

# M. A.(Ancient Indian History Culture& Archaeology)

## Program - Program and Course Outcome 2021-2022

**Attainment of outcomes involving Programme outcomes, Programme specific outcomes and Course outcomes**

### PROGRAMME OUTCOME

PO #	PROGRAMME OUTCOME
PO 1	<b>Critical Thinking:</b> Take informed actions after identifying the assumptions that frame our thinking and actions, check out the degree to which these assumptions are accurate and valid, and look at our ideas and decisions (intellectual, organizational, and personal) from different Perspectives.
PO 2	<b>Effective Communication:</b> Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and Technology.
PO 3	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help Reach conclusions in group settings.
PO 4	<b>Effective Citizenship:</b> Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through Volunteering.
PO 5	<b>Ethics:</b> Recognize different value systems including your own, understand The moral dimensions of your decisions, and accept responsibility for them.
PO 6	<b>Environment and Sustainability:</b> Understand the issues of environmental Contexts and sustainable development.
PO 7	<b>Self-directed and Life-long Learning:</b> Acquire the ability to engage in Independent and life-long learning in the broadest context of socio-technological changes.

## PROGRAMME SPECIFIC OUTCOME

### M. A.(Ancient Indian History Culture& Archaeology)

PSO #	PROGRAMME SPECIFIC OUTCOME
PSO 1	To gain a functional knowledge of theoretical concepts and experimental Aspects of chemistry and their applications in the day-to-day life.
PSO 2	To integrate the gained knowledge with various contemporary and evolving areas in chemical sciences like inorganic, organic, physical, analytical, synthetic, instrumental etc.
PSO 3	To understand, analyze, plan and implement qualitative as well as quantitative analytical synthetic and phenomenon-based problems in Chemical sciences.
PSO 4	Provide opportunities to excel in academics, research or Industry.

**Department of A.I.H.C. & Archaeology**

**A.P.S. University Rewa (M.P.)**

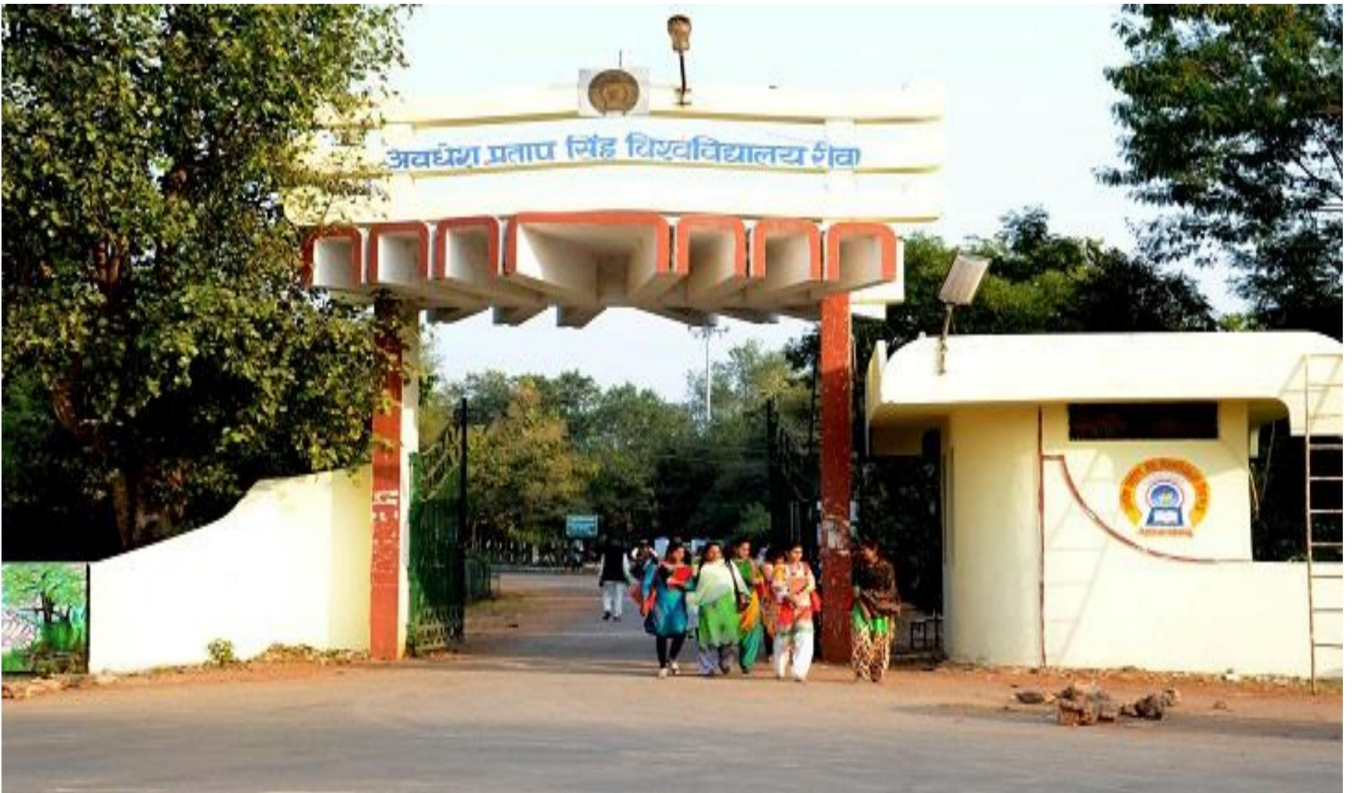


**SYLLABUS**

**M.A**

**(C.B.C.S. Pattern)**

**A.I.H.C. & Archaeology**



# M.A Ancient Indian History, Culture & Archaeology

## (C.B.C.S. Pattern)

### Semester – I

1. प्राचीन भारतीय इतिहास के स्रोत  
Sources of Ancient Indian History
2. भारतीय प्रागैतिहास  
Indian Pre History
3. उत्तर भारत का राजनीतिक इतिहास – प्रथम  
Political History of North India – I
4. भारत की कला विरासत  
Art Heritage of India
5. मौखिकी परीक्षा  
Viva-Voce

