

SYLLABUS
for
**ANCIENT INDIAN HISTORY, CULTURE &
ARCHAEOLOGY UNDERGRADUATE COURSES
(B.A.HONOURS)**

under
Choice-Based Credit System

Framed

As per the guidelines and syllabic structure provided by the UGC

**Department of Ancient Indian History Culture &
Archaeology, Vidya-Bhavana,
Visva-Bharati, Santiniketan**

2019

ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY UNDERGRADUATE COURSES (B.A. HONOURS)

The syllabus of B.A. Hons. in AIHC & A follows the CBCS pattern as instructed by the UGC guidelines. The structure of the course therefore has twelve core courses to be taught over all the semesters of the course. Ten discipline electives out of which students will select four which will be spread over final two semesters (semester V and semester VI. Other than these we have two SECC (Skill Enhancement core course) and the students of other departments can opt for one Generic paper taught within four semesters.

The core courses are the compulsory courses for the student. The department has common teaching arrangement with the department of modern history in some core course papers as we introduce the students from prehistory to the time of India's independence in 1947. Such a vast chronology needs specialization from both AIHC&A and Modern history departments. Hence the papers I, III and V are to be taught by faculty of AIHC & A. These papers deal with human history beginning from prehistoric period upto 1300 CE which essentially marks the end of the arena of the specialization of AIHC & A. The papers VII, IX, X and XII are to be taught by Modern history department which deals with the medieval period beginning from 1206 CE and ending to 1947, a very important landmark of modern Indian history.

Other than the common teaching core courses, there are certain core courses which are only taught to the students of this department. As after graduation they will be achieving a degree in AIHC & A, archaeology has been made a essential part of the teaching. CC II deals with a short introduction to the basics of archaeology which is also important for them as it will help them to understand the other papers on ancient history where archaeology is an essential methodology. Similarly along with the learning of ancient Indian history, two papers are introduced to them about ancient civilizations of the world comprising Egypt, Mesopotamia, Greece and Rome to give them a world perspective. Each aspect of Ancient Indian History like religion, society, economy and art are also initiated in these core courses as separate papers. The main intention is to initiate them to a broader perspective of the various attributes of ancient Indian history. This will also enable them to understand their preferences while they choose DSE papers in semester V and VII. The DSE papers are special papers focusing in detail on some important themes like Archaeology and Literature, History of Science and Technology, Socio economic history, art and religion.

As per the CBCS structure we also offer to Skill Enhancement courses (SECC) – one on introduction to heritage management and heritage studies and other on introduction to archaeological field methods. The main emphasis here is to impart some hands on practical training to the students so that they are more accustomed to the subject.

There is one Generic paper on Introduction to Indian Civilization spread over four semesters which is an overview of the ancient Indian history for students from other disciplines who wish to have some idea about India's past.

The general outcome of this course is to impart a detail understanding of ancient Indian history culture and archaeology. This has been structured in such a way that the students are well versed and equipped with the nuances of the subject before they enter into specialized postgraduate degree.

NOTE

- Of the Core Courses (or CCs), all 14 (fourteen) of them will be compulsory
- Of the Discipline Specific Electives (or DSEs), students will have to choose 04 (four) out of the 10 (Ten) courses
- The 04 (four) Generic Electives Courses (or GECs) will be offered to students of other departments in fulfilment of the CBCS requirements
- The 02 (two) Skill-Enhancement Courses (or SECs) will be compulsory for the students of the Department of Ancient Indian History Culture & Archaeology

CORE COURSES, or CCs (compulsory)

SL. NO.	Course Titles
COURSE-I	History of India I (From Prehistory-400 BCE)
COURSE-II	Introduction to Archaeology
COURSE-III	History of India-II (400 BCE- Middle of the 7th century CE)
COURSE-IV	Introduction to Ancient Civilizations I: Mesopotamia and Egypt
COURSE-V	History of India-III (700- 1300 CE)
COURSE-VI	Introduction to Ancient Civilizations II: Ancient Europe, Greece and Rome
COURSE-VII	History of India-IV (1206-1526 CE)
COURSE-VIII	Introduction to Indian Society and Economy
COURSE-IX	History of India-V (1526-1707 CE)
COURSE-X	History of India-VI (1707-1857 CE)
COURSE-XI	Introduction to Indian Religion and Philosophy
COURSE-XII	History of India-VII (1857-1947 CE)
COURSE-XIII	Introduction to Indian Art (300 BCE- 1300 CE)
COURSE-XIV	Early India: Sources and Modes of Interpretations

