

**VIDYA BHAVANA**

**(Institute of Humanities and Social Sciences)**

**B.A. (HONOURS)inANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY**

CC-I

**History of India I (From Prehistory–400 BCE)**

**Course Objectives:** This course is an introductory paper intending to introduce prehistory, protohistory and important political events till 400 BCE of India to the students. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history.

**Course Outcome:** After completing this course students are expected to have a fair knowledge about the prehistory, protohistory and the sources of Ancient Indian History.

CC-II

**Introduction to Archaeology**

**Course Objectives:** The main objective is to introduce the undergraduates about the basics of archaeology. The paper will make students aware of the definitions of basic concepts in archaeology and the basic techniques involved in archaeology.

**Course Outcome:** This paper will help the students to understand the other papers of ancient Indian history where archaeology plays a very important role. They will be able to grasp the ideas of ancient sites and human landscapes in a much meaningful manner.

CC-III

**History of India II (400 BCE-Middle of the 7<sup>th</sup> century CE)**

**Course Objectives:** The main objective of this paper is to understand historical processes between 400 BCE to middle of 7<sup>th</sup> Century CE. Though the chronology of the paper starts at 400 BCE, an initial background is given starting from 200 BCE starting with the Sungas and ending with post Gupta scenario,

**Course Outcome:** The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

CC-IV

**Introduction to Ancient Civilizations I: Mesopotamia and Egypt**

**Course Objectives:** The objective of this course is to introduce the students about the Ancient Civilizations of Mesopotami and Egypt. This course will familiarize the students with the Origin of Neolithic Revolution, process of Urbanization in Mesopotamia, Sumer from the

## OBJECTIVES AND OUTCOMES

beginning till the Persians. In the Egyptian section, the students will learn about the Old Kingdom- From First Dynasty to Eight Dynasty.

**Course Outcome:** After the completion of this course, the students will have a fair idea about the different aspects of the ancient history of Mesopotamia and Egypt.

### CC-V

#### **History of India-III (700-1300 CE)**

**Course Objective:** This course forms the third part in the series of History of India. The time brackets are based on the specific historical changes like regionalism in polity, culture and economy marking a departure from the preceding era of Guptas. The chapters present a survey of new political scenario of ambitious regional powers with shifting and overlapping boundaries. The impact of the power struggle in the contemporary culture, literature, art, religion, political structure, economy that came to mark as a period of early medieval in Indian history forms the crux of the paper. The course introduces this scenario from different regions of India with specific focus on dynasties like Rashtrakutas, Pratiharas, Palas, Chandellas and Cholas. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the polity of the time as well as how the polity was detrimental of social life in region specific manner, which was also the phenomena across the subcontinent.

**Course Outcome:** The course is expected to familiarize the student to theories of state, feudalism, political structure and periodization in history, based on the Indian examples from early medieval period.

### CC-VI

#### **Introduction to Ancient Civilizations II: Ancient Europe, Greece and Rome**

**Course Objectives:** This paper aims to introduce the students to the ancient western world. It is to give them a global historical perspective of the ancient world with special emphasis on Greek and Roman civilization. The students will try to understand the origin, development and decline of the civilizations.

**Course Outcome:** This paper will ensure that the students learn to look at cultures and civilizations globally. While they learn ancient Indian history of various chronological periods, it is also important to learn the contemporary civilizations and their historical processes.

### CC-VIII

#### **Introduction to Indian Society and Economy**

**Course Objectives:** This paper is an introduction to studies in past societies and the development of economy. The course work is organized in a synchronized manner to mimic the method of recreating the past. The first unit deals with sources through which the past is imagined. The second unit will begin with a theoretical understanding of organizations and institutions that differentiated human from other animals. This is followed by discussion of early societies and the social institutions in practice like Varna-Jati, Ashrama system etc. The fourth unit deals with the changes in economic patters from early pastoral societies to agrarian societies and finally into urbanization. Finally the idea of trade and monetary economy will be discussed. The paper will conclude with a brief introduction to the feudalism debate.

## OBJECTIVES AND OUTCOMES

**Course Outcome:** This course will attempt to provide flesh and blood to the abstract concepts of society and economy. The study of Stratification will form the core of this work. The origin of family, caste, clan and social customs will be discussed under this paradigm. The modes of production and distribution of labor will also be incorporated in the discourse of the gradual evolution of the economy. It is envisioned that the students will be introduced to the genre of socio-economic history by the time this course is concluded.

### CC-XI

#### **Introduction to Indian Religion and Philosophy**

**Course Objectives:** The students will be introduced with the Religious history of India from Pre Indus to the Puranic traditions. They will be introduced with sources of Vedic Religion and Sramanic sects like Buddhism and Jainism and some contemporary sects like Ajivikas, Carvakas and Lokayatas. The students will also be introduced with Philosophy of six schools for example Astika and Nastika, Nyaya- Vaisesika, Sankhya and Yoga, Mimamsa Philosophy and Vedanta.

**Course Outcome:** After completing the course students will have a familiarity with major trends in writing the religious history of India from Pre Indus to the Puranic traditions. The students will also have knowledge of philosophy of six schools for example Astika and Nastika, Nyaya- Vaisesika, Sankhya and Yoga, Mimamsa Philosophy and Vedanta.

### CC-XIII

#### **Introduction to Indian Art (300 BCE-1300 CE)**

**Course Objectives:** The course is designed as an introduction. It is intended to familiarize the student to ancient Indian art traditions and stimulate an interest for the appraisal of ancient aesthetics. The prehistoric and protohistoric phases are presented as background for the emergence of art activity in succeeding periods. The course surveys through phases of Indian art as well as various forms of art in the ancient times. The course covers ancient religious architectures- rock cut and structural, temples, sculptures and the literature on painting from different regions of India from the given period. The course aims to introduce the students to ancient India art, related major sites and structures.

**Course Outcome:** The course will enable the student to appreciate the ancient aesthetics and knowledge of construction, and also stimulate interest to know the subject in detail.

### CC-XIV

#### **Early India: Sources and Modes of Interpretations**

**Course Objectives:** The main objectives of the paper to study the major sources and their uses in the process of historical reconstruction, historical consciousness of the past in early cultures, and to study the different schools of historiography and representative historians in particular schools of interpretation.

**Course Outcome:** The student will have a wide-ranging idea on the different sources of the early India and their mode and different way of interpretation in the process of historical reconstruction.

### DSE-I

#### **Archaeology and Literature**

**Course Objectives:** The course aims to initiate the ideas of corroboration of archaeological sources and literary sources in understanding early India. It aims to discuss the notions of political geography and historical geography as found in ancient Indian literature and also study its archaeological connotations.

**Course Outcome:** The outcome of the course is to ensure that the students develop a critical understanding of both the methodologies – archaeology and literature and they will be able use both of the sources effectively.

### DSE-II

#### **History of Science and Technology in Ancient India**

**Course Objectives:** This course is intended to introduce students to the history of science and technology in Ancient India and to familiarize them with the major developments in different branches of science.

**Course Outcome:** After the completion of the course, the students will have a comprehensive understanding of the development of science and technology in different fields in ancient India.

### DSE-III

#### **Indian Social and Economic History (From the Beginning of Agriculture to 300 CE)**

**Course Objectives:** The students are expected to attain better perspective regarding the origin of human settlements and Peasantisation of economy gradually evolving into an urban culture. A key approach of this work will be to teach the students the notion of processes in history and hence question belief and inculcate scientific temper.

**Course Outcome:** The course will be an introductory path into the study of settled societies. It will begin with the discussion about the earliest domestication of plant and animals. It will conclude in the era of guilds, long distance trades, monetized economies and flourishing towns. The sequences of study will be chronological beginning from the early Vedic period till the post-Mauryan period. Major themes such as the tribal economies, second urbanisation, Dharmasastras will be discussed in the process.

### DSE-IV

#### **Indian Religious History (From the beginning to 300 CE)**

**Course Objectives:** The main aim of this course is to make students familiar with sources and nature of Indian religious history from the Indus religion to 3rd Century CE. In this course special emphasis will be given on doctrine and philosophy of Sramanic tradition like Buddhism and Jainism, Ajivikas and Carvakas.

## OBJECTIVES AND OUTCOMES

**Course Outcome:** After completing the course students will have a familiarity with the sources and the different approaches to the religious history of Ancient India from the beginning to 300CE.

### DSE -V

#### **Indian Art History (From the Beginning to 300 CE)**

**Course Objectives:** This is first of the two papers on Art history option. As this is a specialized paper the syllabus deal in detail aspects relating to ancient Indian art from different regions and covers the period upto 300 CE. The religious structures, icons and methods of their making are dealt to understand the ancient knowledge pertaining to the art of building and aesthetics.

