

**POST GRADUATE (AUTONOMOUS)TEACHING DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY**  
**RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY**

Mahatma Jotiba Phule Academic Premises, Amravati Road, Nagpur- 440 033.

M.A I, II, III, and IV Semesters

Detailed Syllabus, Scheme of Instructions and Examination

(Choice Based Credit System as per the revised guidelines of NEP 2020)

(To be effective from the Academic year 2023-24)

**Structure and Credit Distribution of M.A., Ancient Indian History, Culture and Archaeology Programme (Autonomous) 2023-24 as per NEP 2020**

Year	Level	Sem (2 years)	Major		Practical	RM	OJT/FP	RP	Cumulative Credit	PG Diploma after 03 years degree
			Mandatory	Electives (Choose Any <u>ONE</u> )						
I	6.0	Semester I	MAY1T01: Outline of Indian History Up to 1206 CE	MAY1E01: Cultural History of India	MAY1L01: Practical	MAY1T04: Research Methodology	-	-	22	
			MAY1T02: Principles and Methods of Archaeology	MAY1E02: Science and Archaeology						
			MAY1T03: Prehistory of India	MAY1E03: Social History of India						
				MAY1E04: Ethnoarchaeology						
		Credits	12	4	2	4	0	0		
		Semester II	MAY2T01: Protohistory of India	MAY2E01: Harappan Culture	MAY2L01: Practical	-	MAY2F01: FP: Field Project	-	22	
			MAY2T02: Historical Archaeology	MAY2E02: Post-Excavation Analysis and Report Writing						
			MAY2T03: Indian Art	MAY2E03: Indian Iconography						
				MAY2E04: Iron Age in India						
		Credits	12	4	2	0	4	0		
Cumulative Credit for PG Diploma			24	8	4	4	4	0	44	

Exit Option: PG Diploma (44 Credits) after Three Year UG Degree										
Year	Level	Sem (2 years)	Major		Practical	RM	OJT/FP	RP	Cumulative Credit	PG Degree after 03 Years UG or PG Degree after 04 Years UG
			Mandatory	Electives (Choose Any ONE)						
II	6.5	Semester III	MAY3T01: Indian Architecture - I (Up to 7th Century CE)	MAY3E01: Contribution of Indian Culture to the World	MAY3L01: Practical	-	-	MAY3P01: Research Project	22	
			MAY3T02: Epigraphy and Palaeography	MAY3E02: Prehistoric World						
			MAY3T03: Indian Numismatics	MAY3E03: Principles of Museology						
				MAY3E04: Archaeology of Vidarbha						
		Credits	12	4	2	0	0	4		
		Semester IV	MAY4T01: Indian Architecture- II (7th to 13th Century CE)	MAY4E01: Ancient Civilizations of the World		-	-	MAY4P01: Research Project	22	
			MAY4T02: Heritage Conservation	MAY4E02: Traditional Knowledge System						
			MAY4T03: Art and Architecture of Vidarbha	MAY4E03: Ancient World Religions						
				MAY4E04: Antiquarian Laws						
		Credits	12	4		0	0	6		
Cumulative Credit for 02 Year PG Degree			24	8		0	0	10	44	
Cumulative Credit for 01 Year PG Degree			48	16	6	4	4	10	88	
2 Years: 04 semester (88 Credits) after Three Year UG Degree or 01 Year: Two Semester PG Degree (44 Credits) after Four Year UG Degree										
	8.0		Course Work Course Work Course Work	Training in Teaching / Education / Pedagogy					Ph D Work	Ph D in Ancient Indian History,
		Credits	12	4					16	

### Teaching and Examination Scheme

M. A., Ancient Indian History, Culture and Archaeology, Semester I									
Code	Theory/Practical	Teaching Scheme Hours/Week			Credits	Examination Scheme			
		Theory	Practical	Total		Max. Marks		Total Marks	Minimum Passing Marks
						Theory	*Internal Assessment		
MAY1T01	Outline of Indian History Up to 1206 CE	4	-	4	4	60	40	100	50
MAY1T02	Principles and Methods of Archaeology	4	-	4	4	60	40	100	50
MAY1T03	Prehistory of India	4	-	4	4	60	40	100	50
MAY1T04	Research Methodology	4	-	4	4	60	40	100	50
Choose Any ONE Elective									
MAY1E01	Cultural History of India	4	-	4	4	60	40	100	50
MAY1E02	Science and Archaeology	4	-	4					
MAY1E03	Social History of India	4	-	4					
MAY1E04	Ethnoarchaeology	4	-	4					
MAY1L01	**Practical	-	4	4	2	30	20	50	25
	TOTAL	20	4	36	22	330	220	550	275

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M. A., Ancient Indian History, Culture and Archaeology, Semester II									
Code	Theory/Practical	Teaching Scheme Hours/Week			Credits	Examination Scheme			
		Theory	Practical	Total		Max. Marks		Total Marks	Minimum Passing Marks
						Theory	*Internal Assessment		
MAY2T01	Protohistory of India	4	-	4	4	60	40	100	50
MAY2T02	Historical Archaeology	4	-	4	4	60	40	100	50
MAY2T03	Indian Art	4	-	4	4	60	40	100	50
MAY2F01	***Field Project	4	-	4	4	60	40	100	50
Choose Any ONE Elective									
MAY2E01	Harappan Culture	4	-	4	4	60	40	100	50
MAY2 E02	Post Excavation Analysis and Report Writing	4	-	4					
MAY2E03	Indian Iconography	4	-	4					
MAY2E04	Iron Age in India	4	-	4					
MAY2L01	****Practical	-	4	4	2	30	20	50	25
	TOTAL	20	4	36	22	330	220	550	275

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M. A., Ancient Indian History, Culture and Archaeology, Semester III									
Code	Theory/Practical	Teaching Scheme Hours/Week			Credits	Examination Scheme			
		Theory	Practical	Total		Max. Marks		Total Marks	Minimum Passing Marks
						Theory	*Internal Assessment		
MAY3T01	Indian Architecture – I (Up to 7 <sup>th</sup> Century CE)	4	-	4	4	60	40	100	50
MAY3T02	Epigraphy and Palaeography	4	-	4	4	60	40	100	50
MAY3T03	Indian Numismatics	4	-	4	4	60	40	100	50
MAY3P01	*****Research Project	4	-	4	4	60	40	100	50
Choose Any ONE Elective									
MAY3E01	Contribution of Indian Culture to the World	4	-	4	4	60	40	100	50
MAY3 E02	Prehistoric World	4	-	4					
MAY3E03	Principles of Museology	4	-	4					
MAY3E04	Archaeology of Vidarbha	4	-	4					
MAY3L01	*****Practical	-	4	4	2	30	20	50	25
	TOTAL	20	4	36	22	330	220	550	275

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M. A., Ancient Indian History, Culture and Archaeology, Semester IV									
Code	Theory/Practical	Teaching Scheme Hours/Week			Credits	Examination Scheme			
		Theory	Practical	Total		Max. Marks		Total Marks	Minimum Passing Marks
						Theory	*Internal Assessment		
MAY4T01	Indian Architecture- II (7 <sup>th</sup> to 13 <sup>th</sup> Century CE)	4	-	4	4	60	40	100	50
MAY4T02	Heritage Conservation	4	-	4	4	60	40	100	50
MAY4T03	Art and Architecture of Vidarbha	4	-	4	4	60	40	100	50
MAY4P01	*****Research Project	4	-	4	6	100	50	150	75
Choose Any ONE Elective									
MAY4E01	Ancient Civilizations of the World	4	-	4	4	60	40	100	50
MAY4E02	Traditional Knowledge System	4	-	4					
MAY4E03	Ancient World Religions	4	-	4					
MAY4E04	Antiquarian Laws	4	-	4					
	TOTAL	20	4	36	22	330	220	550	275

\* As part of Internal Assessment;

- Best two out of Three Class Tests – 20 Marks.
- Attendance, Punctuality and participatory approach in classroom – 10 Marks
- An assignment on any topic and a presentation – 10 Marks (5+5)

\*\*MAY1L01 = Practical- Reading of Maps and Toposheets and Surveying

\*\*\*MAY2F01 = Field Project- Tour Report or Exploration/Excavation Report

\*\*\*\*MAY2L01 = Practical- Archaeological Drawing and Photography

\*\*\*\*\*MAY3P01= Research Project- A topic related to Archaeology under the supervision of any Faculty of the Department (Preparation of Synopsis, Fieldwork and its

\*\*\*\*\*MAY3L01 = Practical- Museum Display (Theory 30 and Viva voce 20) = 50

presentation before an internal Expert panel)

\*\*\*\*\*MAY4P01= Research Project- Final Submission of the Project on the Topic and its presentation before an external Expert panel)

## Detailed Syllabus

	Graduate Attribute	Program Specific Outcomes
<b>PSO1</b>	Disciplinary Knowledge	Gain a grasp of major philosophical options available in the field of Archaeology and its nature as an area of study with interdisciplinary knowledge base. The program ancient Indian history culture and archaeology with specialization in archaeology will train the student in practical application in archaeology. The student will develop an understanding and gain knowledge about the theories, literature, history of the archaeology, ethno archaeology, principles of archaeology epigraphy and palaeography, Indian architecture science, report writing. They will be able to identify coinage, research methodology, antiquarian law, Museology. The students will be able to understand various cultures the students will develop interdisciplinary approach to link archaeology with other disciplines.
<b>PSO2</b>	Critical Thinking	Describe the nature of Archaeological theories by making linkages between the theoretical understanding and practices and/or field experiences. Initiate them into contemporary heritage issues in the context of national concerns and issues of access and knowledge of Indian Culture.
<b>PSO3</b>	Problem Solving	Develop an insight among students into modern theories of learning and development Motivate and empower students for undertaking research and theorize about Archaeology and also to develop creative solutions to day to day heritagel problems. The student of archaeology will develop problem solving ability and apply their competencies to solve various kinds of practical problems and replicate curriculum content knowledge and apply to real life situations. They will be able to categorise the periods in a chronological / dynastic order
<b>PSO4</b>	Analytical Reasoning	Develop to analyze and synthesis of data from a variety of sources and to evaluate the reliability and relevance of actual evidence and available data.
<b>PSO5</b>	Research related skills	Interpret, analyze, and apply the professional research literature. Appreciate research that would help to enhance efficiency, effectiveness, quality and excellence in the Indian Culture of Archaeology. Develop research and presentation skills expected for their role as prospective Archaeologist, teachers and educational researchers. Acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
<b>PSO6</b>	Communication Skills	Develop the ability to articulate thoughts and ideas effectively using oral and written communication, and to present information and explanations in a well-structures and logical manner. Develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, Archaeological administrators, Heritage conservator etc. Appreciate the intellectual property, importance of culture and heritage, environmental and sustainability issues and promoting safe learning and working environment.
<b>PSO7</b>	Cooperation/ Teamwork	Develop the ability to work and learn independently and in groups, identify appropriate resources required for a project and specially during field training. The students of archaeology specializations will be able to work effectively with diverse teams and groups and work together in the interest of a common cause and work effectively as a member of team
<b>PSO8</b>	Scientific Reasoning	Undertake multifaceted professional roles offered within the professions related to Archaeology and Culture and critically evaluate practices, policies and theories by following scientific approach to knowledge development. The student will enhance their knowledge of using scientific methods and their application in archaeology for the study of material remains
<b>PSO9</b>	Reflective thinking	Reflect on the basic parameters of college education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, the college context, the larger societal context, the support systems and various connections and interconnections between these parameters).

<b>PSO10</b>	Information/ Digital Literacy	Utilize appropriate technology and multimedia to organize, analyze, interpret, and present information. Develop knowledge, skills, problem solving and critical and creative thinking, select or create and use a range of resources, including ICT and develop efficiency in Archaeology and Culture learning strategies.
<b>PSO11</b>	Self-directed learning	Develop the Ability to work and learn independently and effectively. Investigate problems and find creative solution. Exploring solutions of non-familiar problems. The students will be specialized in preservation and protection of cultural heritage. They will be able to read and interpret ancient scripts, they will develop the ability to draw inferences regarding history culture and heritage.
<b>PSO12</b>	Multicultural competency	Foster Self-discipline, learning and discipline approach that are conducive to academic, personal and social wellbeing and anticipate in professional and community networks and forums to broaden knowledge and improve practices related to Archaeology and Culture.
<b>PSO13</b>	Moral and Ethical awareness/ Reasoning	Develop values that are honouring diversity and ensuring inclusion by treating everybody with respect and dignity, showing respect for and sensitivity to gender, cultural and religious differences and challenging prejudice, biases and intolerance in the workplace.
<b>PSO14</b>	Leadership readiness/qualities	Ability to influence, motivate, and enable others. Listen and understand the thoughts, ideas and concerns of others and communicate clearly. The student will develop leadership qualities in undertaking tasks related to conservation and protections which will make them capable of handling various tasks (Challenges related to archaeology)
<b>PSO15</b>	Lifelong Learning	Develops a positive attitude to learning both for personal and professional development. Enhance understanding of the world around and improve our quality of life.