### Semester – II

1. उत्तर भारत का राजनीतिक इतिहास – द्वितीय  
Political History of North India – II
2. दक्षिण भारत का राजनैतिक इतिहास  
Political History of South India
3. भारत का आद्य इतिहास  
Proto History of India
4. मूर्तिकला एवं प्रतिमा विज्ञान के मूलतत्व  
Elements of Sculptures and Iconography
5. मौखिकी परीक्षा  
Viva-Voce

### Semester – III

1. भारतीय मुद्राशास्त्र  
Indian Numismatics
2. भारतीय अभिलेख एवं लिपिशास्त्र  
Indian Inscription and Scriptography
3. प्राचीन भारतीय धार्मिक परम्परायें  
Ancient Indian Religious Traditions  
OR  
प्राचीन भारतीय दार्शनिक परम्परायें  
Ancient Indian Philosophical Traditions
4. पुरातत्व की विधियाँ एवं ऐतिहासिक पुरातत्व  
Methods of Archaeology and Historical Archaeology  
OR  
पर्यावरणीय पुरातत्व  
Environmental Archaeology
5. मौखिकी परीक्षा  
Viva-Voce



## **Semester – IV**

1. प्राचीन भारतीय राज्य एवं प्रशासन  
**Ancient Indian State and Administration**
2. प्राचीन भारत का सामाजिक और आर्थिक इतिहास  
**Socio & Economic history of Ancient India**
3. क्षेत्रीय पुरातत्व एवं प्रशिक्षण  
**Field Archaeology and Training**  
**OR**  
मानव मूल्य  
**Human Value**
4. विन्ध्य की कला एवं पुरातत्व  
**Art and archaeology of Vindhya**  
**OR**  
संरक्षण, परिरक्षण एवं तिथि निर्धारण विधियाँ  
**Conservation, Preservation and Dating Techniques**
5. प्रायोगिक प्रशिक्षण (मौखिकी परीक्षा)  
**Practical Training Viva-Voce**
6. मौखिकी परीक्षा  
**Viva-Voce**

**Department of A.I.H.C. & Archaeology**  
**M.A. (A.I.H.C. & Archaeology) Scheme of Examination C.B.C.S. Pattern**

	Nomenclature	Type of Course	Theory Assessment		Internal Assessment		Total	Credit Points
			Max.	Min.	Max.	Min.		
<b>Semester-I</b>								
101	Sources of Ancient Indian History	CC	60	24	40	14	100	4
102	Indian Pre History	CC	60	24	40	14	100	4
103	Political History of North India – I	CC	60	24	40	14	100	4
104	Art Heritage of India	GE	60	24	40	14	100	4
105	Viva-Voce	-	-	-	-	-	100	4
<b>Semester-II</b>								
201	Political History of North India – II	CC	60	24	40	14	100	4
202	Political History of South India	CC	60	24	40	14	100	4
203	Proto History of India	CC	60	24	40	14	100	4
204	Elements of Sculptures and Iconography	GE	60	24	40	14	100	4
205	Viva-Voce	-	-	-	-	-	100	4
<b>Semester-III</b>								
301	Indian Numismatics	CC	60	24	40	14	100	4
302	Indian Inscription and Scriptography	CC	60	24	40	14	100	4
303	Ancient Indian Religious Traditions OR Ancient Indian Philosophical Traditions	DCE	60	24	40	14	100	4
304	Methods of Archaeology and Historical Archaeology OR Environmental Archaeology	GE	60	24	40	14	100	4
305	Viva-Voce	-	-	-	-	-	100	4
<b>Semester-IV</b>								
401	Ancient Indian State and Administration	CC	60	24	40	14	100	4
402	Socio & Economic History of Ancient India	CC	60	24	40	14	100	4
403	Field Archaeology & Training OR Human Values	DCE	60	24	40	14	100	4
404	Art and Archaeology of Vindhya OR Conservation, Preservation and Dating Techniques	GE	60	24	40	14	100	4
405	Viva-Voce	-	-	-	-	-	100	4
406	Project Report and Practical (Viva-Voce)	-	-	-	-	-	100	8

**CC – Core Course, GE – Generic Elective, DCE – Discipline Centric Elective**

## Paper-I

### Sources of Ancient Indian History

#### Course Objective:

Purpose of this question paper, while introducing the student to the sources of ancient Indian history, will introduce the students to non-Brahminical literature, secular literature, archaeological sources and details of foreign travelers.

#### Unit- I

Study sources literary sources Vedic literature, Samhitas, Brahmin literature - Shatapatha and Aiterey Brahmin Aranyaka and Upanishad literature, Sutra literature and Mahakavya (Ramayana, Mahabharata) Purana content

#### Unit-2

Post Brahmanical Literature Buddhist Literature Tripitaks, Mahavamsa, Deepavamsa Jain literature Bhagwati Sutra, Acharangastra

#### Unit III

Secular literature Kautilya's Arthashastra, Panini's Ashtadhyayi, Patanjali's Mahabhashya, Manusmriti Harshacharita Rajatarangini

#### Unit-IV

Archaeological sources Seals and their importance as sources - Seals as economic, religious and political sources architecture and sculpture Pottery and material obtained from excavation

#### Unit-V

Details of foreign travelers Megasthenes, Fa-hien, Hiuen-tsang

**Outcome:** Archaeological and literary sources of ancient history. . Studying Buddhist and Jain literature as sources materials providing information related to ancient Indian rajshastra most excavation is used archaeological sources so the antiquities obtained from excavation will be studied Details of foreign traveler's sources of knowing ancient Indian history.