**Course Outcome:** the student will be able to appreciate the ancient wisdom of building and art and understand the continuity of the same a heritage.

### DSE -VI

#### **Indian Social and Economic History (300 CE to 1300 CE)**

**Course Objectives:** This course is in continuation of the DSE III course, which deals with the early historic phase. A historiographic study of this period from the Kali age debate to changing pattern of trade and commerce. The growth of regional economies and peasantization of tribal groups will also be discussed. The proliferation of jati, a direct outcome of the above mentioned process will also be discussed. The study will be chronological as above divided into the three phases of feudalism by Prof. R.S.Sharma. The course will conclude with debates about state formation and changes in the early medieval period.

**Course Outcome:** The central objective of this course will be to introduce the students the concept of early medieval. The meaning of the term, its broader socio-economic processes and political outcome are few important things the participants are expected to learn.

### DSE-VII

#### **Indian Religious History (300 CE -1300 CE)**

**Course Objectives:** In this course major emphasis will be given on the origin and concept of bhakti in Indian religious thought. In this regard special emphasis will be given on chapters of Bhagvad Gita which contains the meaning and interpretation of the term Bhakti. The history and development of Brahmanical sects like Savism and Vaisnavism and minor sects like Sakti worship is taken into account. The course also deals with the major changes that took place in Sramanic sects like Buddhism and Jainism from 3<sup>rd</sup> century CE.

**Course Outcome:** After completing the course students will have a familiarity with the rise and development of Brahmanical sects like Savism and Vaisnavism and Sramanic sects like Mahayana, Vajrayana and Tantrayana and Jain schools like Digambaras and Svetambaras from the 3<sup>rd</sup> century CE to the 13<sup>th</sup> century CE.

DSE -VIII

**Indian Art History (300 CE to 1300 CE)**

**Course Objectives:** This is the second paper in this specialization. The paper covers the later phase of Indian art history, when new forms of art and architecture emerged. The paper looks into regional specific art sensibilities and its context in detail.

**Course Outcome:** the student is prepared to identify the characters and features of Indian art from different regions of the given period. The course also helps them to understand art as source for historical studies.

DSE- IX

**History of Ancient Southeast Asia**

**Course Objectives:** South Asia and Southeast Asia has a long history of cultural, economic and political exchange. This key link between the eastern sea-board of India and south Asian requires further study. This course attempts to do the same. It begins with introducing its students the geographical and demographic aspects of Southeast Asia. It then deals with its past in a systematic manner, discussing the sources followed by polity, state and most important of all culture. It is the cultural similarities which has intrigued scholars for centuries. However, it needs to be kept in mind that the prime objective of this work is to trace the exchange of ideas that occurred between these two regions.

**Course Outcome:** This course is expected to introduce the students with Southeast Asia. This will introduce them to a relatively different arena where their minds can wonder freely. Despite methodological similarities it is always interesting to understand a different culture and note the depth to which they influence each other. These will be the prime motives of studying this paper at the early stage.

DSE -X

**Ideas and Concepts in Early India**

**Course Objectives:** This course covers different aspects of early ideas and concepts in ancient India, with the objective to discuss the Vedic ideas, concept of Karma, Dharma and moksha. The main aim of this course is to study the ideas of both Brahmanic and Sramanic tradition.

**Course Outcome:** After the completion of this course, the students will be able to understand the basic idea and concept of Early India.

GEC-I

**Ancient Indian Civilization I**

**Course Objectives:** The objective of this course is to introduce students to the history of ancient India, discuss various sources and the major developments from pastoralism to settled life, emergence of Mahajanapada till the Hoysalas.

**Course Outcome:** After the completion of the course, the students will have a fair understanding of the various sources and the history from pastoralism to settled life in Indian context. They will also be familiarized with the major developments from the emergence of the Mahajanapadas till the Hoysalas.

### GEC -II

#### **Ancient Indian Civilization II**

**Course Objectives:** The course on Ancient Indian civilization part two covers the different component of Indian literatures and languages, various social institutions of early India and stages in early Indian economy. The main objectives of the paper to develop historical consciousness about the ancient Indian civilization in the minds of the students and to impart knowledge on the Indian literary and historical tradition.

**Course Outcome:** The student will be able to understand the early Indian classical literatures and languages, importance of the study of social institutions and various stages in the history of economy.

### GEC- III

#### **Ancient Indian Civilization III**

**Course Objectives:** This course forms the third part in the study of Ancient Indian civilization, introduces the basic ideas on the early Indian religious traditions. The units of the paper cover the diverse religious sects such as Brahmamnic and Sramanic cults and study the origin and growth of intellectual movements of early India. The most important objectives of the course to develop knowledge on understanding of early religious history and analyze the emergence of temple institution.

**Course Outcome:** The student is prepared to identify the fundamental features of the early Indian religious history and the significance of the different religious sects of early India from different regions of the given period. The course also helps them to understand religious aspects as an important component of cultural studies.

### GEC -IV

#### **Ancient Indian Civilization IV**

**Course Objectives:** For students of Generic elective the study of history is presented more precisely yet covering all branches of the discipline. This paper looks into ancient Indian art as a source to understand history, as evidence of knowledge from past, and also as reflections of past societies.

**Course Outcome:** The student will be familiar to ancient sites of art culture and religion and have understanding of the cultural past in more detail.

### SEC-I

#### **Introduction to Heritage Management and Museum Studies**

**Course Objectives:** The objective of this course is to introduce students to the key concepts of Heritage management, including the definition and scope of the subject, the relation between Heritage and Museum and its implementation in the Indian context.

**Course Outcome:** Students will have an understanding of various issues related to Heritage management.

### SEC-II

### **Introduction to Archaeological Field Methods**

**Course Objectives:** The objective of this course is to introduce students to different archaeological field methods to recognize archaeological sites, artefacts (inscriptions, coins, terracotta objects, images, temples, secular structures and habitations).

**Course Outcome:** Students will have practical understanding of different archaeological fields methods employed to recognize archaeological sites and artefacts (both prehistoric and historic).

### **M.A.inANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY**

#### **A.1**

#### **Historical Geography of Early India**

**Course Objectives:** The objective of the paper is to introduce the students the concepts of historical geography and the ideas of ancient traditions. The main aim is to make the students understand historicity of ancient landscape using ancient texts and archaeological evidences.

**Course Outcome:** The students will have an overall perspective of the interaction of people and ancient landscape.

#### **A.2**

#### **Archaeological Background to the Study of Indian History**

**Course Objectives:** This course introduces students to the key concept of archaeology, its relation with various other disciplines, its development in both global and Indian context and different dating methods. This course also aims to give a brief overview of South Asian archaeology starting from Prehistory to Historical Archaeology.

**Course Outcome:** Students learn the basics of Archaeology, its relation with other disciplines, its development in both global and Indian context and a brief introduction to South Asian archaeology.

#### **A.3**

#### **Religion and Art in Early India (From the Middle of 2<sup>nd</sup> millennium BCE to 1300 CE)**

**Course Objectives:** This is one of the compulsory introductory papers in the course. The paper surveys two interconnected fields of religion and art of ancient India. The evolution and development of religious ideas in the past and associated forms and structures of worship are studied in detail. The paper surveys the parallel developments in religion and art through the reasons for changes, characteristic features, the modes etc. It is aimed to stimulate interest among students to know the subject in depth further.

**Course Outcome:** The student will be familiar to the history of religion and art and also they will be capable of understanding the interconnected or comprehensive nature of cultural changes in Indian society.



**A.4**

**Early Indian Social and Economic History  
(From the Middle of 2<sup>nd</sup> millennium BCE to 1300 CE)**

**Course Objectives:** The course on Early Indian social and economic history covers different aspects of Indian social system and different stages in the economy, myth of the origin of *chaturvarna* system and proliferation of various new castes and communities. The prime objectives of the course to make student to understand the major division between caste, class and kin-based society and the growth of urban based industrial economy and rural based agrarian economy.

**Course Outcome:** The students understand the basic concept of Varna based early Indian society and different stages in the economic condition of the Early India.

**A.5**

**Early Indian Epigraphy and Numismatics  
(From the middle of 2<sup>nd</sup> millennium BCE to 1300 CE)**

**Course Objectives:** The main aim of this course is to make students aware of what is study of epigraphy, its use as a source for reconstructing the early history of India, its merits and demerits, eras used in the epigraphs as well as the beginning of epigraphical study. At the same time some of the inscriptions are taken into account to show their historical importance. The study of Coins is also incorporated in this course in order to show the students that how coins are used as a source for knowing the history of early India.

**Course Outcome:** After completing this course student will be familiar with the major trends in writing epigraphs. At the same time they will be aware of the history of numismatic study in Indian Subcontinent.

