.)	4 Credits	25	75
A150802T	Core	Indian Numismatics	4 Credits	25	75
A150803T	Discipline Centric Elective (select any one)	Indian Pre-History: Paleolithic Culture	4 Credits	25	75
A150804T		Ancient Indian Architecture - I			
A150805T		Social History of India (From Earliest Time to 6th Century A.D.)			
A150806T		Ancient Indian Religious and Philosophical Thoughts - I			
A150807T	Discipline Centric Elective (select any one)	Indian Proto-History	4 Credits	25	75
A150808T		Ancient Indian Art and Aesthetics - I			
A150809T		Economic History of India (From Earliest to 6th Century A.D.)			
A150810T		Ancient Indian Religious and Philosophical Thoughts - II			
A150811R	Ability Enhancement Course (select any one)	Field Work & Report Writing	4 Credits	-	100
A150812P		Review of Two Secondary Books and Presentation			

Course Selection as per following Groups of Study

Group-A	Archaeology	Indian Pre-History: Paleolithic Culture	Indian Proto-History
Group-B	Art and Architecture	Ancient Indian Architecture - I	Ancient Indian Art and Aesthetics - I
Group-C	Socio-Economic History	Social History of India (From Earliest Time to 6th Century A.D.)	Economic History of India (From Earliest to 6th Century A.D.)
Group-D	Religion and Philosophy	Ancient Indian Religious and Philosophical Thoughts - I	Ancient Indian Religious and Philosophical Thoughts -II

Continuous Internal Evaluation (CIE) (Semester-II)

Sessional Test/Exam	Exam Schedule	MM: (25 Marks)
Int. Test-1*	Third week of January	12.5 Marks
Int. Test-2*	Third week of February	12.5 Marks
Int. Test-3*	Third week of March *At least two tests are mandatory to participate in the main examination and the best of the two test's marks will be posted in the grade sheet.	12.5 Marks
End Semester	First/Second Week of April/May	-

PG SEMESTER-III/PG SEMESTER-I (One Year PG Programme-Lateral Entry)

Course Code		Course Name	Maximum Credits(20)	MM:100 Marks	
				CIE	ETE
A150901T	Core	Political History of Ancient India (From A.D. 550 to 1200 A.D.)	4 Credits	25	75
A150902T	Core	Ancient Indian Political Thought and Institutions	4 Credits	25	75
A150903T	Discipline Centric Elective (select any one)	Indian Pre-History: Mesolithic and Neolithic Cultures	4 Credits	25	75
A150904T		Ancient Indian Architecture - II			
A150905T		Social History of India (From Circa 7th Century A.D. to 12th Century A.D.)			
A150906T		Ancient Indian Religious and Philosophical Thoughts -III			
A150907T	Discipline Centric Elective (select any one)	Historical Archaeology of India	4 Credits	25	75
A150908T		Ancient Indian Art and Aesthetics - II			
A150909T		Economic History of India (From Circa 7th Century A.D. to 12th Century A.D.)			
A150910T		Ancient Indian Religious and Philosophical Thoughts -IV			
A150911R	Ability Enhancement Course (select any one)	Internship & Report Writing	4 Credits	-	100
A150912P		Review of Two Presidential Address and Presentation			

Course Selection as per following Groups of Study

Group	Subject	Course Name	Course Name
Group-A	Archaeology	Indian Pre-History: Mesolithic and Neolithic Cultures	Historical Archaeology of India
Group-B	Art and Architecture	Ancient Indian Architecture - II	Ancient Indian Art and Aesthetics - II
Group-C	Socio-Economic History	Social History of India (From Circa 7th Century A.D. to 12th Century A.D.)	Economic History of India (From Circa 7th Century A.D. to 12th Century A.D.)
Group-D	Religion and Philosophy	Ancient Indian Religious and Philosophical Thoughts - III	Ancient Indian Religious and Philosophical Thoughts -IV

**Continuous Internal Evaluation (CIE)
(Semester-III)**

Sessional Test/Exam	Tentative Test Schedule	Maximum Marks (MM-25 Marks)
Int. Test-1*	Third week of September	12.5 Marks
Int. Test-2*	Third week of October	12.5 Marks
Int. Test-3*	Third week of November *At least two tests are mandatory to participate in the main examination and the best of the two test's marks will be posted in the grade sheet.	12.5 Marks
End Semester	First/Second Week of December	-

PG SEMESTER-IV/PG SEMESTER-II (One Year PG Programme)

Course Code		Course Name	Maximum Credits (20)	MM:100 Marks	
				CIE	ETE
A151001R	MRP	MASTER DISSERTATION	20 Credits	-	100

Note:

1. **In Semester I, each student will be assigned a title and a supervisor for their Master Dissertation.**
2. **Presidential Address should be from any Historical Society like Indian Archaeological Society, Indian History Congress, UP History Congress, Itihas Sanklan Yojna, ICHR New Delhi etc.**

PROGRAMME OUTCOMES:

After the completion of programme, Students will be able to:

- PO1.** Demonstrate a comprehensive understanding and knowledge of the past environment, human development journey, human cognition, social, Gender role, religious, artistic, and daily life practices of ancient civilizations, including their rituals, customs, traditions, and belief systems.
- PO2.** Identify practical skills in archaeological methods and techniques, such as excavation, artifact identification, stratigraphy, documentation, and conservation, enabling them to contribute to archaeological research and analysis.
- PO3.** Interpret archaeological evidence, including artifacts, structures, and environmental data, in order to reconstruct and understand ancient societies, their technological advancements, economic systems, and cultural expressions.
- PO4.** Analyze and discuss the impact of cultural interaction and exchange among ancient civilizations, exploring the diffusion of ideas, trade networks, cultural borrowing, and the formation of new hybrid cultures.
- PO5.** Evaluate the challenges and ethical considerations involved in the preservation and conservation of ancient archaeological sites, and they will be able to evaluate the effectiveness of different strategies for safeguarding and managing cultural heritage.
- PO6.** Critically assess skills to evaluate and analyze scholarly interpretations of ancient history, including theories, debates, and controversies within the field of archaeology and historical research.
- PO7.** Effectively communicate their research findings, both orally and in written form, utilizing appropriate academic conventions and methodologies, to convey their understanding of ancient history, culture, and archaeological discoveries.
- PO8.** Construct an interdisciplinary perspective, integrating knowledge and methodologies from various fields such as history, anthropology, art history, and geography, to gain a comprehensive understanding of ancient history and culture.
- PO9.** Appreciate for the value and significance of cultural heritage, recognizing the importance of preserving and promoting ancient history and artifacts for future generations.
- PO10.** Acquire knowledge and skills, for applying self-paced and self-directed learning in Ancient History, Culture and Archaeology.
- PO11.** Demonstrate research, communication, data analysis and interpretation skills that are relevant to job trades and employment opportunities.
- PO12.** Produce traditional historical knowledge along with advance contemporary skills like role of GPS, SPSS, Remote Sensing, Carbon Dating and GIS in the field of History and archaeology.
- PO13.** Select employments in various fields like government sector, working with NGOs, jobs as a journalist, Tourist Guide, Tourism Manager etc. and also, they can feel the sense of entrepreneurship as well.
- PO14.** Assess to encourage a genre of responsible human with a passion for lifelong learning and entrepreneurship, it also generates multi-skilled leaders with a holistic perspective that cuts across disciplines.
- PO15.** Acquisition of in-depth understanding of the applied aspects of History as well as interdisciplinary subjects in everyday life.

Detailed Syllabus:

Programme: MA	Year-I	Semester-VII/I
Subject: Ancient History, Culture and Archaeology		
Course Code: A150701T	Course Title: Political History of Ancient India (From 6th Century B.C. to C. 319 A.D.)	
Credits: 04	Core Course	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare comprehensive understanding of the political systems and governance structures of the various republics and city-states that existed in ancient India during this period.</p> <p>Co2: Identify important historical figures who shaped ancient Indian political history like emperor Ashoka, Chandragupta Maurya, Kautilya, and other influential rulers, advisors, and thinkers.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Analyze the policies and governance practices implemented by ancient Indian rulers, focusing on areas such as administration, taxation, law and justice, gender roles and welfare measures. and compare different approaches to governance and assess their long-term impact.</p> <p>Co5: Explain the different interpretations and debates within the field of ancient Indian political history. They will become aware of varying scholarly perspectives and be able to engage in discussions about the historiography of the period.</p> <p>Co6: Assess diplomatic relations between ancient India and other contemporary powers. This may involve studying foreign relations with the Hellenistic world, the Persian Empire, and interactions with other regional powers like the Nanda dynasty.</p> <p>Co7: Evaluate historical evidence, formulate arguments, support their viewpoints and develop skills in historical research and interpretation and enhance their ability to evaluate historical evidence, formulate arguments, and support their viewpoints.</p> <p>Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publish scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>		
Unit	Course Content	
I	<p>Sources: Literary Sources: Indigenous and Foreign, Epigraphy and Numismatics as a source of Political History</p> <p>Beginnings of Historical Age Mahajanapadas Era -Monarchical and republican states of sixth century B.C.</p>	
II	<p>Pre-Mauryan Period</p> <p>a) Persian invasion and its impact b) Rise of Magadha from Bimbisara to the Nandas c) Origin of the Nandas and achievements of Mahapadmananda d) Macedonian invasion and its impact</p>	
III	<p>Mauryan Period</p> <p>a) Origin of Mauryas, achievements of Chandragupta Maurya and Bindusara b) Ashoka: Extent of empire, Dhamma and its propagation and estimate c) Decline of the Mauryas</p> <p>Post Mauryan Period</p> <p>a) The Sungas and the Kanvas b) Yavanas (Indo-Greeks) c) Chedis of Kalinga - Kharavela</p>	
IV	<p>Sakas and Satvahanas</p> <p>a) Origin and early history of Satvahanas b) Achievements of Gautamiputra Satkarni c) Achievements of Vashishtiputra Pulumavi d) Achievements of Rudradaman-I</p>	
V	<p>Kushanas</p> <p>a) Origin and history of early Kushanas b) Kanishka I: Extent of the empire, date, cultural achievements c) Successors of Kanishka-I: Vashishka, Huvishka, Kanishka-II, etc.</p>	
Reference Books:		
Bhandarkar, D.R.	Asoka, Abhinav Publication, 2019	

Jha, D.N. & Shrimali, K.M.	Prachin Bharat Ka Itihasa, Koshal Publication , 2022
Jayaraj Bhoj	Alexander's Invasion and its Impact
Mookerjee, R.K.	Chandragupta Maurya and His Times, Motilal Banarsidass, 1999
Majumdar, R.C	Age of Imperial Unity, BHARATIYA VIDYA BHAVAN, 2018
Narain, A.K.	The Indo-Greeks, 1957
Negi, J.S.	Groundwork of Ancient Indian History, Narayan Publishing House, Allahabad, 1958
Rapson, E.J. (Ed.)	Cambridge History of India-Vol. -1, CreateSpace Independent Publishing Platform, 2015
Raychaudhuri, H.C.	Political History of Ancient India, Oxford University Press, 2022
Shastri, K.A.N. (Ed.)	Age of the Nandas and Mauryas, Motilal Banarsidass, 1967
Sircar, D.C.	Select Inscriptions (IInd Ed.), Motilal Banarsidass, New Delhi, 1983
Sharma, G.R.	Reh Inscription of Menander and the Indo-Greek Invasion of the Ganga Valley, Abinash Prakashan for the Centre of Advanced Study, Department of Ancient History, University of Allahabad, 1980
Thapar, Romila	Asoka and Decline of the Mauryas, Oxford University Press, 2012 Early India: From the Origins to AD 1300, London, 2002.
Majumdar R.C. Raychowdhari H.C, and K. Dutta	Advanced History of India: London:Macmillan, 1961
Sharma, R. S:	India's Ancient Past, New Delhi, 2005.
Singh, Upinder:	A History of Ancient and Early Medieval India. Pearson Publication, New Delhi, 2008.
H.C. Raychaudhuri,	Political History of Ancient India: From the Accession of Parikshit to The Extinction of the Gupta Dynasty , Gyan Publishing House New Delhi, 2022.

E-RESOURCES:

- E-Books: <https://www.indianculture.gov.in/ebooks>
- Ancient India Bulletin of ASI: [https://asi.nic.in/Ancient India/](https://asi.nic.in/Ancient_India/)
- ASI Books: <https://ignca.gov.in/divisionss/asi-books/>
- ASI Books: <https://asi.nic.in/book-search/>
- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
- National Digital Library: <https://ndl.iitkgp.ac.in/>
- IGNCA Kalanidhi: <https://ignca.gov.in/divisionss/kalanidhi/>
- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
- Internet Archive: <https://archive.org/details/digitallibraryindia>
- Rare Books: <https://www.rarebooksocietyofindia.org/>

Video Lectures:

- Indian Culture- Vedic, Epic and Puranic Culture of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIQDjtkPBLGElstqmPa8>
- Epigraphy: https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzCjHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKVoaPgladHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUHT_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJOzKcGDV1KJjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqL6xyR81PvNk30NlekhGDdBd>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJjT-C9dPCeezJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKSlfNs8ccT51GTwm5TUL4c>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqII89W80EnH96HDnlbdg6Bc>
- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIm8HMX6sXuoN86NbrEx6xZ>
- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIJGwIDhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA		Year-I	Semester-VII/I
Subject: Ancient History, Culture and Archaeology			
Course Code: A150702T		Course Title: Aspects of Ancient Indian Culture	
Credits: 04		Core Course	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Identify the interplay between political, social, and economic institutions in ancient India and will gain a deep appreciation for the diversity and richness of Indian civilization.</p> <p>Co2: Prepare comprehensive understanding of the connections between political power, social hierarchy, gender roles and economic activities in ancient Indian culture.</p> <p>Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co4: Apply their knowledge of ancient Indian culture to understand and contextualize contemporary issues and developments in India and they will recognize the continuities and discontinuities between ancient and modern Indian society, identifying the legacy of ancient institutions in the present.</p> <p>Co5: Analyze different regional, religious, and linguistic traditions that existed in ancient India, recognizing the cultural pluralism and the contributions of various communities to the overall cultural fabric.</p> <p>Co6: Evaluate historical evidence, interpret cultural artifacts, and examine topics such as the caste system, varna system, and the role of different social groups and they will gain insights into the dynamics of ancient Indian society, including family structures, gender roles, religious practices, and the hierarchical organization of social life.</p> <p>Co7: Critically assess scholarly interpretations of ancient Indian culture and develop their research and writing skills through assignments and projects.</p> <p>Co8: Produce employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.</p>			
Unit	Course Contents		
I	<p>Introduction to Ancient Indian Culture</p> <p>a) The main characteristics of Ancient Indian Culture</p> <p>b) Methods and approaches to the study of Indian culture: Imperialist, Nationalist, Marxist</p>		
II	<p>Social and Political Institutions</p> <p>a) Varna-caste system: origin and evolution</p> <p>b) Ashram system: nature and social significance</p> <p>c) Purusartha & Hindu Samskaras</p> <p>d) Position of women: their abilities and disabilities, proprietary rights and right to education</p> <p>e) Origin, Nature and functions of State</p>		
III	<p>Religion</p> <p>a) Indus Religion</p> <p>b) Vedic Religion</p> <p>c) Buddhism and Jainism</p> <p>d) Vaisnavism</p> <p>e) Saivism: Pasupata, Lingayata and other sub-sects</p> <p>f) Sakta</p>		
IV	<p>Philosophy</p> <p>a) Upanishad</p> <p>b) Bhagavad-Gita</p> <p>c) Samkhya and Yoga</p> <p>d) Vedanta (Shankara and Ramanuja)</p>		
V	<p>Economic Institutions</p> <p>a) Guilds: their organization, functions and their role in social and economic life</p> <p>b) Varta: Meaning and Significance, Agriculture and cattle rearing.</p> <p>c) Trade and commerce</p>		
Reference Books:			
Allchins B. and F.R.		Rise of Civilization in India and Pakistan, Cambridge University Press 1982	
Altekar, A.S.		State and Government in Ancient India, Motilal Banarsidass, 2016	
		Prachin Bhartiya Shasan Paddhati, Vishwavidyalya Prakashan, Varanasi, 2013	

	Education in Ancient India, Gyan Book Publishing, 2010
	Position of Women in Hindu Civilization: From Prehistoric Time to the Present Day , Motilal Banarsidass, 2016
	Sources of Hindu dharma in its socio-religious aspects, Institute of Public Administration, 1952
Aurobindo	Foundations of Indian Culture , Sri Aurobindo Ashram Publications, 1923
Basham, A.L.	The Wonder that was India, Shivlal Agarwal and Company, 1954.
	Adbhut Bharat, Shivlal Agarwal and Company, 2023
	A Cultural History of India (ed), OUP India, 1989
Gopal, Lallanji	The Economic List of Northern India, 1989
Hiriyanna, M.	Indian Conception of Values, 2019
	Outlines of Indian Philosophy, 2014
Kosambi, D.D.	The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing House Pvt Ltd, 1997
Majumdar, R.C.	Corporate Life in Ancient India, BiblioLife, 2009
Mishra, Jaishankar	Prachin Bharat Ka Samajik Itihas, Bihar Hindi Granth Academy, 2013
Pande, G.C.	Foundations of Indian Culture-Meaning and Process of Culture, Agra Shiva Lal Agarwala 1972
	Foundations of Indian Culture (2 Vols.): Spiritual vision and Symbolic Forms, in Ancient India: Pt. 1 & 2, Motilal Banarsidass, 2007
Pandey, Rajbali	Hindu Samskaras; Socio-religious Study of the Hindu Sacraments, Motilal Banarsidass, 1987
Prabhu, P.H.	Hindu Social Organization: A Study of the Socio-Psychological and Ideological Foundations, Sage Publications India Private Limited, 2016
Sharma, R.S.	Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers, 2015 (Hindi Tr.)
	A Social History of The Lower Order Down to Circa A.D. 600, Motilal Banarsidass, 2016 (Hindi Tr.)
	Material Culture and Social Formations in Ancient India, Macmillan India Ltd., 1983 (Hindi Tr.)
Thapar, Romila	Cultural Pasts: Essays in Early Indian History, oup India , 2004
Thapalyal, K.K.	Guilds in Ancient India: A Study of Guild Organization in Northern India and Western Deccan from Circa 600 BC to Circa 600 AD, New Age International Private Limited, 1996
Tripathi, R.P.	Studies in Political and Socio-Economic History of Early India, Neeraj Publication, 1981.
Yadava, B.N.S.	Society and Culture in Northern India in the Twelfth Century A.D., Raka Prakshan, 2012
Singh Upinder	A History of Ancient and Early Medieval India. Pearson Publication, Delhi, 2008. (Hindi Tr.)
Choda, Puri and Das	A Social Cultural and Economic History of India Vol-III, Laxmi Publication, 2022.