Course Outcomes (COs)		Program Specific Outcomes (POs)														
		Domain Specific (PSO)														
	<b>Course Name – MAY1T01 Outline of Indian History up to 1206 CE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The Student will acquire advance level of subject knowledge to understand the Geographical effects in the evolution of history and the basic principles of Periodization	H	H	H	L	H	H	M	M	H	H	H	H	H	L	H
<b>CO2</b>	The students will obtain critical knowledge of dynastic history of India from earliest times to 6 <sup>th</sup> Century CE	H	H	H	H	L	M	M	M	H	H	M	H	M	H	H



<b>CO3</b>	The students will obtain comprehensive knowledge of dynastic history of India from 7 <sup>th</sup> Century CE to 13 <sup>th</sup> Century CE	H	H	H	H	H	M	M	L	H	H	H	H	L	L	H
<b>CO4</b>	The student will gain an insight into foreign invasion in India	L	H	L	M	H	H	M	H	H	H	H	H	H	H	H
	<b>Course Name- MAY1T02 - Principles and Methods of Archaeology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will acquire an understanding of Approach to Study Theories in Archaeology as a scientific discipline and its development in India	H	H	H	H	H	H	H	H	H	H	H	L	M	H	M
<b>CO2</b>	The student will gain knowledge about the essential multidisciplinary nature of Archaeology	H	L	M	H	H	H	H	H	H	H	L	H	H	L	M
<b>CO3</b>	Student will gain knowledge regarding the evolution of the discipline of Archaeology in India	H	H	M	H	M	H	H	H	M	H	M	M	M	M	H
<b>CO4</b>	The student will gain an understanding of Archaeology as a potential medium for public education	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO5</b>	Student will gain theoretical and practical experience and expertise on methods of archaeological exploration and excavation	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO6</b>	The Student will develop the ability to cope with complex, problems related to applied archaeology, and use problem solving skills while providing references	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO7</b>	The student will acquire skills of recording and documenting excavation areas using precise methods	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO8</b>	The Student will gain in depth knowledge of the principle and methods of preservation and conservation of cultural property	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	<b>Course Name- MAY1T03 - Prehistory of India</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain understanding of human evolution and geological time scale in the world context	H	H	M	H	H	M	H	H	L	M	M	H	H	H	H
<b>CO2</b>	The student acquires knowledge of Prehistoric material culture and tool technology	H	H	H	H	H	H	H	H	M	H	M	M	L	M	H
<b>CO3</b>	The student will understand the cultural sequence of human activities at various sites in India	H	H	H	H	H	H	H	H	H	H	H	H	M	H	H
<b>CO4</b>	The student will gain knowledge of the Characteristic feature of Mesolithic Cultures	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	<b>Course Name- MAY1E01 - Cultural History of India</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The Student will understand the beginning and evolution of Indian Culture from earliest times to till Medieval period.	H	H	H	H	H	H	H	H	H	H	H	H	M	H	H
<b>CO2</b>	Students will be capable of recognising and identifying the history of various culture on the basis of material remains.	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

	<b>Course Name- MAY1E02 - Science and Archaeology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will understand the scope and application of scientific disciplines in Archaeology using various methods of geology	H	H	M	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO2</b>	The Student will develop the ability analyse of things related to applications of cultural and physical Anthropology	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO3</b>	The student will learn about the specific disciplines of basic sciences which are necessary for Archaeological data collection for analysis	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO4</b>	The student will be able to use digital resources for gathering information	H	H	H	M	H	H	H	H	H	H	H	H	H	H	H
	<b>Course Name- MAY1E03 Social History of India (Upto1206 CE)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The students will gain in depth knowledge and understand the origin, evolution and interpretation of the ancient Indian ethos	H	H	H	H	H	H	M	H	H	M	H	H	H	H	H
<b>CO2</b>	Students will learn to foster knowledge of ancient Indian social institutions related to customs and rituals	H	H	H	H	H	H	M	H	H	H	H	H	H	M	H
<b>CO3</b>	Students will imbibe the knowledge of ancient educational system and the important centre of learning in ancient India	H	H	H	H	H	H	H	M	H	M	H	H	H	H	H
<b>CO4</b>	Students will develop an ability to understand ancient Indian practices related to lifestyle diet and other aspects of cultural life	H	H	H	H	H	H	H	M	H	M	H	H	H	H	H
	<b>MAY1E04 – Ethnoarchaeology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will learn to perceive the life and subsistence patterns of ancient tribes	H	H	H	H	H	M	M	H	H	H	H	L	H	H	H
<b>CO2</b>	The student will be able to understand the development of Ethnoarchaeology in the global and India context	H	H	H	M	H	H	M	H	H	H	H	H	L	H	H
<b>CO3</b>	The student will develop an understanding of the values and beliefs of cultures by reconstructing past materials	H	H	H	M	H	H	H	H	H	H	H	H	H	L	L
<b>CO4</b>	The student will be able to investigate living traditions and trace their antiquity to earlier practices	H	H	H	H	H	M	H	M	H	H	H	H	H	M	M
<b>CO5</b>	<b>MAY1L01–Practical- Reading of Maps and Toposheets and Surveying</b> The students will be able to understand the importance of reading of maps in Archaeology, students will be capable of identifying the contour and features of the landscape. They will learn the importance of surveying a site before excavation.	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

	<b>MAY1T04- Research Methodology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student gains empirical knowledge of the Methods of Archaeological Research	H	H	H	H	H	M	M	H	H	H	H	H	M	M	H
<b>CO2</b>	The student will be trained in research processes, including data collection, analysis etc	H	H	H	H	H	M	H	H	H	H	H	H	M	M	H
<b>CO3</b>	The students will be able to differentiate between the various themes of history, for future researches	H	H	H	H	H	H	H	H	H	H	H	H	M	M	H
<b>CO4</b>	The student will be specially proficient in applying scientific methods in archaeological research	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
	<b>MAY2T01 - Proto-History of India</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain the knowledge of Evolution of settlement patterns and consequent urbanization of India before the beginning of written history	H	H	H	H	L	H	H	H	H	H	L	H	H	M	H
<b>CO2</b>	The student will gain insight into the potential aspects of Chalcolithic Cultures in India	H	H	H	H	H	M	H	H	M	H	M	H	L	H	H
<b>CO3</b>	The student will be able to build the skill to analyze the important aspects of Iron age Culture in India	H	H	H	H	H	H	H	H	M	H	H	H	L	H	L
<b>CO4</b>	The student will learn about the important excavated Protohistoric sites in India	H	H	H	L	H	L	H	H	H	H	H	H	M	H	H
	<b>MAY2T02- Historical Archaeology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will be able to corroborate Archaeological investigations with written History	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO2</b>	The student will be able to assimilate knowledge about lifestyles, practices and material culture of the historical periods	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
<b>CO3</b>	Student will be able to understand and put into practice cultural sequencing of archaeological material datable between 3 <sup>rd</sup> Century CE to 13 <sup>th</sup> Century CE	H	H	H	H	H	M	H	H	H	H	H	H	H	M	H
<b>CO4</b>	Student will acquire an in-depth knowledge of the important excavations of historical sites in India	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	<b>MAY2T03- Indian Art</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain Knowledge of the chronological framework for the development of Art in India	H	H	H	H	H	M	H	M	H	H	H	H	H	H	H
<b>CO2</b>	The student will be able to critically analyse art and sculpture, using appropriate vocabulary.	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
<b>CO3</b>	The student will be able to apply critical approaches and methods of art historians.	H	H	H	H	H	H	H	H	M	H	H	H	H	H	H

<b>CO4</b>	Student will be able to identify the ctarian attributes of different deities.	H	H	H	H	H	H	H	H	M	H	H	H	H	H	H
	<b>MAY2E01- Harappan Culture</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will gain knowledge about the progress of lifestyle, technological achievements, material culture etc of Pre-Harappan and Harappan Cultures	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
<b>CO2</b>	Student will know about the important Indus valley culture sites and their cultural significance	H	H	H	H	H	M	H	H	H	H	H	H	H	M	H
<b>CO3</b>	The student will be able to analyze and differentiate the changes in material culture in the Late Harappan phase	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H
	<b>MAY2E02– Post- Excavation Analysis and Report Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The students will be trained in classifying, interpreting and reconstructing the past on the basis of technical, scientific data to prepare methodological reports of Archaeological field work	H	H	H	H	H	H	H	H	H	H	H	H	M	H	M
<b>CO2</b>	The students will acquire proficiency in the use of photography, drawing and surveying instruments	H	H	H	H	H	H	H	H	H	H	H	H	M	H	H
<b>CO3</b>	The student will learn the importance of site laboratories for immediate preservation of sensitive remains	H	H	H	H	H	H	H	H	H	H	H	H	M	H	H
<b>CO4</b>	The student will learn the basic skills of preparing final excavation reports	H	H	H	H	H	M	H	H	H	H	H	H	M	H	H
	<b>MAY2E03- Indian Iconography</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain Knowledge of the chronological framework for the development of Iconography of India	H	H	H	H	H	M	H	M	H	H	H	H	H	H	H
<b>CO2</b>	The student will be able to critically analyse art, sculpture and iconography, using appropriate vocabulary	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
<b>CO3</b>	The student will be able to apply critical approaches and methods of art historians	H	H	H	H	H	H	H	H	M	H	H	H	H	H	H
<b>CO4</b>	Student will be able to identify the sectarian attributes of different deities	H	H	H	H	H	H	H	H	M	H	H	H	H	H	H
	<b>MAY2E04 - Iron Age in India</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will understand the importance of the Iron Age as a formative period in Indian Civilization	H	H	H	H	H	M	H	H	H	H	H	H	H	M	H
<b>CO2</b>	Student will be able to perceive the extent and material culture of Iron Age in India and how it shaped the development of the subsequent cultural periods	H	H	H	H	H	H	H	H	H	H	H	H	M	H	H

<b>CO3</b>	Student will learn to analyse the growth of Indian culture using the knowledge of ceramics	H	H	H	H	H	M	H	H	H	H	H	H	M	H	H
<b>CO4</b>	Student will gain in depth knowledge of the important Iron Age sites in India	H	H	H	H	H	H	M	H	H	H	H	H	H	M	H
<b>CO5</b>	<b>MAY2L01– Practical</b> The students will be able to learn archaeological drawing such as plan, section and also stone tools and pottery. Students will learn the aspects of photo documentation in the program.	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO6</b>	<b>MAY2F01– Field Project</b> The students will be able to understand the methods of excavations; the students will learn the importance of exploration of any site prior to excavation and will be capable of recording and documenting archaeological remains. The students will be able to write a detailed report of exploration and excavation	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	<b>MAY3T01- Indian Architecture-I (Up to 6<sup>th</sup> Century CE)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain in-depth knowledge of origin and development of architectural design of the Indus valley civilization	H	H	H	H	H	H	M	H	M	H	H	H	H	H	H
<b>CO2</b>	The student will learn the evolution and development of Rock-cut architecture in India	H	M	M	H	H	H	M	H	H	H	H	H	H	H	H
<b>CO3</b>	The student will learn to apply knowledge in identifying the evolution of temple, architecture in Northern India, along with regional variations	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H
<b>CO4</b>	The student will acquire knowledge of the evolution of temple architecture in Southern India	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H
	<b>MAY3T02- Epigraphy and Palaeography</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain knowledge related to origin and evolution of ancient scripts	H	H	H	H	H	H	H	H	H	H	H	M	M	M	M
<b>CO2</b>	Student will acquire skills to understand, decipher and write ancient Indian script of the Mauryan period	H	H	H	H	H	H	H	H	H	H	H	M	M	M	H
<b>CO3</b>	Student will acquire proficiency to study and interpret ancient inscriptions datable between 3 <sup>rd</sup> Century BCE and 3 <sup>rd</sup> Century CE	H	M	H	H	H	M	M	M	H	H	H	H	M	M	H
<b>CO4</b>	The student acquires skills for contributing to the reconstruction of national and regional history by way of inscriptions datable to 4 <sup>th</sup> Century CE to 13 <sup>th</sup> Century CE	H	M	H	H	H	H	M	M	H	H	H	H	M	M	H
	<b>MAY3T03- Indian Numismatics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>

<b>CO1</b>	Student will gain knowledge regarding the origin, antiquity and evolution of the coinage in India	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO2</b>	Student will be able to identify the different types of coins/ media of currency prevalent in Ancient India	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO3</b>	Students will develop an understanding of the different dynastic coins found in Ancient India in use between 2 <sup>nd</sup> Century BCE to 6 <sup>th</sup> Century CE	H	H	H	H	H	H	H	M	H	H	H	H	H	H	H
<b>CO4</b>	Student will attain proficiency in all aspects of study in exchange, currency and economy of dynastic coins, prevalent between 7 <sup>th</sup> Century CE to 13 <sup>th</sup> Century CE	H	H	H	H	H	H	H	M	H	H	H	H	H	H	H
	<b>MAY3E01 - Contribution of Indian Culture to the World</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain an understanding of the various media through which Indian Culture influenced other countries	H	H	H	H	H	H	H	M	H	M	H	H	H	M	H
<b>CO2</b>	The Student will understand the significance of Indian Culture as the fountainhead of the cultures of other Asian countries, by way of diffusion and cultural interchange between India and its Neighbours.	M	H	H	H	H	H	H	M	H	M	H	H	H	H	H
<b>CO3</b>	The Students will gain insight into the nature and metamorphoses of Indian culture in South east Asia	H	H	H	M	H	H	H	H	M	H	M	H	H	M	H
<b>CO4</b>	Student will be able to undertake research on Indian Diaspora across the world	H	M	H		H	H	H	H	M	H	H	H	H	H	H
	<b>MAY3E02 – Prehistoric World</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will be able to understand the evolution of Mankind tracing their suggested movement from the African continent and re-interpret according to recent researches	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
<b>CO2</b>	The student will learn to identify the various Stone Ages and their evolution in Europe	H	H	H	H	H	H	H	M	H	H	H	H	M	H	H
<b>CO3</b>	The student will acquire the knowledge regarding the pre-history of West Asia	H	H	H	H	H	H	H	M	H	H	H	H	M	H	H
<b>CO4</b>	The student will be able to understand Chinese prehistoric cultures and their material culture transitions	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	<b>MAY3E03 – Principles of Museology</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain thorough knowledge of museums, the concept of preservation of heritage and museological theory	H	H	H	M	M	H	H	H	H	H	H	H	H	H	H
<b>CO2</b>	The student will be skilled in developing Museums as a centre of knowledge	H	H	H	H	H	H	M	H	H	M	M	H	H	H	H
<b>CO3</b>	The student will be prepared to initiate cooperation between the museum; public and private sector	H	H	H	H	H	H	H	H	H	M	H	H	H	H	H

<b>CO4</b>	The student will be trained in matters regarding Museum administration	H	H	H	M	H	H	H	H	H	H	H	H	H	H	H
	<b>MAY3E04 – Archaeology of Vidarbha</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will acquire an understanding of the local history depicting shared experiences of the regional and local environs	H	H	H	H	H	H	H	M	H	H	H	H	H	H	L
<b>CO2</b>	Student will learn to appreciate the preserved landmarks of the people who inhabited in the region centuries earlier	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO3</b>	The students gain knowledge of the importance of archaeology of Vidarbha assignable to the historical period	H	H	M	H	M	H	M	M	H	H	H	H	M	M	M
<b>CO4</b>	The student will develop research related skills to document the archaeological sites of Vidarbha	H	M	H	H	H	H	M	M	H	H	H	H	H	H	H
<b>CO5</b>	<b>MAY3L01– Practical + Viva-Voce Museum Display</b> The Students will be able to understand the importance of museum in the society, students will be capable of identifying objects and accordingly understand the categorize in the gallery, they will also learn the safety measures to be taken in the museums, and they will understand the various types of museums	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO6</b>	<b>MAY3P01– Research Project</b> The student will be capable of preparation of synopsis on any topic based on the program by following the research methodology, and will be carry field work to collect data with using various methodology.	H	H	H	H	H	M	H	H	H	H	H	H	H	M	H
	<b>MAY4T01 - Indian Architecture- II (7th to 13<sup>th</sup> Century CE)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will gain in-depth knowledge of origin and development of architectural design of the Indus valley civilization	H	H	H	H	H	H	M	H	M	H	H	H	H	H	H
<b>CO2</b>	The student will learn the evolution and development of Rock-cut architecture in India	H	M	M	H	H	H	M	H	H	H	H	H	H	H	H
<b>CO3</b>	The student will learn to apply knowledge in identifying the evolution of temple, architecture in Northern India, along with regional variations	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H
<b>CO4</b>	The student will acquire knowledge of the evolution of temple architecture in Southern India	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H
	<b>MAY4T02- Heritage Conservation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>