**A.6**

**Approaches to the Study of Ancient India's Past**

**Course Objectives:** The paper attempts to stimulate thoughts on nature, process and making of history. Regional specific notions of past from around the world are also introduced to the students to understand the process of history writing. The indigenous notions of past, the textual and other sources, their interpretation and the modern ideological interventions etc. are dealt in detail.

**Course Outcome:** This course is to provide an insight into the notions of past and history, making of the discipline and the writing of history. The students are expected to develop original thinking and analytical understanding.

**A.7**

**The Emergence of State in India: Magadh**

**Course Objectives:** This course deals with the history and ideology of rise of early state in India and the territorial expansion of Magadha to the time of Mauryan ruler Asoka. Further in this course students will be introduced the religious practices and patronization of religion by the State.

**Course Outcome:** After meticulous study of this syllabus, students will be able to understand the concept of early state formation, the monarchy, republic, Mahajanapadas forms of state in early India. Most importantly they will learn the structure of empire and the religion by the State.

### A.8

#### **Political Ideas and Institutions**

**(From the Middle of 2<sup>nd</sup> millennium BCE to 1300 CE)**

**Course Objectives:** The objective of the course is to impart a theoretical perspective of concepts of polity of ancient India. It will deal with definitions related to various concepts of political ideas and institutions in ancient India

**Course Outcome:** It will enable the students to understand the political dynastic histories better. It will enable the students to have a critical understanding of the ancient polities.

### A.9

#### **The Gupta Period in Indian History**

**Course Objectives:** This is one of the dynasty specific papers of the course. The period of Gupta rule has marked significance in Indian history. The paper looks into the political, religious, cultural, social and other associated aspects of the time in detail. It discusses the political structure and the reciprocal nature of many other social institutions of the Gupta period.

**Course Outcome:** The student gets a thorough understanding of the developments of the era to assess how it was different from the previous and more importantly how it organically leads to the succeeding changes in Indian polity.

### A.10

#### **Deccan and South India from 300 BCE and 700 CE**

**Course Objectives:** The peninsular region was one of the most happening spaces in early historic period. The paper discuss the transitions of societies, emergence of state, its evolution into structured forms, the dynastic rules associated social and economic changes. Intend to include regional history, especially, the Deccan and south for the confluence of cultures and polities.

**Course Outcome:** The student will have a comprehensive picture of history of the period covered. It also enables the student to understand the region in context as well in relation to rest of the country.

### A.11

#### **South India from 700 CE to 1300 CE**

**Course Objectives:** The main objectives of the paper to study the political history of the south India from the middle of 6<sup>th</sup> century AD to 8<sup>th</sup> century AD. The course covers the major political powers of south India and their extensions, the structure of the state, their cultural importance, administrative machinery and functions of the local assemblies.

**Course Outcome:** The student will have a comprehensive picture of the political history of south India during the study periods. It also enable the student to understand the dominant political powers of south India and their social and cultural influences in the history of early and early medieval India.

### A.12

#### **History of Eastern India including the Brahmaputra valley (700 CE to 1300 CE)**

**Course Objectives:** In this course the geography of eastern India including the Brahmaputra Valley will be introduced. The course also includes political developments in Eastern India under major dynasties. The course will also discuss the archaeology of Eastern India and its contact with South East Asia.

**Course Outcome:** After the completion of this course the students will have a fair understanding of the archaeology of eastern India and its contact with SE Asia.

### S.1

#### **Approaches to Archaeological Studies in India**

**Course Objectives:** The students learn the development of the discipline of archaeology in India. It looks at the historiography of the discipline of archaeology from the earliest perception of past in the pre-independence era to the growth of regional identities and local institutions.

**Course Outcome:** Students learn the changing perception of India's past through various chronological phases. It enables them to critically look into the phases of the development of this discipline.

### S.2

#### **Archaeology: Theories and Techniques**

**Course Objectives:** The course is divided into two parts – theories in archaeology and field methods. The primary objective of the first part of the course is to introduce the major theories used in archaeology. The objectives are to provide a methodological foundation for archaeological interpretation, as well give an idea of global perspective on changes occurring in the discipline. The second part introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidences. This course will also include training in field methods including excavation techniques.

**Course Outcome:** By the end of the course students will be able to understand basic features of various theories and thoughts used in archaeological interpretations. They will also learn the practical methods of doing archaeological work.

### S.3

#### **Prehistory of South Asia**

## OBJECTIVES AND OUTCOMES

**Course Objectives:** The objective of this course is to introduce the concept of Prehistory, its aims and the development of prehistory as a discipline. The course also covers portions on geological time period and human evolution to understand the evolution of human over different periods. The course also contains unit on Lower Palaeolithic, Middle Palaeolithic, Upper Palaeolithic, Mesolithic and Neolithic period and to study the tools, typology, contexts and adaptations of each period. The course also has fieldworks and laboratory study of artifacts.

**Course Outcome:** After the completion of the course, students gain basic perspective on prehistory, geological period, human evolution and the different Stone Ages in South Asian context. The students also get a better understanding of the archaeological sites and artifacts after completing the practical sessions.

### S.4

#### Protohistory of South Asia

**Course Objectives:** The course will cover aspects the Chalcolithic culture of South Asia starting from neo-chalcolithic cultures in various parts of the subcontinent till the appearance of iron in the late second, to early first millennium BC. One major part will be discussing Indus civilization –its origin, growth and decline. The focus will be on the Western India, Gangetic valley, central India, and the South, with an examination of the Chalcolithic cultures that co-existed with Harappan urbanism and continued after its decline, and the developments that led to the emergence of the 'second urbanization' during the first millennium BC.

**Course Outcome:** On the successful completion of Protohistory of South Asia, students will develop a strong foundation and critical understanding of the subject and will be able to situate South Asian materials within wider archaeological debates.

### S.5

#### Historical Archaeology of South Asia (Iron Age to Medieval)

**Course Objectives:** The Early Iron Age is a formative period in Indian Civilization and so its archaeology is of great interest. In this course the data from different parts of India is reviewed. The course also aims to initiate the students to the debates of Iron age and Early Historic urbanism. It will deal with the ideas of archaeology of Buddhism and the manifestation of material culture in early medieval period.

**Course Outcome:** Students are introduced to the archaeological record of the Iron Age in India and some of the theoretical issues related to state formation and the development of complex societies

### S.6

#### Ethnoarchaeology: Theories and Practices

**Course Objective:** The objective of this course is to introduce ethnoarchaeology and discuss its major role in archaeology for interpretations. The course also discusses key concepts of ethnoarchaeology with case studies both from India and different parts of the world. The last unit in this course deals with the emerging concepts to make the students aware of the recent trends in ethnoarchaeology.

**Course Outcome:** After the completion of the course, students will be familiarized with the concepts of ethnoarchaeology, important ethnoarchaeological case studies from India and abroad and the key role played by ethnographic data as a source to understand archaeological data.

### **S.7 Indian Epigraphy and Palaeography-I**

**Course Objectives:** The main purpose of this Course is to teach the students how to use an inscription as a historical document. This is done by analyzing the contents of the inscriptions and the significant terms in their historical context. The language and script used in the inscriptions is also incorporated in this course.

**Course Outcome:** After completing the course the students will have a familiarity with the contents of the inscriptions mentioned above and the significant terms used in it. The students will be familiar with palaeography which is a study of language and script. It will be of immense help to students in reading the inscriptions.

### **S.8 Indian Epigraphy and Palaeography-II**

**Course objectives:** The purpose of the course is to teach the students the use of reading and writing the major scripts of Indian subcontinent. The origin and development of scripts are also incorporated in this course.

**Course Outcome:** After completing this course the students will have a familiarity with the reading and writing the major scripts of Indian subcontinent. The knowledge of scripts will help them in reading and interpreting the original inscriptions.

### **S.9 Indian Epigraphy and Palaeography-III**

**Course objectives:** The main objective of the course is to teach the use of inscriptions as historical documents. Analytical study of the contents and significant terms in historical context will be expected.

**Course outcomes:** After completing the course the students will be familiar with how to use the inscriptions as a historical documents.

### **S.10 Indian Numismatics-I (Methods and Techniques)**

**Course objectives:** The main purpose of this course is to teach the students the methods and techniques used in minting coins in early India. Identification of coins is also an important part of this course.

**Course outcomes:** After completing this course students will have the knowledge of methods and techniques used in minting coins. At the same time they will also learn how to handle and identify a particular coin.

### **S.11**

#### **Indian Numismatics-II (Early Indian Coins up to 320 CE)**

**Course Objectives:** The main aim of this course is to teach the students the origin of antiquity of coins in early India. The coins of different ruling powers both foreign and indigenous in Indian subcontinent up to 320 CE is also taken into account in this paper. Tribal and local coins of India is a part of this study.

