



**Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj**

## **Department of Ancient History, Culture and Archaeology**

### **Programme BA: Ancient History, Culture & Archaeology**

**Session: 2024-2025 Onwards**

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



**Prof. Rajendra Singh (Rajju Bhaiya) University,  
Prayagraj**

**[www.prsuniv.ac.in](http://www.prsuniv.ac.in)**



# **Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj**

## **Preamble:**

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj envisions all its programmes in the best interest of their students and in this endeavor, it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability, employability and life-long learning.

The new curriculum of B.A. Ancient History, Culture and Archaeology offers students access to cutting edge scholarship organised in a pedagogical form that is accessible and interesting. It is structured for students who are new to the discipline, as well as those who already have an introduction and provides them with a cumulative process of learning. It is structured to enhance their analytical and intellectual abilities as they mature during the three-year Undergraduate programme. The courses range in time and space and across themes. There are reading and writing exercises, field work expeditions, cinema, documentaries and on-line materials that consolidate and develop in-class instruction.

Students have an array of choices to tailor their instruction according to their interests. The University hopes the LOCF approach of the programme B.A. Ancient History, Culture and Archaeology will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life.

## **1. Introduction to BA Ancient History, Culture and Archaeology Programme:**

The Department of Ancient History, Culture and Archaeology is one of the founding departments of the University and its Honours and Programme courses are regarded as the strongest in the country. Our colleagues in the Colleges and the Department of Ancient History, Culture and Archaeology together comprise the largest body of specialists in the World working in one institution on Indian History. It is a source of some pride that almost all reputed Departments of Ancient History, Culture and Archaeology in the World have teachers and students that received instruction in Ancient History, Culture and Archaeology at some time in their career in the Prof. Rajendra Singh (Rajju Bhaiya) University.

We believe that Ancient History, Culture and Archaeology is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.



## **2. Learning Outcome based Curriculum Framework in BA Ancient History, Culture and Archaeology**

The BA Ancient History, Culture and Archaeology Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of Ancient History, Culture and Archaeology and in the study of the Ancient History, Culture and Archaeology of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The BA Ancient History, Culture and Archaeology programme is interdisciplinary keeping in mind that specialisation in Ancient History, Culture and Archaeology is the key to access cognate skills from other disciplines. Through the three years of the integrated programme we build systematically, upon the learning outcomes of courses covered each semester. Each term students are introduced to courses that are temporally and spatially distinct. We continue to reinforce already covered subjects in our thematic based courses even as our students mature through their assignments and more complex readings.

### **2.1 Nature and Extent of the Programme:**

The duration of the BA Ancient History, Culture and Archaeology Programme is three academic years. Each academic year is divided into two semesters. The BA Ancient History, Culture and Archaeology Programme therefore spans six semesters. Each semester is for the duration of fifteen weeks. The teaching and learning modalities in the BA programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

### **2.2 Aims of bachelor's degree Programme in BA Ancient History, Culture and Archaeology**

At a general level, our courses are structured with the **objective** of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected **outcome** is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, field-work projects, consolidate their ability to analyze, research, innovation and process information.

### **3. Graduate Attributes in BA Ancient History, Culture and Archaeology:**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

The attributes expected from the graduates of BA Ancient History, Culture and Archaeology programme are:

- 1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.
- 2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same.



## **Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj**

- 4) Identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Greater ability to distinguish between that which is historical -- that is time-place context driven, hence changeable and challengeable -- from that which is not.
- 6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development
- 9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.
- 10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.

### **4. Qualification Descriptors**

Upon successful completion of the course, the students receive a B.A. Honours/ Research with Honours degree in the Ancient History, Culture and Archaeology. B.A. Ancient History, Culture and Archaeology graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to Ancient History, Culture and Archaeology. This will establish a platform over which the student can pursue higher studies in Ancient History, Culture and Archaeology. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in Ancient History, Culture and Archaeology:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People's Representation
6. Social Work and Social Cause
7. Archives, Museum & Archeological research
8. Teaching and Research



## **5. Programme Outcomes:**

### **PROGRAMME OUTCOMES FOR BA PROGRAMME:**

**After completion of the programme, students will be able to:**

1. Analyze complex issues, evaluate different perspectives, and develop informed arguments.
2. Possess strong written and verbal communication skills, enabling them to express ideas clearly and effectively.
3. Competent in conducting research, including gathering information, analyzing data, and synthesizing knowledge from various sources.
4. Express an understanding of different cultures, societies, gender roles, environments and global issues, fostering an appreciation for diversity and promoting cultural sensitivity.
5. Recognize and address ethical issues, demonstrating ethical decision-making skills in various contexts.
6. Accessing, evaluating, and utilizing information from a range of sources, including digital and multimedia platforms.
7. Capable of identifying problems, developing creative solutions, and implementing effective strategies to address various challenges.
8. Work collaboratively with others, respecting diverse perspectives and contributing to collective goals.
9. Adaptable to change, open to new ideas, and capable of learning and evolving in dynamic environments.
10. Develop a passion for continuous learning, embracing opportunities for personal and professional growth throughout their lives.
11. Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

## **6. Course learning objective:**

The three-year undergraduate Ancient History, Culture and Archaeology Programme is designed to familiarize students with significant developments in the history of India, its neighborhood, Asia and certain other parts of the world. This also aims at providing right perspective to study and understand Ancient History, Culture and Archaeology. The main focus is on Ancient Indian History, Culture and Archaeology but students would also study about European as well as other parts of the world. The course aims to make students challenge the idea of history as seamless, or historical knowledge as finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are inherent part of the historical exercise of reconstructing the past.