E-RESOURCES:

- E-Books: <https://www.indianculture.gov.in/ebooks>
- Ancient India Bulletin of ASI: https://asi.nic.in/Ancient_India/
- ASI Books: <https://ignca.gov.in/divisionss/asi-books/>
- ASI Books: <https://asi.nic.in/book-search/>
- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
- National Digital Library: <https://ndl.iitkgp.ac.in/>
- IGNCA Kalanidhi: <https://ignca.gov.in/divisionss/kalanidhi/>
- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
- Internet Archive: <https://archive.org/details/digitallibraryindia>
- Rare Books: <https://www.rarebooksocietyofindia.org/>

Video Lectures:

- Indian Culture- Vedic, Epic and Puranic Culture of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIQDjktkPBLGElstqmPa8>
- Epigraphy: https://www.youtube.com/playlist?list=PLn14bqzH5QqKXrzCjHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUHT_rx79UHry

- Museology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJOzKcGDV1KljPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqL6xyR81PvNk30NlekhGDbbD>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJjT-C9dPCeeztJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKSIfNs8ccT51GTwm5TUL4c>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqII89W80EnH96HDnlbdg6Bc>
- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIm8HMX6sXuoN86NbrEx6xZ>
- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIJGwIDhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-I	Semester-VII/I
Subject: Ancient History, Culture and Archaeology		
Course Code: A150703T	Course Title: Indian Paleography	
Credits: 04	Core Course	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Identify various ancient Indian scripts, including Brahmi, Kharosthi, Gupta Brahmi, Nagari, Tamil, and others, and recognize and distinguish different scripts used in different time periods and regions.</p> <p>Co2: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co3: Prepare a better understanding of the chronological development of scripts and inscriptions in different periods of Indian history. They will learn to associate specific script styles with particular time periods, helping them date inscriptions accurately.</p> <p>Co4: Apply and interpret inscriptions in their historical, social, and cultural contexts.</p> <p>Co5: Explain the purpose of inscriptions, understanding their intended audience, and analyzing their implications for broader historical narratives.</p> <p>Co6: Evaluate the structure of inscriptions, deciphering abbreviations and ligatures, and identifying contextual information such as dates, names, titles, and religious or political references and evaluate the condition of women.</p> <p>Co7: Assess the purpose of inscriptions, understanding their intended audience, and analyzing their implications for broader historical narratives.</p> <p>Co8: Produce skills in heritage conservation, architectural restoration, or artifact preservation can lead to entrepreneurial ventures in the field. You could establish a restoration studio, collaborate with heritage organizations, or provide consulting services for restoration projects.</p>		
Unit	Course Content	
I	Origin and Antiquity of Writing in India a) Indus Script- its nature, problem of its decipherment b) Kharosthi Script – Origin and Development	
II	Development of Brahmi through different phases a) Origin and antiquity of Brahmi Script b) Features of Mauryan Brahmi c) Brahmi of Sunga-Satavahana inscriptions	
III	Development of Brahmi through different phases a) Brahmi of Saka-Kshatrapa inscriptions b) Brahmi of the Kushana inscriptions	
IV	Gupta and Post-Gupta Brahmi a) Brahmi of the Gupta period b) Development of Brahmi from Kutila to Nagari script c) Beginning of the Southern alphabets	
V	a) Inscriptions for Transliteration 1. Rumindei 2. Girnar (First six lines) (Asokan edict) 3. Reh Inscription 4. Ayagapatta Inscription of Kausambi 5. Ayodhya Inscription of Dhanadeva 6. Mehrauli Iron Pillar Inscription vii. 7. Gandhakuti Lotus Lamp Inscription from Kausambi b) Translation from Devanagari to Brahmi of the given period (Maurya, Kushana, Gupta)	
Reference Books:		
Aiyangar, S.K.	The Historical Inscriptions of South India, University of Madras, Madras, 1932	
Buhler, J.G.	Indian Palaeography, Indian Studies Past and Present; Calcutta; 1959	
Burnell, A.C.	Elements of South Indian Palaeography, London, Trübner & co., 1878	

Dani, A.H.	Indian Palaeography Munshiram Manoharlal Publishers, 2011
Ojha, G.H.	Prachin Bhartiya Lipimala, Rajasthani Granthagar, 2016
Pandey, R.B.	Indian Palaeography, Part I, Motilal Banarasi Das, Banaras, 1957
Sircar, D.C.	Select Inscriptions (IInd Ed.), Motilal Banarsidass, New Delhi, 1983
Sharma, G.R.	Reh Inscription of Menander and the Indo-Greek Invasion of the Ganga Valley, Abinash Prakashan for the Centre of Advanced Study, Department of Ancient History, University of Allahabad, 1980
Upasak, C.S.	The History and Palaeography of Mauryan Brahmi, Nava Nalanda Mahavihara, Nalanda Patna, 1960
Verma, T. P.	Palaeography of Brahmi Script in North India, Siddharth Prakashan, Varanasi, 1971
Roy, S.N.	Bhāratīya purālīpi evaṃ abhilekha, Śārādā Pustaka Bhavana, Ilāhābāda, 2022

E-RESOURCES:

- E-Books: <https://www.indianculture.gov.in/ebooks>
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- ASI Books: <https://asi.nic.in/book-search/>
- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
- National Digital Library: <https://ndl.iitkgp.ac.in/>
- IGNCA Kalanidhi: <https://ignca.gov.in/divisions/kalanidhi/>
- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
- Internet Archive: <https://archive.org/details/digitallibraryindia>
- Rare Books: <https://www.rarebooksocietyofindia.org/>

Video Lectures:

- Indian Culture- Vedic, Epic and Puranic Culture of India: <https://www.youtube.com/playlist?list=PLn14bzqH5QqIQDjktkPBLGElstqmPa8>
- Epigraphy: https://www.youtube.com/playlist?list=PLn14bzqH5QqKXrzcHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bzqH5QqK7h0w9azROUht_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqJOzKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzqH5QqL6xyR81PvNk30NlekhGDbd>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzqH5QqJiT-C9dPCeeztJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bzqH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKSIfNs8ccT51GTwm5TUL4c>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bzqH5QqII89W80EnH96HDnlbdg6Bc>
- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqIm8HMX6sXuoN86NbrEx6xZ>
- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bzqH5QqIJGwIDhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-I	Semester-VII/I
Subject: Ancient History, Culture and Archaeology		
Course Code: A150704T	Course Title: Historiography and Research Methodology	
Credits: 04	Core Course	
<p>Course Outcomes: after completion of the course, student will be able to:</p> <p>Co1: Prepare a comprehensive understanding of various research methods used in historical inquiry. This includes learning about the importance of primary and secondary sources, how to analyze and evaluate historical evidence, and different approaches to historical research.</p> <p>Co2: Identify and interpret practical skills related to historical research, such as locating and accessing primary and secondary sources, conducting literature reviews, and utilizing archival materials and learn about digital research tools and databases relevant to historical research.</p> <p>Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.</p> <p>Co4: Critically analyse different interpretations of historical events and trends and learn about the different schools of thought within historiography and understand how interpretations have evolved over time.</p> <p>Co5: Explain ethical issues involved in historical research, such as the responsible use of sources, the importance of representing multiple perspectives, and the potential biases and limitations of historical evidence. They should be aware of the ethical guidelines and standards within the field of history.</p> <p>Co6: Evaluate different interpretations of the past have shaped our understanding of historical events and the social, cultural, and political forces that influenced them.</p> <p>Co7: Assess clear and focused research questions or hypotheses and learn to identify gaps in historical knowledge and develop research topics that contribute to existing scholarship.</p> <p>Co8: Produce skills and develop employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.</p>		
Unit	Course Content	
I	<p>Basic Issues in History Writing:</p> <p>(a.) Definition, Nature and Characteristics of History</p> <p>(b.) Subjectivity and Objectivity in History</p> <p>(c.) Causation in History and its Significance</p> <p>(d.) Space and Time in Social Sciences and Humanities</p>	
II	<p>Approaches of History and Historians:</p> <p>(a.) Idealist, Theologist, Orientalist, Colonialist</p> <p>(b.) Imperialist, Nationalist, Marxist, Feudalist, Feminist</p> <p>(c.) Hegel, Spengler, Ranke, Toynbee, Karl Marx</p> <p>(d.) R. G. Bhandarkar, R. C. Majumdar, G. C. Pandey</p>	
III	<p>Indian Historical Text:</p> <p>(a.) Puranas</p> <p>(b.) Gatha Narasamsi, Akhyana, Daanastuti</p> <p>(c.) Rajtarangini</p>	
IV	<p>Research: An Introduction:</p> <p>(a.) What is Research?</p> <p>(b.) Approaches/Models in Research</p> <p>(c.) Data Collection & Processing</p> <p>(d.) Data Interpretation & Generalization</p> <p>(e.) Computer Application in Historical Research, Statistical Software</p> <p>(f.) Research Ethics, IPR and Plagiarism</p>	
V	<p>Historical Research Methodology:</p> <p>(a.) Sources in History</p> <p>(b.) Validation and Verification of Historical Sources</p> <p>(c.) Arrange Sources/Facts/Evidence in Chronological Order</p> <p>(d.) Sociological, Psychological, Linguistic Approaches in History and their Correlation/Association</p>	
Reference Books:		
Carr, E.H.	What is History, Penguin Classics, London, 2021	
Collingwood, R.G.	The Idea of History, Oxford University Press, Oxford, 1994	
Gardiner, P. (Ed.)	Theories of History, Free Press, 1959	

Ghoshal, U.N.	Studies in Indian History and Culture, Orient BlackSwan, 2018
Gooch, G.P.	History and Historians in the Nineteenth Centur, Hardpress Publishing, 1912
Jenkins, Keith	Rethinking History, Routledge, 2003
Kolle V. and Kovalson, M.	Historical Materialism, Central Books Ltd, 1973
Marwick, Arthur	The New Nature of History, Oxford University Press, 2001
Om Prakash	Conceptualization and History
Pande, G.C. (Ed.)	Itihasa: Svarupa Evam Siddhanta, Anurag Book Dist, 2020
Pathak, V.S.	Ancient Historians of India, Asia Publishing House, 1966
Philips, C.A. (Ed.)	Historians of India, Pakistan and Ceylon, Oxford University Press, 1961
Reinor, G.	History: Its Purpose and Methods, Routledge, 2017
Sreedharan, E.	A Textbook of Historiography: 500 B.C. to A.D. 2000, Orient BlackSwan, 2022 (Hindi Translation Available)
Walsh, W H.	Philosophy of History, Andesite Press, 2017
Wardar, A.K.	An Introduction to Indian Historiography, Popular Prakashan, 1972
Webster, John C.B.	An Introduction to History, South Asia Books, 1981
White, Hayden	Metahistory, Johns Hopkins University Press, 1975
Widgery, A.	Interpretation of History, Taylor & Francis Ltd, 1961
Pandey, L. P.	Bhartiya Itihas Darshana, Itihas aur Itihaskarra, 2022
Singh, G. P.	Ancient Indian Historiography, D.K. Print World Ltd, 2003
Chaudhary, C.M.	Research Methodology, Jaipur: RBSA. 1991.
Goode, W.J. and P.K. Hatt	Methods in Social Research. Tokyo McGraw Hill. 1952
Joglekar, P.P.	Research Methodology for Archaeology Students. Pune: Gayatri Sahitya. 2014.
Paddayya, K.	A Review of Theoretical Perspectives in Indian Archaeology, in S. Settar and R. Korisettar (Ed.) Indian Archaeology in Retrospect, Vol. IV, pp.117-157. New Delhi: ICHR and Manohar. 2002.
Sharma, K.R.	Research Methodology. New Delhi: National Publishing House. 2002.
Thakur, D.	Research Methodology in Social Sciences. New Delhi: Deep and Deep. 2003.

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- IGNCAL Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
- Internet Archive: <https://archive.org/details/digitallibraryindia>
- Rare Books: <https://www.rarebooksocietyofindia.org/>

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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bzqH5QqK7h0w9azROUht_rx79UHry
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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA		Year-I	Semester-VII/I
Subject: Ancient History, Culture and Archaeology			
Course Code: A150705T	Course Title: Archaeological Theories, Methods and Techniques		
Credits: 04	Discipline Centric Elective		
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of major archaeological theories and the thinkers who have contributed to their development such as cultural evolutionism, processual archaeology, post-processual archaeology, and various other theoretical frameworks.</p> <p>Co2: Identify the diverse range of theoretical approaches within archaeology and understand how these perspectives can be integrated to provide more comprehensive interpretations of the past and their environment.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Apply theoretical frameworks to archaeological data and interpret the past using different theoretical lenses. This involves understanding how theories influence research questions, methods, and interpretations.</p> <p>Co5: Analyze the implications and potential biases associated with different theoretical perspectives.</p> <p>Co6: Critically evaluate different archaeological theories, including their strengths, weaknesses, and underlying assumptions, and develop their own informed perspectives.</p> <p>Co7: Assess the historical development of archaeological theories, including the social, cultural, and intellectual contexts in which they emerged. This historical perspective helps students situate theories within broader academic and intellectual frameworks.</p> <p>Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>			
Unit	Course Content		
I	Archaeological Perspective a) Definition of Archaeology and relationship with allied disciplines. b) The goals of archeological inquiry: archaeological context and evidence c) Archaeological analysis, description & reconstruction		
II	Basic Unit of Archaeological Inquiry a) Artifacts: Kinds of artifacts & technology b) Sites: Kinds of sites-geomorphological and functional c) Archaeological context: space and time d) Classification & nomenclature of archaeological cultures and artifacts		
III	Methods of Exploration: Traditional a) Literary Sources b) Village to Village Survey Methods of Exploration: Scientific a) Geological and Aerial Maps b) Remote Sensing c) Under Water Archaeology d) Application of Scientific Equipment in Exploration		
IV	Methods and Techniques of Excavation: Designing & Layout of Trenches, Types of Trenches, Staff & Tools, Kinds of Excavation – vertical, horizontal, step excavation. Stratigraphy & Stratification: a) Layers and their Identification, Numbering and Significance. b) Recording: Three –dimensional Techniques, their Significance; Photographic Recording, its Methods & Techniques. c) Drawings, its Methods and Techniques		
V	Chronology, Preservations & Reporting: a) Nature of Time in Archaeology (i) Relative Dating Methods: Stratigraphy, Typology, Pollen Analysis, Fluorine Test. (ii) Chronometric Dating Methods: Radiocarbon Method(C-14), Potassium-Argon Dating Technique, Thermoluminescence (TL) Dating, Dendrochronology, Fission Track. MIS Dates. b) Introduction of Preservation and Conservation of Antiquities. c) Writing Excavation Report. d) Archaeology & Legislation: Antiquarian Law; Monument Acts.		
Reference Books:			