**Course outcomes:** After completing this course students will gather knowledge of different types of coins issued by ruling powers in early India. This knowledge will help them in identifying characteristic features and legends on a particular coin.

### **S.12**

#### **Indian Numismatics-III (Indian Coins from 320 CE to 1300 CE)**

**Course Objectives:** This course will give the students the thorough knowledge of not only principal coins of early medieval north India but also South Indian coins from 320CE to1300 CE.

**Course outcomes:** After completing this course students will have a familiarity with the coins of one of the major ruling powers of India like Guptas. The characteristic features and legends in different languages and scripts on the coins of Chalukyas, Kadambas, Cholas and Pandyas help them in using these coins as a source of reconstructing the history of South Indian powers.

### **S.13**

#### **Social History of India upto 400 CE**

**Course Objectives:** This course will concentrate on the aspects of social history in the early historic period. It will begin with an analytical discussion around the use of sources in understanding social history. The sources will include both literature and archeology. The evolution of Varna-Jati system along with social evils like untouchability and slavery will also be discussed. The continuity and changes in the Asrama system as discussed in the normative texts will also be critically analyzed. The position of women, represented in the normative texts and exemplified in the narrative texts will be studied comparatively.

**Course Outcome:** The students are expected to learn the basics scholarship in social history by the conclusion of this paper.

### **S.14**

#### **Gender Studies: Women in Ancient India**

## OBJECTIVES AND OUTCOMES

**Course Objectives:** This course will introduce the students with the concept of Gender itself. The work will attempt to historicize the concept to better understand changes in the given paradigm over time. The study will begin with looking at the position of women in the pre-historic society followed by debates revolving the mother goddess cults. The study will continue by analyzing the representation of women in different religious cults like Vaishnavism, Shaktism, Buddhism, Tantricism, Bhakti etc. The study will then attempt to study the history of ordinary women, their lives as represented in the normative texts. This will include a study of their economic agency within the bounds of ritual constraints. The course will conclude with a brief study of certain extreme practices forced upon by the patriarchal setup. This includes the study of the Sati system, Devadasi system and the idea of Widowhood.

**Course Outcome:** The course will learn to historicize the concept to better understand changes in the given paradigm over time.

### S.15

#### **Social History of India from 400 CE to 1300 CE**

**Course Objectives:** This will be a continuation of the paper mentioned above. It will discuss the social history of the Early Medieval period. So this course will attempt to instruct the students in sources from the Early medieval period, and methods of interpreting them. The course will begin with a discussion of the Vaishyas and the Sudras whose number swell with the changes in the agrarian dynamics. This paper will also discuss the new professional classes like the Kayasthas and the Rajputs in context of the early medieval society. The course will conclude with the study of Education system exemplified in Nalanda, Vikramshila and similar places of learning.

**Course Outcome:** The courses will impart the students a critical understanding of the various aspects of caste system and other aspects of early medieval society.

### S.16

#### **Economic History of India up to 400 CE**

**Course Objectives:** As the title of the course suggests, this paper will be an in-depth study of economic history in the Early Historic period. Concept like mode of production, factors of production, distribution of labour etc, will be elucidated in the introduction of this course. The first unit deals with the sources. In this the discussion will be two pronged. The first will be to list out all the major sources used in the reconstruction of the past such as the Arthashastra. The second aspect of be to teach the students methodology to interpret the sources, and also to narrate them in a historical manner. The following unit ensues with the debates around the second urbanization and the process of urbanization itself. The third unit will attempt to understand the agrarian changes that led to the above mentioned urbanization and the sources that shed light on these issues. The production and accumulation of surplus would be a major discussion in this unit. The fourth unit will deal with craft production with special interest on the Mauryan economy, which stands as the prime example of state enterprise. The course will conclude with a discussion on trade and revenue extraction methods in the post-Mauryan period.

**Course Outcome:** Pursuing this paper, the students are expected to learn the immense scholarship in the reconstruction of the economic past. This hopes to inculcate the concept of economic analysis of the ancient past and critical mindset of the students.

**S.17**

**Economic History of India from 400 CE to 1300 CE.**

**Course Objectives:** This paper is in continuation of course S16 which deals with economic history of Early historic period. Under the overarching paradigm of the feudalism debate, the Early medieval economy will be discussed in this course. The study ensues with the critical examination of the concept of ownership of land. This will lead to the study of agrarian structure and methods of craft production in the changed economy. This will be followed by the Urban decay debates with special emphasis on trade and market centres, both old and new. Finally the relationship between feudalism and polity will be discussed towards the end. It is essential to understand the co-relation between these two dominant aspects of the past.

**Course Outcome:** The students are expected to retain ample understanding of Early Medieval Period by the end of this course. They will also gain experience in methods of dealing with primary sources. Finally, the students are expected to gradually develop a better sense of analysis and critical thinking for their future endeavors.

**S.18**

**Themes in Early Indian Social and Economic History**

**Course Objectives:** This is the conclusive paper in the study of socio-economic history. The first unit deals with terminology, their origin and meaning. The inherent and the given meanings of society and economy itself will be discussed. The following units can be divided in two parts. The second and the third units deal with social history, whereas the fourth and the fifth deals with economic history. Varna-Jati and the concept of Samskara, their origins and evolution will be revised. Similarly, the urbanization process and the debates around monetization of economy and guild system will also be discussed. The core purpose of this paper is two-fold. The first objective is a quick revision of socio-economic history, which is stated above. The second and the more important aspect of this work is to help the students willing to indulge themselves in further research.

**Course Outcome:** This would help them to better choose for themes of ancient social and economic history that they might be interested. The discussion in class will also be research oriented.

**S.19**

**Vedic Religion and its Legacy**

**Course Objectives:** The paper initiates the student to the origin and evolution of religion in India. The earliest text based religious practices, rituals, purpose and importance in the context are discussed. The concepts of deities, forces, nature etc as known from the sources will provide the student a historic perspective into the origin of religions.

**Course Outcome:** The student will have an understanding of religious ideas and practices of ancient India from an academic and historic perspective.

**S.20**

**Evolution of Puranic and Hindu Religious Cults, Rituals and Ideas – I**

**Course Objectives:** This paper is a sequel to the previous ones and discusses the further transitions in Vedic religion with the new philosophical propositions in religious ideas. The new concepts, ideas, rituals and practices that carried the legacy of early phase and brought new flavor to the religion are introduced to the students.



**Course Outcome:** The student learns the progress and trajectories of religion in early India from an academic and historic perspective.

### S.21

#### **Evolution of Puranic and Hindu Religious Cults, Rituals and Ideas-II**

**Course Objectives:** The third paper in the series look into the changes in the religious scenario of ancient India. The compositions of new normative texts, new deities and cults, concepts of devotion and its cult, regional developments of religious ideas and practices are the focus of this paper. The students are familiarized to more texts.

**Course Outcome:** the students will have clear understanding of transitions and changes in religion and will be able to understand the geographic context specific reasons for religious and cultural changes

### S.22

#### **Buddhism**

**Objectives:** This paper singularly focuses on Buddhism. The origin, its milieu, the reasons and background are dealt in detail. The development of Buddhism from an order to institutionalized religion, its breaking into branches and spread across places are discussed in the paper.

**Outcome:** The student will learn the historicity of the religion, especially in its socio cultural background and material milieu.

### S.23

#### **Jainism**

**Course Objectives:** The paper focuses on Jainism. It discusses the background, development, basic principles, important preachers and institutions related to the religion. The social significance and branching of the religion and its spread in far wide regions are also part of the syllabus.

**Course Outcome:** The student is expected to learn the historical significance of the religion, its social background and cultural significance.

### S.24

#### **Tantrism**

**Course Objectives:** Tantrism is a major branch of Indian religious practice. It has been applied to the worship of deities from different cults. The paper surveys its origin, development and adoption into different religious sects and practices. It also discuss how the Tantrism is a continuing legacy in Indian belief system.

**Course Outcome:** The students are expected to understand the practices as a social phenomena and intellectual by product of beliefs and practices of ancient India

### S.25

#### **Architecture I: Proto Historic Phase: Stambhas, Stupa and Rock-cut Architecture**

**Course Objectives:** This paper is the first in Art and Architecture specialization. The topics cover the development of art from proto historic to late second millennium CE. Different religious roots of art, ideas, techniques, methods and modes of art production and construction from ancient India is discussed in detail.

**Course Outcome:** the student will be well versed in the early phase of Indian art, its features and characteristics.

### S.26

#### **Architecture II: Temple Architecture (North India)**

**Course Objectives:** the paper is framed to understand the temple architecture of north India, because primarily, temples form the largest number of art evidences, secondly, they are identified with a regional style. This paper looks into the art and science of building temples in the past, their aesthetic appraisal, the reflection of sub regional variation and sensibilities.