**Common Teaching by Departments of AIHC & A and History in the
Following Papers**

CC-I: History of India I (From Prehistory-400 BCE) To be Taught by AIHC & A

CC-III: History of India-II (400 BCE-Middle of the 7th century CE) To be Taught by AIHC & A

CC-V: History of India-III (700- 1300 CE) To be Taught by AIHC & A

CC-VII: History of India-IV (1206-1526 CE) To be Taught by History Department

CC-IX: History of India-V (1526-1707 CE) To be Taught by History Department

CC-X: History of India-VI (1707-1857 CE) To be Taught by History Department

CC-XII: History of India-VII (1857-1947 CE) To be Taught by History Department

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.

UNIT I: Reconstructing Ancient Indian History

Geographical background

Sources of Ancient Indian History

Changing Interpretations of Ancient Indian History

UNIT II: Hunter-gatherers to Farmers

Paleolithic cultures: Lower/ Middle/ Upper: Sequence and distribution; stone industries and other technological developments.

Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; Rock Art.

Neolithic Cultures.

UNIT III: The Harappan Civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

The Aryan Debate- Cultural transitions- Rig Vedic society, polity, economy and religion-its change in the Later Vedic period-Emphasis on literary and archaeological sources.

UNIT IV. Cultures in transition

India in 600 BC-342 BC; The growth of “states” and kingdoms- the Mahajanapadas- the rise of Magadha, Achaemenian and Macedonian invasions- changes in society, economy and religion.

The growth of “cities”-growth of new religions

The Mauryan Empire-Sources, political history, Asoka’s Dhamma, Mauryan administration, changes in society, economy and religion, changes in art and architecture-decline.

Readings:

1. Basham, A. L: *The Wonder that was India*, London, 1954.
2. -----(ed.): *A Cultural History of India*, New Delhi, 1975.
3. Chakrabarti, D.K, *India: An Archaeological History*, Delhi, 1999.
4. -----: *An Oxford Companion to Indian Archaeology*, New Delhi, 2006.
5. Chattopadhyaya, B. D: *Studying Early India: Archaeology, Texts and Historical Issues*, New Delhi, 2003.
6. Raychaudhuri, H.C, *Political History of Ancient India* with a commentary by B.N.Mukherjee, New Delhi, 1996 (8thedition).

7. Habib, Irfan: *A People's History of India* (Relevant volumes), New Delhi. (Vol. -1, Pre History, 2001, ---Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002).
8. Jha, D. N: *Ancient India: An Introduction*, New Delhi, 1998.
9. Kosambi D.D.: *An Introduction to the Study of Indian History* (reprint) Bombay : Popular Prakashan, 1985
10. Lahiri, Nyanjyot: *The Decline and Fall of the Indus Civilization*, New Delhi, 2000.
11. Majumdar R.C. (Ed.): *The Classical Age*, Bombay: Bhartiya Vidya Bhavan, 1970.
12. Majumdar R.C. (Ed.): *The Struggle for the Empire*: Bombay: Bhartiya Vidya Bhavan, 1971.
13. Majumdar R.C. and A.D. Pusalkar (Ed.): *The Vedic Age*: Bombay: Bhartiya Vidya Bhavan, 1950.
14. Nihar Ranjan Ray, Brajadulal Chattopadhyaya, V.R. Mani and Ranabir Chakravarti (eds.): *A Source Book of Indian Civilization*, Kolkata, 2000.
15. Possehl, G.L (ed.), *Harappan Civilization-A Recent Perspective*, Delhi, 1993.
16. Sharma, R. S, *India's Ancient Past*, New Delhi, OUP, 2007.
17. Sharma, R. S. *Material Culture and Social Formations in Ancient India*, 1983.
18. R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995.
19. Shereen, Ratnagar, *Understanding Harappa*, Delhi, 2001.
20. -----, *The End of the Great Harappan Tradition*, Delhi, 2000.
21. Singh, Upinder, *A History of Ancient and Early Medieval India*. Delhi, 2008.
22. Thapar, Romila, *Ashoka and the Decline of Mauryas (2nd Ed.)*, Oxford University Press, 1973.
23. -----, *The Mauryas*, Revisited, Calcutta, 1987.
24. -----, *Early India: From the Origins to AD 1300*, London, 2002.
25. D. P. Agrawal, *The Archaeology of India*, 1985.
26. Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.
27. K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