#### Reading Books

1. Vachaspati Gairola Vedic Literature and Culture -
2. Satyaketu Vidyalankar Vedic Age of Indian History
- 3 Vachaspati Gairola Economics
4. Vishudhanand Pathak - India of 5th-7th centuries (in the perspective of foreign travelers)-
- 5 Govind Chand Pandey - History of Buddhism
6. C.J. Shah-Jainism in Northern India 7. M.C. Krindley, J.W.- Ancient India age Disclosed by Megasthenes and Arian

## Paper-II

### Indian Pre-History

**Course Objective**-The objective of this question paper is to make the student study the origin and development of man and the culture of stone tools and rock paintings made by him in chronological

#### Unit- I

Origin and development of humans Major theories on the origin of animals Origin of humans Early human species Australopithecus, Homo erectus, Homo sapiens Neanderthal, Homo sapiens, Homo sapiens sapiens

#### Unit-II

Prehistoric culture and its classification Lower Paleolithic, Middle Paleolithic, Upper Paleolithic, Spread chronogy Mesolithic Dissemination Tool Types, Culture, Chronology, Neolithic Dissemination, Culture, Chronology

#### Unit - III

Paleolithic tools, Pebble tools, Technique of making tools and types.

#### Unit- IV

History of Indian Rock Painting , Prehistoric Rock Paintings & Sites of Central India - Pachamarhi, Rock Painting Sites of Vindhya Region - Mirzapur, Gaddi, Deur Kothar and Dharkundi, Color-Combination, Illustration Style

#### Unit - V

Megalithic Tombs of India Meaning and Importance Classification of Indian Megalithic Cultures- Megalithic Tombs of South India, Megalithic Tombs of North India Megalithic Tombs Vindhyas, Types, Features, Chronology and Makers

**Outcome:-** Will be benefited by getting information related to the origin and development of human. New sites can be discovered by understanding the classification of prehistoric cultures. Types of Paleolithic tools and their making techniques Studying prehistoric rock paintings will prove helpful in understanding the cognitive development of human mind The social life of human will be understood by studying the megalithic cultures of India.

#### Reading Books

1. Radha Kant Verma Indian Prehistory
2. Shriram Goyal Prehistoric Man and Cultures
3. Prof Vidula Jaiswal Outline of the Early Phase of Indian History
4. Stuart Piggot-Prehistoric India 5. R.J. Braiweed- Prehistoric Man

**Paper-III**  
**Political History of North India Part-1**

**Cures Objective** - The objective of this paper is to make the students study the systematic political history of North India from the 6th century BC to the Gupta period.

**Unit-1**

Political condition of 6th century B.C., Sixteen Mahajanapadas  
Republican state

**Unit-2**

Haryanka dynasty- Bimbisara, Ajatashatru Nanda dynasty – Mahapalmonunda, Ghanananda  
Alexander's Invasion and Impact

**Unit-III**

Maurya Dynasty-Origin, Chandragupta Maurya, Ashoka and his Dhamma, Maurya  
Administration, cause of fall Sunga dynasty-Pataliputra, Satavahana dynasty -  
Gautami's son Shatkarṇi Vashishthiputra Pulumavi, Satavahana Saka Struggle

**Unit-IV**

Saka Kshatrapa Nahapana of Western India, Rudradaman Kushan Dynasty Kulakadphises,  
Vimkadphises, Kanishka Gupta Empire - Origin Chandragupta 1, Samudragupta, Chandragupta  
Vikramaditya,

**Unit-V**

Kumaragupta, Skandagupta Gupta Vakataka relationship

**Outcome:-**To know the political history of 6th century BC, Dynasties by studying different dynasties  
understand the social, political and economic history before 6<sup>th</sup> century BC Rule of foreign dynasties in ancient  
India Importance of Gupta and Vakataka dynasties in the politics of North India

**Subsidiary Books-**

1. Vishudhanand Pathak Political History of North India - 2. R. N. Pandey Political History of North India
- 3 CV. Pandey -of the Andhra Satavahana Empire
4. Shriram Goyal Gupta Empire
5. KC. Jain - Ancient Indian History
6. Romila Thoper - Ashok and the decline of the Mauryan Empire
7. B. N. Puri India under the Kush
8. H.C.R. Chaudhary- Political History of Ancient India

## Paper- IV

# Art Heritage of India

**Cures Objective**-The objective of this question paper is to acquaint the student with ancient Indian arts such as town planning and various styles of cave and temple architecture and their importance.

### Unit-1

Indus Architecture - Town Planning, Granary, Water Tank, Lothal's Dock and Major Features of Indus Architecture

### Unit-2

Stupa and Cave Architecture- Origin, types and development of stupas, Bharhut, Sanchi and Amravati cave architecture Development of cave architecture Bhaja's chaityas and viharas, Karle chaityas and viharas

### Unit-III

Temple Architecture - Origin, Gupta Temples, Architectural Features - Shiva Temple at Bhumra, Parvati Temple at Nachna Kothar, Dashavatar Temple at Deogarh, Various styles of temple construction - Nagara, Vesar, Dravida, Bhumiij

### Unit-IV

Kalchuri Temple - Shiva Temple of Lilha and Virateshwar Temple of Sohagpur Chandela Temple- Chandela Temple Architecture and Features of Khajuraho

### Unit-V

Specialties of Orissa Temples, Sun Temple and Lingaraja Temple of Konark Chola Architecture - Brihadeeswarar Temple at Tajour

**Outcome** The study of Indus civilization under the world's best urban system is helpful in discovering new sites. To know the stupa and cave architecture & importance to attain knowledge the temple architecture and its different styles. Studying the styles of regional temples Observation of the then political condition by studying some special temples of Orissa and South India

### Subsidiary Books

1. Kiran Kumar Thapallayal- Indus Civilization
2. Vasudev Upadhyay Ancient Indian Stupa Cave Temple
3. Prithvi Kumar Agarwal - Gupta Art and Architecture
4. Paramesvirilal Gupta Indian Architecture
5. Ramnath Mishra - Bharhut
6. KK. D. Vajpayee History of Indian Architecture
- 7- Percy Brown- Indian Architecture (Buddhist and Hindus)
8. M.S. Vats- The Gupta Temple at Devgrah
9. Boner sharma- New Lite on the Sun Temple of Konark
10. Krishna Dev- The Temple of North India



**Semester-II**  
**Paper-I**  
**Political History of North India Part-II**

**Course Objects:-** Purpose The purpose of this question paper is to make the students aware of the political history of the later Gupta, Maukhari, Vardhan dynasties by explaining various theories related to the origin of Rajputs.