<b>CO1</b>	This will enable the student to gain knowledge regarding the value and significance associated with cultural heritage	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO2</b>	Student will develop and understanding of the concept of heritage and its manifestation in different types of heritages	H	H	H	H	H	H	H	H	M	H	M	H	H	M	H
<b>CO3</b>	Student will Interpret and apply concepts of heritage value, significance and approaches to conservation	H	H	H	H	H	M	H	H	H	H	H	H	H	H	H
<b>CO4</b>	Student will be able to Explain and contextualize the history of heritage conservation and its application	H	H	H	H	H	M	H	H	H	H	H	H	H	M	H
	<b>MAY4T03- Art &amp; Architecture of Vidarbha</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will gain knowledge of the ancient burial practices and construction techniques prevalent in Vidarbha since ancient times	H	H	H	H	H	M	H	M	H	H	H	H	H	H	H
<b>CO2</b>	The student will be able to perceive and understand different media used for constructing temples from various sites of Vidarbha	H	H	H	H	H	H	H	M	H	H	H	H	H	M	H
<b>CO3</b>	Student will be able to identify various architectural and artistic remains of Vidarbha and place them in their appropriate cultural sequence	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H
<b>CO4</b>	Student will obtain extensive knowledge by way of a regional micro study, of the artistic remains of Vidarbha	H	H	H	H	H	M	H	M	H	H	H	H	H	H	H
	<b>MAY4E01 - Ancient Civilizations of the World</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will gain in depth knowledge of Egyptian Civilization and its contribution to architecture and art	H	H	H	H	H	H	H	M	H	H	H	H	H	M	H
<b>CO2</b>	Student will be able to learn about Chinese civilization and its connection with Ancient Indian History	H	H	H	H	H	L	H	M	H	H	H	H	H	M	H
<b>CO3</b>	Student will gain knowledge about origin of complex societies, writing and warfare from Mesopotamian Civilization	H	H	H	H	H	M	M	H	H	H	H	H	H	M	H
<b>CO4</b>	Student will be able to co-relate the rise of Ancient Civilization of Sumer and its connection with India and other ancient civilizations	H	H	H	H	H	M	H	H	H	H	M	H	H	H	H
	<b>MAY4E02- Traditional Knowledge Systems</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The students will be able to perceive the importance of indigenous systems and matters related to their relevance in present time's documentation and government policies related to their patent etc	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
<b>CO2</b>	Student will gain information regarding the ancient traditional practices and techniques of organic and inorganic media	H	H	H	H	H	H	M	H	H	H	H	H	H	H	H



<b>CO3</b>	The student will be able to analyze ancient traditional practices of medical and life science in Ancient India	H	H	H	H	H	H	M	M	H	H	H	H	H	H	H
<b>CO4</b>	Students will learn the methods of documentation for research and the use of multimedia	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	<b>MAY4E03- Ancient World Religions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	Student will acquire the ability to explain the ideologies of Ancient Mesopotamian Religion	L	H	H	H	H	H	M	H	H	H	H	H	H	M	H
<b>CO2</b>	Students will obtain knowledge about the religious and sectarian beliefs prevailing in China	L	H	H	H	H	H	H	M	H	H	H	H	H	M	H
<b>CO3</b>	The Student will understand the thoughts ideas and philosophies of the Egyptian religion	H	H	H	H	H	H	H	M	H	H	H	H	M	H	H
<b>CO4</b>	The students will understand Greek and Roman religions and interpret them analytically	H	H	H	H	H	H	H	H	H	H		H	H	M	H
	<b>MAY4E04- Antiquarian Laws</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CO1</b>	The student will get an overview of evolving heritage management systems and linked legislation in India	H	H	H	M	M	H	H	M	H	H	H	M	H	H	H
<b>CO2</b>	The student will acquire an understanding of the Indian legal framework in context to protected and unprotected buildings and historic settlements	H	H	H	M	M	H	H	M	H	H	M	H	H	H	H
<b>CO3</b>	Student will develop Awareness regarding Public Interest Litigation for Heritage assets	H	H	H	M	M	M	H	M	H	H	M	M	H	H	H
<b>CO4</b>	The student will be well-versed in the Acts and statutes related to Heritage	H	H	H	H	M	H	H	M	H	H	H	M	H	H	H
<b>CO5</b>	<b>MAY4P01– Research Project</b> The student will be capable of writing dissertation on any topic based on the program by following the research methodology, so that the students can pursue their career in research.	H	H	H	H	H	M	H	H	H	H	H	H	H	M	H

## M. A. (SEMESTER- I)

(Detailed Syllabus)

### Paper: - MAY1T01 - Outline of Indian History Up to 1206 CE

#### Aims / Objective of the Paper

History of Indian Dynasties and Rulers in India

**Unit-1:** Sources of writing Indian History, Sixteen Mahajanapadas, Rise of Magadha, and Foreign Invasions.

**Unit-2:** Maurya, Shunga, Saka, Kushana, Satavahana and Kshatrapa, Gupta and Vakataka.

**Unit-3:** Dynastic History of North India post 606 CE: Pushyabhuti, Pratihara, Pala, Sena, Gauda, Kalachuri, Chandella, Paramara, Chauhan, Gahadavala.  
Dynastic History of South India post 606 CE: Pallava, Chalukya, Rashtrakuta, Chola, Pandya, Chera, Ganga.

**Unit-4:** Yadava, Arab Invasion, Mahmud Ghazni, Muhammad Ghori, Establishment of the Delhi Sultanate

#### Books Recommended:

1. Datta, K.K., Majumdar, R.C. and Raychoudhuri, H.C., 1974. *Advanced History of India*, Macmillan India.
2. Devahuti, D. 1970. *Harsha - A Political History*. Oxford: Clarendon Press.
3. Jha, D. N. 2010. *Ancient India*, Manohar Publishers and Distributors, New Delhi,
4. Kosambi, D.D. 1985. *An Introduction to the Study of Indian History*. (reprint) Bombay: Popular Prakashan.
5. Majumdar, R.C. (ed.). 1966. *The Age of Imperial Unity*. Bombay: Bharatiya Vidya Bhavan.
6. Majumdar, R.C. (ed.). 1997. *The Age of Imperial Kannauj*. Bombay: Bharatiya Vidya Bhavan.
7. Majumdar, R.C. (ed.). 1970. *The Classical Age*. Bombay: Bharatiya Vidya Bhavan.
8. Majumdar, R.C. (ed.). 1972. *The Struggle for the Empire*. Bombay: Bharatiya Vidya Bhavan.
9. Majumdar, R.C. and A.D. Pusalkar (ed.). 1950. *The Vedic Age*. Bombay: Bharatiya Vidya Bhavan.
10. Majumdar, R.C. and Pusalkar, A.D., *History and Culture of Indian People*, Bharatiya Vidya Bhavan.
11. Narain, A.K. 1957. *The Indo-Greeks*. Oxford: Oxford University Press.
12. Raychoudhuri, H.C. 1950. *Political History of Ancient India*. (5th ed.) Calcutta: University of Calcutta.
13. Shastri, A. M. 1999. *The Age of Satavahanas*, 2 vols.,(ed.), Aryan Prakashan, New Delhi.
14. Shastri, K.A.N and G. Srinivasachari. 1970. *Advanced History of India*. London: Macmillan and Co.
15. Shastri, K.A.N. 1952. *The Age of the Nandas and Mauryas*. Banaras: Motilal Banarsidas.
16. Shastri, K.A.N. 1957. *A Comprehensive History of India vol. II. (The Mauryas and Satavahanas)*. Bombay: Orient Longmans.
17. Shastri, K.A.N. 1966. *History of South India*. (3rd ed.) Oxford: Oxford University Press.

18. Thapar, Romila, 1990, *History of India*, Penguin Books.
19. Thapar, Romila. 1973. *Ashoka and the Decline of the Mauryas* (2nd ed) Oxford: Oxford University Press.

**Paper: MAY1T02 - Principles and Methods of Archaeology**

**Aims / Objective of the Paper**

Theories and methods of the Archaeology, great Archaeologist of the world, field training regarding techniques of Exploration, Excavation, Documentation, Photography, Surveying, Marine Archaeology etc.

**Unit-1:** Definition and scope of Archaeology; Relationship of Archaeology with History, Anthropology and pure sciences; History of World Archaeology up to present, History of Indian Archaeology, the colonial background, new issues and perspectives since 1947.

**Unit-2:** Development of field techniques: Discovering archaeological sites and features, ground reconnaissance, aerial reconnaissance including satellite imagery; Retrieval of botanical and eco-factual data, plant, human bones and animal remains, soil and pollen analysis.

**Unit-3:** Aims and methods of Exploration and Excavations; Stratigraphy, causes of formation of layers, their nature and order. Recording the context of excavated remains, preparation of section and plans, three-dimensional recording.

**Unit-4:** Determining the chronology and periods of excavated remains. Methods of absolute and relative dating, Pottery Analysis. Definition, purposes and methods of underwater archaeology with special reference to development in India. Principles and techniques of transplantation of monuments.

**Books Recommended:**

1. Aitken, M.J. 1990. *Science-based Dating in Archaeology*. London: Longmans.
2. Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi: Munshiram Manoharlal.
3. Daniel, Glyn E. 1975. *150 years of Archaeology*. London: Duckworth.
4. Daniel, Glyn, E. 1981. *A Short History of Archaeology*. London: Thames and Hudson.
5. Hodder, I. (1995). *Interpreting Archaeology: Finding Meaning in the Past*. New York: Routledge.
6. Hodder, I. 1986. *Reading the Past: Current Approaches to Interpretation in Archaeology*, 2nd ed., Cambridge: Cambridge University Press.
7. Hodder, Ian. (1992). *Theory and Practice in Archaeology*. London: Routledge.
8. Hodder, Ian. (1999). *The Archaeological Process: An Introduction*. Oxford: Blackwell Publishers.
9. Rajan K. 2016. *Understanding Archaeology, Field Methods, Theories and Practices*, Thanjavur: Manoo Pathippakam.
10. Raman K V, 1986. *Principles and Methods of Archaeology*. Madras: Parthajan Publication.
11. Renfrew, C. and P. Bahn (1991). *Archaeology: Theories and Methods and Practice*,
12. Schiffer, M.B. (1995). *Behavioral Archaeology: First Principles*. Salt Lake City: University of Utah Press.

13. Srivastav. K.M, 1982. *New Era of Indian Archaeology*, New Delhi: Cosmo Publications.
14. Trigger, Bruce. 1989. *A History of Archaeological Thought*. Cambridge: Cambridge University Press.
15. Wheeler M, 1954. *Archaeology from Earth*, Oxford Clarendon Press, UK

### **Paper: MAY1T03 - Prehistory of India**

#### **Aims / Objective of the Paper**

Origin and Evolution of Man in Indian Subcontinent

**Unit-1:** Geological Time Scale; Human Evolution; Palaeoenvironment-Prehistoric Flora and Fauna.

**Unit-2:** Stone Age technologies – Tool types, Techniques of manufacture and their probable usages.

**Unit-3:** Palaeolithic Cultures – Regional distribution, stratigraphy and Cultural evidence –

- i. The Himalayan context: Soan Valley, Himachal Siwaliks,
- ii. Western India: Rajasthan, Gujarat
- iii. Central India: Madhya Pradesh
- iv. The Peninsular India: Maharashtra, Andhra Pradesh, Telangana, Tamil Nadu and Karnataka.
- v. Eastern India- West Bengal and Odisha.

**Unit-4:** Mesolithic Culture – Characteristic features, Extent, Tool Typology and Technology

- i. Alluvial plain adaptation: Chopani-Mando, Birbhanpur;
- ii. Horse-shoe lake sites: Sarai-Nahar Rai, Mahadaha;
- iii. Sand dune landscape: Langhnaj, Bagor;
- iv. Plateau occupation: Paisra
- v. Prehistoric Rock Art in India: Types and Distribution

#### **Books Recommended:**

##### **(Books)**

1. Allchin, Bridget and Raymond, 1997, *Origins of Civilization*, Viking Publishers.
2. Bell, J. 1994. *Reconstructing Prehistory: Scientific Method in Archaeology*, Philadelphia: Temple University.
3. Chakrabarti, D.K. 1988. *Oxford Companion to Indian Archaeology* New Delhi: Munshiram Manoharlal.
4. Clarke, J.G.D. 1982. *The Identity of Man*. London: Methuen.
5. Delson, Eric *et. Al* (Eds.), 2000. *Encyclopedia of Human Evolution and Prehistory*, Garland Publishing, Inc, Newyork
6. Hole, F. and R. F. Heizer 1973. *Introduction to Prehistoric Archaeology*. New York: Holt, Reinhart and Winston.
7. Piggot Stuart, *Prehistoric India*, A Pelican Book
- Sankalia, H.D. 1962, *Prehistory and Protohistory in India and Pakistan*, University of Bombay, Bombay – 1
8. Sankalia, H.D. 1964 *Stone Age Tools: Their Techniques Names and Probable Functions*, Deccan College, Pune.

9. Sankalia, H.D. 1977, *Prehistory of India*, Munshiram Manoharlal Publishers Pvt. Ltd, New Delhi – 110 055

**(Journal)**

10. Mishra, Sheila. 2007. The Indian Lower Palaeolithic <https://www.researchgate.net/publication/313622476>

11. Mishra, V.N. Prehistoric Human Colonization in India, Indian Academy of Sciences, *Junior Bioscience*, Vol. 26, No. 4, Supplement, November 2001, 491–531,

**Paper: MAY1E01 - Cultural History of India**

**Aims / Objective of the Paper**

The paper will introduce the beginning and evolution of Indian Culture from earliest times till 13<sup>th</sup> century CE.

**Unit I:** Introduction to Prehistory Culture and Important Sites in India: Bhimbetaka, Adamgarh, Mirjapur, Mehargarh, Attirampakkam, Langhnaj, Sangankallu.

**Unit II:** Introduction to Protohistory Culture and Important Sites in India: Dholavira, Lothal, Kayatha, Ahar, Maheswhar & Navdatoli, Diambaad, Inamgaon, Brahmagiri, Mahurjhari.

**Unit III:** Introduction to Early Historic Culture and Important Sites in India: Nevasa, Adam, Chandraketugarh, Shishupalgarh, Hastinapur, Taxila. Kaushambi, Nagarjunkonda.

**Unit IV:** Introduction to Early Medieval Culture and Important Sites in India: Purana Quila, Lalkot, Nagardhan, Champaner, Hampi.

**Books Recommended: (Books)**

1. Allchin, F.R. (1963). *Neolithic Cattle Keepers of South India*, Cambridge University Press.
2. Chakrabarti, D.K. (2010). *India An Archaeological History Palaeolithic Beginnings to Early Historic Foundations*, Delhi: Oxford University Press.
3. Dani, A.H. (1960), *Prehistory and Protohistory of Eastern India*, Calcutta: Firma K.L.Mukhopadhyay.
4. Deo, S.B, (1973). *Mahurjhari Excavation 1970-72*, Nagpur University
5. Dhavalikar, M. K., (1997), *Indian Protohistory*, New Delhi: Books & Books.
6. Dhavalikar, M. K., (1999). *Historical Archaeology of India*, New Delhi: Books & Books.
7. Jain, V.K. (2009), *Prehistory and Protohistory of India-An Appraisal-Palaeolithic-Non-Harappan Chalcolithic Cultures*, New Delhi: D.K. Printworld (P) Ltd.
8. Kenoyer, J. M., (1998). *Ancient Cities of the Indus Valley Civilization*, Oxford University Press.
9. Lal, Makhan. (1984). *Settlement History and the Rise of Civilization in the Ganga-Yamuna Doab*, New Delhi: B R Publishing Corporation.
10. Mohanty, R.K. and V. Selvakumar, (2002). *The Archaeology of Megaliths in India: 1947-1997*, in Indian Archaeology in Retrospect (S.Settar and R.Korisettar Eds.),
11. Moorti, U.S. (1994). *Megalithic Cultures of South India: Socio- Economic Perspectives*, Varanasi: Ganga-Kaveri Publishing house.