**Course Outcome:** The student will be able to identify temples based on stylistic classifications, also understand the progress of art through time and space.

### S.27

#### **Sculpture and Painting**

**Course Objective:** Sculptures and paintings form large part of ancient art evidence. They are mostly found as part of building structures and also in loose form. The development of this art tradition is studied in the backdrop of religion and greater changes in culture and society, so as to use them as sources to study the past.

**Course Outcome:** This study enables the student to understand the meaning, use, purposes and worth of art evidences from ancient times, especially the sculptures and paintings.

### S.28

#### **Architecture III: Temple Architecture (South India)**

**Course Objective:** The regional variety of temple building style of the peninsular region is focused in this paper. It discusses the phases of development, patrons of the art activity, the styles and variations and the methods and techniques. The paper also surveys important sites and monuments in relation to the art.

**Course Outcome:** the learner will be able to identify the regional styles of art, temple structures of different periods and regions.

### S.29

#### **Iconography I: Jain and Buddhist Iconography**

## OBJECTIVES AND OUTCOMES

**Course Objective:** A systematic study of Jain and Buddhist sculptures are offered here. The evolution and development of its iconography, types of icons their features are dealt in detail. The religious nuances of art, reflection of religious changes and other contemporary aspects on art are also discussed.

**Course Outcome:** A student of this course will be able to identify a sculpture with its religious affinity, tentative period, the character and style.

### S.30

#### Iconography II: Brahmanical Iconography

**Course Objectives:** The Brahmanical religion also has produced large number of icons. The paper will study the varieties of icons based on the canonical and sacred texts on which they are based. The sculptures, their features, characteristics and other aspects will be studied. It will also discuss the patrons of art.

**Course Outcome:** A student of this course will be able to identify a sculpture with its religious affinity, tentative period, the character and style.

## M.Phil COURSES in ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY

### Semester- I

#### **Course –I: Research Methodology and Techniques:** (4 Credits/100 Marks)

**Course Objectives:** This course train the researcher to carry out research efficiently and methodically. The technical aspects and tools in every step of research are taught. It covers from the selection of topic to final research report writing.

**Course Output:** The researcher will be able to choose the research topic and suitable methods to carry out the further research and will be able to write the dissertation at the end of the course following this training.

#### **Course- II: Historiography:** (4 Credits/100 Marks)

**Course Objectives:** This paper discuss in detail the theoretical and epistemological aspects of the discipline history. The development, nature and theoretical prepositions of the subject are dealt with in a global perspective to place Indian historiography in context.

**Course Outcome:** The researcher is expected to develop a structured historical sense based on the understanding of the significance and relevance of history in human knowledge production.

### Semester- II

#### **Course-III: Major Themes in Early Indian History, Culture & Archaeology- I (With Special Reference to Eastern India)** (4 Credits/100 Marks)

**Course Objective:** This course is specific on branches of Indian historical studies focusing on Eastern India. The first part on archaeology of eastern India introduce the researcher to the historiography of archaeological researches and important sites in the region. The second section on epigraphy and numismatics deal with typologies of inscriptions, development of

## OBJECTIVES AND OUTCOMES

scripts and coinages. The third section on art and architecture deals with art as the product of social activity and reflection of aesthetics from the past. These three sections together provide a comprehensive understanding for research on eastern India.

**Course Outcome:** The researcher is enabled to focus on eastern India, specifically on the given branches and carry out the research.

### **Semester – II:**

#### **Course No. IV: Major Themes in Early Indian History, Culture & Archaeology: II** **(With Special References to Eastern India)**(4 Credits/100 Marks)

**Course Objectives:** This paper is a sequence of paper III, and focus on social and economic aspects of eastern Indian history. Different theoretical propositions pertaining to study of India social history help the researcher to gain a scientific understanding. The economic aspects of ancient eastern India is second part of the paper. The historical developments of religions and their studies form the third part.

**Course Outcome:** The researchers who intend to focus on the social, economic or religious history will gain strong foundations on the field.

### **Semester III**

#### **Course- V: Reviewing of Published Research work and Written Presentation of a Synopsis.**(4 credits / 100 Marks)

Reviewing of Published research work in the relevant field of research and written presentation of a synopsis on the proposed area/ title of research before the respective Patha-Samiti (Board of Studies). The Patha-Samiti (Board of Studies) concerned shall evaluate the synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (Board of Studies) concerned shall finally nominate the supervisor for each candidate.

### **Ph.D. Course Work in Ancient Indian History, Culture and Archaeology**

#### **Paper-I Historiography and Research Methodology**

**Course Objectives:** This paper is designed as foundation for historical research and divided into two specific sections of historiography and methodology. the chapters are intended to provide a proper understanding of the nature and character of the discipline, its development through stages and various thoughts. The methodology part deals with the process of research writing and history writing.

**Course Outcome:** The paper is expected to provide the necessary insights into the theoretical and structural aspects of the discipline enabling the researcher to carry out research.

#### **Paper- II (Elective)**

## OBJECTIVES AND OUTCOMES

**Course Objectives:** This elective paper comprises themes from different branches of Indian historical studies. It also familiarizes the researcher to brief historiography and recent developments in each field and help them to choose the field of interest and understand the larger context of Indian historiography.

**Course Output:** The researcher will be able to narrow down the interest area as well as being introduced to different branches will enable to conceive research from a broader perspective.

### Department of Economics & Politics

### BA (HONS) in ECONOMICS

#### SEMESTER-I

#### **Core Course 1 (CC-01): INTRODUCTORY MICROECONOMICS**

**Course objectives:** The emphasis of the course will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyse real-life situations.

**Learning Outcomes:** This course is designed to expose first-year students, who may be new to economics, the basic principles of microeconomic theory.

#### **Core Course 2 (CC-02): MATHEMATICAL METHODS IN ECONOMICS-I**

#### **SEMESTER-II**

#### **Core Course 3 (CC-03): INTRODUCTORY MACROECONOMICS**

#### **Core Course 4 (CC-04): MATHEMATICAL METHODS IN ECONOMICS – II**

#### **Course Objectives**

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. This course teaches the method of applying mathematical techniques to economic theory in general.

#### **Learning Outcomes**

The course provides the mathematical foundations necessary for further study of postgraduate economics, statistics, computer science, finance and data analytics. The

## OBJECTIVES AND OUTCOMES

analytical tools introduced in this course have applications wherever optimization techniques are used in business decision-making for managers and entrepreneurs alike. These tools are necessary for anyone seeking employment as an analyst in the corporate world.

### **Semester-III**

#### **Course:CC-05:INTERMEDIATE MICROECONOMICS – I**

(Mathematical Approach)

##### **Course Objective**

It is aimed to be a foundation course on using mathematical tools to understand more clearly various microeconomic analyses and models that students are previously introduced to in a logical way. The discipline of economics is increasingly relying on mathematical techniques to explain complex phenomenon relating to micro and macro issues. The broad objective of this course is to equip the students with basic tools of mathematics and showing examples of how they help in understanding the rational decision making process of an economic agent.

##### **Learning Outcome**

At the end of the course, students are expected to be familiar with basic mathematical techniques like differential and integral calculus and how mathematics deals with limiting situation of a continuous variable. They also learn the techniques and logic of unconstrained optimization, constrained optimization and can deal with discrete and continuous time in analysing inter-temporal decision making. These mathematical tools are shown to be applied to analyse the behaviour of different economic agents like buyers and sellers. These techniques prepare the students to deal with more complex economic systems like General Equilibrium models and Dynamic Optimization, which are covered in different other courses down the line in their pursuit for higher degrees.

### **Course-CC-06**

#### **INTERMEDIATE MACROECONOMICS - I**

##### **Course: CC-07**

#### **STATISTICAL METHODS FOR ECONOMICS**

##### **Course Objective**

The discipline of economics largely depends on information to be processed by the tools of statistics. The objective of this course is to introduce the students to the discipline of statistics and to familiarize them with techniques of information processing that has wide application in economics.

##### **Learning Outcome**

This course introduces the types of information that are collected for various economics analyses and the standard and basic ways to produce and represent summary information hidden in a raw dataset. The course also prepares them to various statistical terms which in their later days become a common language in communicating economic results. The course also prepares the students to venture into more sophisticated statistical analyses like Econometric tools that are integral part of the syllabus in higher classes.

### **SKILL ENHANCING COMPULSORY COURSE**

#### **SEMESTER III/ (SECC-I)**

#### **MATHEMATICAL METHODS-III**

##### **Course Objective**

## OBJECTIVES AND OUTCOMES

In this course students are introduced to the basic mathematical tools necessary to analyze dynamic economic models as well as stochastic models that are crucial to empirical studies. These skills are not only essential prerequisites for many courses on economic growth, development as well as econometrics but also crucial to handle statistical data that is important requirement in various jobs available for students of economics.