Bengali Readings:

1. Ranabir Chakrabarti: *Bharater Itihaser Adi Parva*, Kolkata, 2007.
2. -A.L. Basham: *Ateeter Ujjwal Bharat* (Translation of Wonder that Was India) Progressive Publishers, Kolkata, 2005.
3. D.N Jha: *Adi Bharat: Ekta Sankhito Itihas* (Ancient India: An Introduction), Progressive Publishers.
4. Shereen Ratnagar: *Harappa Sabhyatar Sandhane* (Understanding Harappa), NBA, Kolkata, 2003.
5. H.C Roychowdhury: *Prachin Bharater Itihas* (Political History of Ancient India), Paschimanga Rajya Pustak Parshad, Kolkata.
6. Romila Thapar: *Bharater Itihas*, Orient Longman, Kolkata.
7. -----: *Asoka o Mauryader Patan* (Asoka and the Decline of the Mauryas) KP Bagchi, Kolkata.
8. R.S Sharma: *Aryader Anushandhane* (Looking for the Aryans), Progressive Publishers, Kolkata.
9. -----: *Prachin Bharater Bastugata Sanskriti o Samaj Sanghatan* (Material Culture and social Formations in Ancient India), Orient Longman, 1998.
10. -----: *Prachin Bharater Arthanaitik o Samajik Itihas* (Perspectives in the social and Economic history of early India), 1998.

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.

UNIT I

Definition, Aim, Scope, and Function of Archaeological Investigation
Relation with other disciplines; Archaeological Record: Eco facts, Artifacts
Basic Concepts- Assemblage, Industry, Culture, Site, Layer, Stratigraphy.

UNIT II

Archaeological Survey Techniques: Exploration, Excavation
Archaeological Sites- Location, Formation, Identification
Exploration-Map Reading
Archaeological Photography; Land, Aerial, Marine
Excavation-Vertical, Horizontal
Methods of Dating: Relative and Absolute Dating Methods

UNIT III

Pottery and Stone tool Studies
Methods of Study: Significance of tools, pottery, beads in archaeology
Stone tool techniques and their uses; Basic Tool types & Techniques

UNIT IV

Kinds of Archaeology-Ethno archaeology, Marine archaeology, Salvage Archaeology

UNIT V

Technological developments of archaeological cultures: Stone Age, Bronze Age and IronAge; Settlement archaeology

Readings:

1. Agarwal, D.P. *Dating the Human Past*.
2. Aiken, M.J: *Science based Dating in Archaeology*, London, Longmans, 1990.
3. Allchin, B.& R. *The Rise of Civilization in India and Pakistan*.
4. Atkinson R JC: *Field Archaeology*, London, Mathew and Co. 1953.
5. Bahn, G. Paul. 1998. *Prehistoric Art*. Cambridge: University Press
6. Bell, J. 1994. *Reconstructing Prehistory: Scientific Method in Archaeology*, Philadelphia: Temple University.
7. Binford, L. R. 1973. *An Archaeological Perspective*. New York: Seminar Press.