Atkinson, R.J.C.	<i>Field Archaeology</i> (revised ed.), Routledge, London, 1946/2016
Allchin, B.	<i>Living Traditions: Studies in Ethno-Archaeology of South Asia</i> , Oxbow Books, 1994
Binford, L.R.	<i>New Perspective in Archaeology</i> , Aldine Publishing Company, Chicago, 1968
Brothwell, D.R.	<i>Science in Archaeology</i> (revised), Thames & Hudson Ltd, London, 1970
Butzer, K.W.	<i>Environment and Archaeology</i> , Methuen young books, 1972
Chakrabarti, D.K.	<i>A History of Indian Archaeology from Beginning to 1947</i> , Munshiram Manoharlal Publishers, 1995
Clarke, D.L.	<i>Analytical Archaeology</i> , Routledge, London, 2014
Clark, Grahme	<i>Archaeology and Society</i> , Methuen young books, London, 1960
Clark, W. Legros	<i>The Fossil Evidence of Human Evolution</i> , University of Chicago Press, Chicago, 1978
Cookson, M.B.	<i>Photography for Archeology</i> , London, 1954
Crawford, O.G.S.	<i>Archaeology in the Field</i> (7 th ed.), Government Printing Press, New York, 1918
Flint, R.F.	<i>Glacial Geology and the Pleistocene Epoch</i> (4 th revised ed.), New York, 1947
Hole, F. and Heizer R.	<i>An Introduction to Prehistoric Archaeology</i> (3 rd ed.), New York, 1969
Kenyon, K.M.	<i>Beginnings in Archaeology</i> , New York, 1952
Leakey, L.B.S.	<i>Adam's ancestors: The evolution of man and his culture</i> (4 th ed.), New York, 1960
Michael, H. Dray	<i>Guide to Fossil Man</i> , (3 rd revised ed.), Littlehampton Book Services Ltd, New York, 1978
Oakley, K.P.	<i>Man the Tool Maker</i> (4 th ed.), Trustees of the British Museum, London, 1952
Pandey, J.N.	<i>Puratattva Vimarsh</i> (Hindi), Prachya Vidya Sansthan, Prayagraj, 2022
Piggott, S.	<i>Approaches to Archaeology</i> , Cambridge (Harvard University Press), Cambridge, 1959
Renfrew, Colin	1. <i>Approaches to Social Archaeology</i> , Harvard University Press, 1985 2. <i>Theories, Methods and Practice</i> , Thames & Hudson, 2016
Sankalia, H.D.	<i>Stone Age Tools: Their Techniques, Names and Functions</i> , Deccan College Postgraduate and Research Institute, Poona, 1964
Varma, R.K.	1. <i>Bhartiya Pragatihas</i> (Methods and Techniques), Param Jyoti Prakashan, Allahabad, 2003 2. <i>Kshetriya Puratattva</i> , Param Jyoti Prakashan, Allahabad, 2003
Wheeler, R.E.M.	<i>Archaeology from the Earth</i> , Munshiram Manoharlal Publishers, 2005
Zeuner, F.E.	<i>The Pleistocene Period, Its Climate, Chronology and Faunal succession</i> , Bernard Quaritch, London, London, 1945
Sutton, Mark Q.	<i>Archaeology: The Science of the Human Past</i> , Routledge, 2020

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- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
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- Epigraphy: https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKVoafPgIadHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUht_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJozKcGDV1KljPF7yG9tWfI>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqL6xyR81PvNk30NlekhGDbD>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJt-C9dPCeezTJ-857N2-0>
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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=Eluxi9iKd2k>

Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-I	Semester-VII/I
Subject: Ancient History, Culture and Archaeology		
Course Code: A150706T	Course Title: Heritage Management and Conservation	
Credits: 04	Core Course	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the theoretical and conceptual frameworks related to heritage, including its definition, significance, and values.</p> <p>Co2: Identify the economic aspects of heritage management and conservation, including funding mechanisms, revenue generation, economic impact assessments, and sustainable financing models.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Explain and understand the legal and ethical frameworks governing heritage management and conservation, including international conventions, national legislation, heritage policies, and ethical practices.</p> <p>Co5: Analyze knowledge about various types of cultural and natural heritage, such as historic sites, museums, archaeological sites, intangible heritage, landscapes, and biodiversity.</p> <p>Co6: Evaluate the potential effects of development projects, tourism, and other activities on heritage sites and landscapes.</p> <p>Co7: Assess strategies for developing sustainable heritage tourism initiatives, including interpretation, visitor management, marketing, and community-based tourism approaches.</p> <p>Co8: Produce entrepreneurship by establishing specialized travel agencies, tour guiding services, or organizing archaeological tours to historical sites. Offering unique experiences, such as curated thematic tours or hands-on archaeological workshops, can set your services apart.</p>		
Unit		
Unit	Course Content	
I	a. Introduction of Heritage Management - Definition, Need and Scope b. Terminology: Preservation, Restoration and Conservation c. Cultural Heritage and Human Rights d. Introduction to Cultural Resource Management e. Cultural Heritage Management as Applied Archaeology and Applied Anthropology	
II	a. Conservation: Definition, Scope and Nature b. Modern Conservation and Restoration Approaches and approach of Ecological Conservation c. Heritage Protection Movement and Conservation Movement in India d. Doctrine in Heritage Protection and Conservation-International and National level. e. Asiatic Society, Indian Museum, National Archives of India, Archaeological Survey of India, Anthropological Survey of India, Indian Council for Cultural Relations (ICCR)	
III	a. Heritage Tourism: Definition, Scope and Nature b. Development of Tourism in India c. Heritage Tour Guide Program d. Efforts initiated by various state Government (Case study of Uttar Pradesh Tourism Department)	
IV	Public Participation and Social Responsibility, Problems and Solutions, Role Corporate Institution, Role of Government Agencies, Role of Non-Governmental Organization, Heritage and Education	
V	a. Uttar Pradesh State Protected Monuments: Case Study, b. UNESCO protected monuments in India- Khajuraho, Bhimbetka, Ajanta, Ellora. c. Heritage Adoption Policy: Problems and Solution	
<p>Reference Books:</p> <ul style="list-style-type: none"> • Monuments of World Heritage in India: Archaeological Survey of India, New Delhi, 1998 • Basham, A.L. : The Illustrated Cultural History of India. Oxford University Press, 2007. • Bhandari, N.K.: Cultural Heritage of India, Eastern Book Corporation, Delhi, 2007. • Batra, M. L.: Conservation: Preservation and Restoration of Monuments, Aryan Books International, New Delhi, 1996. 		

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- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bzqH5QqK7h0w9azROUht_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqJOzKcGDV1KJjPF7yG9tWfl>
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- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzqH5QqJjT-C9dPCeeztJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bzqH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKSlfNs8ccT51GTwm5TUL4c>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bzqH5QqII89W80EnH96HDnIbdg6Bc>
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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-II	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150801T	Course Title: Political History of Ancient India (From A.D. 319 to 550 A.D.)	
Credits: 04	Core Course	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the political structures and systems that existed in ancient India during this time period and explore the nature of governance, including the administrative setup, central and local political institutions, and the functioning of the ruling dynasties.</p> <p>Co2: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co3: Analyze the dynastic politics prevalent in ancient India during this era and study the rise and fall of prominent dynasties, their interrelationships, and the strategies employed to acquire and consolidate power.</p> <p>Co4: Explain about the period from A.D. 319 to 550 A.D. witnessed several foreign invasions and interactions with external powers and explore the reasons behind these invasions, the impact they had on Indian polity, and the strategies employed by Indian rulers to defend their territories.</p> <p>Co5: Examine the influence of religion, caste, and social structures on political power, as well as the reciprocal relationship between political developments and societal transformations.</p> <p>Co6: Assess the diplomatic relations maintained by ancient Indian polities with neighboring kingdoms and empires and study the mechanisms of alliances, diplomacy, and negotiations employed by Indian rulers to safeguard their interests and maintain regional stability.</p> <p>Co7: Create Entrepreneurship and develop skills to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>		
Unit	Course Content	
I	<p>Source:</p> <p>a) Literary: (i) Indigenous (ii) Foreign Accounts</p> <p>b) Archaeological: (i) Inscriptions (ii) Numismatics (iii) Architecture (iv) Other archaeological Material (explored excavated, seals, sealings, etc.)</p>	
II	<p>Early Guptas</p> <p>a) Political conditions of northern India on the eve of the rise of the Gupta empire</p> <p>b) Origin and original home of the Guptas</p> <p>c) Early history of the Guptas (up to Chandragupta-I)</p>	
III	<p>Samudragupta</p> <p>a) Accession of Samudragupta, Kacha problem</p> <p>b) Samudragupta's campaigns of Aryavarta, Dakshinapatha and of frontier states, etc.</p> <p>c) Extent of the Empire & Estimate</p> <p>d) Historicity of Ramagupta</p>	
IV	<p>Chandragupta II</p> <p>a) Identification of Chandra of Meharauli Pillar Inscription</p> <p>b) Chandragupta II (Career and achievements)</p> <p>c) Relation with Sakas and Vakatakas</p> <p>d) Kumargupta I: (i) (Career and Achievements (ii) The problem of succession Skandgupta and Purugupta</p>	
V	<p>History of Late Gupta Period</p> <p>a) Skandgupta (Achievements)</p> <p>b) Descendants of the Guptas: Kumargupta II, Buddhagupta Narsinghagupta Baladitya, Bhanugupta etc.</p> <p>c) Causes of the disintegration of the Gupta empire</p> <p>d) Huna's Invasion and its impact</p>	
Reference Books:		
Bhandarkar, D.R.	Asoka , Abhinav Publication, 2019	
Jha, D.N. & Shrimali, K.M.	Prachin Bharat Ka Itihasa, Koshal Publication , 2022	
Jayaraj Bhoy	Alexander's Invasion and its Impact	
Mookerjee, R.K.	Chandragupta Maurya and His Times, Motilal Banarsidass, 1999	
Majumdar, R.C	Age of Imperial Unity, Bharatiya Vidya Bhavan, 2018	
Narain, A.K.	The Indo-Greeks, 1957	

Negi, J.S.	Groundwork of Ancient Indian History, Narayan Publishing House, Allahabad, 1958
Rapson, E.J. (Ed.)	Cambridge History of India-Vol. -1, CreateSpace Independent Publishing Platform, 2015
Raychaudhuri, H.C.	Political History of Ancient India, Oxford University Press, 2022
Shastri, K.A.N. (Ed.)	Age of the Nandas and Mauryas, Motilal Banarsidass, 1967
Sircar, D.C.	Select Inscriptions (IInd Ed.), Motilal Banarsidass, New Delhi, 1983
Sharma, G.R.	Reh Inscription of Menander and the Indo-Greek Invasion of the Ganga Valley, Abinash Prakashan for the Centre of Advanced Study, Department of Ancient History, University of Allahabad, 1980
Thapar, Romila	Asoka and Decline of the Mauryas, Oxford University Press, 2012
	Early India: From the Origins to AD 1300, London, 2002.
Majumdar R.C. Raychowdhari H.C. and K. Dutta	Advanced History of India: London:Macmillan, 1961
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Chattopadhyay, S	Early History of Northern India , Progressive Publishers, Calcutta, 1958
Pandey G C, Gupta S K, Goel, S.	Political History of Ancient India: New Dimensions and Perspectives in a Changing World, Kusumanjali Prakashan, Jodhpur, 1996
Goyal Sriram	History of the Imperial Guptas , Central Book Depot, 1967
Majumdar, R.C. and others	The Vakataka-Gupta Age, Motilal Banarsi Dass; Banaras; 1954
	The Classical Age, Bharatiya Vidya Bhavan Bombay, 1954
Roy, U.N.	Gupta-Samrat aur Unaka-Kaal, Generic Publication, 2015
Sinha, B.P.	Decline of the Kingdom of Magadha, Motilal Banarsidass, 1954
Thaplyal K K	The Imperial Guptas a Political History, Aryan Books International, 2012

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- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKSlfNs8ccT51GTwm5TUL4c>
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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150802T	Course Title: Indian Numismatics	
Credits: 04	Core Course	

Course Outcomes: after completion of the course, students will be able to:

Co1: Prepare a comprehensive understanding of the history, evolution, and significance of Indian coinage in the ancient. They will study various types of coins, including those issued by different dynasties, empires, and colonial powers that ruled over the Indian subcontinent.

Co2: Identify the different coinage systems used in India, such as punch-marked coins, cast coins, gold coins, silver coins, and copper coins. They will learn about the metrology and denominations of these coins, as well as the inscriptions and symbols found on them.

Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.

Co4: Analyze numismatic evidence to understand social, economic, political, and cultural aspects of the past and study the role of coins as historical artifacts and sources of information, enabling them to reconstruct historical narratives and contribute to broader historical and archaeological studies.

Co5: Explain the skills in identifying and classifying coins based on their period, ruler, mint, and other relevant factors. They will learn techniques to analyze the design, script, and iconography present on the coins to determine their historical context and significance.

Co6: Evaluate familiarized with the ethical considerations and legal frameworks associated with numismatics, including issues of heritage preservation, cultural property rights, and the proper acquisition and trade of coins and develop an understanding of the importance of responsible collecting and the avoidance of illicit activities.

Co7: Assess the historical and cultural significance of ancient Indian coins and about the rulers, dynasties, and empires associated with different coin issues and how they reflect the socio-political and economic aspects of ancient Indian society.

Co8: Produce entrepreneurship by establishing specialized travel agencies, tour guiding services, or organizing archaeological tours to historical sites. Offering unique experiences, such as curated thematic tours or hands-on archaeological workshops, can set your services apart.

Unit	Course Content
I	Origin and Early Coinage a) Origin and Antiquity of Coinage in Ancient India b) Punch-Marked Coins c) Uninscribed cast copper coins
II	Local Coins: a) Coins of Yaudheya, Arjunayana, Malava and Audumbara b) Coins from Taxila, Panchal, Kaushambi, Ayodhya c) Indo-Greek coins
III	Dynastic Coins a) Satvahana coins b) Saka-Pahlava coins c) Kushana Coinage
IV	Gupta Coinage: a) Gold b) Silver c) Copper coins
V	Early Medieval Coinage a) Early Medieval Coinage: Problem of the paucity of Coinage

Reference Books:

Chattopadhyaya, B.D.	Coins and Currency System of Southern India, Munshiram Manoharlal Oriental Book Publishers, 1977
Gupta, P.L.	Bharat Ke Poorva Kalin Sikke, Vishwavidyalaya Prakashan, Vns., 2014
Sircar, D.C.	Studies in Indian Coins, <u>Motilal Banarsidass Publishers Pvt. Limited</u> , 2008
Raizada Ajit	Bhartiya Sikkon Ka Itihas, Sharada Publishing House, 2022
Singh, Anand Sankar.	Bharat Ki Prachin Mudrayen, 2020
Roa Rajvant	Pracheen Bharatiya Mudrayen, Motilal Banarsidass, 2021
Sharma, I.K.	Coinage of the Satavahana Empire, <u>Agam</u> , 1980

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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150803T	Course Title: Indian Pre-History: Paleolithic Cultures	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare to understand the chronological framework of the Paleolithic period in India, including the different stages or phases such as Lower Paleolithic, Middle Paleolithic, and Upper Paleolithic.</p> <p>Co2: Identify different types of tools, such as hand axes, cleavers, scrapers, and blades, and understand their functions and importance in hunting, gathering, and other activities.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Analyze and interpret archaeological evidence from Paleolithic sites in India. This includes studying past environments, stratigraphy, analyzing artifact assemblages, and using archaeological methods to reconstruct the past.</p> <p>Co5: Explain the cultural and social aspects of Paleolithic communities, such as their social organization, art and symbolism (e.g., cave paintings), burial practices, and evidence of early human cognition and behavior.</p> <p>Co6: Evaluate different interpretations and theories regarding Paleolithic cultures in India and also be able to conduct independent research and effectively communicate their findings in oral and written formats.</p> <p>Co7: Examine the evidence for human migration into the Indian subcontinent and the patterns of settlement and dispersion of Paleolithic populations across different ecological zones.</p> <p>Co8: Produce skills and entrepreneurship by establishing specialized travel agencies, tour guiding services, or organizing archaeological tours to historical sites. Offering unique experiences, such as curated thematic tours or hands-on archaeological workshops, can set your services apart</p>		
Unit	Course Content	
I	Introduction a) Prehistory: Definition, Scope, association with allied disciplines b) Paleolithic tool Technology and Typology	
II	Outlines of Prehistoric Cultures of world a) Europe- with special reference to St. Acheul b) Africa- with special reference to Olduvai Gorge c) Asia- with special reference to Chaukoutien, Petjitean d) Upper Paleolithic art of Lescaux, Altamira e) Chronology	
III	Lower Paleolithic Culture of India a) Madrasian - <i>Attirampakkam</i> b) North-western Indian subcontinent- Sohan, Rewat c) Belan Valley d) Son Valley e) Excavated primary sites-Hunsagi, Chirki-Nevasa, Paisara, Maihar, Manigara, Didwana.	
IV	Middle Paleolithic Culture of India a) General features of Middle Paleolithic Culture b) Belan Valley c) Son Valley d) Pravara Valley	
V	Upper Paleolithic Culture and Art of India a) General features of the Upper Paleolithic Culture b) Belan Valley c) Son Valley d) Andhra Pradesh	
Reference Books:		
Agarwal, D.P. and Ghosh, A. (ed.)	Radiocarbon and Indian Archaeology, Tata Institute of Fundamental Research, 1973	
Bhattacharya, D.K.	An Outline of Indian Prehistory, Palaka Prakashan, 2022	
Bordes, F.	Ole Stone Age, World University Library, 1968	
Clark, Grahame and Piggott, S.	Prehistoric Societies, Penguin UK, 1985	

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de Terra, H. and Patterson, T.T.	Studies on the Ice Age , Carnegie Institution of Washington, 1939
Hawkes, J. and Wolley, L. (Ed.)	History of Mankind Vol.-I (UNESCO pub.), 1963
Jaiswal, Vidula.	Paleodietary of India, Agam Kala Prakashan, 178
Leakey, L.S.B.	The Olduvai Gorge , Cambridge University Press, 1965
Misra, V.D.	Some Aspects of Indian Archaeology , Prabhat Prakashan, 1977
Misra, V.D., Pal, J.N. (Ed.)	Indian Prehistory, Department of Ancient History, Culture and Archaeology, University of Allahabad, Prayagraj, 1980
Misra, V.N. and Mate, M.S. (Ed.)	Indian Prehistory, Department of Ancient History, Culture and Archaeology, University of Allahabad, Prayagraj, 1964
Pal, J.N.	Archaeology of Southern Uttar Pradesh, Swabha Prakashan, 1986
Pandey, J.N.	<i>Puratattva Vimarsh</i> (Hindi), Prachya Vidya Sansthan, Prayagraj, 2022
Sankalia, H.D.	Stone Age Tools, Prehistory and Protohistory of India and Pakistan, 1976
	<i>Stone Age Tools: Their Techniques, Names and Functions</i> , Deccan College Postgraduate and Research Institute, Poona, 1964
Varma, R.K.	<i>1. Bhartiya Pragitihas</i> (Methods and Techniques), Param Jyoti Prakashan, Allahabad ,2003 <i>2Kshetriya Puratattva</i> , Param Jyoti Prakashan, Allahabad ,2003
Wadia, D.N.	Geology of India , Alpha Edition, 2019