### **Learning Outcome**

At the end of this course the student is ready to deal with issues in dynamic economics and to proceed to learn more about statistical methods that analyze empirical data.

## **SEMESTER-IV**

### **Course : CC-08: INTERMEDIATE MICROECONOMICS - II**

#### **Course Objective:**

This course builds on the microeconomic principles studied in the previous Microeconomics courses and provides an analysis of the way in which the market system functions as a mechanism for coordinating the independent choices of individual economic agents. It develops a basis for evaluating the efficiency and equity implications of competition and other market structures, and a perspective on the appropriate role of government. Included are the study of consumer choice, production and cost, market structure, and market failure. Given the emphasis on applications in earlier courses this course will put more emphasis on the mastery of theoretical concepts and analytical tools, although their application to real world problems remains an important part of the course.

#### **Learning obs**

Upon successful completion, students will have the knowledge and skills to: apply economic concepts to solve for choices made by consumers and producers; assess the economic efficiency of market outcomes for different market structures, also in the presence of externalities, and/or when influenced by government intervention

### **Course CC-09: INTERMEDIATE MACROECONOMICS - II**

**Course Objective:** The objective of this course is to teach the foundations of Macroeconomics -- its basic schools of thought like Keynes, Classics, Monetarism, Rational expectations etc.

**Learning outcome:** Students should be able to understand the fundamental debates of Macroeconomics especially focusing on policy discourse -- policy relevance/irrelevance debate across different schools. Thus, not only the theoretical complexities, but also the practical relevance of Macroeconomics could be comprehended.

### **Course: CC-10: INTERNATIONAL ECONOMICS**

#### **Course Objectives:**

This course makes the students familiar with the basic theories of International trade. Starting with the Absolute Advantage of Adam Smith and Comparative Advantage of David Ricardo the course covers most of the fundamental trade theories such as the Heckscher-Ohlin trade theory to the International Product Life cycle theory. They also study the various trade policies such as tariff and quota. They are also taught the basics of international finance that includes study of balance of payments accounts and exchange rate theories. From this course the students get an overall idea of the trade theories developed over time..

#### **Learning Outcomes:**

Upon successful completion of the course, students will have the

1. knowledge and skills to be familiar with the basic models of international trade and their essential properties;
2. Understand the tools taught in class and be able to recognise their application to the analysis of real world fact situations;
3. Read and understand professional economics articles in the field of international trade theory.

### **SKILL ENHANCING COMPULSORY COURSE**

#### **SEMESTER IV / STATISTICAL METHODS-II (SECC II)**

#### **Course Objectives**

The discipline of economics largely depends on information to be processed by the tools of statistics. The objective of this course is to introduce the students to the sampling techniques, problem of inferences and testing of hypothesis - all of these have wide application in economics.

#### **Learning Outcomes**

This course introduces the types of sampling methods and the standard and basic ways to perform testing of hypotheses. The course prepares the students to various statistical techniques which in their later days become a common language in communicating economic results.

### **SEMESTER-V**

#### **Course: CC-11: INDIAN ECONOMY-I**

#### **Course Objectives**

This course gives an overview of India economy. It aims at showing the picture of our economy right from the eve of independence – as underdeveloped one, with low growth as one of the important characteristics – to the present one – as being one of the fastest growing economies. As such, the syllabus covers the plans and strategies taken for the development of the country since independence, with particular focus on paradigm shifts and turning points. Furthermore, the objective is also to equip students with other contemporary issues of our economy such as, human development, inequality, employment and population growth.

#### **Learning Outcomes**



## OBJECTIVES AND OUTCOMES

- (a) To understand the basic characteristics of economic development and growth of Indian economy.
- (b) To be able to understand economic planning in India.
- (c) To analyze new economic policies (privatization, liberalization and globalization) in India.
- (d) To gain knowledge about the contemporary issues of our economy.

### **Course: CC- 12: DEVELOPMENT ECONOMICS-I**

#### **Course Description**

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to strategies and models of development. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking economic and political institutions to development by discussing the role of the state and market in economic development.

### **DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: GROUP-I**

**Course: DSE- (i)**

**Paper: PUBLIC ECONOMICS**

#### **Course Objectives**

The focus of the course, which draws on microeconomic theory, is on the development of analytical tools and their application to key policy issues relating to the spending, taxing and financing activities of government. Particular emphasis is given to recent developments in public economics, including findings from current research, in areas such as behavioural public economics, new empirical methods and policy innovations.

#### **Learning Outcomes**

The course aims to give students an appreciation of the analytical methods in economics for the study of the public sector and the role of the state in principle and in practice; to provide a thorough grounding in the principles underlying the role of the state, the design of social insurance and the welfare state and the design of the tax system and to enable students to understand the practical problems involved in implementing these principles.

#### **Course Description**

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

**Course: DSE (ii)**

**Paper: MONEY AND FINANCIAL MARKETS**

### **Course Description**

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

**Course-DSE (iii)**

**Paper: ECONOMIC HISTORY OF INDIA (1857-1947)**

### **Course Objective**

It is aimed to be a foundation course on the understanding of the history of India, especially the British colonial era from an economics perspective. The objective of the course is to enable them to look at colonial history from a very rational perspective. They are taught economic issues like the theory of economic drain that was actually calculated by Dadabhai Naoroji, trade restrictions, land revenue related policies, etc. It is an important course for the students to understand the foundation of the independent India.

### **Learning Outcome**

At the end of the course, students are expected to look at Indian history more rationally and from an economic perspective. This will help them in their argument and in their thinking process when they discuss about the history of the country.

### **Course Description**

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

**Course- DSE (iv)**

**Paper: ECONOMICS OF HEALTH AND EDUCATION**

### **Course Description**

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

**Semester-VI**

**CC- 13: INDIAN ECONOMY-II**

**Course Description**

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

**CC-14:INTRODUCTORY ECONOMETRICS**

**DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: ECONOMICS**

**GROUP-II**

**Course: DSE-X**

**Subject:**COMPARATIVE ECONOMIC DEVELOPMENT (1850-1950)

**Course Description**

This course investigates selected issues in comparative historical perspective over the 19th century and the first few decades of the 20<sup>th</sup> century. The course focuses on a set of countries, which followed clearly diverse trajectories and patterns of growth to achieve their industrial transition and compares the outcomes of these diverse trajectories on sectoral change, inter-sectoral relations, labour processes and industrial relations and also compares the role of the state in facilitating the respective trajectories.

**Course: DSE-XI**

**Subject: FINANCIAL ECONOMICS**

**Course Description**

This course introduces students to the economics of finance. Some of the basic models used to benchmark valuation of assets and derivatives are studied in detail; these include the CAPM, and the Binomial Option Pricing models. The course ends with a brief introduction to corporate finance.

**Course: DSE-XII**

**Subject: Dissertation /Project**  
**Syllabus for B.A. (Hons.)**

**Generic Elective Courses in Economics**

**Generic Elective in Economics I: Introductory Microeconomics**

**Course Objectives**

The course provides an introduction to a core area of economics known as microeconomics. It considers the operation of a market economy and the problem of how best to allocate society's scarce resources. The course considers the way in which various decision making units in the economy (individuals and firms) make their consumption and production decisions and how these decisions are coordinated. It considers the laws of supply and demand, and introduces the theory of the firm, and its components, production and cost theories and models of market structure. The various causes of market failure are assessed, and consideration is given to public policies designed to correct this market failure.

**Learning Outcomes**

This course aims to develop an understanding of the framework that economists use to analyse choices made by individuals in response to incentives and consider how these choices can also serve the social interest. The course introduces students to models of how individuals and firms interact within markets, when markets fail, and how government policy may improve outcomes for society. A theoretical framework is developed in which students acquire an understanding of how economic agents interact and by doing so develop the literacy and verbal communication skills necessary for presenting arguments of an economic nature.

**Course Description**

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

**Generic Elective in Economics II: Introductory Macroeconomics**

**Course Description**

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

**Generic Elective in Economics III(a): Indian Economy-I**

**Course Objective**

This course gives an overview of India economy. It aims at imparting knowledge about the development process of our economy from the eve of independence. As such, the syllabus covers the plans and strategies taken for the development of the country since independence, with particular focus on paradigm shifts and turning points. Furthermore, the objective is also to equip students with other contemporary issues of our economy such as, human development, inequality, employment and population growth.

## OBJECTIVES AND OUTCOMES

Learning Outcome:

- (a) To have idea of the basic nature of Indian economy.
- (b) To know about the current five year plan and new economic policies.
- (c) To be able to understand about the contemporary issues of our Indian economy.

### **Course Description**

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post -Independence period, with particular emphasis on paradigm shifts and turning points.