**Unit--I**

Later Gupta Dynasty, Maukhari Dynasty Vardhan Dynasty, Rajvardhan, Harshvardhan

**Unit-2**

Origin of Rajputs - Various Theories Gurjara Pratihara Dynasty-Nagabhatta-2, Mihir Bhoj  
Pala dynasty- Dharmapala, Devpala triangular conflict

**Unit-III**

Kalchuri Dynasty-Gangeyadeva, Lakshmikama Chandela Dynasty - Achievements of  
Yashovarman, Dhang Vidyadhara

**Unit-IV**

Parmar Dynasty- Kakshapaghat of Vakpatimunj, Sindhuraj, Bhojraj Gwalior General Introduction  
and Dubkund Branch

**Unit-V**

Gaharwal Dynasty-Govindachandra Vijayachandra Jayachandra Chauhan, Dynasty Vigraharaj IV  
Prithviraj III

**Outcome:-** To understand the later Gupta, Maukhari and Vardhan dynasty Rajput dynasty will be understood by various theory of origin of Rajputs The achievements of the Kalachuri and Chandella dynasties have been observed. Social and cultural aspects by studying paralysis of Parmar & Gwalior Social and cultural aspects by studying paralysis of Parmar & Gwalior

**Subsidiary Books-**

1. Rajwant Rao post-Gupta era India .political history of
2. Gaurishankar Chatterjee- Harshvardhan
3. W. Mirashi- The Kalachuri King and His Age
- 4 History of Prashant Kashyap Gahadwals
5. Vibhuti Bhushan Mishra - The History of the Gurjar Pratihar) 6. Shishir Kumar Mishra - The Erelly Rulers of Khajuraho
7. Bhatiya Pratipal - The Parmaraj
- 8 RC. Majumdar The Age of Imperial Kannauj

**Semester - II**  
**Paper-II**

**Political History of South India**

**Course Objective:** - The objective of this question paper is to acquaint the students with the systematic political and cultural history of South India.

**Unit-I**

Sangam Age-Literature and Administration  
Cheras, Cholas and Pandyas

**Unit- II**

Chalukya Dynasty - Chalukyas of Vatapi Pulakeshin-second Chalukyas of Kalyani - Someshvara  
first Vikramaditya shastham Chalukyas of Vengi – Vijayaditya-second

**Unit III**

Rashtrakuta Dynasty Dhruva, Govinda III, Amoghavarsha  
Kadamba Dynasty, Chief Ruler

**Unit-IV**

Pallava Dynasty-Mahendravarman, Narasimhavarman 1, Narasimhavarman 11

**Unit-V**

Chola Dynasty - Rajaraja 1, Rajendra Chola, Chola-Chalukya conflict, Chola administration

**Cures Outcome:** - Various branches of Chalukya dynasty, student will get acquainted with the systematic political and cultural history of South India. The Rashtrakuta dynasty made a major contribution to the political history of South India. Pallava dynasty play an important role in the cultural landscape of South India Discuss conflict and administration as we understand it with the study of Chola dynasty Getting acquainted with the political and cultural history of South India by studying the Sangam literature .

**Subsidiary Books**

1. Balram Srivastava South India
2. Shyam Manohar Mishra Political History of South India
- 3.G. Yajdani - History of the Deccan
4. H.N. dubey comprehensive history of south india
5. Vishudhanand Pathak History of South India
6. K.N. Shashtri The Cholas
7. A. S. Altekar- The Rashtrakutas and Their Times
- 8.K. Gopalan-Pallavaraj of the Kanchi
- 9.D. P. Dikshit Chalukyas of Vadami
10. KN. Shashtri - A History of South India

## Paper-III

# Proto History of India

**Course Objective :-** The objective of this question paper is to acquaint the students with the development of different dimensions of Harappan culture, Chalcolithic cultures, pottery cultures as well as iron technology in India. to inform about the development and importance .

### Unit-1

Origin and development of prehistoric culture Pre-Harappan farming community of India. Harappan city civilization, origin, expansion, main features, chronology, and disintegration (collapse) Later Harappan Culture

### Unit-2

Chalcolithic Cultures of North India Kaytha, Malwa, Ahar, Jorwe  
Origin, Extent, Area, Main Features, Chronology.

### Unit-III

Pottery Culture in the context of India Garrick Ware Tradition Krishna Lohit Patra Tradition  
Painted Gray Ware Tradition northern black glazed ware tradition.

### Unit-IV

Copper funds

Place of copper deposits in Indian archeology Spread of copper deposits Equipment type, manufacturer, chronology.

### Unit V

Iron Age in ancient india Antiquity of Iron in India Literary and Archaeological Evidence Archaeological Basis of Iron Age Cultures in India Northern India, Eastern India Central India and South India importance of iron technology.

**Cures Objective: -** After studying the Harappan cultures, we can understand the protohistoric culture to understand the protohistoric culture with special reference to Harappa culture Gradual development of human beings after studying various Chalcolithic cultures of North India. The Iron Age is the most developed period of human beings, which is best known on the basis of archaeological evidence. The study of various pottery cultures gives information about the origin and development of pottery tradition. Study the copper deposits, and their importance in Indian archeology.