12. Nath Amarendra. (2016). Excavations at Adam (1998-92): a City of Asika Janapada, New Delhi: Archaeological Survey of India.
13. Sankalia, H.D. (1962). *Prehistory and Protohistory in India and Pakistan*, Bombay: University of Bombay.
14. Sawant Reshma, (2012). *Vidarbha Archaeology*, Indira Gandhi Rashtriya Manav Sangrahalay, Bhopal.

## **Paper: MAY1E02 - Science and Archaeology**

**Aim:** Understand the co-relation of Archaeology with other disciplines through multidisciplinary aspects

**Objective:** To study the importance of interdisciplinary sciences with respect to Archaeology

**Outcome:** Student will understand the relationship and importance of Science in Archaeology

**Unit-1:** Geoarchaeology; Site Formation Processes. Site Catchment Analysis, Environmental Analysis; Pre-historic Flora and Fauna, Palaeoclimate.

**Unit-2:** Anthropology- Social and Physical, Human Osteology and Palaeopathology.

**Unit-3:** Archaeozoology, Archaeobotany, Archaeological Chemistry and Archaeometallurgy; Methods of Sample collection and scientific analysis.

**Unit-4:** Quantitative Methods and Information Science; GIS, GPRS, Remote sensing, Application of Information Technology in Archaeology.

## **Books Recommended:**

### **(Books)**

1. Badam, G.L. 1979. *Pleistocene Fauna of India*, Pune: Deccan College.
2. Baker, J. and D. Brothwell. 1980. *Animal Diseases and Archaeology*, Academic Press: London.
3. Bass, W.M. 1981. Human Osteology: A laboratory and field manual of the Human Skeleton, 2<sup>nd</sup> edition, Columbia: Missouri Archaeological Society.
4. Bone, J.F. 1979. *Animal Anatomy and Physiology*, Reston: Reston Publishing Co.
5. Black, C.A., Evans, D.D., White, J.L., Ensminger, L.E. and F.E. Clark (Eds.). 1965, *Methods of Soil Analysis, part I Physical and Mineralogical properties and part II Chemical and Microbiological properties*, American Society of Agronomy, Inc. Madison, Wisconsin, USA.
6. Brothwell, D. and E. Higgs (Eds.). 1969. *Science in Archaeology*, London, Thames and Hudson.
7. Brothwell, D. and A.M. Pollard. 2001. *Handbook of Archaeological Sciences*, New York: John Wiley and Sons.
8. Cornwall, I.W. 1974. *Bones for Archaeologists*, (revised edition), London: L.M. Dent and Sons.
9. Erdtman, G. 1969. *Hand book of Palynology*, New York: Hafner.
10. Gary Lock and J. Moffett (Eds.), 1992, *Computer Application and Quantitative Methods in Archaeology* 1991. London: BAR International Series.
11. Leiggi, Patrick and Peter May (Eds.). 1994. *Vertebrate Palaeontological Techniques, Vol.1*, Cambridge University Press.
12. Pearsall, D. 1989. *Palaeoethnobotany- Handbook of Procedures*. London: Academic press.

### **(Journal)**

13. Deo, S.G. and P.P. Joglekar. 1998. Geographic Information System (GIS) for Archaeology, *Puratattava*, 27:85-90.
14. Deo, S.G. 2000-01. Computer Applications in Archaeology: A review of work done at Deccan College, *Bulletin of Deccan College Postgraduate and Research Institute*, Vol.60-61: 137-142.

**Paper: MAY1E03 - Social History of India (Upto1206CE)**

**Aims / Objective of the Paper**

A study of Ancient Indian Social Practices

**Unit-1:** Varna, Jati-Origin and Evolution; Ashramas; Family System and Laws of Inheritance; Position of Women.

**Unit-2:** Sixteen Samskaras, Systems of Marriage – Anuloma and Pratiloma, Prashasta and Aprashasta types of marriages.

**Unit-3:** Education system and Centres of Education; Sports – Indoor and outdoor.

**Unit-4:** Foods and Beverages; Types of foods and Diet system of Meals, Types of Beverages, Dress and Ornaments- Types of Cloth and Garments, types of ornaments, and head dresses and hair-dos.

**Books Recommended:**

1. Altekar, A.S. 1973. *Position of Women in Hindu Civilization*. Delhi: Motilal Banarasidass.
2. Altekar, A.S. 1975. *Education in Ancient India*. Varanasi: Manohar Prakashan.
3. Banerjea, G. 1923. *The Hindu Law of Marriage and Stridhana*. Calcutta: Calcutta University.
4. Chopra, P.N., B.N. Puri, and M.N. Das 1974. *Social, Cultural and Economic History of India Delhi*: Macmillan India.
5. Dutta, N.K. 1931. *Origin and Growth of Caste in India* (vol 1). London: Harper and Row.
6. Gonda, J. 1980. *Vedic Rituals-the Non-Solemn Rites*. Leiden. E.J. Brill.
7. Hutton, J.H. 1963. *Caste in India*. Oxford: Oxford University Press.
8. Kane, P.V. 1941. *History of Dharmashstra (Vol II, Pt I)*. Pune: Bhandarkar Oriental Research Institute.
9. Om Prakash, *Food and Drinks in Ancient India*, 1961, Munshi Ram Manoharlal, Delhi
10. Om Prakash, *Dress and Ornaments in Ancient India*
11. Pandey, Raja Bali 1966. *Hindu Sanskaras*. Varanasi: Chowkhamba Vidyabhavan.
12. Sharma, R.S. and V. Jha (eds.) 1974. *Indian Society: Historical Probings*. New Delhi: People's Publishing House.
13. Sharma, R.S. 1985. *Material Culture and Social Formation in Ancient India*. New Delhi: Macmillan India.
14. Sharma, R.S. 1966. *Light on Early Society and Economy*. Bombay: Manaktalas.
15. Thapar, Romila 1984. *Ancient Indian Social History: Some Interpretations*. Hyderabad: Orient Longmans Ltd.

## Paper: MAY1E04 – Ethnoarchaeology

### Aims / Objective of the Paper

Studies co-relating the material culture of Indigenous-Societies past and present

**Unit-1:** Definition, Scope and Methods of Ethnoarchaeology.

**Unit-2:** Origin and Development of Ethnoarchaeology, Review of Studies in Ethnoarchaeology in India.

**Unit-3:** Ethnoarchaeology and reconstruction of ancient material culture, Analogy, Direct Historical Approach.

**Unit-4:** Living Traditions: Pre and Proto Historic Lifestyles- Hunting and Gathering, Settlement Patterns, Ceramic Technology, Art, Disposal of Dead, Metallurgical Practices

### Books Recommended:

#### (Books)

1. Ajay Pratap. 2000. *The Hoe and the Axe: Ethnohistory of Shifting Cultivation in Eastern India*. New Delhi: Oxford University Press.
2. Allchin, B. (ed.) 1994. *Living Traditions: South Asian Ethnoarchaeology*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
3. Barkataki, S. 1969. *Tribes of Assam*. New Delhi: National Book Trust, India.
4. Binford, L. R. 1988. *In Pursuit of the Past*. New York: Thames and Hudson.
5. David N. and C. Kramer. 2001. *Ethnoarchaeology in Action*. Cambridge University Press.
6. Fuchs, S. 1973. *The Aboriginal Tribes of India*. Delhi: Macmillan India.
7. Gould R.A. 1980. *Living Archaeology*. Cambridge: Cambridge University Press.
8. Jain, S.K. 1991. *Contributions to Indian Ethnobotany*, Scientific Publishers, Jodhpur.
9. Kramer C. (ed.) 1980 *Ethnoarchaeology*. Guildford Survey: Columbia University Press.
10. Maheshwari. J.K, 1996. *Ethnobotany in South Asia*, Scientific Publishers, Jodhpur.
11. Michael, J. Balick and Paul Alan Cox. 1996. *Plant, People and the Science of Ethnobotany*, Museum of Anthropology, University of Michigan, Ann Arbor.
12. Pakem, B. Bhattacharya, J.B., Dutta, B.B. and B. Datta Ray. 1980. Shifting Cultivation in North-East India, *North East India Council for Social Science Research*, Shillong (2nd revised edition).
13. Raju, D.R. 1988. *Stone Age Hunter-Gatherers: An Ethno- Archaeology of Cuddapah Region, South-East India*. Pune: Ravish Publishers.
14. Smiley F.E. et. al. 1980. *The Archaeological Correlates of the Hunter-Gatherer Societies: Studies form the Ethnographic Record*. Ann Arbor. Michigan University Press.
15. Steensberg Axel. 1986. *Man the Manipulator. An Ethnoarchaeological Basis for Reconstructing the Past*, National Museum, Copenhagen.

#### (Journals)



16. Cooper, Z. 1992 "The Relevance of the Forager/Collector Model to Island Communities in the Bay of Bengal." *Man and Environment XVII* (2): 111-122.
17. Griffin, P. B. and W. G. Solheim II. 1990. "Ethnoarchaeological Research In Asia." *Asian Perspectives* 28 (2): 145-161.
18. Misra, V.N. 1990. "The Van Vagris - 'Lost' Hunters of the Thar Desert, Rajasthan." *Man and Environment XV* (2):89-108.
19. Morris, B. 1982. Forest Traders: A Socio-Economic Study of the Hill Pandaram, London School of Economics Monograph, *Social Anthropology* 55. London: Athlone Press.
20. Murty, M.L.K 1981. "Hunter-Gatherer Ecosystems and Archaeological Patterns of Subsistence Behaviour on the South-East Coast of India: An Ethnographic Model." *World Archaeology* 12: 47-58.
21. Murty, M.L.K. 1985. "Ethnoarchaeology of the Kurnool Cave Area." *World Archaeology* 17 (2):192-205.
22. Nagar, M. and V.N. Misra. 1993 "The Pardhis: A Hunting- gathering Community of Central and Western India. *Man and Environment XVIII* (1): 113-144.
23. Nagar, M. 1975. "Role of Ethnographic Evidence in the Reconstruction of Archaeological Data. *Eastern Anthropologist* 28 (1): 13-22.
24. Nagar, M. 1983. "Ethnoarchaeology of the Bhimbetka Region." *Man and Environment VII*: 61-69.
25. Nagar, M. 1992. "Tribal Societies in India." In, Saryu Doshi (ed.). 1992. *Tribal India: Ancestors, Gods and Spirits*. Bombay: Marg Publications.
26. Sinopoli, C. M. 1991. "Seeking the Past through the Present: Recent Ethnoarchaeological Research in South Asia." *Asian Perspectives* 28 (2): 145-161.

**Paper: MAY1L01–Practical\***

\* 30 = Practical- Reading of Maps and Toposheets and Surveying 20= Viva-Voce

**Paper: MAY1T04- Research Methodology**

**Aim:** An Empirical Study of Methods of Research.

**Objective:** To understand various methods of doing research work.

Outcome: Student will be able to practically apply the various research methods learnt in the session.

**Unit-1:** Definition, Nature and Scope of Research, Types of Research,

**Unit-2:** Planning of Research, Research Process, Tools and Techniques, Data Collection, Analysis, Hypothesis, Concepts in Research, Problems of Objectivity in Research.

**Unit-3:** Research Design, Qualitative Methods and Quantitative Methods, Deduction and Induction, Writing of Dissertation, Structure of Thesis/Dissertation, Book, Monograph, Research Paper, Article, References and Citations Styles.

**Unit-4:** Application of the Scientific Methods in Archaeology: Use of Maps and Remote Sensing data, Cartography and Archaeology involving GIS; Different Models used for Explanation/Interpretation.

## Books Recommended:

### (Books)

1. Chaudhary, C.M. 1991. *Research Methodology*, Jaipur: RB SA
2. Chitnis, K. N., (2006), *Research Methodology in History*, New Delhi: Atlantic Publishers & Distributors Pvt Ltd.
3. Cohen, M.R. and E. Nagel. (1976). *An Introduction to Logic and Scientific Method*. Bombay: Allied Publishers.
4. Gellner, E. (1985). *Relativism and Social Sciences*. Cambridge: Cambridge University Press.
5. Goode, W.J. and P.K. Hatt. (1952). *Methods in Social Research*. Tokyo: McGraw-Hill Student Edition.
6. Gopal, M. H., (1964.) *An Introduction to Research Procedures in Social Sciences*, Asia Publishing House.
7. Jain B. M., *Research Methodology*, Delhi: Research publication in social science.
8. Johnson, M., 2010, *Archaeological theory*, UK: Wiley Blackwell.
9. Kelley, J.H. and M.P. Hanen. (1990). *Archaeology and the Methodology of Science*. Albuquerque: University of New Mexico Press.
10. Kothari C.R. (2004), *Research Methodology - Methods & Techniques*, New Delhi: New Age International (P) Limited, Publishers.
11. Hodder, Ian. (1992). *Theory and Practice in Archaeology*. London: Routledge.
12. Hodder, I. (1995). *Interpreting Archaeology: Finding Meaning in the Past*. New York: Routledge.
13. Johnson, M. (1999). *Archaeological Theory: An Introduction*. Malden (Ma): Blackwell Publishers.
14. Paddayya, K. (1995). *Theoretical Perspectives in Indian Archaeology: An Historical Review*, in P.J.Ucko (ed.) *Theory in Archaeology: A World Perspective*, pp.110-149. London: Routledge.
15. Pandey M., N.M. Pandey. ,2015, *Tools and Technique*, Romania: Bridge centre
16. Shanks, M. and C. Tilley. (1987). *Social Theory as Archaeology*. Cambridge: Polity Press.
17. Walliman, N., 2011, *Research method the basic*, New York: Routledge.
18. डॉ. कोशे, १९६६, *संधोधन पद्धति*, पुणे : लोकसंग्रह मुद्रणालय
19. सिन्हा, एस., १९५४ , *अनुसन्धान का स्वरूप*, दिल्ली : हिंदी अनुसन्धान परिषद् , आत्माराम एंड सन्स
20. सिंह, उदयभानु., १९६२ , *अनुसन्धान का विवेचन*, हिंदी साहित्य संसार
21. प्रसाद , व्ही. *अनुसन्धान के मूलतत्व*, आगरा यूनिवर्सिटी

### (Journals)

22. Binford, L.R. 1964. A Consideration of Hypothetical Research Design, *American Antiquity* 29:425-441.
23. Paddayya, K. (1978). "New Research Designs and Field Techniques in the Palaeolithic Archaeology of India". *World Archaeology* 10:94-110.
24. Paddayya, K. (1989). The Role of Hypothesis and Traditional Archaeology. *Bulletin of the Deccan College Post-Graduate and Research Institute* 47-48: 239-247.
25. Whitney, F. L. (1948). *The Elements of Research*, Prentice-Hall.

## M. A. (SEMESTER- II)

### Paper: MAY2T01 - Proto-History of India

**Aim:** To Study of Evolution of settlement patterns and consequent urbanization of India before the beginning of written History.

**Objective:** Study of earliest cultures and their progress throughout the ages.

Outcome: Student will know the history and evolution of earliest settlers in India.