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- Indian Culture- Vedic, Epic and Puranic Culture of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIQDjktkPBLGElstqmPa8>
- Epigraphy: https://www.youtube.com/playlist?list=PLn14bqzH5QqKXrzcHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUht_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJOzKcGDV1KJjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bqzH5QqL6xyR81PvNk30NlekhGDdbD>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJjT-C9dPCeeztJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bqzH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKSlfNs8ccT51GTwm5TUL4c>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqII89W80EnH96HDnldbg6Bc>
- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIm8HMX6sXuoN86NbrEx6xZ>
- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIJGwIDhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1luxi9iKd2k>

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150804T	Course Title: Ancient Indian Architecture-I	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare comprehensive understanding of the various architectural styles that existed in ancient India, such as the Mauryan, Shunga, and Kushana styles, among others. They will learn about the characteristics, features, and unique elements of each style.</p> <p>Co2: Identify the social, religious, and political factors that influenced architectural developments and gain insights into the rich cultural heritage of ancient India.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Analyze qualities and symbolic significance of ancient Indian architectural designs. They will understand how architectural elements were used to convey religious, spiritual, and cultural messages, and how the visual language of architecture contributed to the overall experience of sacred spaces.</p> <p>Co5: Explain Ancient Indian architecture varied across different regions and evolved over time and will explore the regional and temporal variations in architectural styles, techniques, and influences, and understand the factors that shaped these variations.</p> <p>Co6: Examine iconic structures such as the Great Stupa at Sanchi, the rock-cut temples of Ellora and Ajanta, among others.</p> <p>Co7: Evaluate different perspectives and engage in scholarly discourse related to ancient Indian architecture.</p> <p>Co7: Create skills in museum curation, exhibit design, and management, you can contribute to the field and explore entrepreneurial opportunities, such as opening a private museum or offering consulting services to existing institutions.</p>		
Unit	Course Content	
I	<p>Introduction:</p> <p>a) Brief Overview of Legislations on Conservation of Art Heritage</p> <p>b) Patronage in Ancient Indian Art</p>	
II	<p>Literary Sources:</p> <p>a) Non-technical Text – Brihat Samhita</p> <p>b) Technical Text - Manasara, Samaranganasutradhara, Aparajitaprichha</p>	
III	<p>Early Phase-I:</p> <p>a) Harappan town planning: Mohenjodaro, Harappa, Dholavira, Lothal</p> <p>b) Harappan Residential and Public Utility buildings/Centers</p>	
IV	<p>Early Phase-II:</p> <p>a) Mauryan Town planning with special reference to Arthashastra</p> <p>b) Asokan Pillars- Form, technique and symbology</p> <p>c) Rock-Cut Architecture of Mauryan</p>	
V	<p>Early Phase-III:</p> <p>a) Stupa Architecture- Bharahut, Sanchi, Amaravati and Nagurjunkonda</p> <p>b) Rock-cut Architecture- Bhaja, Karle, Udaygiri, Khandagiri</p>	
Reference Books:		
Sarkar, H.	Museums and Protection of Monuments and Antiquities in India, 1981	
Agrawal, V.S.	Evolution of Hindu Temples and Other Essays; Gupta Art.	
	Indian Art, Prithi Prakashan, Varanasi, 2003	
	Bharatiya Kala, Prithi Prakashan, Varanasi, 2023	
Anand, Mulk Raj	The Hindu View of Art, Routledge, 2020	
Bhattacharya, Tarapada	Canons of Indian Art: A study of vastuvidya, South Asia Books, 1986	
Boner, Alice and Sharma, S.R.	New Light on the Sun Temple of Konarka, Chowkhamba Sanskrit Series Office, 1972	
Bose, Nirmal Kumar	Canons of Orissan Architecture, Prabasi Press, Calcutta, 1932	
Coomaraswamy, A.K.	Symbolism of Indian Architecture, Historical Research Documentation Programme, 1995	
	History of Indian and Indonesian Art (Symbolism and General History), Munshiram Manoharlal, New Delhi, 2000	
Dehejia, Vidya	Early Stone Temples of Orissa, Vikas Publishing House Pvt Ltd, 1978	

Dhaky, Meister, & Krishna Deva (Ed.)	Encyclopedia of Temple Architecture- Vol.-I (North India 5 pts.), Manohar Publishers and Distributors, 1996
Gangoli, O.C.	The Art of the Rashtrakutas
Krishna Deva	1. Temples of North India, NBT New Delhi, 1969 2. Khajuraho-2 Vols., Brijbasi Printers Pvt.Ltd ,India, 1965
Michell, George	The Hindu Temple: An Introduction to its Meaning and Forms, University of Chicago Press, 1988
	Hindu Art and Architecture, Thames & Hudson, 2000
	Splendours of the Vijayanagar Empire – Hampi, Marg. Pub., 1981
Mitra, Debala	Buddhist Monuments, Sahitya Samvada, 1972
Pandey, J.N.	Bharatiya Kala, Prachya Vidya Sansthan, Prayagraj, 2022
Panigrahi, K.C.	Archaeological Remains at Bhuvanewara., orient Longman Ltd, New Delhi, 1960
Pramod Chandra	Studies in Temple Architecture, American Institute of Indian Studies, 1975
Ray, Niharranjan	Maurya – Sunga Art, Indian Studies, Past & Present, Calcutta, 1965
Roy, G.N.	Bharatiya Kala, Allahabad, 2022
Rowland, Benjamin	The Art and Architecture of India: Buddhist, Hindu, Jain, Puffin, 1971
Shula, D.N.	Vastushastra, Vol.-I Hindu Science of Architecture, Munshiram Manoharlal Publishers, 1996
Soundara Rajan, K.V.	Indian Temple Styles: The personality of Hindu Architecture, Munshiram Manoharlal Publishers Pvt. Ltd., 1972
Srinivasan, K.R.	Temples of South India, NBT, New Delhi 2022
Suson, L. Huntington	The Art of Ancient India, Motilal Banarsidass, 2016

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- Ancient India Bulletin of ASI: https://asi.nic.in/Ancient_India/
- ASI Books: <https://ignca.gov.in/divisions/asi-books/>
- ASI Books: <https://asi.nic.in/book-search/>
- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
- National Digital Library: <https://ndl.iitkgp.ac.in/>
- IGNCA Kalanidhi: <https://ignca.gov.in/divisionss/kalanidhi/>
- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
- Internet Archive: <https://archive.org/details/digitallibraryindia>
- Rare Books: <https://www.rarebooksocietyofindia.org/>

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- Epigraphy: https://www.youtube.com/playlist?list=PLn14bqzH5QqKXrzHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr>
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- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIJGwIDhUf7It9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=Eluxi9iKd2k>

Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150805T	Course Title: Social History of India (From Earliest Times to Circa 6th Century A.D.)	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare an understanding of the social structures, hierarchies, and caste systems prevalent in ancient India, including the varna system and the role of social institutions such as family, clan, and guilds.</p> <p>Co2: Identify knowledge about the prehistoric and early historic periods in India, including the Indus Valley Civilization, Vedic society, and the emergence of the Mauryan and Gupta Empire.</p> <p>Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co4: Explain the various social structures and institutions that existed in ancient India. This includes studying the caste system, family structures, religious institutions, economic systems, governance models, and social hierarchies prevalent during different time periods.</p> <p>Co5: Analyze the awareness of the historical context of ancient India and its interactions with neighboring regions and cultures, including Central Asia, Persia, and the Hellenistic world.</p> <p>Co6: Assess the cultural and religious practices that played a crucial role in shaping the social fabric of ancient India. Study the evolution of religious traditions, including Hinduism, Buddhism, Jainism, and their impact on society. Analyze the interplay between religious beliefs, rituals, and social customs.</p> <p>Co7: Examine the roles and status of women in ancient Indian society and how they changed over time. Understand the nuances of gender dynamics, including the portrayal of women in ancient texts, their participation in economic activities, and their social and legal rights.</p> <p>Co8: Produce employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.</p>		
Unit	Course Content	
I	Sources a) Literary sources i) Indigenous-Religious and secular ii) Foreign Accounts b) Archaeological Sources i) Epigraphic ii) Numismatic iii) Excavation/exploration reports	
II	Trends and approaches to the study of ancient Indian society a) Historical study of society (Horizontal) b) Social Life of Indus Valley civilization c) Social Life of Vedic period d) Social Life of Mauryan period and post Maurya period (up to Kushanas) e) Social Life of Gupta period	
III	Historical Study of Social Institutions a) Varna and Ashram system –origin and evolution b) Caste system –origin and nature c) Samskaras d) Purusartha	
IV	Study of other Social Institutions: Position of Women: a) Their abilities and disabilities b) Their proprietary right c) Right to education d) Position of widows e) Sati custom Educational Institutions: a) Taxila, Kashi and Vallabhi b) Curriculum	
V	Study of Labour and Outcastes a) Slavery: Types, its use b) Visti: origin, evolution and its use c) Outcastes	

Reference Books:

Altekar, A.S.	Position of Women in Hindu Civilization: From Prehistoric Time to the Present Day, Motilal Banarsidass, 2016
Altekar, A.S.	Education in Ancient India, Gyan Book Publishing, 2010
Bhattacharya, S.C.	Some Aspects of Indian Society (2 nd century B.C. to 4 th Century A.D.), Firma KLM, 1978
Chanan, D.	Slavery in Ancient India, People's Publishing House, 2008
Yadav B N S	Society and Culture in Northern India in the Twelfth Century A.D., Raka Prakshan, 2012
Derrett, J.D.M.	Religion, Law and State in India, OUP India, 1999
Hutton, J.	Caste in India, Siddharth Books, 1963
Kane, P.V.	History of Dharmasastra Vol. II (Hindi Vol. II), Bhandarkar Oriental Research Insitute, 1974
Macdonell and Keith	Vedic Index, 2 Vol, Motilal Banarsidass Publishers, 1912
Mukerjee, Sandhya	Some Aspect of Social Life in Ancient India, Narayan Publishing House, Prayagraj, 1976
Sharma, R.S.	Studies in Ancient India: Light on Early Indian Economy and Society, Manaktalas Bombay, 1966
	Indian Feudalism: LAXMI PUBLICATIONS, 2008
	Material Culture and Social Formations in Ancient India, Macmillan India Ltd., 1983 (Hindi Tr.)
	A Social History of The Lower Order Down to Circa A.D. 600, Motilal Banarsidass, 2016 (Hindi Tr.)
Singh Upinder	<i>A History of Ancient and Early Medieval India.</i> Pearson Publication, Delhi, 2008.
मिश्र जयशंकर	प्राचीन भारत का सामाजिक इतिहास, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 2013

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- E-Books: <https://www.indianculture.gov.in/ebooks>
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- ASI Books: <https://ignca.gov.in/divisionss/asi-books/>
- ASI Books: <https://asi.nic.in/book-search/>
- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
- National Digital Library: <https://ndl.iitkgp.ac.in/>
- IGNCA Kalanidhi: <https://ignca.gov.in/divisionss/kalanidhi/>
- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
- Internet Archive: <https://archive.org/details/digitallibraryindia>
- Rare Books: <https://www.rarebooksocietyofindia.org/>

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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPgladHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUHT_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJOzKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bqzH5QqL6xyR81PvNk30NlekhGDbD>
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- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKSIfNs8ccT51GTwm5TUL4c>
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- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIJGwldhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150806T	Course Title: Ancient Indian Religious and Philosophical Thoughts-I	
Credits: 04	Discipline Centric Elective	

Course Outcomes: after completion of the course, students will be able to:

Co1: Prepare a clear understanding of the fundamental concepts and doctrines within ancient Indian religious and philosophical systems. This may include concepts like dharma, karma, moksha, samsara, nirvana, ahimsa, and various philosophical perspectives on the nature of reality, self, and ultimate truth.

Co2: Identify the major religious and philosophical traditions that originated in ancient India, such as Hinduism, Buddhism, Jainism, and Sikhism. They should be familiar with the key beliefs, practices, and texts associated with each tradition.

Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.

Co4: Analyze and interpret ancient Indian religious and philosophical texts. They should be able to engage in thoughtful discussions and provide reasoned arguments while examining different perspectives within these traditions.

Co5: Compare and contrast different ancient Indian religious and philosophical traditions, identifying similarities and differences in their beliefs, practices, and philosophical frameworks. This comparative approach will help students appreciate the diversity and complexity of ancient Indian thought.

Co6: Examine the moral teachings and ethical frameworks advocated by these traditions and their relevance to contemporary issues.

Co7: Assess the relevance and applicability of ancient Indian religious and philosophical thoughts to modern-day life. They should develop an appreciation for the enduring influence of these traditions and their potential contributions to addressing contemporary challenges.

Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.

Unit	Course Content
I	a) Concept of religion b) Sources: Literary, Archaeological
II	Foundations of Indian religion: a) Harappan b) Early Vedic
III	Sectarian Proliferation: a) Sun worship b) Shaivism c) Vaishnavism
IV	Yajna Ritual: a) Agnistoma b) Vajapeya c) Rajasuya, Asvamedha and Educational rites
V	Philosophical Thoughts: a) Upanishadic Philosophy b) Gita c) Sankhya

Reference Books:

Basham, A.L. (Ed.)	A Cultural History of India (ed), OUP India, 1989
Dutta and Chatterjee	An Introduction to Indian Philosophy , Rupa & Co, 2012
Gonda, J.	Saivism and Vaisnavism, Bloomsbury Academic, 2016
Jash, P.	History of Savism , Roy and Chaudhury, 1974
Kane, P.V.	History of Dharmasastra Vol. IV (Hindi Vol. IV), Bhandarkar Oriental Research Institute, 1974
Lal, B.B.	The Saraswati Flows on the Continuity of Indian Culture, Aryan Books International, 2002
Michaels, Alex	Hinduism: Past and Present, Princeton University Press, 2003
Pande, G.C.	Baudha Dharma Ka Vikas ka Itihas, Uttar Pradesh Hindi Sansthan, 2015
Radhakrishnan, S.	Indian Philosophy-2 Vol, Oxford, 2008

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E-RESOURCES: <ul style="list-style-type: none">➤ E-Books: https://www.indianculture.gov.in/ebooks➤ Ancient India Bulletin of ASI: https://asi.nic.in/Ancient_India/➤ ASI Books: https://ignca.gov.in/divisionss/asi-books/➤ ASI Books: https://asi.nic.in/book-search/➤ ASI Publication: https://asi.nic.in/corpus-inscriptionum-indicarum/➤ Purana: https://ignca.gov.in/purana/➤ Epigraphia Indica: https://ignca.gov.in/epigraphia-indica/➤ National Digital Library: https://ndl.iitkgp.ac.in/➤ IGNCA Kalanidhi: https://ignca.gov.in/divisionss/kalanidhi/➤ IGNCA Online Resources: https://ignca.gov.in/online-digital-resources/➤ ICSSR e-Resources: https://nassdoceresources.remotexs.in/➤ UGC e-Resources: http://ugceresources.in/➤ Parliament Library: https://parliamentlibraryindia.nic.in/Ebooks.aspx➤ Project Gutenberg: https://www.gutenberg.org/➤ Internet Archive: https://archive.org/details/digitallibraryindia➤ Rare Books: https://www.rarebooksocietyofindia.org/ Video Lectures: <ul style="list-style-type: none">➤ Indian Culture- Vedic, Epic and Puranic Culture of India: https://www.youtube.com/playlist?list=PLn14bzqH5OqIQDjktkPBLGElstqmPa8➤ Epigraphy: https://www.youtube.com/playlist?list=PLn14bzqH5OqKXrzcHjH_LnmBwmFMe51bt➤ Archaeology: https://www.youtube.com/playlist?list=PLn14bzqH5OqKVoafPg1adHUxPurKvfyxr➤ Numismatic: https://www.youtube.com/playlist?list=PLn14bzqH5OqK7h0w9azROUht_rx79UHry➤ Museology: https://www.youtube.com/playlist?list=PLn14bzqH5OqJOzKcGDV1KljPF7yG9tWfl➤ Pre & Prehistoric Culture: https://www.youtube.com/playlist?list=PLn14bzqH5OqL6xyR81PvNk30NlekhGDdbD➤ Economics History of India: https://www.youtube.com/playlist?list=PLn14bzqH5OqJjT-C9dPCeeztJ-857N2-0➤ Art & Architecture-I: https://www.youtube.com/playlist?list=PLn14bzqH5OqICU9un05yKXtt4VWds-cYh➤ Art & Architecture-II: https://www.youtube.com/playlist?list=PLn14bzqH5OqKSIfNs8ccT51GTwm5TUL4c➤ Social & Culture History of India: https://www.youtube.com/playlist?list=PLn14bzqH5OqII89W80EnH96HDnlbdg6Bc➤ Geomorphology: https://www.youtube.com/playlist?list=PLn14bzqH5OqIm8HMX6sXuoN86NbrEx6xZ➤ Remote Sensing, GPS & GIS: https://www.youtube.com/playlist?list=PLn14bzqH5OqIJGwIDhUf7lt9lumJ6hYXC➤ Research Methodology: https://www.youtube.com/watch?v=J31CjLUGUGo➤ Research Process: https://www.youtube.com/watch?v=Xammfw-Zznk➤ Researcher & View: https://www.youtube.com/watch?v=E1uxi9iKd2k	

Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150807T	Course Title: Indian Proto-History	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare to comprehend the chronological framework of Indian proto-history, including the transition from the mature phase of the Indus Valley Civilization to the post-urban phase and subsequent regional cultures.</p> <p>Co2: Identify and describe various regional cultures that emerged during the proto-historic period in different parts of the Indian subcontinent. This may include the Ochre Coloured Pottery culture, the Cemetery H culture, the Jorwe culture, the Painted Grey Ware culture, etc.</p> <p>Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.</p> <p>Co4: Analyze and interpret the art, seals, and other iconographic elements found during the proto-historic period. They should understand the symbolic and cultural significance of these artifacts and their connections to religious or ritual practices.</p> <p>Co5: Explain the social and economic structures of proto-historic societies in India. This includes studying aspects like settlement patterns, agriculture, craft specialization, social stratification, gender roles, and the role of political institutions.</p> <p>Co6: Critically evaluate archaeological evidence, scholarly theories, and interpretations related to Indian proto-history. They should develop skills to analyze different viewpoints and engage in discussions and debates.</p> <p>Co7: Examine the research methodologies and techniques used in studying proto-history, such as excavation methods, data analysis, dating techniques, and the use of scientific tools like DNA analysis and isotopic studies.</p> <p>Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>		
Unit	Course Content	
I	Introduction a) Definition of Protohistory and its Scope b) Emergence and main features of Early Harappan cultures: i) Mehrgarh, ii) Kil-i-ghul Mohammad, Rana Ghundai, Nausero, Mundigak, Rakhigarhi, Kalibangan	
II	Harappan Civilization a) Characteristic features b) Origin and extent c) Decline d) Legacy of Harappan Civilization: Cemetery H culture; Harappan-Vedic relations	
III	Important Harappan Sites: a) Harappa, Mohenjo-daro, Lothal, b) Surkotda, Kalibangan, Dholavira, Rakhigarhi	
IV	Chalcolithic Cultures of Western-Central India and Deccan a) Kayatha Culture b) Ahar Culture; Sites Ahar, Gilund, Balathal c) Malwa Culture; Sites: Maheswar, Navdatoli, Nagda, Chandoli d) Nasik-Jorwe Culture, Sites: Nevasa, Inamgaon, Prakash, Chandoli	
V	Chalcolithic Cultures of Northern India (a) Middle Ganga Valley, Sites: Chirand, Senuwar, Taradih, Narhan, Khairadih, Jhusi, Kausambi, Sringeripura (b) Copper Hoards and O.C.P. Culture of Upper Ganga Valley; Sites: Saipai, Atranjikhera, Jakhera, Hastinapur, Ahichhatra (c) Vindhyan Chalcolithic; Sites: Kakoria, Koldihwa, Tokwa, Malhar, Raja Nal Ka Tila.	
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- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1luxi9iKd2k>

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150808T	Course Title: Ancient Indian Art and Aesthetics-I	
Credits: 04	Discipline Centric Elective	

Course Outcomes: after completion of the course, students will be able to:

Co1: Prepare comprehensive understanding of the major art forms and artistic traditions of ancient India. This includes knowledge of architecture, sculpture, painting, and other visual arts.

Co2: Identify stylistic features, iconography, and symbolic meanings in various art forms, such as temple sculptures, cave paintings, and miniature paintings.

Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.

Co4: Compare different art forms, styles, gender roles, geographical and environmental effects and artistic techniques within the context of ancient Indian art.

Co5: Explain the cross-cultural influences and exchanges between ancient Indian art and other artistic traditions, such as those from Central Asia, Southeast Asia, and the Western world.

Co6: Examine how art was influenced by and, in turn, influenced religious, social, and political aspects of ancient Indian society.

Co7: Assess the significance and influence of various artistic traditions and their contributions to the broader cultural heritage.

Co8: Produce skills and entrepreneurships in heritage conservation, architectural restoration, or artifact preservation can lead to entrepreneurial ventures in the field. You could establish a restoration studio, collaborate with heritage organizations, or provide consulting services for restoration projects.

Unit	Course Content
I	Sources: a) Concept of Indian Art b) Characteristics of Indian Art c) Elements of Aesthetics
II	Indian Thinkers: Philosophy of Aesthetics a) Bharata b) Abhinavagupta c) Western thinkers: Kant, Hegel
III	Dynastic Art - I a) Mauryan b) Sunga
IV	Dynastic Art - II a) Satavahana b) Kushana c) Gupta
V	Buddhist and Jaina Iconography: a) Buddha, Bodhisattva b) Adinath, Parsvanatha, Mahavira

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Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150809T	Course Title: Economic History of India (From Earliest Times to 6th Century A.D.)	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the economic systems that existed in ancient India, including the Vedic period, Mauryan Empire, and Gupta Empire. They will be familiar with the key economic institutions, such as guilds, marketplaces, and agricultural practices.</p> <p>Co2: Identify ancient Indian trade routes, maritime trade, and commercial activities and they will understand the significance of trade relationships with other regions, such as the Silk Road, the Roman Empire, South-east Asia, and Africa.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Analyze and interpret historical economic data, including archaeological findings, inscriptions, and ancient texts, to gain insights into production, distribution, consumption, and wealth patterns in ancient India.</p> <p>Co5: Compare and contrast the economic systems of ancient India with other contemporary civilizations, such as China, Mesopotamia, and Egypt. They should identify similarities, differences, and potential influences on economic practices.</p> <p>Co6: Evaluate the economic policies implemented by ancient Indian rulers and their impact on trade, agriculture, taxation, and social structures. They should understand the role of state intervention and regulation in economic activities.</p> <p>Co7: Examine different historical interpretations, theories, and debates in the field of economic history. They should be able to conduct independent research using primary and secondary sources.</p> <p>Co8: Produce employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.</p>		
Unit	Course Content	
I	<p>Sources:</p> <ol style="list-style-type: none"> Literary sources: Indigenous-Dharmashashtra, Secular and Religious and Foreign Accounts Archaeological Sources: Epigraphic, Numismatic and Excavation/Exploration Reports Trends and Approaches to the study of Ancient Indian Economy 	
II	<p>Historical Study of Economy: Economic Life</p> <ol style="list-style-type: none"> Indus Valley civilization Vedic Period Mauryan Period Post-Mauryan Period and Gupta Period 	
III	<p>Study of History of Agriculture:</p> <ol style="list-style-type: none"> Land Ownership and land Possession Irrigation System Crops, Cultivation and Manuring Agricultural Implements and Labour: Slavery and Vishti Animal Husbandry 	
IV	<p>Study of History of Trade and Commerce: International External Trade and Corporate Activities:</p> <ol style="list-style-type: none"> Trade routes (Land and water) and Means of Transport Ports and Towns (Trade Centers) Items of Import and Export Trade Relations with other Countries, Rome, Southeast Asia and China <p>Corporate Activities, Currency System</p> <ol style="list-style-type: none"> Industrial and Traders' Guilds: Definition, Organization and Functions Nigam, Definition Organization and Functions Carvan Trade, with Indigenous and Other Countries 	
V	<p>Revenue System, Money lending and Currency System:</p> <ol style="list-style-type: none"> Agricultural and Trade Taxes Fines, Principle and practice of Taxation Definition and Types of Lending Rate of Interest Monetary Condition: State of Coined Money 	

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Pran Nath	Economic Life in Ancient India , Royal Asiatic Society, 1927
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Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150810T	Course Title: Ancient Indian Religious and Philosophical Thoughts-II	
Credits: 04	Discipline Centric Elective	

Course Outcomes: after completion of the course, students will be able to:

Co1: Prepare a comprehensive understanding of the fundamental concepts, principles, and themes in ancient Indian religious and philosophical thoughts such as Dharma, Artha, Karma, Moksha, Atman, Brahman, Maya, and the different philosophical schools like Vedanta, Samkhya, Yoga, Nyaya, and more.

Co2: Identify underlying assumptions, logical arguments, and evaluate the strengths and weaknesses of different perspectives.

Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.

Co4: Compare and contrast different religious and philosophical schools of thought in ancient India. They should understand the similarities and differences between schools like Advaita Vedanta and Dvaita Vedanta, Samkhya and Yoga, Nyaya and Vaisheshika, and so on.

Co5: Apply the concepts and principles learned to contemporary issues and challenges and apply ancient Indian wisdom to analyze and address modern ethical, metaphysical, and epistemological dilemmas.

Co6: Evaluate the religious and philosophical ideas presented in the texts and evaluate arguments, questioning assumptions, and developing their own perspectives based on a deep understanding of ancient Indian religious and philosophical ideas.

Co7: Examine ethical theories and frameworks within ancient Indian philosophical traditions and they will explore concepts like Dharma (moral duty), Ahimsa (non-violence), Karma Yoga (the path of selfless action), and the pursuit of the highest moral ideals.

Co8: Create Entrepreneurship and develop skills to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.

Unit	Course Content
I	Sources: a) Literary sources b) Archaeological c) Puranic Dharma
II	Religious Trend: a) Shaktism b) Tantrism
III	Religious System: a) Saiva Schools and Sects b) Vaishnava Schools and Sects
IV	Minor religious Systems: a) Sun Cult b) Skandkartikeya Cult, c) Ganesa Cult
V	Philosophical Thoughts: a) Sankara's Vedanta b) Ramanuja's Visistadvaita

Reference Books:

Bharati, Agehanand	<i>The Tantric Tradition</i> , Anchor Books (A Doubleday Anchor Book), 1970
Chattopadhyaya, S.	<i>Evolution of Theistic-Sects in Ancient India</i> , Progressive Publication, 1962
Dwivedi, Hajari Prasad	<i>Madhyakalin Dharm Sadhana</i> , Lokbharti Prakashan, 2019
Goyal, S.R.	<i>Religious History of India</i> , 2 vols., kusumanjaili Prakashan, Meerut, 1804
Mitra, R.C.	<i>Decline of Buddhism</i> , Visva-Bharati research publ. committee, 1981
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Pandey, L.P.	<i>Sun-worship in India</i> , Varanasi Motilal Banarsidass 1971
Pathak, V.S.	<i>Shiva Cults in northern India: Smarta Religious Tradiltion</i> , 1960
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Sircar, D.C.	<i>Saktipithas</i> , Motilal Banarsidass Patna, 1950
Yaduvanshi	<i>Shaivmat</i> , Bihar Rashtrabhasha Parishad, 1988
<p>E-RESOURCES:</p> <ul style="list-style-type: none"> ➤ E-Books: https://www.indianculture.gov.in/ebooks ➤ Ancient India Bulletin of ASI: https://asi.nic.in/Ancient_India/ ➤ ASI Books: https://ignca.gov.in/divisionss/asi-books/ ➤ ASI Books: https://asi.nic.in/book-search/ ➤ ASI Publication: https://asi.nic.in/corpus-inscriptionum-indicarum/ ➤ Purana: https://ignca.gov.in/purana/ ➤ Epigraphia Indica: https://ignca.gov.in/epigraphia-indica/ ➤ National Digital Library: https://ndl.iitkgp.ac.in/ ➤ IGNCA Kalanidhi: https://ignca.gov.in/divisionss/kalanidhi/ ➤ IGNCA Online Resources: https://ignca.gov.in/online-digital-resources/ ➤ ICSSR e-Resources: https://nassdoceresources.remotexs.in/ ➤ UGC e-Resources: http://ugceresources.in/ ➤ Parliament Library: https://parliamentlibraryindia.nic.in/Ebooks.aspx ➤ Project Gutenberg: https://www.gutenberg.org/ ➤ Internet Archive: https://archive.org/details/digitallibraryindia ➤ Rare Books: https://www.rarebooksocietyofindia.org/ <p>Video Lectures:</p> <ul style="list-style-type: none"> ➤ Indian Culture- Vedic, Epic and Puranic Culture of India: https://www.youtube.com/playlist?list=PLn14bqzH5QqIQDjktkPBLGElstqmPa8 ➤ Epigraphy: https://www.youtube.com/playlist?list=PLn14bqzH5QqKXrzCzHjH_LnmBwmFMe51bt ➤ Archaeology: https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr ➤ Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUHT_rx79UHry ➤ Museology: https://www.youtube.com/playlist?list=PLn14bqzH5QqJOzKcGDV1KJjPF7yG9tWfl ➤ Pre & Prehistoric Culture: https://www.youtube.com/playlist?list=PLn14bqzH5QqL6xyR81PvNk30NlekhGDdBd ➤ Economics History of India: https://www.youtube.com/playlist?list=PLn14bqzH5QqJjT-C9dPCeeztJ-857N2-0 ➤ Art & Architecture-I: https://www.youtube.com/playlist?list=PLn14bqzH5QqICU9un05yKXtt4VWds-cYh ➤ Art & Architecture-II: https://www.youtube.com/playlist?list=PLn14bqzH5QqKSlfNs8ccT51GTwm5TUL4c ➤ Social & Culture History of India: https://www.youtube.com/playlist?list=PLn14bqzH5QqII89W80EnH96HDnlbdg6Bc ➤ Geomorphology: https://www.youtube.com/playlist?list=PLn14bqzH5QqIm8HMX6sXuoN86NbrEx6xZ ➤ Remote Sensing, GPS & GIS: https://www.youtube.com/playlist?list=PLn14bqzH5QqIJGwIDhUf7lt9lumJ6hYXC ➤ Research Methodology: https://www.youtube.com/watch?v=J31CjLUGUGo ➤ Research Process: https://www.youtube.com/watch?v=Xammfw-Zznk ➤ Researcher & View: https://www.youtube.com/watch?v=E1uxi9iKd2k 	

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150811R	Course Title: Field Work & Report Writing	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the concept of cultural heritage, including tangible and intangible aspects, and its significance in local to national, and global contexts. students not only familiar with cultural heritage on a regional basis, but also to reveal regional cultural and historical facts in a new way.</p> <p>Co2: Identify various fieldwork techniques and methodologies employed in cultural heritage research, including site surveys, documentation, artifact analysis, and data collection.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Apply knowledge about the principles and practices of preservation and conservation of cultural heritage sites, objects, and traditions. They will understand the importance of ethical considerations and sustainable approaches in heritage preservation.</p> <p>Co5: Explain and enhance their critical thinking skills by evaluating and interpreting fieldwork data and incorporating multiple perspectives in their analysis of cultural heritage. They will learn to identify and address research gaps and propose recommendations for future preservation efforts.</p> <p>Co6: Evaluate the ethical considerations associated with cultural heritage research, including issues of ownership, access, and representation. They will learn to navigate cultural sensitivity and respect local communities' perspectives and rights.</p> <p>Co7: Assess effectively communicate their research findings to diverse audiences, including professionals, stakeholders, and the general public.</p> <p>Co8: Produce skills and develop employability in heritage conservation, architectural restoration, or artifact preservation can lead to entrepreneurial ventures in the field. You could establish a restoration studio, collaborate with heritage organizations, or provide consulting services for restoration projects.</p>		
<p style="text-align: center;">Majority of the primary sources in Archaeology are collected through field survey and excavations. Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.</p> <p style="text-align: center;">The primary objective of this course is to impart practical training to the students at archaeological sites, monuments, scientific laboratories, museums, field-based research projects, conservation work, etc.</p> <p style="text-align: center;">The students shall also participate in the excavations/explorations conducted by the various organizations, including Archaeological Survey of India, State Departments of Archaeology, University Departments, Research Institutions, etc.</p> <p>Duration: as decided by department.</p> <p>Report Writing: On successful completion of the training a Report shall be submitted to the department by the students for evaluation and award of marks.</p>		
<p>E-RESOURCES:</p> <ul style="list-style-type: none"> ➤ E-Books: https://www.indianculture.gov.in/ebooks ➤ Ancient India Bulletin of ASI: https://asi.nic.in/Ancient_India/ ➤ ASI Books: https://ignca.gov.in/divisionss/asi-books/ ➤ ASI Books: https://asi.nic.in/book-search/ ➤ ASI Publication: https://asi.nic.in/corpus-inscriptionum-indicarum/ ➤ Purana: https://ignca.gov.in/purana/ ➤ Epigraphia Indica: https://ignca.gov.in/epigraphia-indica/ ➤ National Digital Library: https://ndl.iitkgp.ac.in/ ➤ IGNCA Kalanidhi: https://ignca.gov.in/divisionss/kalanidhi/ 		

- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bqH5QqK7h0w9azROUht_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bqH5QqJOzKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bqH5QqL6xyR81PvNk30NlekhGDbD>
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- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bqH5QqIm8HMX6sXuoN86NbrEx6xZ>
- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bqH5QqIJGwIDhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-I	Semester-VIII/II
Subject: Ancient History, Culture and Archaeology		
Course Code: A150812R	Course Title: Review of Two Secondary Books and Presentation	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Identify literary elements such as symbolism, imagery, foreshadowing, and narrative techniques and gain a deeper understanding of the authors' intentions and the literary devices employed.</p> <p>Co2: Prepare tools and techniques necessary for conducting effective literary analysis.</p> <p>Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.</p> <p>Co4: Explain and articulate your ideas, findings, and interpretations effectively to an audience. This involves preparing and delivering a well-structured presentation that highlights the key aspects of the books and showcases your analytical insights.</p> <p>Co5: Evaluate relevant scholarly sources, such as literary criticisms and academic articles, to support your analysis. These research skills will enable you to deepen your understanding of the books and provide a solid foundation for your presentation.</p> <p>Co6: Assess various aspects of the books, including their themes, characters, plot structures, and writing styles. Through this process, you will enhance your ability to think critically and form well-reasoned judgments about the literature.</p> <p>Co7: Create skills in museum curation, exhibit design, and management, you can contribute to the field and explore entrepreneurial opportunities, such as opening a private museum or offering consulting services to existing institutions.</p>		
<p>E-RESOURCES:</p> <ul style="list-style-type: none"> ➤ E-Books: https://www.indianculture.gov.in/ebooks ➤ Ancient India Bulletin of ASI: https://asi.nic.in/Ancient_India/ ➤ ASI Books: https://ignca.gov.in/divisionss/asi-books/ ➤ ASI Books: https://asi.nic.in/book-search/ ➤ ASI Publication: https://asi.nic.in/corpus-inscriptionum-indicarum/ ➤ Purana: https://ignca.gov.in/purana/ ➤ Epigraphia Indica: https://ignca.gov.in/epigraphia-indica/ ➤ National Digital Library: https://ndl.iitkgp.ac.in/ ➤ IGNCA Kalanidhi: https://ignca.gov.in/divisionss/kalanidhi/ ➤ IGNCA Online Resources: https://ignca.gov.in/online-digital-resources/ ➤ ICSSR e-Resources: https://nassdoceresources.remotexs.in/ ➤ UGC e-Resources: http://ugceresources.in/ ➤ Parliament Library: https://parliamentlibraryindia.nic.in/Ebooks.aspx ➤ Project Gutenberg: https://www.gutenberg.org/ ➤ Internet Archive: https://archive.org/details/digitallibraryindia ➤ Rare Books: https://www.rarebooksocietyofindia.org/ <p>Video Lectures:</p> <ul style="list-style-type: none"> ➤ Indian Culture- Vedic, Epic and Puranic Culture of India: https://www.youtube.com/playlist?list=PLn14bqzH5QqIODjktkPBLGElstqmPa8 ➤ Epigraphy: https://www.youtube.com/playlist?list=PLn14bqzH5QqKXrzCHjH_LnmBwmFMe51bt ➤ Archaeology: https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr ➤ Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUHT_rx79UHry ➤ Museology: https://www.youtube.com/playlist?list=PLn14bqzH5QqJOzKcGDV1KIjPF7yG9tWfl ➤ Pre & Prehistoric Culture: https://www.youtube.com/playlist?list=PLn14bqzH5QqL6xyR81PvNk30NlekhGDbd ➤ Economics History of India: https://www.youtube.com/playlist?list=PLn14bqzH5QqJiT-C9dPCeezJ-857N2-0 ➤ Art & Architecture-I: https://www.youtube.com/playlist?list=PLn14bqzH5QqICU9un05yKXtt4VWds-cYh ➤ Art & Architecture-II: https://www.youtube.com/playlist?list=PLn14bqzH5QqKSIfNs8ccT51GTwm5TUL4c ➤ Social & Culture History of India: https://www.youtube.com/playlist?list=PLn14bqzH5QqII89W80EnH96HDn1bdg6Bc ➤ Geomorphology: https://www.youtube.com/playlist?list=PLn14bqzH5QqIm8HMX6sXuoN86NbrEx6xZ ➤ Remote Sensing, GPS & GIS: https://www.youtube.com/playlist?list=PLn14bqzH5QqIJGwIDhUf7lt9lumJ6hYXC ➤ Research Methodology: https://www.youtube.com/watch?v=J31CjLUGUGo ➤ Research Process: https://www.youtube.com/watch?v=Xammfw-Zznk ➤ Researcher & View: https://www.youtube.com/watch?v=Eluxi9iKd2k 		

Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150901T	Course Title: Political History of Ancient India (From A.D. 550 to 1200 A.D.)	
Credits: 04	Core Course	
<p>Course Outcomes: after completion of the course, student will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the major kingdoms and empires that existed in ancient India between A.D. 550 and 1200 A.D.</p> <p>Co2: Identify the reasons behind territorial conquests, the methods of warfare employed, and the consequences of these conquests on the political map of ancient India.</p> <p>Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co4: Compare the political history of ancient India in relation to other contemporary civilizations and empires. This comparative approach allows for a broader understanding of global historical developments during the same period.</p> <p>Co5: Explain the nature of monarchy, the administrative apparatus, the role of kings and rulers, the functioning of courts and councils, and the relationship between the central power and regional/local authorities.</p> <p>Co6: Examining the influence of religion, caste, social norms and gender roles on political institutions and practices.</p> <p>Co7: Evaluate different interpretations of historical events, assess the reliability of sources, and construct well-supported arguments based on historical evidence.</p> <p>Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>		
Unit	Course Content	
I	Sources: a) Literary and Archaeological Sources i) Indigenous ii) Foreign accounts iii) Inscriptions iv) Numismatic v) Architecture and others	
II	History of Post-Gupta Period a) Later Guptas b) Maukharis c) Vakatakas d) Pallavas	
III	History of Pushyabhuti Dynasty a) Harsha's Campaign and Chronology b) Extent of the Empire History of Chalukyas: a) Origin and Early History of Chalukyas b) Pulkesin II and his Achievements	
IV	Political History: a) Gurjar-Partihar- with special reference to Achievements of Mihirabhoj b) Palas-with special reference to Achievements of Dharmpal c) Rashtrakutas- with special reference to Achievements of Dhruva Dharavarsa or Govind III d) Tripartite Struggle	
V	a) Chandellas b) Chahmanas – with special reference to Achievements of Prithviraja- III	
Reference Books:		
Bhandarkar, D.R.	Asoka , Abhinav Publication, 2019	
Jha, D.N. & Shrimali, K.M.	Prachin Bharat Ka Itihasa, Koshal Publication , 2022	
Jayaraj Bhoj	Alexander's Invasion and its Impact	
Mookerjee, R.K.	Chandragupta Maurya and His Times, Motilal Banarsidass, 1999	
Majumdar, R.C	Age of Imperial Unity, Bharatiya Vidya Bhavan, 2018	
Narain, A.K.	The Indo-Greeks, 1957	
Negi, J.S.	Groundwork of Ancient Indian History, Narayan Publishing House, Allahabad, 1958	

Rapson, E.J. (Ed.)	Cambridge History of India-Vol. -1, CreateSpace Independent Publishing Platform, 2015
Raychaudhuri, H.C.	Political History of Ancient India, Oxford University Press, 2022
Shastri, K.A.N. (Ed.)	Age of the Nandas and Mauryas, Motilal Banarsidass, 1967
Sircar, D.C.	Select Inscriptions (IInd Ed.), Motilal Banarsidass, New Delhi, 1983
Sharma, G.R.	Reh Inscription of Menander and the Indo-Greek Invasion of the Ganga Valley, Abinash Prakashan for the Centre of Advanced Study, Department of Ancient History, University of Allahabad, 1980
Thapar, Romila	Asoka and Decline of the Mauryas, Oxford University Press, 2012 Early India: From the Origins to AD 1300, London, 2002.
Majumdar R.C. Raychowdhari H.C, and K. Dutta	Advanced History of India: London:Macmillan, 1961
Sharma, R. S:	India's Ancient Past, New Delhi, 2005.
Singh, Upinder:	A History of Ancient and Early Medieval India. Pearson Publication, New Delhi, 2008.
H.C. Raychaudhuri,	Political History of Ancient India: From the Accession of Parikshit to The Extinction of the Gupta Dynasty , Gyan Publishing House New Delhi, 2022.
Basak. R.G.	History of North Eastern India , The Book Company Ltd Calcutta, 1934
Biswas, Atreyi	Political History of Hunas in India, Munshiram Manoharlal Publishers Pvt Ltd, 1973
Chattopadhyay, S	Early History of Northern India , Progressive Publishers, Calcutta, 1958
Pandey G C, Gupta S K, Goel, S.	Political History of Ancient India: New Dimensions and Perspectives in a Changing World, Kusumanjali Prakashan, Jodhpur, 1996
Goyal Sriram	History of the Imperial Guptas , Central Book Depot, 1967
Majumdar, R.C. and others	The Vakataka-Gupta Age, Motilal Banarsi Dass; Banaras; 1954 The Classical Age, Bharatiya Vidya Bhavan Bombay, 1954
Roy, U.N.	Gupta-Samrat aur Unaka-Kaal, Generic Publication, 2015
Sinha, B.P.	Decline of the Kingdom of Magadha, Motilal Banarsidass, 1954
Thaplyal K K	The Imperial Guptas a Political History, Aryan Books International, 2012
Devahuti, D	The Unknown Hsuang-Tsang,; Oxford University Press, New Delhi, 2001
Mookerji, R.K.	Harsha, Motilal Banarsidass,2006
Sinha, B.P.	Decline of the Kingdom of Magadha , Motilal Banarsidass, 1954
Srivastava, B N	Harsha and His Times- A Glimpse of Political History During the Seventh Century A.D., Chowkhamba Sanskrit Series Office, 1976

E-RESOURCES:

- E-Books: <https://www.indianculture.gov.in/ebooks>
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- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
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- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
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- Rare Books: <https://www.rarebooksocietyofindia.org/>

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- Indian Culture- Vedic, Epic and Puranic Culture of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIQDjktkPBLGElstqmPa8w>
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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150902T	Course Title: Ancient Indian Political Thought and Institutions	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, student will be able to:</p> <p>Co1: Identify key texts, ideas, and thinkers in ancient Indian political thought.</p> <p>Co2: Analyze and interpret political concepts from ancient Indian philosophical traditions.</p> <p>Co3: Critically evaluate the development and structure of ancient Indian political institutions.</p> <p>Co4: Compare ancient Indian political philosophy with other ancient political systems (e.g., Greek, Roman, Chinese).</p> <p>Co5: Examine the political institutions, administrative systems, and legal frameworks in ancient India.</p> <p>Co6: Analyze the contributions of major thinkers like Kautilya and their influence on Indian political traditions.</p> <p>Co7: Engage in comparative studies of political thought between ancient India and other ancient civilizations.</p> <p>Co8: Understand the foundational concepts of ancient Indian political thought.</p>		
Unit	Course Content	
I	Introduction to Ancient Indian Political Thought Sources: Vedas, Brahmanas, Dharmashastras, Smritis, Epics, Arthashastra, Manusmriti, Buddhist Texts The concept of Dharma, Raja Dharma (duties of kings)	
II	Vedic Political Institutions: Sabha and Samiti: Early Republican Elements in Vedic Society Role of kingship and rituals in governance Concepts of Rashtra (territory) and Rajya (kingdom)	
III	Political philosophy in the Mahabharata: Conception of Rajdharma and Dandneeti in Shantiparva (Mahabharat) and its Contemporary Relevance Dharma and Politics in the Epics Manusmriti and its view on Kingship and Administration The Role of Law and Order: Police, Justice System, and Punishment	
IV	Kautilya's Arthashastra: Statecraft and Diplomacy Arthashastra: Overview and Significance Theories of State: The Mandala Theory, Saptanga Theory (Seven Limbs of State) Diplomacy, Espionage, and Warfare in the Arthashastra Economic Policies, Taxation, and Law	
V	Political Thought in Buddhist and Jain Traditions: Ashoka's Dhamma and its impact on political philosophy Buddhist notions of non-violence, welfare, and kingship Jain contributions to political thought and governance	
Reference Books: ➤ Kautilya's <i>Arthashastra</i> , translated by L.N. Rangarajan. ➤ <i>The Mahabharata</i> (Shanti Parva), selections. ➤ <i>The Manusmriti</i> , translated by Patrick Olivelle. ➤ <i>The Ramayana</i> , translated by Arshia Sattar (selections). ➤ Romila Thapar, <i>Ashoka and the Decline of the Mauryas</i> . ➤ B.N. Puri, <i>The History of Indian Administration</i> . ➤ A.L. Basham, <i>The Wonder That Was India</i> . ➤ Patrick Olivelle, <i>Dharmashastra: A Textual History</i> . ➤ R.P. Kangle, <i>The Kautilya Arthashastra</i> . ➤ D.D. Kosambi, <i>The Culture and Civilisation of Ancient India</i> .		

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- ASI Books: <https://asi.nic.in/book-search/>
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- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
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- IGNCAL Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
- Project Gutenberg: <https://www.gutenberg.org/>
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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKVoafPgladHUxPurKvfyxr>
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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150903T	Course Title: Indian Pre-History: Mesolithic and Neolithic Cultures	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, student will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the chronological framework of Indian pre-history, including the time periods associated with the Mesolithic and Neolithic cultures. They will be able to identify and describe the major cultural phases, key archaeological sites, and important artifacts associated with each period.</p> <p>Co2: Identify and discuss the significance of these artifacts in understanding the socio-economic, religious, and cultural aspects of Mesolithic and Neolithic societies.</p> <p>Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.</p> <p>Co4: Compare and contrast the Mesolithic and Neolithic cultures in the Indian subcontinent with other prehistoric cultures from around the world. This may involve studying similarities and differences in technological innovations, subsistence strategies, social organization, and religious practices.</p> <p>Co5: Explain the broader cultural and historical context in which the Mesolithic and Neolithic cultures emerged and developed. This includes studying the environmental factors, geographical influences, and interactions with neighboring regions that shaped the prehistoric societies in the Indian subcontinent.</p> <p>Co6: Evaluate different theories and interpretations related to Indian pre-history. They should also be encouraged to engage in independent research, analyze primary and secondary sources, and present their findings effectively.</p> <p>Co7: Assess the various cultural adaptations and technological advancements that occurred during the Mesolithic and Neolithic periods. This includes the study of changes in subsistence strategies, the development of agriculture and domestication of animals, changes in settlement patterns, and advancements in tool technologies.</p> <p>Co8: Produce skills in heritage conservation, architectural restoration, or artifact preservation can lead to entrepreneurial ventures in the field. You could establish a restoration studio, collaborate with heritage organizations, or provide consulting services for restoration projects</p>		
Unit	Course Content	
I	a) Palaeo-Environment of Holocene b) Anthropocene period – an introduction c) Mesolithic and Neolithic Tool Technology and Typology	
II	Mesolithic Cultures in India: a) Definition, General Features and Rock art b) Origin and Chronology of the Mesolithic Cultures in India c) Mesolithic Cultures of the Vindhya and the Ganga Valley d) Subsistence Economy	
III	a) Excavated sites – Birbhanpur, Langhnaj, Bagor, Chopani-Mando, Lekhahia, Baghaikhor, Baghor II, Damdama, Sarai Nahar Rai, Mahadaha	
IV	a) Neolithic Cultures in India: Definition and General Features b) Development of Cultivation, Agriculture and Domestication. Their Characteristics features.	
V	Regional Study of Neolithic Culture: a) Neolithic in North India b) Neolithic in the Ganga Valley c) Neolithic in the Vindhya d) Neolithic in the South India e) Neolithic in the Eastern India	
Reference Books:		
Agarwal, D.P. and Ghosh, A. (ed.)	<i>Radiocarbon and Indian Archaeology</i> , Deccan College Post-Graduate and Research Institute (Deemed University), Pune, 1974	
Bordes, F.	<i>The Stone Age</i> , McGraw-Hill, 1968	

Clark, Grahmme and Piggott, S.	<i>Prehistoric Societies</i> , Penguin UK, 1985
Daniel, G.	<i>150 Years of Archeology</i> Gerald Duckworth & Co Ltd, 1975
Hawkes, J. and Wolley, L. (ed.)	<i>History of Mankind</i> Vol. I (UNESCO pub.) 1963
Misra, V.D.	<i>Some Aspects of Indian Archaeology</i> , Prabhat Prakashan, 1977
Misra, V.D. and Pal, J.N. (ed.)	<i>Indian Prehistory, Department of Ancient History, Culture and Archaeology, University of Allahabad, Prayagraj, 1980</i>
Misra, V.D. and Pal, J.N. (ed.)	<i>Mesolithic India, Department of Ancient History, Culture and Archaeology, University of Allahabad, Prayagraj, 2002</i>
Misra, V.N. and Mate, M.S. (ed.)	<i>Indian Prehistory, Department of Ancient History, Culture and Archaeology, University of Allahabad, Prayagraj, 1964</i>
Pal, J.N.	<i>Archaeology of Southern Uttar Pradesh</i> , Swabha Prakashan, 1986
Pandey, J.N.	<i>Puratattva Vimarsha, Prachya Vidya Sansthan, 2022</i>
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	<i>Prehistory and Protohistory of India and Pakistan</i> , Bombay; 1962
Varma, R.K.	<i>Bhartiya Pragitihas, Part I, Param Jyoti Prakashan, 2003</i>
	<i>Bhartiya Pragiatihasika Sanskritiyan , Param Jyoti Prakashan, 2003</i>
Varma, R.K.	<i>Puratattava Anusheelan, Param Jyoti Prakashan, 2003</i>
Wadia, D.N.	<i>Geology of India</i> , Alpha Editon, 2019
	<i>Ancient India, Bulletin of the Archaeological Survey of India; Indian Archaeology – A Review, New Delhi. Puratattva – Published by Archaeological Society of India.</i>

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- ASI Books: <https://asi.nic.in/book-search/>
- ASI Publication: <https://asi.nic.in/corpus-inscriptionum-indicarum/>
- Purana: <https://ignca.gov.in/purana/>
- Epigraphia Indica: <https://ignca.gov.in/epigraphia-indica/>
- National Digital Library: <https://ndl.iitkgp.ac.in/>
- IGNCA Kalanidhi: <https://ignca.gov.in/divisionss/kalanidhi/>
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Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150904T	Course Title: Ancient Indian Architecture - II	
Credits: 04	Discipline Centric Elective	

Course Outcomes: after completion of the course, student will be able to:

Co1: Prepare a comprehensive understanding of the various architectural styles that prevailed in ancient India, such as the Dravidian, Nagara, and Vesara styles.