### Subsidiary Books

1. VK Jain Prehistory and Protohistory of India
- 2 KK Thapalyal Indus Civilization
3. RP Pandey-Indian Archeology
4. D.P. Agrwal- The Copper and Bronze Age in India
5. Mortimer Wheeler- Early India and Pakistan
6. Vibha Tripathi- History of Iron Technology in India

**Paper-IV**  
**Elements of Sculptures and Iconography**

**Course Objective:** - The purpose of this question paper is to acquaint the students with the meaning and diversity of sculpture and statue and to introduce them to classical texts and their laws. To highlight the importance of idol art and idol art centers

**Unit-I**

Meaning of idol and statue and difference between the two. Antiquity, origin and development of idol worship

**Unit-II**

Salient Features of Indus Valley Sculpture Mauryan Sculpture Features of Shunga Sculpture Kushan period sculpture, major art centers Mathura and Gandhara

**Unit-III**

Sculpture and characteristics of Shreya era Centers of Gupta Art - Styles of Sculpture of Mathura, Sarnath

**Unit-IV**

Iconographic Texts of Ancient India Matsya Purana, Vrihat Samhita, Rupapandan, Aparajitaprchha and the most Hindu idols - Shaiva, Vaishnava and Shakta

**Unit V**

Main idols of solar sect Buddhist statues Jain statues 24 Tirthankara, their Yakshas and Yakshis, Jain Devamandalas

**Course Objective:-** Antiquity of Worship Study of sculptural arts of different periods to understand the gradual development. The importance of sculpture and idol art centers has to be exposed Pratima is to be introduced to the classical texts and their laws to study Buddhism and Jainism through sculpture.

**Subsidiary Books**

1. Vasudev Sharan Agarwal Indian Art-
2. Nihar Ranjan Roy-Mauryan and post-Mauryan art
3. Vrijabhushan Srivastava - Ancient Indian Sculpture and Iconography
4. Ramnath Mishra - Indian Sculpture
5. Shantilal Nagar Jain Sculpture
6. A.K. Kumaraswami- Early Indian Iconography
7. J.N. Benerjee- Development of Hindu Iconography
8. B.C. Bhattacharya- Indian Buddhist Iconography

**Semester-III**  
**Paper-I**  
**Indian Numismatics**

**Course Objective:** - The purpose of this question paper is to explain the origin and development of currency to the student, by introducing the coins of Indian, Greek, Kushan, Gupta kings along with the coins of the Indian, Greek, Kushan, Gupta kings, by introducing the struck currencies, district and republican currencies, we will explain the importance of currency in the currency system. Will also describe and study the conditions before the origin.

**Unit - I**

Theory of Commodity Exchange market system Materials used as currency such as cowrie and cow Various Theories of the Origin of Money and Ancient Indian History Money as a Source.

**Unit -II**

Methods of making Punchmark coins Symbols and dates found on Punchmark coins Local and janpada coins Panchal, Kaushambi and Mathura Republic's currencies Malwa, Yaudheya

**Unit-III**

Coins of Indo-Greek kings - Demetrius and Menander, coins of Kushan kings, coins types of Kanishka and Huvishka and study of characteristics

**Unit-IV**

Coins of the Gupta kings-Gold and silver coins of Chandragupta Pratham, Samudragupta,

**Unit-V**

Chandragupta Duty, seals of Kumaragupta and Skandagupta Coins of early medieval kings Coins of Pratihara, Kalchuri, Chandela and Parmar kings

**Cures Outcome:** - Understand the origin of numismatics and as a source of Indian history the purpose of this course is to introduce the students to the sources of ancient indian history culture and archaeology. Various types of Indo-Greek, Kushan coins will be known To integrate the gained knowledge with various contemporary and evolving areas in Museology, Temple, Sculpture, Architecture and Monuments Understanding the coins of early medieval kings as a mirror their economic condition.

**Subsidiary Books**

1. Parameshwari Lal Gupta Indian Antiquarian Coins
2. Rajwant Rao - Ancient Indian Gurrencies
3. Onkar Nath Singh - Post-Gupta Period North Indian Coins
4. Sanjeev Vajpayee - Ancient Historical Coins
5. A. Cunnigham- Coins of Ancient India
6. A.S. Altekar-Coins Age of the Gupta Empire
7. A.K. Singh- Coins of the Great Kushana

## Paper-II

# Indian Inscription and Scriptography

**Course Objective:-**The objective of this question paper is to tell the difference between Brahmi and Kharosthi scripts by giving a brief introduction to the student along with the origin and development of writing art in India. Along with describing the materials and dates of the art of writing, the importance of records as a source and their role in history writing by analyzing the material found in the records of different periods / dynasties.

### Unit- I

Origin, development and antiquity of writing art Origin and development of Brahmi script Brief introduction of Kharosthi script

### Unit-II

Materials used in writing such as palm leaves, birch leaves, stones and metals  
Dates Introduction of Brahmi script of Ashoka period and records as a source of transliteration

### Unit-III

Historical and Cultural Study of the Following Inscriptions Ashoka's - Second and Thirteenth Rock Inscriptions and Seventh Pillar Inscriptions Besnagar Garud Pillar of Heliodorus Elephant Cave Inscription of Kharavela Junagarh inscription of Rudradaman

### Unit-IV

Historical and cultural importance of the following inscriptions Prayag (Allahabad) pillar inscription of Samudragupta, Mehrauli inscription of Chandra. Bhitari inscription of Skandagupta

### Unit-V

Pulikeshin II Aihole inscription Khajuraho inscription of Chandela ruler Yashovarman and Dhang, Inscription of- Rewa Supiya inscription, Allaghat inscription of Narasimha, Rewa inscription of Karn.

**Cures Outcome:** - Understand the origin and development of script and the origin of Brahmi script Provide opportunities to excel in academics, research or Heritage conservation. Importance of Indian inscriptions and cultural studies contribute to the reconstruction of history through various types of records from the study of inscriptions, description of some such kings was found.