**Unit-1:** Neolithic Cultures – North-west India from Baluchistan to Kashmir, Uttar Pradesh and Bihar, North-eastern states and Odisha, Southern States – Ash mounds

**Unit-2:** Harappan Culture, OCP and Copper Hoard; Rural Chalcolithic Cultures: Savalda, Kayatha, Ahar, Malwa, Jorwe, Eastern India, Deccan.

**Unit-3:** Iron Age Cultures – Early Iron Age settlements in North and North-west India, Megalithic Culture: Vindhyas, Vidarbha and South India; Painted Grey Ware Culture-Extent and Chronology.

**Unit-4:** Important excavated sites: Bhimbetka, Kalibangan Bhirrana, Lothal, Dholavira, Daimabad, Ahichhatra, Hastinapur, Hunsgi, Inamgaon, Atranjikhhera, Kausambi, Nagarjunakonda, Adam, Naikund, Brahmagiri, Arikamedu.

### Books Recommended:

#### (Books)

1. Allchin, F. R. 1963, *Neolithic Cattle Keepers of South India*, Cambridge University Press.
2. Deo, S. B., 1973, *Problem of South Indian Megaliths*, Karnataka University, Dharwar.
3. Dhavalikar, M. K., 1997, *Indian Protohistory*, Books and Books, New Delhi.
4. Kenoyer, J. M., 1998 *Ancient Cities of the Indus Valley Civilization*, Oxford University Press.
5. Tripathi, V. C., 1976, *The Painted Grey Ware: An Iron Age Culture of Northern India*, Concept Pub. Co;
6. Agrawal, D.P. 1982. *Archaeology of India*. Copenhagen: Scandinavian Institute of Asian Studies.
7. Allchin, F.R. and B. Allchin 1993, *The Birth of Civilization in India* (revised ed.) Penguin Books, New Delhi.
8. Mohanty, R.K. and V. Selvakumar, 2002. The Archaeology of Megaliths in India: 1947-1997, (in) *Indian Archaeology in Retrospect* (S.Settar and R.Korisettar Eds.),
9. Moorti, U.S. 1994. *Megalithic Cultures of South India: Socio- Economic Perspectives*, Varanasi: Ganga-Kaveri Publishing house, Varanasi.
10. Possehl, G. L. 2004, *Indus Civilization- A Contemporary Perspective*, Altamira Press, UK
11. Sankalia, H.D. 1974. *Pre and Protohistory of India and Pakistan*. Pune: Deccan College.
12. Sali, S.A. Daimabad Excavation, Archaeological Survey of India: New Delhi.

13. Tripathy, Vibha. 2001. *Age of Iron in South Asia: Legacy and Tradition*,  
(Journal)
14. Rao, L. S. *et.al*, Articles on Bhirrana, 2004, 2005, 2006, *Puratattva Nos. 34, 35 and 36*, Indian Archaeological Society, New Delhi
15. Shinde, Vasant. 1989. New Light on the Origin, Settlement System and Decline of the  
Jorwe Culture of the Deccan, *India South Asian Studies* 5:60-72.

**Paper: MAY2T02- Historical Archaeology**

**Aim:** To study about Archaeological investigations that are helpful in authenticating written History

**Objective:** To know Ancient Indian History through Archaeological excavations of various sites

Outcome: Student will be able to construct ancient Indian History by studying various excavated sites and their cultural sequence

**Unit-1:** Definition. Scope and Development of Historical archaeology in India, Use of Archaeological Record for studying historical period in India, Regional cultural sequence of the historical period in India

**Unit-2:** Historical Archaeology from 6th Century BCE to 4th century CE; BRW, PGW, NBPW, Mauryan, Post-Mauryan.

**Unit-3:** Archaeology of Gupta and post-Gupta period up to 13th century CE.

**Unit-4:** Important excavated sites: Taxila, Ahichchhatra, Hastinapur, Kausambi, Sishupalgarh, Purana Qila, Chandraketugarh, Hampi, Bhokhardan, Sannati, Nagarjunakonda, Arikamedu, Adam, Rajghat, Mathura, Sonkh, Kumrahar, Sravasti, Brahmagri, Banavasi, Lalkot, Nalanda, Bhangarh, Ambari, Thanesar, Nagardhan, Kaudinyapur, Pauni, Paunar, Mandhal, Mansar.

**Books Recommended:**

**(Books)**

1. Allchin, R. 1995. *The Archaeology of Early Historic South Asia - The Emergence of Cities and States*.
2. Dhavalikar, M.K. 1999. *Historical Archaeology of India*. Books and Books: New Delhi.
3. Ghosh, A. 1973. *City in Early Historical India*. Shimla: Indian Institute for Advanced Studies.
4. Lal, Makhan 1984. *Settlement History and the Rise of Civilization in the Ganga-Yamuna Doab*.
5. Ray, Amita and S. Mukherjee (ed.) 1990. *Historical Archaeology of India*, Books and Books: New Delhi.
6. Roy, T.N. 1983. *The Ganges Civilization: A Critical Study of the PGW and NBPW Periods of the Ganga Plains of India*. New Delhi: Ramanand Vidya Bhavan.
7. Schuyler, R.L. 1978 *Historical Archaeology: A Guide to Substantive and Theoretical Contributions*.
8. Sharma, R.S. 1987 *Urban Decay in India 300 to 1000 A.D*, MunshiramManoharlal Publishers, New Delhi.

9. Sharma, R.S. 1985 *Material Culture and Social Formations in Ancient India*, Macmillan India, New Delhi.  
(Journal)
10. Sharma, Y.D. 1953 "Exploration of Historical Sites." *Ancient India* 9:116-169.

**Paper: MAY2T03 – Indian Art**

**Aim:** An in-depth study of Ancient Art forms- symbolism; identification and religious significance.  
**Objective:** Detailed study of origin and evolution different Art forms prevalent in Ancient India.  
 Outcome: Student will be able to identify and differentiate various Art forms through study.

**Unit-1:** Beginnings of Indian Art (Earliest times to 1<sup>st</sup> century BCE)- Prehistoric, Harappan, Pre-Maurya, Maurya, Sunga-Satavahana periods, including stone, metal, terracotta and other material (Lapidary, Ivory, Bone and Shell Art)

**Unit-2:** Origin and development of Images-Theistic Art and Sculpture (1<sup>st</sup> to 3<sup>rd</sup> century CE); Schools of Art- Gandhara, Mathura, Sarnath, Ahichchatra, Vengi/Amravati,

**Unit-3:** Evolution of the North Indian Idiom- (3<sup>rd</sup> to 13<sup>th</sup> century CE)- Stone, Metal, Terracotta; Painting- stuccos, frescoes and manuscript paintings.

**Unit-4:** Evolution of the South Indian Idiom (3<sup>rd</sup> to 13<sup>th</sup> century CE)- Stone, Metal, Terracotta; Painting- stuccos, murals and manuscript paintings.

**Books Recommended:**

**(Books)**

1. Agrawal, V.S. (1948). *Gupta Art*. Lucknow: U.P. Historical Society.
2. Agrawal, V.S. (1965). *Indian Art*. Varanasi: Prithvi Prakashan.
3. Banerji, Arundhati. (1994). *Early Indian Terracotta Art*. New Delhi: Harman Publishing House.
4. Dehejia, Vidya. (1990). *Art of Imperial Cholas*. New: York: Columbia University Press.
5. Dehejia, Vidya. (1997). *Indian Art*. London: Phaidon Press.
6. Dwivedi, V. K. (1976). *Indian Ivories*. Delhi: Agam Kala Prakashan.
7. Ghosh, A. (1996). *Ajanta Murals*, New Delhi: Archaeological Survey of India.
8. Gupta, S.P. (Ed.). (1985). *Kushan Sculptures from Sanghol: A Recent Discovery*. New Delhi: National Museum.
9. Gupta, S.P. and S.P. Asthana. (2002). *Elements of Indian Art*. New Delhi: D.K. Printworld.
10. Huntington, S.L. (1985). *The Art of Ancient India*. New York: Weatherhill Publication,
11. Kramrisch, S. (1954). *The Art of India through the ages*. London: Phaidon Press,

12. Rama, K. (1995). *Buddhist Art of Nagarjunkonda*. Delhi: Sandeep Prakashan.
13. Sivaramamurti, C. (1996). *Indian Painting*. New Delhi: The National Book Trust.
14. Sivaramamurti, C. (1962). *Indian Bronzes*. Bombay: Marg Publications.
15. गिरोला, वाचस्पती, (१९६३). भारतीय चित्रकला का इतिहास, Allahabad: Mitra Prakashan Pvt Ltd
16. गुप्ता, जगदीश, (१९६०). प्रागैतिहासिक भारतीय चित्रकला, Delhi: National Publishing House.
17. मिश्र, रमानाथ , प्राचीन भारतीय मूर्तिकला.
18. माटे. एम. एस., प्राचीन भारतीय कला.

#### **(Journals)**

19. Kala: Journal of Indian Art History Congress. Publisher: Indian Art History Congress, Guwahati (Assam). Annual.
20. Motichandra. (1957-58). Ancient Indian Ivories, *Bulletin of the Prince of Wales Museum* (1957-58) Volume 6, pp. 4-63.

#### **Paper: MAY2E01- Harappan Culture**

**Aim:** A very important, in-depth study of one of the earliest civilizations of the World

**Objective:** To Study the Harappan / Indus Saraswati Culture its evolution and gradual spread into Indian subcontinent

Outcome: Beneficial for Competitive Exams.

**Unit-1:** Pre Harappan and Early Harappan Cultures of India; Important Sites and their significance.

**Unit-2:** Mature Harappan cultures of India; Important Sites and Their significance

**Unit-3:** Late Harappan cultures of India; Important Sites and their Significance.

**Unit-4:** Decline of Harappan Culture; Other Contemporary Proto-Historic Cultures.

#### **Books Recommended: (Books)**

1. Asthana, Shashi 1985. *Pre-Harappan Cultures of India and Borderlands*. New Delhi: Books and Books.
2. Dales, G.F. and J.M. Kenoyer. 1986. *Excavations at Mohenjodaro: The Pottery*. Philadelphia: The University of Pennsylvania.
3. Kenoyer, J.M. 1998. *Ancient Cities of the Indus Valley Civilization*, Karachi: Oxford University Press.
4. Lal, B.B. and S.P. Gupta (eds.) 1984. *Frontiers of the Indus Civilization*. New Delhi: Books and Books.
5. Possehl, G.L. (ed.) 1979. *Ancient Cities of the Indus*. New Delhi: Vikas Publishing House.
6. Possehl, G.L. (ed.) 1993 *Harappan Civilization- A Recent Perspective*. New Delhi: Oxford and IBH Publishing Co.

7. Possehl, G.L. 1980 *Indus Civilization in Saurashtra*. Delhi: B.R. Publishing House.
8. Possehl, G.L. 1999. *Indus Age- The Beginnings*, New Delhi: Oxford and IBH.
9. Ratnagar, S. 1991. *Enquiries into the Political Organization of Harappan Society*. Pune: Ravish Publishers.
10. Sahu, Prabash. 2016. *Faunal Representation on Chalcolithic Ceramics*, Bharatiya Kala Prakashan, Delhi.
11. Wheeler, R.E.M. 1968. *The Indus Civilization*. Third Edition. Cambridge: Cambridge University Press.

**(Journal)**

12. Fairservis, Walter, A. 1967. "The Origin, Character and Decline of an Early Civilization." *American Museum, Novitates* 2: 302:1-48.
13. Jarrige, J.F. and R.H. Meadow 1980. "The Antecedents of Civilizations in the Indus Valley". *Scientific American* 243(2): 122-133.
14. Kenoyer, J.M. 1991. "The Indus Valley Traditions of Pakistan and Western India." *Journal of World Prehistory* 5(4):331-385.
15. Kenoyer, J.M. 1992. "Harappan Craft Specialization and the Question of Urban Segregation and Stratification. In V.N. Misra (ed.) *The Eastern Anthropologist*. 45 (1-2):39-54. (The Indus Civilization Special Number).
16. Mughal, M.R. 1990. Further Evidence of the Early Harappan Culture in the Greater Indus Valley. *South Asian Studies* 6:175-200.

**Paper: MAY2E02– Post- Excavation Analysis and Report Writing**

**Aim:** To Analyze the excavated finds and prepare reports for publication

**Objective:** To Document and record Archaeological finds from excavation.

**Outcome:** Students will learn various methods of documentation in form of different reports.

**Unit-1:** Classification of objects / findings, reconstruction of socio-economic aspects, including Contextual and site catchment analysis.

**Unit-2:** Recording methods (a) Drawing-pottery, site and antiquity, plan, elevation, section (b) Photography-indoor/on Site, elementary photochemistry (c) Surveying; instruments and their use, preparation of maps, cartography.

**Unit-3:** Scientific analysis of excavated remains, establishment of site laboratory.

**Unit-4:** Report writing: Preparation of text, drawings, photographs, Proof reading.

**Books Recommended:**

**(Books)**

1. Atkinson, R.J.C. 1953. *Field Archaeology*. London: Methuen and Co.
2. Barker, P. 1982. *Techniques of Archaeological Excavation*. London: Batsford.
3. Crawford, O.G.S. 1953. *Archaeology in the Field*. London: Phoenix.
4. Dancey, W.S. 1985. *Archaeological Field Methods: An Introduction*. New Delhi: Surjeet Publications.

5. Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London: Academic Press.
6. Hester, T., Heizer, R.E. and J.A. Graham. 1975. *Field Methods in Archaeology*. Palo Alto (California): Mayfield Press.
7. Tite, M.S. 1972. *Methods of Physical Examination in Archaeology*. London: Seminar.
8. Plenderlith, H.J. 1965. *The Conservations of Antiquities and Works of Art*, London: Oxford University Press.
9. Joshi, R.V. and B.C. Deotare. 1983. Chemical Analysis of Archaeological Deposits from India Pune: Deccan College.

**(Journal)**

10. Deo, S.G. and P.P. Joglekar. 1998. Geographic Information System (GIS) for Archaeology, *Puratattava*, 27:85-90.
11. Deo, S.G. 2000-01. Computer Applications in Archaeology: A review of work done at Deccan College, *Bulletin of Deccan College Postgraduate and Research Institute*, Vol.60-61: 137-142.
12. Deotare, B.C. 1995. Pollen recovery from minerogenic sediments: A methodological approach, *Man and Environment*, XX (2):101-105.
13. Binford, L.R. 1964. A Consideration of Hypothetical Research Design, *American Antiquity* 29:425-441.
14. Redman, C. 1974. Multi-Stage Fieldwork and Analytical Techniques, *American Antiquity* 38:611-79.

**Paper: MAY2E03 – Indian Iconography**

**Aim:** An in-depth study of Ancient Art forms- symbolism; identification and religious significance.  
**Objective:** Detailed study of origin and evolution different Sculptural forms prevalent in Ancient India.  
**Outcome:** Student will be able to identify and differentiate various sculptural forms through study.

**Unit-1:** Indian Iconography – Definition and Significance; Origin of Iconography and its sources, Evolution of aniconic, theriomorphic and anthropomorphic imagery, Iconometry and its Sources.

**Unit-2:** Hindu Iconography- Development of Hindu Iconography; Yaksha, Kubera, Naga, Shaiva, Vaishnava, Sakta, Saura, Ganaptya, Karttikeya.