Co2: Identify the distinctive features of each style and understand the historical and cultural context in which they emerged.

Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.

Co4: Explain architectural plans, layouts, and diagrams of ancient Indian structures. They will understand the arrangement of different architectural components within a building and how they contribute to the overall design and functionality.

Co5: Analyze and interpret the meaning of sculptures, reliefs, and decorative motifs, and understand how they relate to religious, cultural, and historical contexts.

Co6: Evaluate the social, cultural, and historical significance of these structures and engage in critical discussions on the subject.

Co7: Examine the importance of preserving and conserving ancient Indian architectural heritage. They will learn about the challenges involved in the preservation of historical structures and explore strategies for sustainable conservation.

Co8: Produce entrepreneurship by establishing specialized travel agencies, tour guiding services, or organizing archaeological tours to historical sites. Offering unique experiences, such as curated thematic tours or hands-on archaeological workshops, can set your services apart.

Unit	Course Content
I	Introduction of Temple Architecture: a) Origin and growth of Temple Architecture b) Form and Technology of Indian Temple Architecture b) Principles of Vastu Vidya (Vastupurush Mandal) c) Gupta Temples- Distinctive Features; Form and Technique
II	Temple Styles: a) Nagara b) Dravida c) Vesara
III	Early Medieval Architecture: North India a) Temples of Orissa b) Temples of Khajuraho c) Origin of Bhumija Style
IV	Early Medieval Architecture: South India a) Pallava Temples: Cave & Monoliths b) Pallava Temples: Structural c) Early Chalukyan Temples
V	Early Medieval Architecture: South India a) Chola Temples b) Later Chalukyan – Hoyasala Temples c) Rashtrakuta Monoliths/Cave Temples - Ellora

Reference Books:

Sarkar, H.	Museums and Protection of Monuments and Antiquities in India, 1981
Agrawal, V.S.	Evolution of Hindu Temples and Other Essays; Gupta Art.
	Indian Art, Prithi Prakashan, Varanasi, 2003
	Bharatiya Kala, Prithi Prakashan, Varanasi, 2023
Anand, Mulk Raj	The Hindu View of Art, Routledge, 2020
Bhattacharya, Tarapada	Canons of Indian Art: A study of vastuvidya, South Asia Books, 1986
Boner, Alice and Sharma, S.R.	New Light on the Sun Temple of Konarka, Chowkhamba Sanskrit Series Office, 1972
Bose, Nirmal Kumar	Canons of Orissan Architecture, Prabasi Press, Calcutta, 1932

Coomaraswamy, A.K.	Symbolism of Indian Architecture, Historical Research Documentation Programme, 1995
	History of Indian and Indonesian Art (Symbolism and General History), Munshiram Manoharlal, New Delhi, 2000
Dehejia, Vidya	Early Stone Temples of Orissa, Vikas Publishing House Pvt Ltd, 1978
Dhaky, Meister, & Krishna Deva (Ed.)	Encyclopedia of Temple Architecture- Vol.-I (North India 5 pts.), Manohar Publishers and Distributors, 1996
Gangoli, O.C.	The Art of the Rashtrakutas
Krishna Deva	1. Temples of North India, NBT New Delhi, 1969
	2. Khajuraho-2 Vols., Brijbasi Printers Pvt.Ltd ,India, 1965
Michell, George	The Hindu Temple: An Introduction to its Meaning and Forms, University of Chicago Press, 1988
	Hindu Art and Architecture, Thames & Hudson, 2000
	Splendours of the Vijayanagar Empire – Hampi, Marg. Pub., 1981
Mitra, Debala	Buddhist Monuments, Sahitya Samvada, 1972
Pandey, J.N.	Bharatiya Kala, Prachya Vidya Sansthan, Prayagraj, 2022
Panigrahi, K.C.	Archaeological Remains at Bhuvaneswara., orient Longman Ltd, New Delhi, 1960
Pramod Chandra	Studies in Temple Architecture, American Institute of Indian Studies, 1975
Ray, Niharranjan	Maurya – Sunga Art, Indian Studies, Past & Present, Calcutta, 1965
Roy, G.N.	Bharatiya Kala, Allahabad, 2022
Rowland, Benjamin	The Art and Architecture of India: Buddhist, Hindu, Jain, Puffin, 1971
Shula, D.N.	Vastushastra, Vol.-I Hindu Science of Architecture, Munshiram Manoharlal Publishers, 1996
Soundara Rajan, K.V.	Indian Temple Styles: The personality of Hindu Architecture, Munshiram Manoharlal Publishers Pvt. Ltd., 1972
Srinivasan, K.R.	Temples of South India, NBT, New Delhi 2022
Suson, L. Huntington	The Art of Ancient India, Motilal Banarsidass, 2016

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- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150905T	Course Title: Social History of India (From Circa 7th Century A.D. to 12th Century A.D.)	
Credits: 04	Discipline Centric Elective	
Course Outcomes: after completion of the course, students will be able to:		
<p>Co1: Prepare a comprehensive understanding of the social, political, and cultural context of India from the 7th century A.D. to the 12th century A.D. This includes knowledge of major dynasties, kingdoms, and empires that shaped the social history of the period.</p> <p>Co2: Identify patterns of change and recognize the significance of social structures and processes within the given historical context.</p> <p>Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co4: Compare and contrast social structures, gender roles, practices, and ideologies across different regions and time periods within the specified timeframe. This may involve comparing different dynasties, kingdoms, or cultural practices.</p> <p>Co5: Critically analyze primary and secondary sources related to the social history of India. This includes evaluating the reliability of sources, identifying biases, and understanding different interpretations of historical events.</p> <p>Co6: Assess familiarity with key concepts and themes in the social history of India during this period, such as the caste system, religion, economy, gender relations, social hierarchy, and urbanization.</p> <p>Co7: Evaluate the impact of social changes on the subsequent history of India and its relevance to the present. Understand the historical significance of events, processes, and social movements during this period.</p> <p>Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>		
Unit	Course Content	
I	<p>Sources, Trends and Approaches</p> <p>a) Literary Sources</p> <p style="padding-left: 20px;">i) Indigenous: religious and secular</p> <p style="padding-left: 20px;">ii) Foreign accounts</p> <p style="padding-left: 20px;">iii) Archaeological sources: inscriptions, numismatic and others</p> <p style="padding-left: 20px;">iv) Trends and approaches to study of ancient Indian society</p> <p>Transitional Phase from Ancient to Early Medieval Period:</p> <p style="padding-left: 20px;">a) Transition from ancient to Early Medieval period</p> <p style="padding-left: 20px;">b) Origin of feudal system and its main characteristics</p> <p>Socio-economic changes during the early medieval period</p>	
II	<p>Historical Study of Society (vertical):</p> <p>Position of Varnashram system:</p> <p style="padding-left: 20px;">a) Position of Brahmanas, Kshatriyas, Vaishyas and Shudras</p> <p style="padding-left: 20px;">b) Sanskara</p> <p style="padding-left: 20px;">c) Purushartha</p> <p style="padding-left: 20px;">d) Family</p>	
III	<p>Historical Study of Social Institutions:</p> <p style="padding-left: 20px;">a) Position of untouchables (Antyajas)</p> <p style="padding-left: 20px;">b) Changes in the institution of slavery</p> <p style="padding-left: 20px;">c) Changes in the Institution of Vishti</p> <p style="padding-left: 20px;">d) Position of wage-earners (Karmkar, servants)</p>	
IV	<p>Historical Study of position of women:</p> <p style="padding-left: 20px;">a) Position of women in General</p> <p style="padding-left: 20px;">b) Abilities and disabilities</p> <p style="padding-left: 20px;">c) Proprietary right</p> <p style="padding-left: 20px;">d) Right to education and</p> <p style="padding-left: 20px;">e) Place in the family</p>	
V	<p>Historical Study of Education:</p> <p style="padding-left: 20px;">a) Centres of learning</p> <p style="padding-left: 40px;">(i) Nalanda, Vikramshila, Odantpuri</p> <p style="padding-left: 40px;">(ii) Kashmiri institutions</p> <p style="padding-left: 40px;">(iii) Mathas and GhatikaVidyalayas</p> <p style="padding-left: 20px;">b) Curriculum, Discipline</p> <p style="padding-left: 20px;">c) Patronage to educational institutions</p>	

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Sharma, B.N.	<i>Social Life in Northern India (C. 600-1000 A.D.)</i> , Munshiram Manoharlal, 1966
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Upadhyaya, V	<i>The Socio-Religious Conditions of Northern India</i> , Chowkhamba Sanskrit Series Office, 1964
Yadava, B.N.S.	<i>Society and Culture in Northern India in the Twelfth Century A.D.</i> , Raka Prakashan, 2012

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- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bqzH5OqIm8HMX6sXuoN86NbrEx6xZ>
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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=Eluxi9iKd2k>

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150906T	Course Title: Ancient Indian Religious and Philosophical Thoughts-III	
Credits: 04	Discipline Centric Elective	

Course Outcomes: after completion of the course, students will be able to:

- Co1:** Prepare a comprehensive understanding of the major philosophical systems of ancient India, such as Vedanta, Nyaya, Samkhya, Yoga, Mimamsa, and Vaisheshika. They will learn about the foundational texts, key concepts, and philosophical arguments associated with each system.
- Co2:** Identify the metaphysical and epistemological concepts prevalent in ancient Indian thought, including theories of reality, the nature of consciousness, theories of knowledge, and the concept of liberation (moksha). They will develop a nuanced understanding of these concepts and their implications.
- Co3:** Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.
- Co4:** Compare the similarities and differences between ancient Indian philosophical systems and other philosophical traditions, both Eastern and Western. This comparative approach will enable students to gain a broader perspective and appreciate the diversity of philosophical thought.
- Co5:** Explain the ethical and moral dimensions of ancient Indian religious and philosophical thought. They will study concepts such as dharma (duty/righteousness), karma (action and its consequences), and the pursuit of virtue.
- Co6:** Evaluate the different perspectives within ancient Indian religious and philosophical thought.
- Co7:** Assess the relevance and application of ancient Indian philosophical thought in contemporary society. They will explore how these ideas can inform and contribute to current debates and issues in fields such as ethics, psychology, spirituality, and social philosophy.
- Co8:** Produce entrepreneurship by establishing specialized travel agencies, tour guiding services, or organizing archaeological tours to historical sites. Offering unique experiences, such as curated thematic tours or hands-on archaeological workshops, can set your services apart.

Unit	Course Content
I	Sociological Perspective of Dharma a) Great traditions and b) Little traditions
II	Geographic context of Dharma: a) Sacred and Profane
III	Indian Religious System a) Later Vedic b) Sangama
IV	Buddhism, Jainism and Ajivika a) Jainism, Jainistic Syadvad b) Buddhism, Buddhist Sunyavad c) Ajivika
V	Smarta traditions – Tirtha, Dana, Sraddha

Reference Books:

Basham, A.L. (Ed.)	A Cultural History of India (ed), OUP India, 1989
Dutta and Chatterjee	An Introduction to Indian Philosophy , Rupa & Co, 2012
Gonda, J.	Saivism and Vaisnavism, Bloomsbury Academic, 2016
Jash, P.	History of Savism , Roy and Chaudhury, 1974
Kane, P.V.	History of Dharmasastra Vol. IV (Hindi Vol. IV), Bhandarkar Oriental Research Institute, 1974
Lal, B.B.	The Saraswati Flows on the Continuity of Indian Culture, Aryan Books International, 2002
Michaels, Alex	Hinduism: Past and Present, Princeton University Press, 2003
Pande, G.C.	Baudha Dharma Ka Vikas ka Itihas, Uttar Pradesh Hindi Sansthan, 2015
Radhakrishnan, S.	Indian Philosophy-2 Vol, Oxford, 2008
Yadava, Jhinku	Jain Dharma Ki Rooprekha, Prakrit Bharati Academy, Jaipur, 2022

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- ASI Books: <https://asi.nic.in/book-search/>
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- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
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- Epigraphy: https://www.youtube.com/playlist?list=PLn14bqzH5QqKXrzCHjH_LnmBwmFMe51bt
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUht_rx79UHry
- Museology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJOzKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bqzH5QqL6xyR81PvNk30NlekhGDdBd>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJiT-C9dPCeeztJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bqzH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKSIfNs8ccT51GTwm5TUL4c>
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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150907T	Course Title: Historical Archaeology of India	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the historical periods and cultural developments in India, focusing on the archaeological evidence and material culture of different time periods.</p> <p>Co2: Identify the various archaeological methods and techniques used in the study of historical sites in India. This includes excavation methods, artifact analysis, dating techniques, and interpretation of archaeological data.</p> <p>Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co4: Analyze and interpret material culture recovered from archaeological sites, such as pottery, coins, tools, architecture, and art. They will learn how to use these artifacts to reconstruct past societies, economies, and cultural practices.</p> <p>Co5: Explain the relationship between archaeological evidence and historical processes, including urbanization, trade, religious practices, social structures, gender roles and political systems. They will learn to critically analyze historical narratives based on archaeological findings.</p> <p>Co6: Evaluate the understanding of the ethical issues and challenges involved in conducting archaeological research, such as heritage preservation, community engagement, and the repatriation of cultural property.</p> <p>Co7: Examine various methods and techniques used in archaeological research, including excavation, artifact analysis, dating techniques, and stratigraphy. They will learn how to interpret archaeological data and draw meaningful conclusions from it.</p> <p>Co8: Create skills in museum curation, exhibit design, and management, you can contribute to the field and explore entrepreneurial opportunities, such as opening a private museum or offering consulting services to existing institutions.</p>		
Unit	Course Content	
I	Introduction: General Features of Iron Age/Early Historical Archaeology of India Emergence of Iron in India	
II	a) Origin and Antiquity of Iron b) Early Iron Age Cultures: Black and Red Ware Culture	
III	a) Painted Grey Ware Culture; Sites: Atranjikhhera, Ahichhatra, Hastinapur, etc. b) Northern Black Polished Ware Culture; Sites: Hastinapur, Kaushambi, Jhusi, Pataliputra, Narhan, etc.	
IV	a) Second Urbanization in the Middle Ganga Plain b) Indo-Roman Contacts; Arikamedu	
V	a) Megalithic Culture of Northern Vindhyas; Sites: Magha, Kotia, Kakoria, Khajuri b) Megalithic Cultures of Vidarbha and South India; Sites: Maski, Khapa, Naikund, Sangankallu, Nagarjunkonda, Hallur, Takalghat, Mahurjhari	
Reference Books:		
Agrawal, D.P.	Archaeology of India, Select Book Service, 2021	
Allchin, B. and F.R.	The Rise of Civilization in India and Pakistan, Cambridge University Press, 1982	
Chakrabarti, D.K.	India – An Archaeological History – Palaeolithic Beginnings to Early Historical Foundation, Oxford University Press, 2009	
Dhavalikar, M.K.	Historical Archaeology of India, Books and Books, 1999	
Fairservics, W.A., Jr.	Roots of Ancient India, Macmillan, 1971	
Ghosh, A. (ed)	Encyclopedia of India Archaeology, 2 vols., Munshiram Manoharlal Publishers, New Delhi, 1989	
Misra, V.D, and Pal, J.N. (eds.)	Indian Prehistory, Department of Ancient History, Culture and Archaeology, University of Allahabad, Prayagraj 1980	
Pal, J.N.	Archaeology of Southern Uttar Pradesh, Swabha Prakashan, 1986	

Pandey, J.N.	Puratattva Vimarsh (Hindi), Prachya Vidya Sansthan, Prayagraj, 2022
Possehl, G.L.	Indus Age: The Beginnings, University of Pennsylvania Press, 1999
Sankalia, H.D.	Prehistory and Protohistory of India and Pakistan, Bombay; 1962
Sharma, G.R.	Bhartiya Sanskriti ka Puratattvik Adhar, National Publishing House, 1985
Tripathi, Vibha	Age of Iron in South Asia, Aryan Books International, 2001
Varma, R.K.	Puratattva Anusheelan, Bhag I, II, Param Jyoti Prakashan, 2003

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- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr>
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- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJiT-C9dPCeeztJ-857N2-0>
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- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqII89W80EnH96HDn1bdg6Bc>
- Geomorphology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIm8HMX6sXuoN86NbrEx6xZ>
- Remote Sensing, GPS & GIS: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIJGwIDhUf7lt9lumJ6hYXC>
- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=E1uxi9iKd2k>