The purpose is to sensitize students to the existence and desirability of multiple perspective through which knowledge about past is constructed. The idea behind this is to enable students to develop historically sensitive way of thinking with due regard to time, place, context, roles of human agencies involved and national pride. Thus,



## **Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj**

the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. The students would obtain a fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on culture, gender, media and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

We have also tried to develop terminology befitting to our National context and our exploratory nature. This will help the students to articulate their own complex ideas regarding various themes in Ancient History, Culture and Archaeology. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work- essays, project/research papers, presentations, discussions, debates, etc. our intention is to enable students to formulate cogent arguments, presenting the necessary evidence to establish these, based on a training in the Ancient History, Culture and Archaeology.

The larger goal of this programme is to develop a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same.

The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at same time.

Graduates of this programme do branch out to different spheres of knowledge and domains of professional work, besides pursuing higher studies within in the discipline. These wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live meaningful lives.

### **7. Course learning outcomes:**

After completing this programme, student is expected to-

#### **A. Construct historical narratives**

- Describe significant developments within historical contexts, covered in the syllabus
- Identify and analyze the significance of historical changes that take place within a society or culture
- Explain the patterns of such transitions.
- Assess patterns of continuities within such historical contexts.

#### **B. Formulate arguments based on a historiographical engagement**

- Formulate, sustain and justify a historical argument.
- Support and establish such arguments with historical evidence drawn mainly from secondary sources.
- Situate historical arguments within a larger scholarly narrative.

Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.

Exhibit a familiarity with 'the historian's craft'- methods and rigours of the discipline.

#### **C. Engage with scholarly writings and presentations**

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
- Comprehend and explain the structure of arguments and claims made in such writings
- Note the empirical evidence used to establish such claims.

#### **D. Answer, questions, write essays and research papers**

- Synthesize arguments and facts culled from scholarly writings.



## **Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj**

- Articulate a persuasive, well-structured historical arguments on the basis of such synthesis
- Employ multiple forms of evidence in this historical argument
- Formulate relevant and meaningful historical questions
- Write clear, cogent and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism
- Use proper citations and footnotes within formal written assignments.
- Deliver presentations based on such well- researched material orally as well.
- Participate in debates and other forms of verbal historical discussions.

### **E. Work Collaboratively**

- Participate in discussion and ask thoughtful questions
- Provide formal feedback to peers in the course of such discussions
- Learn the formal protocol of academic engagements in a seminar and conference.





**PROGRAMME STRUCTURE:**

**COURSE STRUCTURE WITH CREDITS DISTRIBUTION**

**BA Ancient History, Culture and Archaeology**

**3 Year Undergraduate Programme (2024-2025 onwards)**

Year	Sem.	Course Code	Course Type	Course Name	Maximum Credits	MM : 100	
						CIE	ETE
1	I	A150101T	Core	Early Civilizations of India & World	5 Credits	25	75
	II	A150201T	Core	Political History of India (600 BC to 647AD)	5 Credits	25	75
2	III	A150301T	Core	Political History of India (647 AD to 1200 AD)	5 Credits	25	75
	IV	A150401T	Core	Concept of History and Historical Ideas	5 Credits	25	75
3	V	A150501T	Core	State, Economy & Society in Ancient India	5 Credits	25	75
		A150502T	Core	Elements of Indian Archaeology	5 Credits	25	75
	VI	A150601T	Core	Indian Religion & Philosophy	5 Credits	25	75
		A150602T	Core	Art & Architecture of Ancient Indian	5 Credits	25	75

Note- There is: CIE – Continuous Internal Evaluation, ETE – End Term Examination (University Exams)





# Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

## Detailed syllabus:

<b>Programme: BA</b>	<b>Year: 1</b>	<b>Semester: I<sup>ST</sup></b>
<b>Subject : Ancient History, Culture and Archaeology</b>		
<b>Course Code: A150101T</b>	<b>Course: Early Civilizations of India &amp; World</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able to:</b>		
<b>CO1:</b> Identify knowledge in terms of the origin and development of river valley civilizations in the world.		
<b>CO2:</b> Prepare a comprehensive understanding of the major early civilizations that emerged in India and different parts of the world. This includes studying the Indus Valley Civilization, Mesopotamia, Ancient Egypt, Ancient China, Ancient Greece, the Roman Empire, and other significant civilizations.		
<b>CO3:</b> Explore the diverse cultural and social aspects of early civilizations, their belief systems, religious practices, social structures, gender roles, art, architecture, language, and daily life.		
<b>CO4:</b> Compare the similarities and differences between different early civilizations. They will explore common themes, such as the rise of cities, the development of complex political systems, the emergence of written languages, and the role of religion, allowing them to draw connections and identify patterns across different cultures and regions.		
<b>CO5:</b> Examine the cultural and social practices of early civilizations, including their art, architecture, literature, religious rituals, economic systems, and social hierarchies. They will gain insights into the daily lives of people in these civilizations and understand the cultural achievements and innovations that emerged during this period..		
<b>CO6:</b> Asses the historical significance of early civilizations in shaping the course of human history. They will explore the legacies of these civilizations and their lasting impacts on subsequent societies and cultures.		
<b>Unit</b>	<b>Course Contents</b>	
1	<b>Sources:</b> Archaeological and Literary- India and World perspectives	
2	<b>Indus Civilization:</b> Origin - Expansion, Major feature - Social and religious nature, Global connectivity, Trade & Commerce, Decline.	
3	<b>Vedic Culture:</b> Nature of Vedic Culture, Social organization of Aryans, Religious and Economic life, Condition of women with special reference to gender equality and right of property	
4	<b>Development of river valley civilizations in the world</b>	
5	<b>Earliest Civilizations-I</b> Egyptian Civilization: Political development under the Pharaohs; Egyptian Religion, Art and Intellectual Achievements	
6	<b>Earliest Civilizations-II</b> Mesopotamia Civilization: Salient features Sumerian Civilization, Babylonia Civilization, Assyrian Civilization Emergence, Development and Expansion, Social and Religious Features, Condition of women with special Suggested to gender equality and right of property	