**Unit-3:** Buddhist Iconography- Development of Buddhist Iconography- Yakshas, Kubera, Naga, Buddha, Bodhisattvas, Dyani Buddhas, Vajrayana Pantheon, Tantrayana Pantheon, Goddesses in Buddhist Iconography.

**Unit-4:** Jaina Iconography- Development of Jaina Iconography, 24 Tirthankaras, Sasanadevatas and Sasanadevi, Goddesses in Jaina Iconography, Jaina dikpalas.

**Books Recommended:**

**(Books)**

1. Agrawal, V.S. (1965). *Master pieces of Mathura Sculptures*. Varanasi: Prithvi Prakashan.
2. Banerjee, J. N., (2002), *The Development of Hindu Iconography*, Munshiram Manoharlal.



3. Berkson, Carmel. (1982). *An Approach Towards Examining Style in the Cave Temple*, in Rupa Pratirupa (Alice Boner Commemoration Volume) [Bettina Baumer ed], pp. 57-86, New Delhi, Biblia Implex.
4. Battacharya, Benoytosh. (1958). *The Indian Buddhist Iconography*, Ghosh Printing House Pvt Ltd, Calcutta.
5. Bhattacharya, B. C. (1939). *Jain Iconography*, Delhi: Motilal Banarasi Das.
6. Desai, Kalpana (1973). *Iconography of Vishnu*, New Delhi: Abhinav Publication.
7. Gupte, R. S. (1972). *Iconography of the Hindus, Buddhists and Jains*, D.B. Taraporewala Sons & Co.Pvt Ltd.
8. Kramrisch, Stella. (1933). *Indian Sculpture*. Calcutta: Y.M.C.A. Publication House.
9. Rao, T. Gopinath. (1914). *Elements of Hindu Iconography Vol. 2*, Madras: The Law Printing House.
10. मिश्र, रमानाथ , प्राचीन भारतीय मूर्तिकला
11. जोशी, नी. पु. १९७४ प्राचीन भारतीय मूर्तिविज्ञान Bihar Rashtrabhasha parishad Patna
12. तिवारी, मारुती नंदन प्रसाद १९८१ जैन प्रतिमा विज्ञान Tara Printing Works, Varanasi
13. जोशी नी. पु. भारतीय मूर्तिशास्त्र Prasad Prakashan.
14. खरे ग. ह., प्राचीन भारतीय मूर्तिशास्त्र

#### **Paper: MAY2E04 - Iron Age in India**

**Aim:** A study of the discovery of Iron in India-associated technological, economic and cultural revolution

**Objective:** To understand how Iron has changed the socio-cultural scenario in Indian subcontinent

**Outcome:** Student will be able to define the impact of Iron on the subsistence pattern of humans in Indian subcontinent

**Unit-1:** The beginning of Iron Age in India: Problems and various theories.

**Unit-2:** Origin of Megalithic Culture: various theories, Megalithic habitation and burials; material equipment and Socio-Economic aspects.

**Unit-3:** Painted Grey Ware, BRW and NBP Cultures: distribution, characteristic features and various theories; Second urbanization.

**Unit-4:** Important Iron Age Sites in India: Hallur, Maski, Brahmagiri, Nagarjunakonda, Hastinapur, Ahichchhatra, Atranjikhhera, Bhagawanpura, Kosambi, Naikund, Mahaurjhari, Takalghat-Khapa, Bhawad, Pachkhedi, Kherwada, Adichenallur.

#### **Books Recommended:**

##### **(Books)**

1. Antonini, Silva and G. Stacul. (1972). *Protohistoric Graveyards of Swat (Pakistan)*. Rome: ISMEO.

2. Banerjee, N.R. (1965). *The Iron Age in India*. Delhi: Munshiram Manoharlal.
3. Chakrabarti, D.K. (1992). *Early Use of Iron in India*. Bombay: Oxford University Press.
4. Deo, S.B. (1973). *Problem of South Indian Megaliths*. Dharwad: Karnataka University.
5. Deo, S.B. (1985). *The Megaliths: Their Culture, Ecology, Economy and Technology*. In Recent Advances in Indian Archaeology, S.B. Deo and K. Paddayya (eds.). Pune: Deccan College.
6. Leshnik, Lawrence. (1971). *South Indian Megalithic Burial*. Wiesbaden: Franz Steiner Verlag Gamh.
7. Mohanty, R.K. and V.Selvakumar. (2002). *The Archaeology of Megaliths in India: 1947-1997*, in Indian Archaeology in Retrospect, (S.Settar and R.Korisetar Eds), New Delhi: Manohar Publishers.Vol.1:313-52 & 479-81.
8. Moorti, U.S. (1994). *Megalithic Culture of South India: Socio- Economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
9. Narsimhaiah, B. (1980). *Neolithic and Megalithic Cultures in Tamilanadu*. Delhi: Sandeep Prakasan.
10. Roy, T.N. (1983). *The Ganges Civilization: A Critical Study of the PGW and NBPW Periods of Ganga Plains of India*. New Delhi: Ramanand Vidya Bhavan.
11. Tripathi, Vibha. (1976). *The Painted Grey Ware: an Iron Age Culture of Northern India*. Delhi: Concept Publishing House.

**(Journals)**

12. Brubaker, Robert. 2002. Aspects of Mortuary variability in the South Indian Iron Age. *Bulletin of the Deccan College Research Institute* 60-61: 253-302.
13. Chakrabarti, D.K. 1984. Study of the Iron Age in India. *Puratattva* 13:81-85.
14. Mohanty, R.K., and S.R. Walimbe, 1993. A Demographic Approach to the Vidarbha Megalithic Cultures, *Man and Environment*, XVIII (2):93-103.

**Paper: MAY2L01– Practical\***

\* 30 = Practical- Archaeological Drawing and Photography 20= Viva-Voce

**Paper: MAY2F01– Field Project\*\***

\*\*Tour Report or Exploration/Excavation Report

**M. A. (SEMESTER- III)**

**Paper: MAY3T01- Indian Architecture-I (Up to 6<sup>th</sup> Century CE)**

**Aim:** An In-depth study of origin and development of Architectural design of stupa caves, temples, viharas etc.  
**Objectives:** To understand different architectural concepts and evolution in Ancient India  
 Outcome: Beneficial for Competitive Exams

**Unit-1:** Harappan town planning and architecture; Important sites in India- Lothal, Dholavira, Rakhigarhi, Kalibangan. Important Sites in Pakistan- Harappa, Mohenjo-Daro.

**Unit-2:** Origin and Evolution of Stupa Architecture: North India, Central India, Western India, South India, Important sites of Structural monasteries and Chaityas- Bharhut, Sanchi, Pauni, Amaravati, Nagarjunakonda, Dev-ni-Mori, Kesariya, Dharmarajika and Takht-i-Bahai (Afghanistan).

**Unit-3:** Rock-cut Architecture Early Phase (Eastern, Western, Central, and Southern India), Chaityas, Viharas and Cave Temples - Barabar-Nagarjuni hills, Bhaja, Karle, Ajanta, Kanheri, Bagh, Pitalkhora, Nasik, Udaigiri (Odisha), Udayagiri (Vidisha, M.P.), Junagarh, Kesariya.

**Unit-4:** Origin and Evolution of Temple Architecture 3<sup>rd</sup> to 6<sup>th</sup> century CE, (Gupta-Vakataka period)- Sanchi (Temple), Tigawa, Nachana, Bhitargaon, Deogarh, Mandhal, Ter, Chejerla, Ramtek.

### **Books Recommended:**

#### **(Books)**

1. Brown, Percy 1960. *Indian Architecture (Buddhist and Hindu)*. Bombay: D. B. Taraporewala and Sons.
2. Burges and Fergusson, 1880, *Cave Temple of Western India*, London.
3. Dehejia, Vidya 1972. *Early Buddhist Rock Temples: A Chronological Study*. London: Thames and Hudson.
4. Dehejia, Vidya 1979. *Early Stone Temples of Orissa*. Delhi: Vikas Publishing House.
5. Deva, Krishna, 1995, *Temples of India*, Aryan Book International.
6. Dhakey M.A., 1994. *Encyclopaedia of Indian Temple Architecture. (Volume 2, part 1)*, Varanasi/Gurgaon: American Institute of Indian Studies.
7. Kramrisch, Stella 1986. *The Hindu Temple. (2 volumes)*. Reprint. Delhi: Motilal Banarasidas.
8. Nagaraju, S. 1981. *Buddhist Architecture of Western India*. Delhi: Agam Kala Prakashan.
9. Sarkar, H. 1966. *Studies in Early Buddhist Architecture of India*. New Delhi: Munshiram Manoharlal.
10. Shrinivasan, K.R., 1971, *Temples of South India*, New Delhi: National Book Trust of India.

### **Paper: MAY3T02- Epigraphy and Palaeography**

**Aim:** To Study of Origin and Evolution of Scripts, Studies important knowledge regarding manuscripts, inscriptions etc.

**Objective:** Student will learn and understand ancient Indian writing its socio-cultural importance.

**Outcome:** Student will be able to read and write ancient scripts from ancient Indian history point of view.

**Unit-1:** Importance of Inscriptions, Origin of writing- Brahmi and Writing Materials, Evolution of Brahmi to Nagari, Kharoshthi in the Indian context, Reckonings and Eras: Vikrama, Saka, Gupta, Kalachuri-Chedi.

**Unit-2:** Edicts of Asoka: Nature, Category, Linguistic, Features, Geographical Distribution.

**Unit-3:** Select Inscription from 3<sup>rd</sup> Century BCE to 3<sup>rd</sup> Century CE: Hathigumpha Inscription of Kharavela; Rabatak Inscription of Kanishka-I, Ara Inscription of Kanishka II; Naneghat Inscription of Naganika, Nasik Inscription of Vasisthiputra Pulumavi, 19<sup>th</sup> year; Nasik Inscription of Ushavadatta; Junagarth Inscription of Rudradaman.

**Unit-4:** Select Inscription from 4<sup>th</sup> Century CE to 13<sup>th</sup> Century CE: Mehrauli Iron Pillar Inscription of King Chandra, Allahabad Pillar Inscription of Samudragupta, Mathura Pillar Inscription of Chandragupta, Bhitari Pillar Inscription of Skandagupta II, Poona plates of Prabhavati Gupta, Mandhal Plates of Rudrasena II, Thalner Plates of Harisena, Aihole Inscription of Pulakeshin II, Sirpur Lakshman Temple Inscription of Vasata, Sanjan Copper Plates of Amoghavarsha, Gwalior Inscription of Mihirabhoja and PurushottamPuri Plates of Ramchandra.

#### **Books Recommended:**

##### **(Books)**

1. Bulher, G.1959. *Indian Palaeography*, Munshiram Manoharlal, New Delhi.
2. *Corpus Inscription Indicarum*, Vol V, Inscriptions of the Vakatakas, Ootacamund, 1963.
3. Dani, A.H., 1963, *Indian Palaeography*. Oxford University Press.
4. Hultzsch.D. 1969. (Reprint) *Corpus Inscriptionum Indicarum* Vol. I, Varanasi: Indological Book House.
5. Goyal, S.R. 2005. *Ancient Indian Inscriptions*. Kusumanjali Prakashan: Jodhpur.
6. Gupta, S.P., and Ramchandran, K.S., 1979, *Origin of Brahmi Script*, D.K. Publications: Delhi.
7. Mangalam, S.J. 1990. *Kharoshthi Script*. Delhi: Eastern Book Linkers.
8. Pandey, R. 1957. *Indian Palaeography*. Delhi: Motilal Banarsidas.
9. Sircar, D.C. 1965. *Indian Epigraphy*. Delhi: Motilal Banarsidas.
10. Sircar, D.C. 1986. (3rd edition) *Select Inscriptions*. Vol. I, Delhi: Asian Humanities Press.

##### **(Journals)**

1. *Corpus Indicarum Inscriptionum* of all volume. ASI publications.
2. *Epigraphia Indica Vols. I-X*.
3. Shastri, Ajay Mitra. 1996-97. "Some Observations on the Origin and Early History of the Vikrama Era". *Prachya Pratibha*, Vol.XVIII, pp.1-51.
4. Shastri, Ajay Mitra. 1966. "The Saka Era". *Panchal*. Vol.9, pp.109-132.
5. Sims-Williams, Nicholas (2008). "The Bactrian Inscription of Rabatak: A New Reading." *Bulletin of Asia Institute* 18, pp. 53–68.

## Paper: MAY3T03 - Indian Numismatics

**Aim:** To Study Origin, Antiquity and Evolution of the coinage in India. A very important aspect of Indian economic History

**Objective:** To get in-depth knowledge about origin of currency and trade economy during ancient India

Outcome: Student will get to know the importance of currency and trading techniques in Ancient India and its evolution

**Unit-1:** Scope, Importance, Origin and Antiquity of Coinage, Seals and Sealings.

**Unit-2:** Punch Marked Coins, Uninscribed cast copper coins, Coinage of Yavanas, Sakas, Pahlavas and Sassanians; Tribal coins (Yaudheya, Kuninda, Audumbara),

**Unit-3:** Janapada Coins, Local and City state Issues, Kushana Coinage, Pre-Satavahana (Bhadra and Mitra Coins), Satavahana and Western Kshatrapa Coins.

**Unit-4:** Coins of Gupta, Ikshvaku, Kalachuri, Pushyabhuti, Eastern Chalukya, Chandella, Paramara, Chola.

### Books Recommended:

#### (Books)

1. Allan, J. (1935). *Catalogue of Coins of Ancient India*. London: British Museum.
2. Altekar, A.S. (1957). *Coinage of the Gupta Empire*. Varanasi: Numismatic Society of India.
3. Chakrabarti, S.K., (1973). *A Study of Ancient Indian Numismatics*, Numismatic Society of India.
4. Dhavalikar, M.K. (1975). *Prachin Bharatiya Nanakshastra*. Pune: Maharashtra Vidyapeeth Granthanirmiti Mandal (Text Book in Marathi).
5. Elliot, W. (1970). (Reprint) *Coins of South India*. Varanasi: Indological Book House.
6. Gardener, P. (1886). *The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum*. London: British Museum.
7. Gupta, P.L. (1979). (2nd Revised Edition) *Coins*. New Delhi: National Book Trust.
8. Gupta, P.L. (1981). *Coins: Source of Indian History*. Ahmedabad: B.J. Institute of Learning and Research.
9. Gupta, P.L. and T.R. Hardarkar. (1985). *Ancient Indian Silver Punch- Marked Coins of the Magadha - Maurya Karshapana Series*. Nasik: Indian Institute of Research in Numismatics Studies.
10. Jha, Amiteshwar and Dilip Rajgor. (1994). *Studies in the Coinage of Western Kshatrapas*. Anjaneri (Nasik): Indian Institute of Research in Numismatic Studies.
11. Lahiri, A.N. (1965). *Corpus of Indo-Greek Coins*. Calcutta: Publication.