8. Binford, L.R. 1983. *In Pursuit of the Past: Decoding the Archaeological Record*. London: Thames and Hudson.
9. Binford, L.R. 1983. *Working at Archaeology*. New York: Academic Press.
10. Binford, L.R. 1989. *Debating Archaeology*. New York: Academic Press.
11. Binford, S.R. and. *New Perspective in Archaeology*. Binford, L.R. (Eds.)
12. Butzer, Karl : *Archaeology of Human Ecology*
13. Childe, V.G. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul.
14. Courbin, Paul : *What is Archaeology*, London
15. Daniel, Glyn : *The Origins and Growth of Archaeology*, London, 1967.
16. Daniel, Glyn E. 1975. *150 years of Archaeology*. London: Duckworth.
17. Daniel, Glyn, E. 1981. *A Short History of Archaeology*. London : Thames and Hudson.
18. Day, H. Michael. 1986. *Guide to Fossil Man*. London: Cassell
19. Deetz, J : *Invitation to Archaeology*, New York, 1967.
20. Delson, Eric. 2000. *Encyclopedia of Human Evolution and Prehistory*. London: Garland.
21. Dunnell, R.C. 1971. *Systematic in Prehistory*. New York: Free Press.
22. Embree, Lester 1987. "Archaeology: the Most Basic Science of All" *Antiquity* 61:75-78.
23. Fagan, B. 1988. *In the Beginning: An Introduction to Archaeology*. Glenview (Illinois): Scott, Foresman and Company
24. Frank Hole & Robert F. Heizer : *Prehistoric Archaeology*
25. Frederic Raymond & Alchin B: *Birth of Indian Civilization*
26. Gamble, Clive. 1986. *The Paleolithic settlement of Europe*. Cambridge: University Press
27. Ghosh A. : *Encyclopaedia of Indian Archaeology*, 2008.
28. Habib, I. 2001. *Prehistory*. Tulika.
29. Hester, T.R. : *Field methods in Archaeology*, California, 1975.
30. Hodder, I. 1986. *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed., Cambridge: Cambridge University Press.
31. Hodder, Ian. 1999. *The Archaeological Process: An Introduction*. Oxford: Blackwell Publishers.
32. Hole, F. and R. F. Heizer 1973. *Introduction to Prehistoric Archaeology*. New York: Holt, Reinhart and Winston.
33. Knudson, S.J. 1978. *Culture in Retrospect*. Chicago: Rand McNally.
34. Kuznar, L.A. 1997. *Reclaiming Scientific Anthropology*. Walnut Creek, California: Altamira Press.
35. Price, T.D. 2007. *Principles of Archaeology*. Boston: McGraw Hill
36. Rajan K. : *Archaeology, Principles and Methods*, Tanjavur, 2002.
37. Raman K.V : *Principles and Methods in Archaeology*, Madras 1976.
38. Renfrew, C. : *Theory and Explanation in Archaeology*, London, 1998.
39. Renfrew, C. and P. Bahn 1991. *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson.
40. Sankalia, H.D. : *Pre and Proto History of India and Pakistan*
41. Trigger, Bruce. 1989. *A History of Archaeological Thought*. Cambridge: Cambridge University Press.
42. Wheeler, Mortimer: *Archaeology from the Earth*

History of India II (400 BCE-Middle of the 7th century CE)

Course Objectives: The main objective of this paper is to understand historical processes between 400 BCE to middle of 7th 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.

UNIT I

Interactions and change-Political History from 200 BC-300 AD- Sources-Sungas, Indo-Greeks, Sakas- Kushanas- Administration and structure of state

UNIT II

The Satavahanas with reference to GautamiputraSatakarni, The Western Kshatrapas; Rudradaman; Kharvela-The Cheras, Cholas and Pandhyas-Political, social, economic and religious changes-the growth of trade and 'urban' centers-changes in religious practices-changes in art and architecture

UNIT III

The Guptas-Sources, origin, political history, decline -Nature of Gupta polity, administration, society, economy, cultural developments

UNIT IV

Emerging regional configurations-The Chalukyas of Badami and Pallavas of Kanchi-Political history, Cultural developments- The Pushyabhutis of Thaneswar and Gauda under Sasanka.

Readings:

1. Basam, A. L: *The Wonder that was India*, London, 1954.
2. -----(ed.): *A Cultural History of India*, New Delhi,1975.
3. Chakrabarti, D.K, *India: An Archaeological History*, Delhi, 1999.
4. -----: *An Oxford Companion to Indian Archaeology*, New Delhi,2006.
5. Chattopadhyaya, B. D: *Studying Early India: Archaeology, Texts and Historical Issues*, New Delhi,2003.
6. Devahuti, D. : *Harsh – A Political History*, Oxford : Clarendon Press,1970.
7. H.C. Raychaudhuri, *Political History of Ancient India* with a commentary by B.N.Mukherjee, New Delhi, 1996 (8thedition).