7	<b>Greek Civilization:</b> Homeric Age, Periclean Age: Contribution of Pericles. Salient Features of Hellenic and Hellenistic Civilizations
8	<b>Roman Civilization:</b> Julius Caesar and Augustus — Their contributions Roman Culture: Law, Art, Literature, Religion Development of Christianity under Roman Empire

**Suggested Books:**

- Basam, A. L.: *The Wonder that was India/अद्भुत भारत*, London, 1954.
- Chattopadhyaya, B. D: *Studying Early India: Archaeology, Texts and Historical Issues*, New Delhi, 2003.
- H.C. Raychaudhuri, *Political History of Ancient India with a commentary by B.N. Mukherjee*, New Delhi, 1996 (8<sup>th</sup> edition).
- Jha, D. N.: *Ancient India: An Introduction*, New Delhi, 1998.
- Kosambi D.D.: *An Introduction to the study of Indian History* (reprint) Bombay: PopularPrakashan, 1985
- Majumdar R.C. and A.D. Pusalkar (Ed.): *The Vedic Age*: Bombay: Bhartiya Vidya Bhavan, 1950.
- Majumdar R.C. Raychowdhari H.C, and K. Dutta (1961), *Advanced History of India*: London: Macmillan.
- Sharma, R. S: *India's Ancient Past*, New Delhi, 2005.
- Singh, Upinder: *A History of Ancient and Early Medieval India*. Delhi, 2008.
- Thapar, Romilla: *Early India: From the Origins to AD 1300*, London, 2002.
- Sharma, R. S, Mandal K K: *Vishwa Itihas Ki Bhumika*, Rajkamal Prakashan, Akshar, 2020
- पाण्डेय, आर. एन. : प्राचीन विश्व की सभ्यताएं, विद्या प्रकाशन, प्रयागराज
- राय, यू. एन. : विश्व सभ्यता का इतिहास, लोकभारती प्रकाशन, प्रयागराज, 2017.
- गोयल, श्री राम : प्राचीन विश्व की सभ्यता, विश्वविद्यालय प्रकाशन, वाराणसी, 2011.
- Gupta , M L: *Vishwa Ka Itihas: Prachin, Madhyakalin, Aadhunik*, Atlantic Publishers and Distributors (P) Ltd, 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/>
- Indian Culture:- <https://www.youtube.com/playlist?list=PLn14bqzH5QqI0DjktPBLGElstqmPa8w>
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqKV0afPg1adHUxPurKvfyxr>
- Numismatic: [https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUHt\\_rx79UHry](https://www.youtube.com/playlist?list=PLn14bqzH5QqK7h0w9azROUHt_rx79UHry)
- Museology: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJ0zKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bqzH5QqL6xyR81PvNk30NlekhGDdB>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqJt-C9dPCeezJ-857N2-0>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bqzH5QqIl89W80EnH96HDn1bdg6Bc>



# Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 1</b>	<b>Semester: II<sup>ND</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course code: A150201T</b>	<b>Course: Political History of India (600 BC to 647 AD)</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able to:</b>		
<b>CO1:</b> Prepare a sense for local to national and abroad history in among.		
<b>CO2:</b> Identify the emergence of major empires, the establishment of centralized authority, and the consolidation of power under influential rulers.		
<b>CO3:</b> Explain the military campaigns, territorial expansions, and political alliances formed by different rulers and empires.		
<b>CO4:</b> Analyze the factors that led to the rise and decline of these political entities.		
<b>CO5:</b> Examine the impact of these interactions on culture, trade, governance, and environment.		
<b>CO6:</b> Evaluate the absorption of foreign invaders like Kushan- Yavan in Indian regional societies.		
<b>Unit</b>	<b>Course Contents</b>	
1	Sources: Archaeological, Literary and Foreign Travelers.	
2	Development of Mahajanapadas and Republic Rise of Magadha Empire – Haryank dynasty, Shishunaga dynasty, Nanda dynasty. Persian and Greek invasion and influence.	
3	Mauryan Empire: Major rulers – Chandragupta Maurya, Bindusara, Asoka and his Successors. Asoka's Dhamma Policy, Fall of Mauryan empire, Megasthenes's Indica	
4	Sunga and Satavahana Dynasty Achievements of Pushyamitra Sunga and Gautamiputra Satkarni	
5	Foreign invasion in India: Indo-Greek Saka – Parthian Kushana dynasty – Kaniska-I	
6	Gupta Dynasty: Chandragupta-I, Samudragupta, Chandragupta-II, Kumargupta and Skandagupta, Decline of Gupta dynasty. visit of Fa-Hien	
7	Huna invasion, Maukhari Dynasty, Later - Guptas	
8	Pushybhuti Dynasty: Prabhakarvardhana, Harsha's Carrier and Achievements, relation with contemporary rulers, visit of Hiuen-Tsang.	
<b>Suggested Books:</b>		
➤ Basam, A. L.: <i>The Wonder that was India</i> , London, 1954.		
➤ Chattopadhyaya, B. D: <i>Studying Early India: Archaeology, Texts and Historical Issues</i> , NewDelhi,2003.		
➤ H.C. Raychaudhuri, <i>Political History of Ancient India with a commentary by B.N. Mukherjee</i> , New Delhi, 1996 (8 <sup>th</sup> edition).		
➤ Jha, D. N.: <i>Ancient India: An Introduction</i> , New Delhi, 1998.		
➤ Kosambi D.D.: <i>An Introduction to the study of Indian History</i> (reprint)Bombay: PopularPrakashan,1985		
➤ Majumdar R.C. (Ed.): <i>The Age of Imperial Kannauj</i> : Bombay: BhartiyaVidya Bhavan,1971.		
➤ Majumdar R.C. (Ed.): <i>The Classical Age</i> , Bombay: BhartiyaVidya Bhavan,1970.		
➤ Majumdar R.C. (Ed.): <i>The struggle for the Empire</i> : Bombay: BhartiyaVidya Bhavan,1971. Majumdar R.C. and A.D. Pusalkar (Ed.): <i>The Vedic Age</i> : Bombay: BhartiyaVidya Bhavan,1950.		
➤ Majumdar R.C. Raychowdhari H.C, and K. Dutta (1961), <i>Advanced History of India</i> : London:Macmillan.		
➤ Sharma, R. S: <i>India's Ancient Past</i> , New Delhi, 2005.		
➤ Sastri K.A.N.: <i>A History of South India</i> , Madras,1974.		
➤ Singh, Upinder: <i>A History of Ancient and Early Medieval India</i> . Delhi, 2008.		
➤ Thapar, Romilla: <i>Ashoka and the Decline of Mauryas</i> (2 <sup>nd</sup> Ed.) Oxford University Press,1973.		