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150908T	Course Title: Ancient Indian Art and Aesthetic - II	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the major art forms, styles, and techniques that flourished in ancient India, including sculpture, painting, terracotta, and decorative arts.</p> <p>Co2: Identify the historical, cultural, and religious factors that influenced the development of ancient Indian art, such as the Chandella period, Rashtrakuta Empire, Kaling Empire, and the influence of Buddhism, Hinduism, and Jainism.</p> <p>Co3: Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.</p> <p>Co4: Compare and contrast ancient Indian art with other artistic traditions from around the world, exploring influences, similarities, and unique characteristics.</p> <p>Co5: Explain the aesthetic principles and concepts that guided ancient Indian artists, including rasa (emotional flavor), bhava (mood), and the concept of beauty as defined in Indian philosophical traditions.</p> <p>Co6: Examine the regional and periodic variations in ancient Indian art across different dynasties and geographical areas, including the art of the Rajputas, Pallava, and Chola periods, among others.</p> <p>Co7: Assess the challenges and approaches involved in the preservation, restoration, and conservation of ancient Indian art, including the ethical considerations and techniques used to safeguard cultural heritage.</p> <p>Co8: Produce skills and develop entrepreneurship in heritage conservation, architectural restoration, or artifact preservation can lead to entrepreneurial ventures in the field. You could establish a restoration studio, collaborate with heritage organizations, or provide consulting services for restoration projects.</p>		
Unit	Course Content	
I	Historiography, Approaches and Sources	
II	Dynastic Art: a) Chandella b) Rashtrakuta c) Orissa d) Pallava e) Chola	
III	Hindu Iconography: a) Vishnu b) Shiva c) Sakta d) Surya	
IV	Terracotta Traditions: a) Indus b) Mauryan and Sunga c) Kushana and Gupta d) Early Medieval Regional Traditions	
V	Painting Traditions: a) Seven elements of Painting b) Forms and Techniques c) Prehistoric Paintings d) Classical Painting Tradition, Ajanta and Bagh	
Reference Books:		
Agrawal, V.S.	Indian Art, Prithi Prakashan, Varanasi, 2003	
अग्रवाल, वासुदेव शरण	भारतीय कला, पृथ्वी प्रकाशन, वाराणसी, 2023	

Ananad, Mulraj	Hindu View of Art , Routledge, 2020
Bachoffer, L.	Early Indian Sculpture, 2 vols. , The Pegasus Press, Paris, 1929
Banerjee, J.N.	Development of Hindu Iconography , Munshiram Manoharlal Publishers, 1956
Coomarswamy, A.K.	History of Indian and Indonesian Art , Dover Publications Inc.
Gnoli, Raniero	The Aesthetic Experience according to abhinavagupta, Chowkhamba Sanskrit Series Office, 2015
Harle, J.C.	The Art and Architecture of Indian subcontinent, Yale University Press, 1994
Kramrisch, Stella	Indian Sculpture , Motilal Banarsidass,2013
Mishra, Indumati	Pratima Vigyan, Madhya Pradesh Hindi Granth Akadmy, Bhopal, 2003
Mishra, R.N.	Bhartiya Murtikala ka Itihasa , Granth Shilpi (India) Pvt. Ltd, 2002
Mitter, Partha	Indian Art , Oxford University Press, 2001
Pandey, K.C.	Comparative Aesthetics Vol. 1: Indian Aesthetics Vol. 2: Western Aesthetics , Chowkhamba Sanskrit Series Office Varanasi, 2015
Rao, T.A.G.	Elements of Hindu Iconography, 4 vols. , Law Printing House, Madras, 1916
Shivramamurti, C.	South Indian Bronzes, Lalit Kala Akademi, 1981
Tomory, Edith	A History of Fine Arts in India and the West, Orient Longman, Bombay, 1982
Vatsyayan , K.	Natya Sastra , <u>Sahitya Akademi, Delhi</u> , 2015

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Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150909T	Course Title: Economic History of India (From Circa 7th Century A.D. to 12th Century A.D.)	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare an understanding of the various economic systems that existed in India during this period, such as feudalism, agrarian economy, and the emergence of urban centers.</p> <p>Co2: Identify the socioeconomic structures of ancient Indian society, including caste-based divisions, gender roles, land tenure systems, social mobility, and the relationship between economic and social hierarchies.</p> <p>Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.</p> <p>Co4: Compare the economic developments in ancient India with other contemporary civilizations and regions, such as China, Southeast Asia, Central Asia, and the Middle East.</p> <p>Co5: Analyze the factors contributing to economic transformations during this period, such as the impact of political changes, technological advancements, cultural interactions, and external influences.</p> <p>Co6: Examine the nature and scope of trade and commerce in ancient India, including the Silk Road routes, maritime trade, trade guilds, market towns, and the role of merchants.</p> <p>Co7: Assess the measurement and interpretation of economic indicators in ancient Indian societies, such as agricultural production, urbanization, coinage, and the use of economic surplus.</p> <p>Co8: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.</p>		
Unit	Course Content	
I	<p>Sources, Trends and Approaches</p> <p>a) Literary Sources:</p> <p>i) Indigenous: Religious, Dharmashashtra and Secular</p> <p>ii) Foreign Accounts</p> <p>b) Archaeological sources: Inscriptions and numismatic sources</p> <p>c) Trends and Approaches to the study of Economic History</p>	
II	<p>Agriculture History:</p> <p>a) Land ownership and land possession</p> <p>b) Irrigation system, flood and famine</p> <p>c) Manuring and knowledge about climate</p> <p>d) Agricultural implements and animal husbandry</p> <p>e) Types of labour and their use in agriculture</p>	
III	<p>Trade and Commerce (Internal and External):</p> <p>a) Trade routes – Land and water, indigenous and foreign both</p> <p>b) Means of transport</p> <p>c) Centre and entrepots of trade: cities, towns and ports</p> <p>d) Items of export and import</p> <p>e) Means of exchange-barter, coins</p>	
IV	<p>Industries and Corporate Life:</p> <p>a) Industries: Textile, Metal, Others: Salt, Wine, etc.</p> <p>b) Guilds:</p> <p>i) Trade guilds- definition, organization and function</p> <p>ii) Industrial guilds – definition, organization and function</p> <p>iii) Nigam – definition, organization and function</p> <p>iv) Carwan Trade – definition, organization and function</p>	
V	<p>History of Revenue System, Settlement and Debts:</p> <p>a) Taxation and Revenue System:</p> <p>i) Principle and practice of taxation</p> <p>ii) Agricultural taxes</p> <p>iii) Trade taxes</p>	

	iv)	Oppressive features of taxes
	b)	Settlement
	i)	Features of urban centers and their spatial distribution
	ii)	The problem of de-urbanization
	iii)	settlement of village (their increasing numbers)
	iv)	Self-sufficient villages
	c)	Debts and Money Lending
	i)	Definition and types of debts
	ii)	Rates of interests
	iii)	Implications of lending

Reference Books:

Adhya, G.L.	Early Indian Economics , asia Publishing House, 1924
Aiyangar, K.V.R.	Aspect of Ancient Indian Economic thought, The Madras Law Journal Press, Madras, 1934
Bajpai, K.D.	Bhartiya Vyapara Ka Itihasa , Rastrabhasha Prakashan, 1951.
Bandyopadhaya, N.C.	Economic Life and Progress in Ancient India, University of calcutta, Calcutta, 1945
Bose, A.N.	Social and Rural Economy of Northern India 2Vol, Firma K. L. Mukhopadhyay, Calcutta, 1961
Chanana, D.	Slavery in Ancient India , People's Publishing House, 1960.
Ghoshal, U.N.	Hindu Revenue System , Calcutta; 1929
Majumdar, R.C.	Corporate Life in Ancient India , BiblioLife, 2009
Pran Nath	Economic Life in Ancient India , Royal Asiatic Society, 1927
Sharma, R.S.	Studies in Ancient India: Light on Early Indian Economy and Society, Munshiram Manoharlal Publishers, 2003
	Indian Feudalism, Laxmi Publications, 2008

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- Research Methodology: <https://www.youtube.com/watch?v=J31CjLUGUGo>
- Research Process: <https://www.youtube.com/watch?v=Xammfw-Zznk>
- Researcher & View: <https://www.youtube.com/watch?v=Eluxi9iKd2k>

Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150910T	Course Title: Ancient Indian Religious and Philosophical Thoughts – IV	
Credits: 04	Discipline Centric Elective	
<p>Course Outcomes: after completion of the course, students will be able to:</p> <p>Co1: Prepare a comprehensive understanding of the Upanishads, which are ancient Indian texts that form the foundation of philosophical thought in Hinduism. They will explore the major themes and concepts present in the Upanishads, such as Brahman (ultimate reality), Atman (self), and the nature of existence.</p> <p>Co2: Identify the relevance and applicability of ancient Indian religious and philosophical thoughts in modern contexts. They will examine how these ancient teachings can inform and contribute to contemporary issues, such as ethics, morality, social justice, and personal well-being.</p> <p>Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.</p> <p>Co4: Analyze the Bhagavad Gita, one of the most significant texts in Hindu philosophy. They will delve into the dialogue between Lord Krishna and Prince Arjuna and explore the teachings on duty, righteousness, and the nature of the self. Students will gain a deeper understanding of the ethical and moral dilemmas addressed in the Bhagavad Gita.</p> <p>Co5: Compare the various religious and philosophical thoughts discussed in the course. They will explore the similarities, differences, and interconnections between Hinduism, Jainism, and Buddhism. Through comparative analysis, students will develop a broader perspective on the ancient Indian religious and philosophical landscape.</p> <p>Co6: Examine the core tenets and philosophical principles of Buddhism. They will study the Four Noble Truths, the Eightfold Path, and the concept of no-self (anatta). Through this exploration, students will gain insights into the Buddhist worldview and its emphasis on liberation from suffering.</p> <p>Co7: Evaluate how these ancient teachings can inform and contribute to contemporary issues, such as ethics, morality, social justice, and personal well-being.</p> <p>Co8: Produce employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.</p>		
Unit	Course Content	
I	Sociological Approach to Dharma, main trends in the study of Indian Religion and Philosophy	
II	Ascetic tradition, Bhakti – Alvar and Naynar	
III	a) Buddhism – Tantric phase and decline b) Jainism – Schools and Sects	
IV	Minor cults – Hanumat cult, Yogini cult	
V	Philosophical thoughts – Yoga, Lokayata	
Reference Books:		
Bharati, Agehanand	<i>The Tantric Tradition</i> , Anchor Books (A Doubleday Anchor Book), 1970	
Chattopadhyaya, S.	<i>Evolution of Theistic-Sects in Ancient India</i> , Progressive Publication, 1962	
Dwivedi, Hajari Prasad	<i>Madhyakalin Dharm Sadhana</i> , Lokbharti Prakashan, 2019	
Goyal, S.R.	<i>Religious History of India</i> , 2 vols., kusumanjaili Prakashan, Meerut, 1804	
Mitra, R.C.	<i>Decline of Buddhism</i> , Visva-Bharati research publ. committee, 1981	
Nandi, R.N.	<i>Social roots of religion in Ancient India</i> , South Asia Books, 1987	
Pandey, L.P.	<i>Sun-worship in India</i> , Varanasi Motilal Banarsidass 1971	
Pathak, V.S.	<i>Shiva Cults in northern India: Smarta Religious Tradition</i> , 1960	
Sharma, C.D.	<i>A critical history of Indian Philosophy</i> , Motilal Banarsidass, 2022	
Sircar, D.C.	<i>Saktipithas</i> , Motilal Banarsidass Patna, 1950	
Yaduvanshi	<i>Shaivismat</i> , Bihar Rashtrabhasha Parishad, 1988	
E-RESOURCES:		
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- IGNCA Kalanidhi: <https://ignca.gov.in/divisionss/kalanidhi/>
- IGNCA Online Resources: <https://ignca.gov.in/online-digital-resources/>
- ICSSR e-Resources: <https://nassdoceresources.remotexs.in/>
- UGC e-Resources: <http://ugceresources.in/>
- Parliament Library: <https://parliamentlibraryindia.nic.in/Ebooks.aspx>
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- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUht_rx79UHry
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Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150911R	Course Title: Internship & Report Writing	
Credits: 04	Generic Elective Course	

Course Outcomes: after completion of the course, students will be able to:

- Co1:** Prepare and enhance essential professional skills, such as communication, teamwork, problem-solving, time management, and adaptability.
- Co2:** Identify to adapt to workplace environment, collaborate with colleagues, communicate effectively, and demonstrate professionalism. Students also develop critical thinking and problem-solving abilities by tackling real-life challenges.
- Co3:** Present historical information accurately and truthfully and accurately representing sources, citing references, and avoiding the distortion or manipulation of historical evidence.
- Co4:** Apply theoretical knowledge acquired during course work in a real-world professional setting.
- Co5:** Explain Internships offer a platform for students to develop and enhance their professional skills. This can include communication skills, teamwork, problem-solving, time management, adaptability, and professionalism. A course outcome might focus on assessing the growth and development of these skills throughout the internship experience.
- Co6:** Evaluate the internship contributed to the development of professional skills, knowledge, and competencies. Provide examples of specific skills acquired or improved upon.
- Co7:** Assess their strengths, weaknesses, and areas for improvement. They can reflect on their experiences, identify their career goals, and evaluate their personal and professional growth. This self-assessment helps them make informed decisions about their educational and career paths.
- Co8:** Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals.

Course Objective: Major sources of archaeological data are obtained by undertaking various field survey and detailed investigations. Field component is the backbone of archaeology, which needs to be properly understood. The department has recommended each student of department undertakes minimum of 15 days' internship in any Archaeological Department, Cultural Heritage and Museums. The Report of the Internship should be prepared in detail and submitted to the heads of the Department for evaluation. This will carry 4 credits. The Department has also recommended that internship is compulsory for all the students of Archaeology and Non-Archaeology groups. They are free to undertake internship any time after the first semester during the Course. The faculty and teaching staff will provide proper guidance and direction to the students and help in the guidance of internship.

Duration: as decided by head of the department/college.

Report Writing: On successful completion of the training a Report shall be submitted to the college/ Department by the student for evaluation and award of marks.

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- UGC e-Resources: <http://ugceresources.in/>
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Programme: MA	Year-II	Semester-IX/III
Subject: Ancient History, Culture and Archaeology		
Course Code: A150912R	Course Title: Review of Two Presidential Address and Presentation	
Credits: 04	Generic Elective Course	

Course Outcomes: after completion of the course, students will be able to:

Co1: Identify the strengths and weaknesses of the research design, methodology, data analysis techniques, and the interpretation of results.

Co2: List information from various research papers, identifying common themes, discrepancies, and areas of further investigation.

Co3: Present their research and analysis in an objective and impartial manner and open to different perspectives, evaluating evidence critically, and avoiding personal biases or prejudices that could influence the interpretation of historical events.

Co4: Analyzing research papers, students will improve their critical thinking abilities, including their capacity for logical reasoning, problem-solving, and evidence-based decision-making. They will learn to approach research with a critical mindset and consider the implications and limitations of the findings.

Co5: Apply this knowledge to critically evaluate future research papers and make informed decisions based on research evidence.

Co6: Evaluate the quality and rigor of research papers in their field and critically evaluate existing literature and identify gaps in current knowledge.

Co7: Assess their ability to analyze and critique research methodologies, data analysis, and interpretation of results.

Co8: Produce skills and develop employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.

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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Programme: MA	Year-II	Semester-X/IV
Subject: Ancient History, Culture and Archaeology		
Course Code: A151001R	Course Title: Master Dissertation	
Credits: 20	Master Research Project	
<p>Course Outcomes: after completion of the course, student will be able to:</p> <p>Co1: Prepare and demonstrate proficiency in conducting independent research, including literature review, data collection, analysis, and interpretation.</p> <p>Co2: Identify proficiency in conducting independent research, including literature review, data collection, analysis, and interpretation.</p> <p>Co3: Present potential impact of their research on individuals and communities, particularly those who have experienced historical trauma or injustices.</p> <p>Co4: Apply research findings to address real-world problems or challenges in the relevant field of study. Mastering specialized knowledge and skills related to the subject area or research topic.</p> <p>Co5: Plan, organize, and manage a research project, including setting goals, timelines, and milestones.</p> <p>Co6: Examine the strengths, limitations, and implications of the research findings.</p> <p>Co7: Critically evaluate existing knowledge, identify research gaps, and propose innovative solutions or approaches.</p> <p>Co8: Design skills in museum curation, exhibit design, and management, you can contribute to the field and explore entrepreneurial opportunities, such as opening a private museum or offering consulting services to existing institutions.</p> <p>Co9: Produce employability by creating educational programs, workshops, or online courses to teach interested individuals about the subject. This could be done through a personal website, collaborating with educational institutions, or leveraging online platforms.</p> <p>Co10: Create Entrepreneurship to conduct research in ancient history, culture, or archaeology and publishing scholarly works and this could include writing books, research papers, or contributing to academic journals</p>		
<p>Course objectives:</p> <p>In this course, every student will have to submit a dissertation in any topic decided by student from syllabus under any supervisor (teacher) of your field. The dissertation title will be allotted with commencement of 1st semester and dissertation will be submitted in 4th semester for evaluation. The supervisor and an external examiner will be evaluated dissertation. The student will have to contact any teacher for supervision of his/her dissertation in 1st semester. The supervisor will have to guide the student to complete his/her dissertation. The students must submit computer typed hardbound Dissertation report in the college/University department for evaluation.</p>		
<p>Marks Distribution: (MM=100)</p> <p>(A) Dissertation Report: 80 Marks</p> <p>(B) Presentation/Viva-Voce: 20 Marks</p>		