8. ----- *Bengali Translation:PrachinBharaterRajnaitikItihas*, Paschim Banga Rajya Pustak Parshad, Kolkata.
9. Habib, Irfan : *A People's History of India* (Relevant volumes), New Delhi.
10. Jha, D. N. : *Ancient India: An Introduction*, New Delhi, 1998.
11. Kosambi D.D.: *An Introduction to the study of Indian History* (reprint)Bombay : Popular Prakashan,1985
12. Lahiri, Nyanjyot: *The Decline and Fall of the Indus Civilization*, New Delhi, 2000.
13. Majumdar R.C. (Ed.): *The Age of Imperial Kannauj*: Bombay: BhartiyaVidya Bhavan,1971.
14. Majumdar R.C. (Ed.): *The Classical Age*, Bombay: BhartiyaVidya Bhavan,1970.
15. Majumdar R.C. (Ed.): *The struggle for the Empire*: Bombay: BhartiyaVidya Bhavan,1971.
16. Majumdar R.C. and A.D. Pusalkar (Ed.): *The Vedic Age*: Bombay: BhartiyaVidya Bhavan,1950.
17. Majumdar R.C. Raychowdhari H.C, and K. Dutta (1961), *Advanced History of India*: London:Macmillan.
18. NiharRanjan Ray, BrajadulalChattopadhyaya, V.R. Mani and RanabirChakravarti (eds.): *A Source Book of Indian Civilization*, Kolkata, 2000.
19. Possehl, G.L (ed.): *Harappan Civilization-A Recent Perspective*, Delhi,1993.
20. Sharma, R. S : *India's Ancient Past*, New Delhi, 2005.
21. Sastri K.A.N. : *A History of South India*, Madras,1974.
22. Shereen, Ratnagar: *Understanding Harappa*, Delhi, 2001.
23. -----: *The End of the Great Harappan Tradition*, Delhi,2000.
24. Singh, Upinder : *A History of Ancient and Early Medieval India*. Delhi, 2008.
25. Thapar,Romilla: *Ashoka and the Decline of Mauryas* (2ndEd.)Oxford University Press,1973.
26. -----: *The Mauryas, Revisited*, Calcutta, 1987.
27. -----: *Early India: From the Origins to AD 1300*, London, 2002.

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 Mesopotamia and Egypt. This course will familiarize the students with the Origin of Neolithic Revolution, process of Urbanization in Mesopotamia, Sumer from the 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.

PART A: Mesopotamian Civilization

UNIT I

The Geographical Setting- Origin of Mesopotamian Civilization

Neolithic “Revolution”- Causes, Characteristics of Neolithic sites in Levant, Anatolia, Iran and Iraq (Jarmo, Jericho, CatalHuyuk)

Hassuna, Samarra and Halaf Cultures.

UNIT II

Process of Urbanization in Mesopotamia:

A case- study of the Uruk period: c. 4000 to 3100 BCE.

Jemdet Nasr period: c. 3100 to 2900 BCE.

UNIT III

Character of Sumerian City States: Review of Mesopotamian Economy, Religion, Society and Polity.

Mesopotamia from Formative Phase to Persian conquest (The Sumerians, Sargon of Akkad, Babylonians, The Assyrians, The Neo-Babylonians, The Persians)

PART B: Egyptian Civilization

UNIT IV

Formation of Old Kingdom (C.3100 BCE. - 2180 BCE) in Egypt- Beginning of dynastic history. Outline history of the Old Kingdom- From First Dynasty to Eight Dynasty.

UNIT V

The role of Early Egyptians rulers- Their Achievements

Socio - Economic life of Egypt.

UNIT VI

Egyptian Religion, Funerary Customs and Eschatological Belief
Construction of Pyramids.

Readings:

Egypt:

1. Alfred C. (1998-3rd edition): *The Egyptians*, Thames and Hudson, London.
2. Arthur, Goldschmidt Jr. A Brief History of Egypt. Pennsylvania State University.
3. B. Trigger, *Ancient Egypt : A Social History*.
4. Breasted, J.H. History of Egypt.
5. Cyril Aldred, *The Egyptians*. Thames and Hudson, London, 1998.
6. Edward, I.E.S., *The Pyramids of Egypt*.
7. Egypt of the Pharaohs. *The Courier*, September 1988.
8. Frankfurt, H. *Ancient Egyptian Religion*.
9. John Ruffle, *Heritage of the Pharaohs*. Oxford, 1977.
10. Kemp Barry, J.(1998) :*Ancient Egypt*, Routledge, London and New York.
11. Petrie, W.M.F., *Social Life in Ancient Egypt*.
12. Smith, Stevenson, W. *The Cambridge Ancient History: The Old Kingdom in Egypt*.
Revised Editions of Volumes I & II, Cambridge University Press.