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

- Thapar, Romilla: *The Mauryas Revisited*, Calcutta, 1987.
- Thapar, Romilla: *Early India: From the Origins to AD 1300*, London, 2002.
- पाण्डेय, विमल चन्द्र: प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास (दो भाग), सेन्ट्रल पब्लिशिंग हाउस, प्रयागराज, 2002
- 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:

- Ancient India Bulletin of ASI: [https://asi.nic.in/Ancient\\_India/](https://asi.nic.in/Ancient_India/)
- E-Books: <https://www.indianculture.gov.in/ebooks>
- 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-<https://www.youtube.com/playlist?list=PLn14bzbqH5QqIQDjktkPBLGEIstqmPa8w>
- Epigraphy: [https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH\\_LnmBwmFMe51bt](https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH_LnmBwmFMe51bt)
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: [https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUHT\\_rx79UHry](https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUHT_rx79UHry)
- Museology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJOzKcGDV1KjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqL6xyR81PvNk30NlekhGDbd>
- 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=PLn14bzbqH5QqIl89W80EnH96HDnldg6Bc>



# Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 2</b>	<b>Semester: III<sup>RD</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course Code: A150301T</b>	<b>Course: Political History of India (647 AD to 1200 AD)</b>	
<b>Credit: 5</b>		<b>Core Course</b>
<b>Course Outcome: after completion of the course, student will able to:</b>		
<p><b>CO1:</b> Prepare a sense on the political situations of Northern India after Harsha.</p> <p><b>CO2:</b> Identify political decentralization arose in the Northern India after Harsha's rein and under what circumstances the Rajputas originated.</p> <p><b>CO3:</b> Analyze about the rulers used religion to legitimize their authority and how religious institutions played a role in political affairs.</p> <p><b>CO4:</b> Compare the influence of Hinduism, Buddhism, and Jainism on political ideologies, governance practices, and statecraft.</p> <p><b>CO5:</b> Assess the effect of Arab Invasion in Indian Culture and Societies.</p> <p><b>CO6:</b> Evaluate primary and secondary sources, archaeological evidences, and scholarly debates to form their own understanding of the political condition of northern India.</p>		
<b>Unit</b>	<b>Course Contents</b>	
1	Sources: Archaeological, Literary and Foreign Travelers	
2	Yashovarman of Kannauj, Origin of Rajputas	
3	Political and Culture achievements of Gurjara-Pratihara Dynasty, Pala Dynasty, Tripartite Conflict	
4	The invasion of the Arabs on Sindh	
5	Pallava Dynasty: Political and Cultural Achievements	
6	Rashtrakuta Dynasty: Political and Cultural Achievements	
7	Political and Culture achievements of Chalukyas of Vatapi, Vengi and Kalyani	
8	Chola Dynasty: Political and Cultural Achievements, Local Administration,	
<b>Suggested Books:</b>		
<ul style="list-style-type: none"> <li>➤ Basam, A. L.: <i>The Wonder that was India</i>, London, 1954.</li> <li>➤ Chattopadhyaya, B. D: <i>Studying Early India: Archaeology, Texts and Historical Issues</i>, NewDelhi,2003.</li> <li>➤ H.C. Raychaudhuri, <i>Political History of Ancient India with a commentary by B.N. Mukherjee</i>, New Delhi, 1996 (8<sup>th</sup>edition).</li> <li>➤ Habib, Irfan: <i>A People's History of India (Relevant volumes)</i>, New Delhi.</li> <li>➤ Jha, D. N.: <i>Ancient India: An Introduction</i>, New Delhi, 1998.</li> <li>➤ Kosambi D.D.: <i>An Introduction to the study of Indian History</i> (reprint)Bombay: PopularPrakashan,1985</li> <li>➤ Majumdar R.C. (Ed.): <i>The Age of Imperial Kannauj</i>: Bombay: BhartiyaVidya Bhavan,1971.</li> <li>➤ Majumdar R.C. (Ed.): <i>The Classical Age</i>, Bombay: BhartiyaVidya Bhavan,1970.</li> <li>➤ Majumdar R.C. (Ed.): <i>The struggle for the Empire</i>: Bombay: BhartiyaVidya Bhavan,1971. Majumdar R.C. and A.D. Pusalkar (Ed.): <i>The Vedic Age</i>: Bombay: BhartiyaVidya Bhavan,1950.</li> <li>➤ Majumdar R.C. Raychowdhari H.C, and K. Dutta (1961), <i>Advanced History of India</i>: London:Macmillan.</li> <li>➤ Sharma, R. S: <i>India's Ancient Past</i>, New Delhi, 2005.</li> <li>➤ Sastri K.A.N.: <i>A History of South India</i>, Madras,1974.</li> <li>➤ Singh, Upinder: <i>A History of Ancient and Early Medieval India</i>. Delhi, 2008.</li> <li>➤ Thapar, Romilla: <i>Ashoka and the Decline of Mauryas</i> (2<sup>nd</sup>Ed.) Oxford University Press,1973.</li> <li>➤ Thapar, Romilla: <i>The Mauryas Revisited</i>, Calcutta, 1987.</li> <li>➤ Thapar, Romilla: <i>Early India: From the Origins to AD 1300</i>, London, 2002.</li> <li>➤ पाण्डेय, विमल चन्द्र: प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास (दो भाग), सेन्ट्रल पब्लिशिंग हाउस, प्रयागराज, 2002</li> <li>➤ H.C. Raychaudhuri, <i>Political History of Ancient India: From the Accession of Parikshit to The Extinction of the Gupta Dynasty</i> , Gyan Publishing House New Delhi, 2022.</li> </ul>		
<b>E-RESOURCES:</b>		
➤ E-Books: <a href="https://www.indianculture.gov.in/ebooks">https://www.indianculture.gov.in/ebooks</a>		