### Subsidiary Books

1. Gauri Shankar Hiralal Ojha Indian Scripts
2. K. D. Vajpayee Historical Indian Records
3. Vasudev Upadhyay Study of ancient Indian inscriptions
4. Shri Ram Goyal - Gupta inscriptions
5. D.C Sarkar - Indian Epigraphy
6. D.C. Sarkar- Select Inscriptions Vol. I&II
7. A.K. Singh Development of Nagri Script



**Paper-III**  
**Ancient Indian Religious Traditions**

**Course Objective:** - India is a religion dominated country. The existence of different religions is found here, that is why we will be able to acquaint the student with their importance by studying the traditions of development of those religions, importance of different religions, Vedic religion, Brahmin religion, Buddhism and Jainism (Atheist and Atheist religion).

**Unit-I**

Vedic and post-Vedic period Nature worship, cult, renunciation  
Upanishadic philosophy

**Unit II**

conversion of vedic religion to brahminical religion Shiva-Rudra Shiva Linga Puja and Shaiv Sect -Pashupat, Kapalik ,Kalamukh Vaishnava- Narayana, Vasudeva and dasavatar Shakta religion- Shakti worship, Mahishamardini ,Saraswati and the seven matrikas Solar and Ganapati sects

**Unit III**

Origin and development of Buddhism Major Teachings The four Aryasatyas, the Ashtanga path and the Pratityasamutpad Sects of Buddhism Hinyana, Mahayana reasons for the decline of buddhism

**Unit-IV**

Origin and development of Jainism, Tirthankara tradition Major teachings of Jainism Chartuyoga, Panchamahavrata Svetambara Digambara Sect of Jainism

**Unit III**

Vaksha and naga tree and animal worship Mother Goddess and Tantra

**Cures Outcome:-** The objective of this course is to teach and train the students about Indian philosophy. Understand the importance of Charvak and Jain philosophy what is Buddhism and Mimansa in philosophy Understanding Samkhya Yoga and Nyaya in Religion and Philosophy

Subsidiary Book

1. PV Kane-History of Theology
2. Govind Chandra Pandey - Vedic Culture
3. Ram Kumar Ahirwar History of Buddhism
4. Hira Lal Jain - Contribution of Jainism in Indian Culture
5. D.C. Sarkar- Studies in the Religious life of Ancient India.
6. V.S. Pathak History of Saiva Cults in Northern India.
7. R.G. Bhandarkar- Vaishnavism. Shaivism and Minor Religious systems.

or

## Ancient Indian Philosophical Traditions

**Course Objective:-** Many philosophical traditions have existed in Indian culture of this question paper to introduce.

**Unit- I**

Indian philosophy Introduction to Indian Philosophy, orthodox, heterodox

**Unit II**

Charvaka and Jain philosophy

**Unit-III**

Buddhist and Mimamsa philosophy

**Unit-IV**

Samkhya, Yoga and Nyaya philosophy

**Unit-V**

Vaisheshika, Vedanta (Dvaita and Advaita) philosophy

**Course Outcome:-** Many philosophical traditions have existed in Indian culture of this question paper to introduce. The objective of this course is to teach and train the students about Indian philosophy. Understand the importance of Charvak and Jain philosophy what is Buddhism and Mimamsa in philosophy.

**Subsidiary Books**

1. Baldev Upadhyaya Outline of Indian Philosophy
2. S. Radhakrishnan - Indian Philosophy
3. Shiv Kumar Gupta History of Indian Thought
4. Chandra Dev Singh Ancient Indian Society and Thought
5. Vachaspati Gairola Vedic Literature and Culture
6. A.D. Macdonell- Vedic Mythology
7. Chandradhar Sharma- A Critical Survey of Indian Philosophy

**Paper - IV**  
**Methods of Archeology & Historical Archeology**

**Cures Objectives:-** The main objective of this question paper will be given to the students for the information of the past and comparative study with the present, in which to obtain the antiquities from the stone age to the historical period, various methods of archeology will be used to reach the conclusion, so that the students can understand the different dimensions.

**Unit - I**

Definition, Scope and Objectives of Archeology History of Indian Archeology

**Unit- II**

Major Survey Methods: Major Methods of Excavation

**Unit-III**

Stratification, Excavation, tools and equipment

Identification of Stone Tools, pottery

**Unit IV**

Definition of historical archeology Origin and development of historical periods second Process of urbanization and formation of states

**Unit-V**

Study of important sites Bhimbetika , Adamgarh, Maihar, Patpara, Sihawal Didwana, Inamgaon, eran, Kayatha, Jorwe, Koldihwa, Mahgada, Unnur Sangalkullu, Taxila, Kaushambi, Hastinapur, Atarikheda, Itha, Deurkothar and Manaura.

**Cures Outcome:** - Understanding archeology and knowing the history of India to know the barrier Archaeological methods. The importance of survey and excavation in archaeological studies.the tools and stratification required for excavation to obtain archaeological evidence. Know the process of second urbanization Aware of the importance of ancient sites and their cultures.

**Suggested Booker**

- 1.J.N. Pandey Archaeological Discussion
2. Manmohan Singh - Profile of Archeology
- 3 Radhakant Verma Regional Archaeology
4. Radhakant Verma - Archaeological Research 5. B. Allchin and Raymond- Origions of Civilization
6. Martimer Wheeler-Archaeology from the Earth
7. Sushmita Panday- Archaeological Methods and Techniqes

Or

## Environmental Archaeology

**Course Objective:** - The objective of this question paper is to make the students aware of the climatic fauna, flora and human life as well as their fossils obtained from the Late Pleistocene to the Holocene period under environmental archaeology.