### **Generic Elective in Economics III(b): Money and Banking**

#### **Course Description**

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

### **Generic Elective in Economics III(c): Environmental Economics**

#### **Course Description**

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, over-harvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental policies through practical applications of methods for valuation of environmental goods and services and quantification of environmental damages. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

### **Generic Elective in Economics IV(a): Indian Economy-II**

#### **Course Description**

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence.

### **Generic Elective in Economics IV(b): Economic History of India 1857-1947**

#### **Course Description**

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

### **Generic Elective in Economics IV(c): Public Finance**

#### **Course Description**

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

## **MA in ECONOMICS**

### ***M.A.: SEMESTER-I***

#### **C-1. Microeconomics I (50 marks)**

##### **Course Objectives**

This course deals with more recent advances in microeconomic theory and the skills developed in this course will help students to apply the theoretical knowledge in research. Topics to be covered include the following: consumer choice, demand, and their applications in the recent literature, as well as uncertainty, cooperative and non-cooperative game theory, networks, fair allocation and their applications, models of oligopoly, adverse selection, signalling games, principal agent problems and general equilibrium theory.

##### **Learning Outcomes**

On successful completion of this course students will be able to:

1. Understand the latest developments in microeconomic theory
2. Understand the economic modelling of human decisions under uncertainty
3. Analyse and evaluate the design of incentive mechanisms
4. Understand the modelling of one-sided markets such as auction markets

#### **C-2. Macroeconomics–I**

##### **Course Objective and Learning Outcome**

This is a rigorous course to address Macroeconomics from an alternative perspective. The course is centered on a critique of Microfoundation of Macroeconomics and puts forward the demand side Macroeconomics as opposed to the supply side one. The ideas of Keynes and Kalecki were kept in the Centre.

### **Paper: C-3: ECONOMETRICS I (50 MARKS) COMPULSORY**

#### **Course Objectives**

This Course will provide a basic understanding of Classical Linear Regression Models and regression diagnostic. Lectures will focus on introducing the relevant econometric theory and explaining the theory with examples. Equal importance is attached to the development of an intuitive understanding of the material that will allow these econometric tools to be utilised effectively and creatively.

#### **Learning Outcomes**

On successful completion of this Course, students will be able to:

- (a) Learn various basic econometric methods, estimation methods and related econometric theories.
- (b) Apply these methods to data or econometric modelling techniques

### **Paper: C-4: Quantitative Economic Analysis (Total Lectures-60)**

**Course objectives:** The aim of this module is to develop students' ability to apply mathematical techniques in solving economic problems.

**Learning Outcomes:** The course provides students with advanced mathematical skills that are essential for the study and practice of economics at Post Graduate level. The aim will be achieved by introducing mathematical concepts and techniques, solving mathematical problems, and solving economic problems using mathematical techniques.

### **Paper: C-5 :Economic Thought MA SEMESTER II**

#### **Paper: C-6. Micro II Course Objective**

The objective of this course is to train the second semester graduate students in some of the most important technical tools and approaches of the modern theory of decision making: specifically Economics of Uncertainty, Games and Information. In contrast to the standard equilibrium and optimization theories that form the basis of most of undergraduate micro and macro economics, the focus here is on decision making in an uncertain and interactive economic environment where agents are incomplete informed of each others strategies. These methodological tools are presently widely used in every field of micro, macro, public and development economics as well as international and financial economics.

#### **Learning Outcome**

The graduate students who have taken this course can now study and comprehend the technical arguments underlying research in a wide variety of areas as well as select the appropriate method for the theoretical analysis of their own research.

### **Paper: C-7:MACROECONOMICS II**

#### **Course Objectives**

The course discusses at the advanced level the major developments in Macroeconomics, starting from the complete Keynesian model, using figures and algebra. The course (i) presents and compares the major modern macroeconomic theories and their associated policy effectiveness. (ii) provides a detailed account of the Keynesian, new Classical and new Keynesian economics, and various unemployment theories. (iii) offers a detailed analysis of the challenges to Keynesian economics by the new classical economists. (iv) evaluates the relative effectiveness of fiscal and monetary policies associated with the theories considered.

#### **Learning Outcomes**

It provides the students to acquire a sound and up-to-date knowledge on the developments in macroeconomic theories and policies, and understand the behaviour of different economies and explain the behaviour in terms of the standard macroeconomic theories. It enables them to know the type of policy or policy-mix required for correcting deviations from equilibrium condition and for achieving macroeconomic objectives and targets.

### **Paper: C-8 Development Economics**

#### **Course Objective:**

The objective of this course is to teach the fundamental paradigms of development -- classical-neoclassical, structuralist, human development, development management etc.

#### **Learning Outcome:**

Students should be able to understand the major debates on why-what-how pertaining to development and should be able to enter into the contemporary development policy discourses and processes as well, as theoreticians as also practitioners.

### **Paper: C-9. Computer Application**

#### **Course Objective**

The objective of this course is to equip the students to deal with empirical information sets. Applied economics currently deals with large and complex datasets, which should be analysed and interpreted with logic. Other courses impart the knowledge of modelling and developing the logic. However, practical application of those models and logic requires skills to handle a dataset with appropriate software. The objective of this course is to impart that complementary skill to the students.

#### **Learning Outcomes**

The students after this course become reasonably skilled in handling data in a spreadsheet (Excel) and analyse it through specialized software STATA. This is the most widely used software in social sciences and has almost all the routines that are needed for analysing a dataset. The course also prepares the students with basics that they require to know to be a Data Analyst. The course enables them to handle their own data independently in their possible forays in M.Phil/Ph.D.



### SEMESTER II

#### Paper: C-10. Indian Economics

Course Objectives: The objective of this course is to give an overview of India economy. This course develops the macroeconomics of the Indian economy in its dirigiste and "liberal" phases and examines the reasons for the transition from the one to the other. The course covers the evolving monetary, fiscal, balance of payments policies, the performance of the economy and its particular sectors. Furthermore, the objective is also to equip students with other contemporary issues of our economy such as, human development, inequality, employment and poverty.

#### Learning Outcomes

- (a) To able to equip the students with the theoretical, empirical and policy issues relating to the society, polity and economy of India.
- (b) To gain knowledge on the contemporary issues of Indian economy

### OPTIONAL PAPERS

#### SEMESTER III (GROUP A)

#### Paper: OP-1: Industrial Organization

#### Course Objective

This paper familiarizes the graduate student with what Jean Tiroles calls the Second Wave of research in Industrial Organization. The First Wave, associated with Joe Bain and Edward Mason developed the so called Structure-Conduct-Performance (SCP) framework – where market structure (eg number of buyers and sellers, cost structure, product differentiation etc) determined conduct (choice of price, quantity, R&D, investment and advertising) which in turn lead to performance (profits, efficiency, price cost ratio etc) and mainly concentrated on empirical studies. The Second Wave which began in the 1970s was much more involved with theoretical analysis – using the results of modern game theory and economics of information. It challenged the one way relation envisaged in SCP in so far as market structure itself depended on entry and exit, investment and R&D etc. In this paper a number of selected papers in Industrial Organization are discussed by the Instructor and complemented with others presented by the students which are then discussed by the entire class.

#### Learning Outcomes

This paper familiarizes the students with modern theories of Industrial Organization which they may extend, apply or empirically study in their own research. Along with this the emphasis on student presentations and class discussions is to prepare the MA final year students for the job market – academic and non academic – where presentation and discussion skills are extremely important.

### **Paper-OP-2: Agricultural Economics-I**

#### **Course Objectives:**

The course discusses some important microeconomic and institutional aspects of Agricultural Economics at the theoretical and empirical levels. It discusses (i) the production and consumption behaviour of agricultural households in terms of agricultural household models under various conditions including complete/incomplete markets with or without uncertainty and risk in production and/or in factor markets; (ii) the behaviour of agricultural households in supplying and marketing their products; (iii) efficiency and existence of share cropping relative to other forms of contractual arrangements such as wage-contract and fixed-rent contract; (iv) inter-linked transactions in rural markets; and (v) spatial integration of agricultural markets.

#### **Learning outcomes**

It helps the students to acquire up-to-date knowledge on the developments in some aspects of Agricultural Economics, and understand and explain the behaviour of agricultural households in terms of the theories and empirical evidence in the context of Indian agriculture. It enables them to understand the type of policies needed to improve the condition of farming communities.

### **Paper: OP-3: Trade Theory**

#### **Course Objective:**

International Trade deals with the economics of globalization or cross-border economic activities. More specifically, the course focuses on international transactions that involve a movement of goods and services (trade flows) or of factors of production (migration, foreign direct investment). Three themes are explored: the basis of trade, the pattern of trade, and the gains from trade. We will also study models of trade where factors of production are heterogeneous and so need to match to form production teams. Finally, we will study new trade theory.