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

- 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: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqI0DjtkPBLGElstqmPa8w>
- Epigraphy: [https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH\\_LnmBwmFMe51bt](https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH_LnmBwmFMe51bt)
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKV0afPg1adHUxPurKvfyxr>
- Numismatic: [https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUhT\\_rx79UHry](https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUhT_rx79UHry)
- Museology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJOzKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqL6xyR81PvNk30NlekhGDdB>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJt-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>





## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 2</b>	<b>Semester: IV<sup>TH</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course Code: A150401T</b>	<b>Course: Concept of History and Historical Ideas</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able to:</b>		
<b>CO1:</b> Provide students with a foundational understanding of the concept of history and its evolution.		
<b>CO2:</b> Explore various historical methodologies and their applications.		
<b>CO3:</b> Critically analyze major historical ideas and their impact on historical writing and interpretation.		
<b>CO4:</b> Engage with the debates surrounding the philosophy of history and historical objectivity.		
<b>CO5:</b> Compare ancient Indian historical thought with other ancient historiographical traditions.		
<b>CO6:</b> Develop a nuanced understanding of the role of history in shaping Indian historical thoughts.		

Unit	Course Contents
1	Definition of History The concept of Itihasa in Indian tradition
2	Nature and Characteristics of History Time and space in history
3	Cyclical vs. linear perspectives in History The Debate between Cyclical and Linear History
4	Objectivity and Subjectivity in History Bias in Historical Writing: Causes and Implications
5	Causation in history
6	History is science or art?
7	Introduction to approaches of History: Oriental, Colonial, Nationalist, Marxist, Subaltern
8	Philosophy of History with special to Hegel, Rankey, Spengler, Toynbee, Karl Marx

### Recommended Readings:

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 Century, Harpess Publishing, 1912
Jenkins, Keith	Rethinking History, Routledge, 2003
Kolte 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)



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

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.	<i>Research Methodology</i> , Jaipur: RBSA. 1991.
Goode, W.J. and P.K. Hatt	<i>Methods in Social Research</i> . Tokyo McGraw Hill. 1952
Joglekar, P.P.	<i>Research Methodology for Archaeology Students</i> . Pune: Gayatri Sahitya. 2014.
Paddayya, K.	A Review of Theoretical Perspectives in Indian Archaeology, in S. Settar and R. Korisetar (Ed.) <i>Indian Archaeology in Retrospect</i> , Vol. IV, pp.117-157. New Delhi: ICHR and Manohar. 2002.
Sharma, K.R.	<i>Research Methodology</i> . New Delhi: National Publishing House. 2002.
Thakur, D.	<i>Research Methodology in Social Sciences</i> . New Delhi: Deep and Deep. 2003.

### 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.remotexts.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: <https://www.youtube.com/playlist?list=PLn14bzqH5QqIQDjktkPBLGE1stqmPa8w>
- Epigraphy: [https://www.youtube.com/playlist?list=PLn14bzqH5QqKXrzcHjH\\_LnmBwmFMe51bt](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](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=PLn14bzqH5QqJt-C9dPCeeztJ-857N2-0>
- Art & Architecture-I: <https://www.youtube.com/playlist?list=PLn14bzqH5QqICU9un05yKXtt4VWds-cYh>
- Art & Architecture-II: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKS1fNs8ccT51GTwm5TUL4c>
- Social & Culture History of India: <https://www.youtube.com/playlist?list=PLn14bzqH5QqIl89W80EnH96HDn1bdg6Bc>





## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 3</b>	<b>Semester: V<sup>TH</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course code: A150501T</b>	<b>Course: State, Economy &amp; Society in Ancient India</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able to:</b>		
<b>CO1:</b> Identify knowledge about the political organization and governance systems that existed in ancient India.		
<b>CO2:</b> Acquainted with the national and regional social structure and political thoughts of ancient India.		
<b>CO3:</b> Analyze the agrarian economy, trade and commerce networks, taxation systems, and the role of guilds and merchants. The economic impact of factors like landownership, resource distribution, and technological advancements.		
<b>CO4:</b> Explain literature, sculpture, architecture, music, dance, and other forms of artistic heritage and how these cultural expressions reflect the values, beliefs, and social contexts of ancient Indian society.		
<b>CO5:</b> Evaluate the position of women, the role of the family, and social mobility, and education system in ancient India.		
<b>CO6:</b> Assess the varna (caste) system, social hierarchy, gender roles, and the relationship between different social groups Human Values, Environment and Irrigation.		
<b>Unit</b>	<b>Title</b>	
1	Varna and Caste System in Ancient India: Concept and Development Ashram System, Purushartha and Samskar, Marriage system, The condition of women in ancient India with special reference to gender and property rights	
2	Education System in Ancient India - Growth and Development Main Universities - Takshashila, Nalanda, Vikramashila	
3	Origin of State: Indian and western perspectives, Types of State	
4	Saptanga Theory of Kautilya, Espionage system	
5	Sabha and Samiti Vidatha and Gana (Republic) Paura - Janapada	
6	Irrigation management Agriculture in Ancient India Land Management and Ownership	
7	Taxation	
8	Guild Organization Trade and Commerce, Trades Routes	
<b>Suggested Books:</b>		
➤ मिश्र, जय शंकर : प्राचीन भारत का सामाजिक इतिहास, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 2013		
➤ प्रकाश ओम : प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, न्यू एज प्रकाशन, नई दिल्ली, 2019		
➤ चोपड़ा, पुरी दास : भारत का सामाजिक, सांस्कृतिक और आर्थिक इतिहास, मैकमिलन, नई दिल्ली, 2014		
➤ Basam, A. L.: <i>The Wonder that was India</i> , Shivalal Agarwal and Company, 1954.		
➤ Basam, A. L.: <i>Adbhut Bharat (The Wonder that was India)</i> , Shivalal Agarwal and Company, 2023		
➤ Basam, A. L.: <i>A Cultural History of India</i> (ed), OUP India, 1989		
➤ Singh, Upinder: <i>A History of Ancient and Early Medieval India</i> . Pearson Publication, Delhi, 2008.		
➤ Prabhu, P H: <i>Hindu Social Organization: A Study of the Socio-Psychological and Ideological Foundations</i> , Sage Publications India Private Limited, 2016		
➤ Bhandarkar R G: <i>Vaishnavism, Shaivism and other minor religious sects</i> , Routledge, 2014		
➤ Adya, G L: <i>Early Indian Economics: Studies in the Economic life of northern and western India c. 200 BC to 300 AD</i> , Asia Publishing House, 1924.		



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

- Altekar, A. S.: State and Government in Ancient India, Motilal Banarsidass, 2016
- Altekar, A. S.: Education in Ancient India, Gyan Book Publishing, 2010
- Altekar, A. S.: Prachin Bhartiya Shasan Paddhati, Vishwavidyalya Prakashan, Varanasi, 2013
- Altekar, A. S.: Sources of Hindu dharma in its socio-religious aspects, Institute of Public Administration, 1952
- Altekar, A. S.: Position of Women in Hindu Civilization: From Prehistoric Time to the Present Day, Motilal Banarsidass, 2016
- Yadav B N S: Society and Culture in Northern India in the Twelfth Century A.D., Raka Prakshan, 2012
- Chopra, Puri and Das: A Social Cultural and Economic History of India Vol-III, Laxmi Publication, 2022.
- Sharma R S: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers, 2015 (Hindi Tr.)
- Sharma R S: A Social History of The Lower Order Down to Circa A.D. 600, Motilal Banarsidass, 2016 (Hindi Tr.)
- Sharma R S: Material Culture and Social Formations in Ancient India, Macmillan India Ltd., 1983 (Hindi Tr.)

### 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/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/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:- <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqIODjktkPBLGElstqmPa8w>
  - Epigraphy: [https://www.youtube.com/playlist?list=PLnl4bzbqH5QqKXrzcHjH\\_LnmBwmFMe51bt](https://www.youtube.com/playlist?list=PLnl4bzbqH5QqKXrzcHjH_LnmBwmFMe51bt)
  - Archaeology: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqKVoafPg1adHUxPurKvfyxr>
  - Numismatic: [https://www.youtube.com/playlist?list=PLnl4bzbqH5QqK7h0w9azROUht\\_rx79UHry](https://www.youtube.com/playlist?list=PLnl4bzbqH5QqK7h0w9azROUht_rx79UHry)
  - Museology: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqJOzKcGDV1KIjPF7yG9tWfl>
  - Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqL6xyR81PvNk30NlekhGDdB>
  - Economics History of India: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqJjT-C9dPCeeztJ-857N2-0>
  - Art & Architecture-I: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqICU9un05yKXtt4VWds-cYh>
  - Art & Architecture-II: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqKSIfNs8ccT51GTwm5TUL4c>
  - Social & Culture History of India: <https://www.youtube.com/playlist?list=PLnl4bzbqH5QqII89W80EnH96HDnIbdg6Bc>