### Unit- I

Definitions of Environmental Archeology Usefulness of environmental archeology in present day archaeology study of animal bones

### Unit - II

Major causes of environmental change: Pliocene environment

### Unit-III

General study of fossils of fauna and flora, fossils and formation process  
Plant residues and biomarkers (biomarkers) in human and non-human hard tissue

### Unit-IV

Analysis of human remains General knowledge of plants and animals in early human  
History 3 D visualization, image analysis material investigation

### Unit-V

Gradual impact from environment to human life Environmental background of Holocene  
Environmental movement and various changes in human life.

**Cures Outcome:** - Holocene period under environmental archaeology. The outcome of this question paper is to make the students aware of the climatic fauna, flora and human life as well as their fossils obtained from the Late Pleistocene.

### Subsidiary Books

1. HD. Sankalia Indian Archeology
2. Ramprakash Ojha Archaeological Science
3. Umberto Albarella- Environmental Archaeology: Meaning and Purpose
4. Reitz Elizabeth- Case Studies in Environmental Archaeology
5. Johan G. Eavans- An Introduction to Environmental Archaeology

**Semester-IV**  
**Paper-I**  
**Ancient Indian State and Administration**

**Cures Objective:-**The objective of this question paper is to make the student aware of the concept of state and king, their different types, monarchical and republican system, Council of Ministers, Sap - tang theory and administration of various times. So that the students can assess the future administrative conditions in the sequence of ancient systems.

**Unit - I**

Origin of State in Ancient India Types of State Form, Objectives and Functions  
Monarchical State and Republican State

**Unit- II**

The origin of the king and various theories coronation, divinity of the king  
Council of Ministers, Sap - tang Doctrine

**Unit-III**

Village administration, city administration and judicial system

**Unit-IV**

Features of Mauryan Administration Features of Gupta Administration and Harsha's Administration

**Unit- V**

Administrative features of South Indian  
Pallava era administration Chalukya administration Chola administration system

**Cures Outcome:-** Information about the origin of the state is found in ancient India king and its various theories the justice system with village and nagar administration, information is available.

Subsidiary Books

1. Kamlesh Bhardwaj Society and State in Ancient India
2. A.S. Altekar - Ancient Indian Polity
- 3 Dr. Ajay Singh Ancient Indian Governance and Law
4. Dr. Seema Mishra - Gupta-era Central Administration
5. Dr. Anuradha Singh - Rajshastra and Governance in Ancient India
6. Beni Prasad - The State in Ancient India
7. R.R. Dikshit Hindu Administrative Institutions

## Paper-II

# Socio and Economic History of Ancient India

**Cures Objective:-** The purpose of this question paper is to acquaint with the social and economic institutions of ancient India, in which to acquaint with Varna, Ashram, Purusharth, Sanskar, taxation system and business Efforts will have to be made to acquaint them with the development of social and economic institutions.

### Unit - I

Literary Evidences of Social and Economic History Varna System, Theory of Varna Hybridity

### Unit -II

Ashram system

Development of caste system

### Unit - III

Importance of Samskaras in Ancient India Purusharth in ancient Indian society

Concept of family condition of women in society

### Unit-IV

Centers of Education in Ancient India Buddhist Education, Nalanda Mahavihan and Vileramshila

### Unit - V

Urbanization and Trade in Ancient India agriculture based economy land ownership and taxation Category, Cooperative Societies.

**Cures Outcome:-** Introduction to social and economic institutions of ancient India and Study of social system of 6<sup>th</sup> century BC, Family culture and role of women in ancient India, Study of different centers of learning in ancient India Urbanization and spread of trade in ancient India Agricultural economy.

### Subsidiary Books

1. Om Prakash Social and Economic History of Ancient India
- 2 Romila Thapar Social History of Ancient India
3. Dr. Shiv Swaroop Sahay Social and Economic History of Ancient India
4. Ramsharan Sharma - Material Progress and Social Structures in Ancient India
5. A.S. Altekar- Education in Ancient India
6. R.C. Mazumdar- Corporate life in Ancient India
7. P.N. Prabhu- Hindu Social Orgnization



**Paper-III**  
**Field Archaeology and Training**

**Course Objective:-** In this question paper, the students will be informed about regional archeology survey, exploration and excavation methods and through photography and documentation work of archaeological sites.

**Unit- I**

Definition, Objectives and Scope of Regional Archeology The purpose of archaeological exploration Methods of exploration of archaeological sites, traditional and scientific methods Exploration team and equipment

**Unit - II**

Archaeological excavation stratification, objectives of excavation, development of excavation method, measurement necessary equipment and tools Excavation methods, vertical (vertical) and horizontal method, recording of excavation and map of excavation site, drawing of tools and Utensils items related to different types of production system

**Unit - III**

Excavation analysis Classification of objects obtained from excavation and their study Publication of report of photography and excavation Use of excavated materials in the reconstruction of the social and economic history

**Unit IV**

Brief report of excavated sites Bhimbetika, Maihar, Patpara, Khairadih, Didwana, Nagarjuni Konda, Kaytha, Inam village

**Unit-V**

Archaeological training Identification of stratification Identification of tools Identification of sculptures Identification of temple Educational Tour of Excavated Site straining on methods of making trench'

**Cures Outcome:-** Thorough knowledge of field archeology and Archaeological excavations learned scientifically learned to prepare photography work and report during archaeological excavation Preparation of documentation reports of excavated sites Surveying and identification of the area during archaeological training.

**Subsidiary Books**

1. Radhakant Verma Regional Archeology
2. Ramprakashak Ojha Archaeological Science
3. Parmeshwari Lal Gupta Introduction toArcheology
4. RP Pandey Indian Archeology
5. R.J.C. Alkison- Field Archaeology
6. Martimer Wheeler- Archaeology from the Earth
7. M.B. Cookmon- Arhaeological Photography Ancient India

or

## Human Values

**Cures Objective:-** Indian culture is superior to other cultures of the world due to its characteristics, in which human values are predominant. Today, due to various reasons such as disintegration of family, industrialization, migration to cities, ancient values are declining. The main reason for this is also the inclusion of new values. Because of this, our identity is getting blurred in the global scenario. This question paper has been structured keeping in view the fulfillment of the objective of making the students familiar with the institutions related to human values in order to maintain their dignity. In which the students can be introduced to the thoughts of the past or ancient thinkers.