12. Mala, Datta. (1990). *A Study of the Satavahana Coinage*. Delhi: Harman Publishing House.
13. Rajor, Dilip. (2001). *Punch-marked Coins of Early Historical India*. California: Resha Books International.
14. Rapson. E.J. (1908). *Catalogue of the coins of the Andhra dynasty, the Western Ksatrapas, the Traikutaka dynasty, and the "Bodhi" dynasty*. London: British Museum.
15. Sahni, Birbal. (1973). *The Technique of Casting Coins in Ancient India*. Varanasi: Bharatiya Publishing House.
16. Sarma, I.K. (1980). *Coinage of the Satavahana Empire*. Delhi: Agam Kala Prakasan.
17. Srivastava, A.K. (1972). *Catalogue of Saka Pahlava Coins of Northern India in the State Museum, Lucknow*. Lucknow: State Museum.

## **Paper: MAY3E01 - Contribution of Indian Culture to the World**

### **Aims / Objective of the Paper**

Study of the Political, Cultural, Economic and Social Impact of Indian Culture on Asia

**Unit-1:** Spread of Indian Culture in Central Asia: Afghanistan and Turkistan.

**Unit-2:** Spread of Indian Culture in South Asia: Simhala and Suvarnabhumi.

**Unit-3:** Spread of Indian Culture in South East Asia: Kambuja, Srivijaya, Champa.

**Unit-4:** Spread of Indian Culture in East Asia: China, Japan, Mongolia

### **Books Recommended:**

1. Bagchi, P. C., 1944, *Indian and China*. China Press Limited, Calcutta
2. Chakravarti, N. P., 1927, *India and Central Asia*. Calcutta.
3. Ghoshal, U. N., 1944, *Ancient Indian Culture in Afghanistan*. Calcutta.
4. Mujumdar, R. C., 1971, *Ancient Indian Colonisation in South-East Asia*. Oriental Institute, Baroda.
5. Mujumdar, R. C., 2021, *Hindu Colonies in the Far East*. Hassell Street Press.
6. Mukherjee, Radhakamal, 2006. *A History of Indian Civilization (Vol. I & II)*, New Delhi: Radha Publications.
7. Nilakantha Sanstri, K. A, 1949, *History of Srivijaya*. University of Madras.

## Paper: MAY3E02 - Prehistoric World

### Aims / Objective of the Paper

To understand the origin and Evolution of Man in Worlds context.

**Unit-1:** Prehistoric Africa: Emergence of Mankind in Africa; Lower, Middle and Upper Palaeolithic (Early Stone Age, Middle Stone Age, and Lower Stone Age) cultures in Africa, Mesolithic Cultures of Africa, African Rock Art.

**Unit-2:** Prehistoric Europe- Glacial Periods; Prehistoric flora and fauna; Lower, Middle and Upper Palaeolithic cultures of Europe; Mesolithic cultures of Europe; Prehistoric Art.

**Unit-3:** Prehistory of West Asia- Prehistoric Environment; Levantine Corridor; Early, Middle and Upper Palaeolithic culture of West Asia; Mesolithic cultures of West Asia.

**Unit-4:** Prehistory of South Asia, China and South-East Asia: Hominid fossils, Lower, Middle and Upper Palaeolithic Cultures, Mesolithic Cultures

### Books Recommended:

1. Alimen, H. (1957). *The Prehistory of Africa*, London: Hutchinson.
2. Bordes, Francois. (1968). *The Old Stone Age*. London: McGraw-Hill.
3. Braidwood, Robert, J. (1948). *Prehistoric Men*. Chicago: National History Museum Press.
4. Burkitt, M. C. 1929. *Our Early Ancestors*. Cambridge University Press.
5. Burkitt, M. C. 1963. *The Old Stone Age*. London: NYU Press.
6. Cambridge World Prehistory Vol. 1, 2 & 3.
7. Childe, Gordon V. 1929. *The Danube in Prehistory*, London: Oxford University Press.
8. Childe, Gordon V. 1962. *The Prehistory of European Society*. London: Spokesman Books,
9. Clark, J.D.G. 1969. *World Prehistory- A New Outline*, Cambridge University Press, Cambridge.
10. Debenath, A and H. Dribble. 1991. *Handbook of Palaeolithic Typology-Vol I Lower and Middle Palaeolithic Europe*.
11. Erik Gibert and Jonathan. 2008. *Africa in World History from Prehistory to Present*. Pearson.
12. Graziosi, Paolo. 1960. *Palaeolithic Art*, London: Faber and Faber.
13. Mcburney, C.B.M. 1960. *The Stone Age of Northern Africa*, Harmondsworth.
14. Movius, Hallam. L. 1954. 'Old World Prehistory: Palaeolithic', in *Anthropology Today: AN Encyclopaedic Inventory*, (ed.) A. L. Kroeber, pp. 163-192, Chicago
15. Peregrine Peter N., Ember Melvin. 2001. *Encyclopaedia of Prehistory*, Vols.1, 3, 4 and 8, Springer.

## Paper: MAY3E03 – Principles of Museology

**Aim:** A Methodological and Scientific Study of Origin and Evolution of Museum.

**Objective:** To study the importance of museums and presentation of antiquities

Outcome: Student will learn how to set up museum and display antiquities as per the guidelines.

**Unit-1:** Origin, meaning and definition of Museum, Scope and Importance of Museum Studies, History and development of Museums in world context, Museum Development in India.

**Unit-2:** Types and classification of the museums, Functions of Museum, Museum Management and Administration, Principles for collection: Types of Collection, Modes of Collection. Documentation: Pre-accession, Accession and Post-accession, Digital documentation: De-accessioning and disposal of objects. Storage: Principles of museum storage, storage conditions and accessibility. Handling of museum objects.

**Unit-3:** Purpose and ethics of exhibition, Types of exhibitions and Exhibition planning, Display techniques. Museum Architecture and Security. Museum Education, Research and Publication.

**Unit-4:** Meaning and scope of Preventive Conservation. Causes of deterioration. Preventive measures of inorganic, organic and composite objects. Legislation and Conventions Related to Museums. Role of UNESCO and ICOM in the development of Museums.

### Books Recommended:

1. Agrawal, O. P. (1971). *Museum Architecture*, New Delhi: Museum Association of India.
2. Agrawal, O.P. (1977). *Care and Preservation of Museum Objects*, NRLC, New Delhi.
3. Agrawal, O. P. (1973). *Documentation in Museum*, Museum Association of India.
4. Agrawal, Usha. (1985). *Museum in India a Directory*, New Delhi: Aryan Book International.
5. Bedekar, V.H. (1995). *New Museology for India*. New Delhi: National Museum Institute of History of Art, Conservation, and Museology.
6. Biswas, S. S. (2002). *“Protection of Cultural Heritage” National Legislations and International Conventions*. Delhi: Aryan Books International.
7. Diwedi, V.P., & G. N. Pant. (1980). *Museum and Museology*, Delhi: Agam Kala Prakashan.
8. Gairola, T. R, (1960). *Handbook of Chemical Conservation of Museum Objects*, Baroda: Maharaja Sayajirao University,
9. ICOM code of ethics for museums, ICOM, Paris, 2004.
10. Nigam, M. L. (1966). *Fundamentals of Museology*, Delhi: Navahind Prakashan.
11. UNESCO, The Organisation of museums: practical advice. Paris, 1960.
12. Sarkar, H. (2004). *Museums and Protection of Monuments and Antiquities in India*. New Delhi: Sandeep Prakashan.
13. सिंह, अरविंद कुमार. 2003. संग्रहालय विज्ञान, भोपाल: मध्य प्रदेश हिंदी ग्रंथ अकादमी.



## Paper: MAY3E04 - Archaeology of Vidarbha

**Aim:** In-depth study of Antiquity and Archaeological Importance of Vidarbha  
**Objective:** To bring forth Historical and Archaeological Importance of Vidarbha  
**Outcome:** Students will learn Ancestry of Vidarbha from Ancient times.

**Unit-1:** Physiography and Palaeolithic Cultures of Vidarbha.

**Unit-2:** Chalcolithic and Megalithic Cultures of Vidarbha.

**Unit-3:** Historical Archaeology of Vidarbha.

**Unit-4:** Important excavated sites: Papamia-ki-Tekri, Adam, Tuljapurgarhi, Kaundinyapur, Paunar, Takalghat-Khapa, Mahurjhari, Naikund, Dhamna-Linga, Nagardhan, Chandankheda, Pauni, Mansar, Mandhal, Arni, Kholapur, Shrikanda, Bhon.

### Books Recommended:

#### (Books)

1. Bopardikar. B.P, *Excavation at Tuljapurgarhi 1984-85 (Vidarbha, Maharashtra)*, Memoirs of Archaeological Survey of India 1996.
2. Deglurkar, G. B. and Gauri Lad, *Raipur-Hingna*, Deccan College, Poona.
3. Deo, S. B. and Dhavalikar, M. K., 1967, *Paunar Excavation*, Nagpur, Nagpur Vidyapeeth Mudranalay.
4. Deo, S. B. and Joshi, J. P., 1972, *Pauni Excavation*, Nagpur, Nagpur Vidyapeeth Mudranalay.
5. Deo, S. B., 1970, *Excavation at Takalghat-Khapa*, Nagpur, Nagpur Vidyapeeth Mudranalay.
6. Deo, S. B., 1973, *Excavation at Mahurjhari*, Nagpur, Nagpur Vidyapeeth Mudranalay.
7. Deo, S. B. and Jamkhedkar, A. P., 1982, *Naikund Excavation*, Department of Archaeology and Museum, Government of Maharashtra, Bombay.
8. Dikshit, M. G. 1968. *Excavation at Kaundinyapura (1961-62)* Bombay: The Director of Archives and Archaeology Maharashtra State.
9. Nath, A., 1998. *Further Excavations at Pauni*, Memoirs of Archaeological Survey of India, New Delhi.
10. Nath Amrendra, *Excavations at Adam (1998-92): A City of Asika Janapada*, Memoirs of Archaeological Survey of India, 2016.
11. Sawant Reshma, 2012, *Vidarbha Archaeology*, Indira Gandhi Rashtriya Manav Sangrahalay, Bhopal.
12. Sharma, A. K and J. Joshi. 2015. *Excavation at Mansar*. Delhi: B. R. Publishing Corporation.
13. Sharma A K, 2018, *Further Excavations at Mansar*, B R Publications, New Delhi.
14. Trivedi, P.A and Singh H.N, 2019, *Mandhal Excavation (1975-77)*, Dattasons, Nagpur.
15. Deotare, B. C and K. B. Bhaisare. 2013. Prelude to Early Historic Cultures. *Glimpses of Ancient Maharashtra Through Archaeological Excavations* (B. C. Deotare., P. S. Joshi and C. N. Parchure Eds.), pp: 193-304. Pune: Bharatiya Itihas Sankalan Samitee and Deccan College, Post-Graduate and Research Institute.

#### (Journals)

16. Deotare, B. C. 2007a. Preliminary Report on the Excavations at Bhon and Paturda, Buldhana District, Maharashtra, *Bulletin of the Deccan College Post-Graduate and Research Institute* (2004-2005)64-65: 87-105.
17. Deotare, B. C. 2008. Further Excavations at Bhon, Buldhana District, Maharashtra, *Bulletin of the Deccan College Post-Graduate and Research Institute* (2010-11)70-71: 187-188.
18. Deotare, B. C., G. Shete., R. Sawant and S. Naik. 2012. Preliminary Report on Excavations at Kholapur, District Amravati, Maharashtra, *Man and Environment* 37 (2): 50-59.
19. Deotare, B. C., G. Shete., R. Sawant., V. Kathaleand S. Naik. 2007b. Discovery of Structural Stupa at Bhon District Buldhana, Maharashtra, *Puratattva No.* 37:176-185.
20. Meshram, P. S., V. Sontakke., A. K. Thakur and A. Bhoyar. 2015. A Report on *Excavations at Chandankheda (2009-10)*, Chandrapur District, Maharashtra, *Heritage:Journal of Multidisciplinary Studies in Archaeology* 3: 562-580.
21. Mohanty, R. K. 2003b. A Preliminary Report of the Excavations at Mahurjhari, 2001-2002: A Megalithic and Early Historic Site in Vidarbha, Maharashtra, *Pratnatattva, Journal of the Department of Archaeology* 9: 41-48.
22. Naranje, M. 2013. *Bhandara, Gondia Jilhache Purātattva* (in Marathi). Wardha: Sudhir Prakashan.
23. Nath, A. 2002. Excavation at Pachkheri, a Megalithic Habitation Site, *Puratattva No.* 32: 81-88.

**Paper: MAY3L01– Practical\*\***

\* 30 = Practical- Museum Display and 20= Viva-Voce

**Paper: MAY3P01– Research Project\*\***

\*\*Project on a topic related to archaeology under the supervision of any faculty of the Department (Preparation of Synopsis and Fieldwork and its Presentation before an Internal Expert panel)

**M. A. (SEMESTER- IV)**

**Paper: MAY4T01 - Indian Architecture- II (7<sup>th</sup> to 13<sup>th</sup> Century CE)**

**Aim:** An In-depth study of evolution and development of architectural design of stupa caves, temples, viharas etc.

**Objectives:** To understand different architectural concepts and evolution in Ancient India

Outcome: Beneficial for Competitive Exams

**Unit-1:** Rock-cut Architecture Later Phase: Evolution and Development – Ajanta, Elephanta, Badami, Ellora, Mahabalipuram, Masrur, etc.

**Unit-2:** Temple Architecture Early Phase (7<sup>th</sup> to 10<sup>th</sup> century CE): Evolution and Development of Nagara, Dravida and Vesara styles; Important regional sub-styles- Maitraka (Gop temple), Pratihara (Teli-ka-Mandir), Sailodbhava (Parasuramesvara), Somavamshi (Lakshman Temple), Pala (Siddheshwar Mahadeva Temple), Kingdom of Chamba (Lakshana devi temple), Chalukya (Meguti, and Papanatha temples) etc.

**Unit-3:** Temple Architecture of North India (10<sup>th</sup> to 13<sup>th</sup> century CE) - Central India (dynastic examples of Pratihara, Chandella, Kalachuri, Gahadwala, Parmar temples), Eastern India (Eastern Ganga Kalinga style), Western India (Maru-Gurjara or Solanki Style), Northern India (Pandrethan and Avantivamin Temples) etc.

**Unit-4:** Temple Architecture of South India (7<sup>th</sup> to 13<sup>th</sup> Century CE) – Dynastic examples of Pallava (Shore temple), Chalukya (Mallikarjuna temple, Pattadakal), Chola (Brihadisvara, Thanjavur and Rajarajesvara/Airavateshvara, Darasuram temples), Chalukyas of Kalyani (Lakkundi temples, Gadag), Hoyasala (Hoyasalesvara temple, Jain Basadis, Halebid; Chennakesava temple, Belur; Kesava temple, Somnathpur) etc.