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 3</b>	<b>Semester: V<sup>TH</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course Code: A150502T</b>	<b>Course: Elements of Indian Archaeology</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able:</b>		
<b>CO1:</b> Prepare a comprehensive knowledge of significant archaeological sites in India, such as Harappa, Mohenjo-daro, Ajanta Caves, Hampi, Sanchi, etc.		
<b>CO2:</b> Identify the basic principles and methodologies used in archaeological research, including excavation techniques, surveying, artifact analysis, stratigraphy, and chronology.		
<b>CO3:</b> Explain about awareness of the importance of cultural heritage preservation and management in India.		
<b>CO4:</b> Analyze the historical and cultural contexts of these sites and their contributions to our understanding of ancient Indian civilizations.		
<b>CO5:</b> Evaluate and draw conclusions from the material remains of past societies, considering factors such as cultural practices, social organization, trade, and technology.		
<b>CO6:</b> Assess to different disciplines contribute to a holistic understanding of India's archaeological past.		
<b>Unit</b>	<b>Course Contents</b>	
1	Definition of Archaeology and its relationship with other disciplines History of Development of Indian Archaeology	
2	Archaeological Methods: Exploration and Excavation	
3	Paleolithic Cultures: Sohan, Belan, Son and Narmada Valley	
4	Mesolithic Cultures: Vindhya and Ganga Valley	
5	Neolithic Cultures: Northern India, Vindhya, Southern India	
6	Chalcolithic Culture: Kaytha, Ahar, Malwa, Jorwe	
7	OCP, PGW, NBPW	
8	Antiquity of Iron, Megalithic Culture	
<b>Suggested Books:</b>		
➤ पाण्डेय जय नारायण : पुरातत्व विमर्श, प्राच्य विद्या संस्थान, प्रयागराज, 2020		
➤ Agrawal, D P: <i>Archaeology in India</i> , Select Book, 2021		
➤ Bhattachary D K: <i>An outline of Indian Pre-History</i> , Palaka Prakashan, 2021		
➤ Knudson, J. S.: <i>Culture in retrospect : an introduction to archaeology</i> , Rand McNally College Publishing Company, Chicago, 1978		
➤ Barker P. : <i>Techniques of Archaeological Excavation</i> , London, Bats ford, 1993		
➤ Colin Renfrew and Paul G. Bahn, <i>Archaeology Essentials: Theories, Methods, and Practice</i> , Thames and Hudson Publishers, 2018.		
➤ Sankaliya, H D : <i>New Archaeology: Its Scope and Application to India</i> , Ethnographic and Folk Culture Society, Lucknow, 1977.		
➤ Upinder Singh : <i>Ancient and Early Medieval India</i> , Pearson Publication, Delhi, 2008		
➤ Srivastava, K M : <i>New Era of Indian Archaeology</i> , Cosmo Publication, New Delhi, 1982		
➤ Rajan K. : <i>Archaeology, Principles and Methods</i> , Tanjavur, 2002		
➤ Raman K.V. : <i>Principles and Methods in Archaeology</i> , Madras, 1976		



- Lama G. K.: Indian archaeology: some new perspectives, BR Publishing Corporation, 2023

**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: <https://www.youtube.com/playlist?list=PLn14bzqH5QqIODjktkPBLGEIstqmPa8w>
  - Epigraphy: [https://www.youtube.com/playlist?list=PLn14bzqH5QqKXrzcHjH\\_LnmBwmFMMe51bt](https://www.youtube.com/playlist?list=PLn14bzqH5QqKXrzcHjH_LnmBwmFMMe51bt)
  - Archaeology: <https://www.youtube.com/playlist?list=PLn14bzqH5QqKVoafPg1adHUxPurKvfyxr>
  - Numismatic: [https://www.youtube.com/playlist?list=PLn14bzqH5QqK7h0w9azROUHT\\_rx79UHry](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=PLn14bzqH5QqL6xyR81PvNk30NlekhGDdB>
  - 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=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=PLn14bzqH5QqIJGwlDhUf7lt9lumJ6hYXC>



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 3</b>	<b>Semester: VI<sup>TH</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course code: A150601T</b>	<b>Course: Indian Religion &amp; Philosophy</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able to:</b>		
<b>CO1:</b> Prepare a sense about social system in ancient Indian culture and civilization settlement,		
<b>CO2:</b> Acquire knowledge about the major religious traditions and the key philosophers that have shaped human thought throughout history.		
<b>CO3:</b> Analyze and evaluate ethical theories and moral dilemmas from religious and philosophical perspectives.		
<b>CO4:</b> Compare and contrast different religious and philosophical traditions, identifying similarities, differences, and areas of convergence		
<b>CO5:</b> Assess an awareness of their own worldview and the ability to engage respectfully with diverse perspectives, fostering empathy and understanding.		
<b>CO6:</b> Produce a sense of intellectual curiosity and open-mindedness, recognizing that religious and philosophical inquiry is an ongoing process.		
<b>Unit</b>	<b>Course Content</b>	
1	Religion of Indus Civilization	
2	Vedic Religion	
3	Jainism: Mahavira's life and teachings	
4	Buddhism: Buddha's life and teachings	
5	Vaishnavism	
6	Shaivism	
7	Shakta	
8	Introduction of Six Schools of Philosophy of India	
<b>Recommended Book:</b>		
<ul style="list-style-type: none"><li>➤ मिश्र, जय शंकर : प्राचीन भारत का सामाजिक इतिहास, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 2013</li><li>➤ Basam, A. L.: <i>The Wonder that was India</i>, Shivalal Agarwal and Company, 1954.</li><li>➤ Basam, A. L.: <i>Adbhut Bharat (The Wonder that was India)</i>, Shivalal Agarwal and Company, 2023</li><li>➤ Singh, Upinder: <i>A History of Ancient and Early Medieval India</i>. Delhi, 2008.</li><li>➤ पाण्डेय जी०सी० : बौद्ध धर्म का विकास, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 2015</li><li>➤ लुनिया, बी०एन० : प्राचीन भारतीय संस्कृति, लक्ष्मीनारायण अग्रवाल प्रकाशन, आगरा, 2000</li><li>➤ Barth, A : <i>The Religions of India</i>, London, 1890.</li><li>➤ Jaiswal, Suvira : <i>Origin and development of Vaisnavism</i>, Munshiram Manoharlal Publishers, New Delhi, 1967 (in Hindi)</li><li>➤ पाण्डेय, विमल चन्द्र: प्राचीन भारत का राजनीतिक तथा सांस्कृतिक इतिहास (दो भाग), सेन्ट्रल पब्लिशिंग हाउस, प्रयागराज, 2002</li><li>➤ Bhandarakar, R.G. : <i>Vaishnavism, Shaivism and minor religious systems</i>, Routledge, 2014</li></ul>		
<b>E-RESOURCES:</b>		
<ul style="list-style-type: none"><li>➤ E-Books: <a href="https://www.indianculture.gov.in/ebooks">https://www.indianculture.gov.in/ebooks</a></li></ul>		