#### **Learning Outcomes:**

By the end of this course, students should understand the concept of different bases for trade and the gains from trade, understand what determines the pattern of trade, and be able to outline the costs, benefits, and impact on income distribution of different instruments of trade protection. They should be able to explain the effects of free trade areas, and of factor mobility. Students should be able to apply the analytical toolbox of trade theory to real world situations in order to make qualitative predictions. So this course will enable the takers to:

1. Provide a written description of each trade models covered in the course explaining the key assumptions and results.
2. Mathematically solve/prove important insights from selected trade models.
3. Summarize existing empirical evidence and critically analyze the evidence in light of the trade models covered in the course.

### **Paper: OP-4. Public Economics & Policy**

### **Paper: OP-5 : Advanced Econometrics-I**

#### **Course Objectives**

## OBJECTIVES AND OUTCOMES

This Course will provide a basic understanding of limited dependent variable models, Simultaneous Equation Models and Dynamic Econometric Models. Lectures will focus on introducing the relevant econometric theory and explaining the theory with examples. Equal importance is attached to the development of an intuitive understanding of the material that will allow these econometric tools to be utilised effectively and creatively.

### **Learning Outcomes**

On successful completion of this Course, students will be able to:

- (c) Learn various advanced econometric methods, estimation methods and related econometric theories.
- (d) Apply these methods to data or econometric modelling techniques
- (e) Use E-views to estimate econometric models, interpret econometric estimates and analyse the results.

### **Paper: OP-6. Political Economy of Development**

#### **Course Objective:**

The objective of this course is to critically evaluate the paradigms of development.

#### **Learning Outcome:**

The course is expected to enhance the ability of the students to understand comprehensively the history of development from classical political economy to contemporary paradigm of development management. This broad but complex vision could be essential not only for academics, but also for policy discourse.

### **OP- 7: General Equilibrium Theory**

#### **Paper: OP-8: Urban Planning and Urban Governance in Developing Countries (with Special Reference to India)**

#### **Course Objectives**

Urban planning and governance interventions in many cities in the Global South have been facing big challenges as rapid population growth has led to resource scarcity, environmental degradation, and social inequality. This Course addresses such challenges at the interface between Urban Studies and Development Studies. We will look at how various forces shape cities, the outcomes of urbanisation for cities and their populations and how urban governments and planners have sought to respond to the challenges of urbanisation. We will explore influential ideas which have changed our thinking about cities and examine some of

## OBJECTIVES AND OUTCOMES

the major global challenges facing cities today. Focusing on urban areas in the Global South, it looks at the city from a variety of spatial scales, from everyday practices of citizens at the grassroots level to the representation of the city within national policy and planning processes. We will pay particular attention to governance issues of the Indian cities, especially the role of global economic processes in producing of urban space, technologies of government and planning and insurgent modes of claiming space and rights.

### **Learning Outcomes**

The students will be able to understand issues confronting cities in diverse socioeconomic, political, and cultural circumstances and the challenges and opportunities in formulating appropriate planning interventions. The Course will encourage students to think critically about the ways in which practitioners approach issues and define problems, and the theoretical viewpoints that inform their actions. Students will be able to develop their skills in researching, presenting and debating arguments drawn from the academic literature on international development and urban studies.

### **Semester-IV**

#### **OP11. International Trade Policy**

**Lecture Hours – 60**

#### **Course Objectives**

It attempts to provide an up-to-date and understandable analytical framework for illuminating current events and bringing the excitement of international economics into the classroom. In analyzing both the real and monetary sides of the subject, our approach has been to build up, step by step, a simple, unified framework for communicating the grand traditional insights as well as the newest findings and approaches. To help the student grasp and retain the underlying logic of international economics, we motivate the theoretical development at each stage by pertinent data and policy questions.

#### **Learning Outcomes**

We attempt to take up real life problems and intend to test and solidify students' comprehension. The problems range from routine computational drills to "big picture" questions suitable for classroom discussion. In many problems we ask students to apply what they have learned to real-world data or policy questions. These learning goals help students assess their mastery of the material and motivate them to do further research in this field and excel as successful academicians.

**OP12: Environmental & Resource Economics  
(50 Marks)**

### Course Objectives

The economics of managing environmental and natural resources are increasingly gaining importance in the mainstream economics discourse. This field is growing very fast in terms of the volume of literature as well as in valuation techniques. The field has a very wide canvas starting from global issues like Climate Change to small local issues like municipal solid waste management. The objective of this course is to introduce the students to the broad spectrum and techniques of possible research relating to environment and natural resource management and sustainability.

### Learning Outcomes

At the end of this course, students become aware of almost all the major sub-themes of environmental economics and resource economics. They also get equipped with various valuation techniques, which are often used for environmental valuation studies. Almost every sphere of natural resource management currently deals with the major question of sustainability. The course helps the students to understand the importance of environmentally sustainable decision making, rather than aiming at static optimization and efficiency analysis. The course exposes the students to a wide range of issues that might help them to decide on their future research agenda. The course also helps them to prepare for jobs in the NGO/Development sector.

### Paper: OP-14: Advanced Econometrics II

#### Course Objectives

This course will present an advanced treatment of econometric principles for panel and time series data sets. The course will focus on modern econometric techniques, addressing both technical derivations and practical applications. Applications in the areas of microeconomics, macroeconomics and finance will be considered.

#### Learning Outcomes

On successful completion of this Course, students will be able to:

- (f) Learn various advanced econometric methods, estimation methods and related econometric theories.
- (g) Apply these methods to data or econometric modelling techniques
- (h) Use E-views to estimate econometric models, interpret econometric estimates and analyse the results.

### Optional Paper: OP-15. Health Economics

#### Course Objective:

Health economics is the study of how scarce healthcare resources are allocated among competing interventions and among groups in society. This course introduces basic concepts and practical issues faced by decision makers at all levels in the health system in allocating scarce resources so that the choices they make maximise health benefits to the population. The course content includes modules introducing public health and policy, basic research methods in health, microeconomic theory, health economics, and in-depth modules on concepts and applications of economic evaluation, health care financing, health policy, health system.

#### Learning Outcomes:

## OBJECTIVES AND OUTCOMES

The overall goal of this course is to increase appreciation of role of health economics, health care financing and policy in public health. It will provide a fundamental understanding of key issues in health economics, health care financing, pharmaceutical economics, and economic evaluation for public health practice for informed decision making and implementation. Therefore, the emphasis on analytics will prepare you to address a wide-range of issues in public health, development economics, and more!

### **OP16.Modern Growth Theory**

Total no of Lectures-60

#### **Course Objectives:**

The Course emphasis is on developing formal models that are dynamic in nature. Modern Growth Theory requires a basic understanding of systems of difference and differential equations and techniques of intertemporal optimization. The course provides an elementary introduction to these techniques through some models that use them.

#### **Learning Outcomes:**

This course will discuss recent developments in growth and development, and in particular dynamic macroeconomic theory focusing, among other issues, on labour market distortions, pollution and the heterogeneity of agents (e.g. in wealth, ability, preferences, information structures, etc.).

### **OP17. Economics of Corruption**

#### **Brief**

Corruption is an economic, political, and human rights problem. Almost every country on the planet has some form of corruption. Corruption can undermine economic growth and political stability; lead to efficiency losses; and impede access to resources such as credit or public health; and ultimately reduce governance credibility and effectiveness. Corruption distorts trade and investment flows and it can facilitate illegal activities such as trafficking in women, drugs, or money laundering. In this course, we propose to examine corruption from real world as well as scholarly perspectives. We will use case studies, debates, guest lectures, and items from the news to examine how corruption can affect effective governance at the national and international levels and its trade spillovers. We will also examine how new technologies and strategies (from cell phones to the Extractive Industry Transparency Initiative) can reduce corruption and improve governance.

#### **Course Objective**

Upon completing the course, students will:

- Understand the roots of corruption and its variants;
- Understand the debate among scholarly disciplines on corruption;
- Evaluate how corruption affects and distorts economic growth;
- Be able to assess global and national strategies to reduce corruption; and
- Evaluate how technology can facilitate and undermine accountability.

#### **Learning Outcomes**

## OBJECTIVES AND OUTCOMES

- Be able to comprehend both corruption and anticorruption counterweights.
- Understand strategies at the national and international level to combat corruption.
- Understand how corruption undermines democracy and constrains the voice of the poor.
- Understand its relationship to the resource curse, trade, and other economic activities.
- Understand that transparency does not automatically yield accountability.
- Help students develop comparative evaluation processes and skills essential to citizenship and policy stewardship.

**Paper: OP18: Macroeconomics of Developing Countries**

**Course objective:** The objective of this course is to teach the Macroeconomics suitable for the developing countries.

**Learning outcome:** This course is expected to help the students to understand the structural features of the developing world with an understanding about the corresponding policy discourse.