### **Books Recommended:**

#### **(Books)**

1. Benjamin Rowland. (1967), *The Art and Architecture of India: Buddhist, Hindu, Jain*. New Delhi: Penguin Books.
2. Brown, Percy. (1960). *Indian Architecture (Buddhist and Hindu)*. Bombay: D. B. Taraporewala and Sons.
3. Burges and Fergusson, (1880). *Cave Temple of Western India*, London.
4. Dehejia, Vidya. (1979). *Early Stone Temples of Orissa*. Delhi: Vikas Publishing House.
5. Deva, Krishna, (1995), *Temples of India*, New Delhi: Aryan Book International.
6. Kramrisch, Stella. (1986). *The Hindu Temple. (2 volumes)*. Reprint. Delhi: Motilal Banarasisdas.
7. Michael W. M. And M. A. Dhaky (ed.). (1989). *Encyclopaedia of Indian Temple Architecture: South India, Upper Dravidadesa Vol. 1*. Varanasi/Gurgaon: American Institute of Indian Studies
8. Mitra, D. (1984). Bhubaneshwar. New Delhi: Archaeological Survey of India.
9. Mitra, D. (1986). Konark. New Delhi: Archaeological Survey of India.
10. Nagaraju, S. (1981). *Buddhist Architecture of Western India*. Delhi: Agam Kala Prakashan.
11. Parimoo, Ratan et al. (ed.) (1991). *The Art of Ajanta: New Perspective*. New Delhi: Books and Books. (Two volumes)
12. Sarkar, H. (1966). *Studies in Early Buddhist Architecture of India*. New Delhi: Munshiram Manoharlal.
13. Suresh, K. M.; E Siva Reddy and N. C. Panda. (2002). *Encyclopaedia of Indian Temple Architecture (3 Volumes)*, New Delhi: Bharatiya Kala Prakashan.

## Paper: MAY4T02 - Heritage Conservation

### Aims / Objective of the Paper

Training in the theoretical and practical applications of scientific methods of tangible and intangible Heritage.

**Unit-1:** Heritage – Definition and Importance of Heritage Conservation, Protection and Storage.

**Unit-2:** Types of heritage; Tangible – Monuments, Sculptures, Archaeological Site and Remains. Intangible –Folk lore; Folk Art and Craft; Traditional Practices- Performing arts, Social practices, Festivals.

**Unit-3:** Heritage and cultural Resource Management; Government Policies regarding Heritage Administration, Heritage Marketing.

**Unit-4:** Importance of Research of Heritage Conservation; Conservation of Heritage Sites in India-Case Studies Bhimbetka, Bagh, Ajanta and Ellora caves, Nalanda, Badami, Aihole, Pattadakal, Khajuraho, Konark, Sanchi, Mahabalipuram, Sun temple Modhera, Papanasi group of Temples, Dholavira and Lothal Archaeological site. Conservation of Intangible Heritage

### Books Recommended:

1. Agarwal O.P. (1987). *Conservation of Metals in Humid Climate*, Proceedings of Asian Regional Seminar, NRLC Lucknow.
2. Arun, Ghose. (1989). *Conservation and Restoration of Cultural Heritage*, New Delhi: Agam Kala Prakashan.
3. Batra N L. (1997). *Heritage Conservation: Preservation and Restoration of Monuments*, New Delhi: Aryan Book International.
4. Bernard M. Feilden. (1982). *Conservation of Historic Buildings*, Routledge.
5. Conservation of Heritage Buildings- A Guide, Directorate General CPWD, New Delhi.
6. H. Sarkar. (1981). *Museum and Protection of Monuments and Antiquities in India*, New Delhi: Sundeep Publications.
7. Jeyraj V. (2002). *Handbook on Conservation in Museum*, Tamilnadu: Commissioner of Museums.
8. John S Mills and Raymond White. (1994). *The Organic Chemistry of Museum Objects*, England: Butterworth-Hienmann.
9. R.S. Singh. (1995). *Conservation of Documents in Libraries, Archives and Museums*, New Delhi: Aditya Prakashan.
10. Vincent, Daniels. (1988). *Early Advance in Conservation Edited*, British Museum Press.

## Paper: MAY4T03 –Art and Architecture of Vidarbha

**Aim:** An in-depth study of Architectural and Artistic remains of Vidarbha-contributed to regional micro study

**Objective:** To Understand the earliest structural activity in Vidarbha

Outcome: Student will know the ancient construction techniques prevalent in Vidarbha

**Unit-1:** Megalithic Burials of Vidarbha, Stupa and Rock-cut Architecture of Vidarbha.

**Unit-2:** Temple Architecture –Stone temples: Ramtek, Markanda, Bhatala, Satgaon. Brick temples: Mansar, Mandhal, Nagra.

**Unit-3:** Sculptural Art of Shunga-Satavahana, Vakataka, and Post Vakataka period.

**Unit-4:** Terracotta, Bronzes and Miscellaneous.

### **Books Recommended**

1. Bakkar Hans. (2008). *Mansar*, Groningen.
2. Bopardikar. B.P. (1996). *Excavation at Tuljapurgarhi 1984-85*, New Delhi: Archaeological Survey of India.
3. Burges and Fergusson. (1880). *Cave Temple of Western India*, London.
4. Cunningham, 1872-73, Reports of Archaeological Survey of India, Central Provinces and Berar, Vol. VII & IX.
5. Deglurkar, G.B, (1974), *Temple Architecture and Sculptures of Maharashtra*, Nagpur University, Nagpur.
6. Deo, S.B. (1973). *Markandi Temples*. Nagpur University, Nagpur.
7. Deo, S.B. and J. P. Joshi. (1972). *Pauni Excavation 1969-70*, Nagpur University.
8. Deo, S.B and M. K. Dhavlikar. (1968). *Paunar Excavation 1967*, Nagpur University
9. Deo, S.B, (1970). *Excavations at Takalghat & Khapa 1968-69*, Nagpur University
10. Deo, S.B, (1973). *Mahurjhari Excavation 1970-72*, Nagpur University
11. Deo, S.B and A. Jamkhedkar. (1982). *Naikund Excavation 1978-80*, Bombay: Dept of Archaeology and Museums Govt of Maharashtra.
12. Deo, S.B and G. B. Deglurkar. (1985-90). *Raipur–Hingna*, Pune: Deccan College.
13. Deva Krishna and A K Sharma. (2009). *Sculptural art of Mansar*, Bharatiya Kala Prakashan.
14. Nath. Amrendra 1998, *Further Excavation at Pauni 1994*, New Delhi: Archaeological Survey of India.
15. Nath Amrendra. 2016. Excavations at Adam (1998-92): a City of Asika Janapada, New Delhi: Archaeological Survey of India.
16. Sawant Reshma, (2012). *Vidarbha Archaeology*, Indira Gandhi Rashtriya Manav Sangrahalay, Bhopal.
17. Sharma A K. (2018). *Further Excavations at Mansar*, New Delhi: B R Publications.
18. Trivedi, P.A and Singh H.N. (2019), *Mandhal Excavation (1975-77)*, Dattasons, Nagpur.

### **(Journals)**

19. Pardhi, M. S. (2020). Terracotta Art of Vidarbha: An Appraisal. *Heritage: Journal of Multidisciplinary Studies in Archaeology* 8.1; 544-598.
20. Sharma, A.K, Mani, B.R. Mani and G.S. Khwaja (eds); Jagat Pati Joshi (Advisor) (2005): *Puramanthana: Current Advances in Indian Archaeology*: Number 3: Pravarpur Special, Dattasons, Nagpur.

## Paper: MAY4E01 - Ancient Civilizations of the World

### Aims / Objective of the Paper

Rise and Fall of erstwhile civilizations in the Ancient world.

**Unit-1:** Sumer Civilization: Political, Social and Religious History.

**Unit-2:** Mesopotamia Civilization: Political, Social and Religious History.

**Unit-3:** Egypt Civilization: Political, Social and Religious History.

**Unit-4:** China Civilization: Political, Social and Religious History.

### Books Recommended:

1. Hans Nissen. 1990. *The Early History of the Ancient Near East*, University of Chicago Press.
2. Hendrik Willem Van Loon. 2018. *Ancient Man -The Beginning of Civilizations*, New York: Trieste Publishing.
3. Joann Fletcher. 2015. *The Story of Egypt: The Civilization that Shaped the World*, Pegasus Books.
4. John Romer. 2007. *The Great Pyramid: Ancient Egypt Revisited*, Cambridge University Press.
5. Marc van de Mieroop. 2006. *A History of the Ancient Near East*, Blackwell Publishing.
6. Nicholas, Postgate. 1992. *Early Mesopotamia*, London/New York: Routledge.
7. Pollock, Susan. 1999. *Ancient Mesopotamia*, Cambridge University Press.
8. Richard H. Wilkinson. 2016. *The Oxford Handbook of the Valley of the Kings*, Oxford University Press,
9. Roger Lancelyn Green. 1996. *Tales of Ancient Egypt*, London: Penguin Books.
10. Steven Snape. 2011. *Ancient Egyptian Tombs: The Culture of Life and Death*, Wiley-Blackwell.

## Paper: MAY4E02 - Traditional Knowledge Systems

### Aims / Objective of the Paper

A Study of Documentation, Protection, Intellectual Property Rights., etc of Ancient Traditional Knowledge – Oral and Literary

**Unit-1:** Indigenous Knowledge systems: Meaning, Definition, Scope, Types and Importance

**Unit-2:** Material, Processes and Techniques used in Ancient India- organic and inorganic media.

**Unit-3:** Maths, Astronomy, Traditional (Medical) Life Science, Ayurveda and Yoga; Traditional Practices in environment and water conservation.

**Unit-4:** Traditional Knowledge: Relevance in Present times- Awareness and Government policies, Methods of Documentation, Research, Usage of Multi-media; publication and archiving,

**Books Recommended:**

1. Aguirre, B.V., 2017, *Documenting Traditional Knowledge – A Toolkit*, Geneva: World Intellectual Property Organization, Switzerland.
2. Aiyar, N Chidambaram. 1905, *The Brihat Jataka of Varaha Mihira*, Thompson & Co, Broadway
3. Clark, Walter Eugene, 1930, *The Aryabhata of Aryabhata – An Ancient Indian Work on Mathematics and Astronomy*, Chicago; The University of Chicago Press.
4. Gangooly, Phanindralal, 1935, *Surya-Siddhanta, A Text-Book of Hindu Astronomy*, University of Calcutta.
5. Geographical Indications Journal, Geographical Indications Registry, Chennai-600 032
6. Indian Journal of Traditional Knowledge, New Delhi: National Institute of Science Communication.
7. Mohanta B. K. and V.K.Singh, 2012, *Traditional Knowledge System & Technology in India*, New Delhi : Raj Publication.
8. Muller, Max, 1862. *Ancient Hindu Astronomy and Chronology*, Oxford.
9. Prakash Satya, 1965. *Founders of Indian Sciences*, New Delhi: The Research Institute of Ancient Scientific Studies.
10. Roy, Aniruddha and S.K.Bagchi, 1986, *Technology in Ancient & Medieval India*, Delhi : Sundeep Prakashan.
11. Sarasvati Amma, T.A. 1999, *Geometry in Ancient and Medieval India*, Delhi: Motilal Banarasidas Publishers Pvt Ltd.
12. Sarkar, B.K., 1918, *Hindu Achievements in Exact Science*, Longmans, Green & Co, London
13. Satpathy, L., 2003. *Ancient Indian Astronomy and contributions of Samanta Chandra Sekhar*, (ed.) New Delhi: Narosa Publishing House.
14. Soni, Suresh. 2008. *India's Glorious Scientific Tradition* New Delhi: Ocean Book Pvt Ltd., *Living Traditions Tribal and Folk Paintings of India*, 2017, Centre for Cultural Resources and Training Ministry of Culture, Government of India, New Delhi
15. Subbarayappa B.V. and K.V. Sarma, 1985, *Indian Astronomy A Source – Book*, Bombay: Nehru Centre.

**Paper: MAY4E03- Ancient World Religions**

**Aims / Objective of the Paper**

Origin and Evolution of Religions of the World

**Unit-1:** Religion in Mesopotamia: Geographical location, Origin of religion, Cosmogonia, important gods and goddess of Mesopotamia, Myths about Gilgamesh, Enheduana, Ziggurat, temples of state gods.

**Unit-2:** Religion in Egypt: Geographical location, origin of religion Osiris myths, rituals, characteristic of Egyptian religion, temples of Egypt, mummification, book of dead, great sphinx of Giza.

**Unit-3:** Religion in China: Geographical location, origin of religion, story of Panku, Ancestral worship, Chinese myths, Confucianism, Mencius, Taoism/ Daoism, Buddhism, important gods and goddess of China.

**Unit-4:** Religion in Greek and Rome:

- i. Greek: Geographical location, origin of religion, Twelve Titans, Twelve Olympians, Greek mythology god and Goddess.
- ii. Rome: Geographical location; origin of world; domestic cult; Public cult; Gods and Goddess of Ancient Rome.

**Books Recommended:**

1. Johnston, Sarah Iles, 2007. *Ancient Religions*. Harvard University Press; Illustrated edition.
2. Mirecki, Paul Allan, 2001. *Magic and Ritual in the Ancient World* (Religions in the Graeco-Roman World).
3. Nicholas, Postgate. 1992. *Early Mesopotamia*, London/New York: Routledge.
4. Pollock, Susan. 1999. *Ancient Mesopotamia*, Cambridge University Press.
5. Richard H. Wilkinson. 2016. *The Oxford Handbook of the Valley of the Kings*, Oxford University Press.
6. Roger Lancelyn Green. 1996. *Tales of Ancient Egypt*, London: Penguin Books. Renou, Louis. 1953. *Religions of Ancient India*. London: University of London.
7. Warrior, Valerie M., 2001. *Roman Religion: A Sourcebook*. Focus Publishing/R Pullins & Co.
8. Steven Snape. 2011. *Ancient Egyptian Tombs: The Culture of Life and Death*, Wiley-Blackwell.

**Paper: MAY4E04 - Antiquarian Laws**

**Aim:** A study of rules, Act and Regulations associated with Archaeological Sites and Antiquarian Material

**Objective:** In-depth study of laws and by laws pertaining to conservation and protection of ancient sites in India

**Outcome:** Student will learn rules and regulations pertaining to monument protection

**Unit-1:** Antiquarian laws in India; History; Legislation; problems in Implementation.

**Unit-2:** Indian Treasure Trove Act, 1878; Ancient Monuments and Preservation Act, 1904; The Ancient Monuments and Archaeological Sites and Remains Act 1958 and Rules, 1959; The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010.

**Unit-3:** The Antiquities and Art Treasures Act, 1972; The Antiquities and Art Treasures Rules, 1973, Antiquities Export Control Act, 1947.



**Unit-4:** Land Acquisition Act 1894; Public Premises (Eviction of unauthorized Occupants) 1971. UNESCO Recommendation for the protection of movable cultural property, 1978; Venice Charter, 1964.

**Books Recommended:**

1. Government of India, “The Antiquities Art Treasures – Act, 1972”
2. Government of India, “The Antiquities and Art Treasures Rules, 1973”
3. Government of India, “The Indian Treasures Trove Act, 1878”
4. Government of India, “The Antiquities Export Control – Act, 1947”
5. Government of India, “Ancient Monument and Archaeological Sites and Remains Act,1958”
6. Government of India, “Ancient Monument and Archaeological Sites and Remains Rules,1959”
7. Government of India, “The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010”
8. Sarkar, H. (2004). *Museums and Protection of Monuments and Antiquities in India*. New Delhi: Sandeep Prakashan.
9. Biswas, S. S. (2002). “*Protection of Cultural Heritage*” *National Legislations and International Conventions*. Delhi: Aryan Books International.

**Paper: MAY4P01– Research Project\*\***

(Final Submission of the Project on the topic and its Presentation before an External Expert panel)