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

- 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-: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqIODjktkPBLGElstqmPa8w>
- Epigraphy: [https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH\\_LnmBwmFMe51bt](https://www.youtube.com/playlist?list=PLn14bzbqH5QqKXrzcHjH_LnmBwmFMe51bt)
- Archaeology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqKVoafPg1adHUxPurKvfyxr>
- Numismatic: [https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUHT\\_rx79UHry](https://www.youtube.com/playlist?list=PLn14bzbqH5QqK7h0w9azROUHT_rx79UHry)
- Museology: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJOzKcGDV1KIjPF7yG9tWfl>
- Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqL6xyR81PvNk30NlekhGDbD>
- Economics History of India: <https://www.youtube.com/playlist?list=PLn14bzbqH5QqJt-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=PLn14bzbqH5QqIl89W80EnH96HDnlbdg6Bc>





## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

<b>Programme: BA</b>	<b>Year: 3</b>	<b>Semester: VI<sup>TH</sup></b>
<b>Subject: Ancient History, Culture &amp; Archaeology</b>		
<b>Course Code: A150602T</b>	<b>Course: Art &amp; Architecture of Ancient India</b>	
<b>Credit: 5</b>	<b>Core Course</b>	
<b>Course Outcome: after completion of the course, student will be able to:</b>		
<b>CO1:</b> Identify the knowledge of local, regional and national art and architecture in ancient India,		
<b>CO2:</b> Prepare an outline for Vastushastra, Vastupurush and Vastumandala of Indian Architecture,		
<b>CO3:</b> Analyze about the development and evolution of various artistic styles, techniques, and architectural forms in different periods of Indian history.		
<b>CO4:</b> Explain about the significance of elements such as columns, arches, domes, and decorative motifs, and how they contribute to the overall design and aesthetics of Indian buildings.		
<b>CO5:</b> Assess the classical arts of sculpture making through which students will gain the knowledge of ancient painting and the excellence of the art of Ajanta.		
<b>CO6:</b> Produce a sense of cultural sensitivity and ethical awareness when studying and working with Indian art and architecture and student will understand the importance of respecting cultural practices, historical contexts, and indigenous knowledge systems.		
<b>Unit</b>	<b>Title</b>	
1	<b>Beginnings of Indian Art:</b> Characteristic Features of Ancient Indian Art Pre-historic Art Harappan Art & Architecture	
2	<b>Maurya Art:</b> Ashoka pillar and the influence of Iranian art, Capital Figures	
3	<b>Sunga Art:</b> Stupa – Sanchi, Bharahut, Amaravati Rock-Cut Cave Architecture (Chaitya/Vihara)-Karle and Bhaja	
4	<b>Kusana Art:</b> Evolution of Buddha Images in Mathura Art and Gandhara Art and the influence of Greek Art.	
5	<b>Gupta Art: Essential Features</b> Beginning of temple Architecture: Bhitargaon Temple and Deogarh Temple	
6	Rock Painting: Ajanta and Ellora Temple Architecture Style: Nagara, Dravida and Vesara	
7	<b>Art and Architecture Under:</b> Chandella: Kandaria Mahadeva Temple Orisan Temple: Lingaraja and Konarka Temple	
8	<b>Art and Architecture Under:</b> Rashtrakutas: Kailash temple of Ellora Pallavas: Rathas of Mahabalipurama Cholas: Brihadishwar Temple of Tanjavur	
<b>Suggested Books:</b>		
1. अग्रवाल, वासुदेव शरण : भारतीय कला, पृथ्वी प्रकाशन, वाराणसी, 2023		
2. Agrawal, Vasudev Sharan : Indian Art, Prithi Prakashan, Varanasi, 2003		
3. Agrawal, Vasudev Sharan: Studies in Indian Art, Vishvavidyalaya Prakashan, Varanasi, 2003		
4. Deva Krishna, Temples of North India, National Book Trust, New Delhi, 2015		
5. Srinivasan K R: Temples of South India, National Book Trust, New Delhi, 2017		
6. Kramrisch Stella: The Hindu Temples (2 Vol.), Orient Book Distributors, 1987		
7. Kramrisch Stella: The Art of India through the ages, Motilal Banarsidass, 1987		



## Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

8. Brij Bhushan Srivastava: Prachin Bharatiya Pratima Vigyan Evam Moorti Kala, Vishwavidyalaya Prakashan, Varanasi., 2010
9. मिश्र, इंद्रमती : प्रतिमा विज्ञान, मध्य प्रदेश, हिन्दी ग्रंथ अकादमी, भोपाल, 2009
10. पांडेय, जे0एन0 : भारतीय कला, प्रमाणिक पब्लिकेशन, प्रयागराज, 2023
11. राय, यू0एन0 : भारतीय कला, लोक भारतीय प्रकाशन, प्रयागराज, 2023

### 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-: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqIQDjktkPBLGEIstqmPa8w>
  - Epigraphy: [https://www.youtube.com/playlist?list=PLnl4bzqH5QqKXrzcHjH\\_LnmBwmFMe51bt](https://www.youtube.com/playlist?list=PLnl4bzqH5QqKXrzcHjH_LnmBwmFMe51bt)
  - Archaeology: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqKVoafPg1adHUxPurKvfyxr>
  - Numismatic: [https://www.youtube.com/playlist?list=PLnl4bzqH5QqK7h0w9azROUht\\_rx79UHry](https://www.youtube.com/playlist?list=PLnl4bzqH5QqK7h0w9azROUht_rx79UHry)
  - Museology: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqJOzKcGDV1KIjPF7yG9tWfl>
  - Pre & Prehistoric Culture: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqL6xyR81PvNk30NlekhGDbd>
  - Economics History of India: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqJjT-C9dPCeeztJ-857N2-0>
  - Art & Architecture-I: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqICU9un05yKXtt4VWds-cYh>
  - Art & Architecture-II: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqKS1fNs8ccT51GTwm5TUL4c>
  - Social & Culture History of India: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqII89W80EnH96HDnlbdg6Bc>

\*\*\*\*\*