### Unit-I

Human Values Concept, Meaning and Definitions Indian thought and institutions related to human values, ashram system and purusharth

### Unit - II

Civilization and Culture, Definitions, Cultural Elements, Characteristics of Indian Culture, Vedic Maurya, Gupta and Early Medieval Culture

### Unit-III

Human Values in Brahman Tradition –Human values in tri-rin Panchmahayagya, Upanayan, and Diksha Parva

### Unit-IV

Human Values in Shamana Tradition Tri-Ratna in Buddhist and Jain tradition Panch Mahavrat of Mahavir the Four Noble Truths of the Buddha, the Eightfold Path

### Unit - V

The contribution of institutions in the initiation, transmission and promotion of human values, Family education and learning center.

**Cures Outcome:-** Human values are predominant. Today, due to various reasons such as disintegration of family, industrialization, migration to cities, ancient values are declining. The main reason for this is also the inclusion of new values. Because of this, our identity is getting blurred in the global scenario. This question paper has been structured keeping in view the fulfillment of the objective of making the students familiar with the institutions related to human values in order to maintain their dignity.

### Subsidiary Books

1. Singh, Chandradev Ancient Indians and thought-
2. Mishra, Jaishankar Social History of Ancient India
3. Kane, Pandurang Vaman - (Anu Arjun Choubey Kashyap) History of Dharma Shasta –
4. Vasudev Sharan Fundamental unity of India
5. Vedalankur Haridatta Hindu family demarcation
6. Upadhyay, Ramji Cultural Role of Ancient Indian Landscape
7. Gopal, Lallanji and Yadav B. ns indian cukure
- 8 Jain, Jagdish Chandra Jain Indian Society in Agama Literature -
9. Srivastav, Maheshchandra Jainism and Philosophy
10. Altekar, A.S.-Education in Ancient India

## Paper-IV

# Art and Archeology of Vindhya Art

**Cures Objective:-** In this question paper, geographical and historical introduction of Vindhya region will be given to the students, including prehistoric cultures, rock paintings, megalithic tombs of Vindhya region, Buddhist and temple architecture.

### Unit- I

Geographical introduction of Vindhya region: mountain range, rivers, vegetation soil  
Flora and fauna

### Unit - II

Prehistoric cultures and major sites of Vindhya Palaeolithic period, Mesolithic period, Neolithic period Megalithic tombs of Vindhya region

### Unit-III

Center for Buddhism and Art in the Vindhya Region Deur Kothar, Bharhut, Manpur, Boudhadal, Gurgi

### Unit-IV

History of temple architecture in Vindhya region Ancient sites of temple architecture-Bhumra, Nachna, Bela, Khajuh, Chandreh Virateshwar,

### Unit-V

Major archaeological sites of Vindhya region Maihar, Shihawal, Patpara, Bagor, Gaddi, Khando, Dharkundi, Machhi-Bichi

**Cures Outcome:-** Geographical introduction of Vindhya region: mountain range, rivers, vegetation soil ,Flora and fauna Prehistoric cultures major sites of Vindhya Paleolithic period, Mesolithic period, Neolithic period Megalithic tombs of Vindhya region the students, including prehistoric cultures, rock paintings, and megalithic tombs of Vindhya region, Buddhist and temple architecture.

### Subsidiary Books

1. Prof Nagesh Dubey and Prof. Mohan Lal Chadhar - Art, Culture and Archeology of Central India
2. Bal Chandra Jain - Ancient art centers and creations of Vindhya region.
3. Sudhir Trivedi Pratihara art and architecture of central India-
4. A.K. Singh- Temples of Kulchuri period
5. A. Cunnigham-Stup of Bharhut
6. S.N. Mishra- Gupta Art & Architecture
7. Rahman Ali-Temples of Madhya Pradesh

Or

## Conservation, Preservation and Dating Techniques

**Cures Objective:-**The objective of this question paper is to make the students aware about the maintenance of antiquities obtained from excavation and their conservation and preservation, as well as to make them familiar with the various methods of dating.

### Unit - I

Introduction to Antiquities – Importance and principles of preservation  
History of Archaeological Conservation in India, General Rules and Regulations

### Unit - II

Preservation of earthen objects, stone-made antiquities, metal remains, copper, iron, silver, gold, brass, glass items, lead, bone, ivory, wood, paper, food paper and cloth etc.

### Unit - III

Rules of conservation and classification of antiquities Treatment or repair  
Causes of corrosion of antiquities and their treatment

### Unit-IV

Protection and preservation of temples and monuments Protection and preservation of idols

### Unit-V

Chronology- Importance of chronology, major methods of chronology Relative method- stratification, typology, geomorphology, palaeobiology, fluorine-analysis, varve -analysis, absolute method- dendrochronology, radio carbon system, potassium argon method, thermo-radiation and neo-evolution Methods.

**Cures Outcome:-** Knowledge of Archaeological Remains How to preserve the archaeological remains of stone, soil metals Learned to classify archaeological evidence with conservation Protection and preservation of archaeological remains and antiquities

### Subsidiary Books-

1. O.P. Agarwal - Preservation of library materials and art objects
2. O.P. Agarwal and Rashmi Pathak- Investigation and conservation of mural paintings
3. Dr. Usha Rani Tiwari -New Museum Science
4. Arvind Kumar Singh -Museum Science
5. S.K. Bhomik- Protection and conservation of Museum collection
6. O.P. Agrawal- An Introduction to the preservation of paintings
7. A.P. Singh-Conservation and its technique