Mesopotamia:

1. B. Trigger, *Understanding Early Civilizations: A Comparative Study* (CUP, 2003).
2. Brian M. Fagan, *People of the Earth*.
3. C. Redman, *The Rise of Civilisation*(San Francisco, 1978).
4. D. Oates, *The Rise of Civilisation*(Oxford, 1976)
5. George Roux, *Ancient Iraq*. Penguin History, 1992.
6. J. N. Postgate, *Early Mesopotamia: Society and Economy at the dawn of History* (1992).
7. L. Karlovsky and J. Sabloff ed., *Ancient Civilizations: A Study of the Near Eastern and Mesoamerican Civilizations* (new edn, 1995).
8. M. Hammond, *The City in the Ancient World* (Harvard, 1972).
9. McIntosh, Jane. R. *Ancient Mesopotamia: New Perspectives*.
10. Mellart J, *Earliest Civilizations of the Near East*, Thames and Hudson, London. (1965).
11. Mierop M. Van De, *The Ancient Mesopotamia City*, Oxford University Press, Oxford. (1997).
12. Nissen H.J, *The Early History of the Ancient Near East*, Chicago University Press, Chicago. (1988).
13. Reade J, *Mesopotamia*, British Museum Press, London, (1991).
14. Stuart Piggott (ed.), *The Dawn of Civilization*. Thames and Hudson, London, 1961.
15. Susan Pollock, *Ancient Mesopotamia: An Eden that Never Was* (1999).
16. Wooley, C. Leonard. *The Sumerians*.

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.

UNIT I

Historiography and Recent debates; sources and their interpretation, Epigraphy, Numismatics and Literature.

Regional centres of Power after 650 A.D. Upper Ganga basin and Western India: GurjaraPratihara; Eastern India: Palas and Senas; Deccan: Rastrakutas; Central India: Kalachuris and Chandellas; South India: Cholas.

UNIT II

Nature of Polity and structure of state - changes in social and economic structure- Land grants and agrarian expansion - Developments in religion - Temple institution-court literature, origin and development of new castes, Rajputs and Kayasthas.

UNIT III

Arab Invasion of Sindh – its nature and impact; Sultan Mahmud of Ghazni; Muhammad Guri – Foundation of Muslim rule in Northern India; Muslim conquest of Bihar.

UNIT IV

Regions: Historiographical issues; sources; regional chronicles; Bardic narratives; Sufi and Bhakti texts; travelogues.

Readings:

1. Chattopadhyaya, B.D. (1994) *Making of Early Medieval India*. New Delhi: Oxford University Press
2. Gopal, L. (1965) *Economic Life of Northern India, c. A.D. 700-1200*. Delhi: Motilal Banarsidas Publishers
3. Kosambi, D.D. (1956) *An Introduction to the Study of Indian History* Mumbai: Popular Prakashan.
4. Kulke, H. (1998) *The State in India (1000-1700A.D.)* New Delhi: Oxford University Press
5. Majumdar, R.C. (ed.). (2004) *History of Ancient Bengal*. B.R. Publishing Corporation
6. Majumdar, R.C. (ed.). (2009) 5th edition *History and Culture of the Indian People vol. IV & V* Mumbai: Bharatiya Vidya Bhavan
7. Roychaudhari, T. and Habib, I. (eds) (1982) *The Cambridge Economic History of India*, Vol. I. Cambridge University Press
8. Sastri Nilakantha, K.A. (1997) *A History of South India*. New Delhi: Oxford University Press
9. Sharma, R.S. (1987) *Urban Decay in India, c. A.D. 300 – 1000* Munshiram Manoharlal Publishers
10. Sharma, R.S. Shrimali, K.M. (1992) *A Comprehensive History of India 985-1206 AD Vol. 4, Part I* Peoples Publishing House.
11. Sharma R.S. (2009) *Indian Feudalism: Early Medieval Society* Macmillan. Third edition
12. Stein, B. (1980) *Peasant State and Society in Medieval South India* New Delhi: Oxford University Press
13. Stein, B. (1997) *Essays on South India*. Munshiram Manoharlal
14. Subbarayulu, Y. (2011) *The Political Geography of Chola Country* New Delhi: Oxford University Press
15. Veluthat, Kesavan (1993) *The Political Structure of Early Medieval South India*. Orient Longman
16. Yadav, B.N.S. (1973) *Society and Culture in Northern India in the 12th century*. New Delhi: Central Book Depot.
17. Yazdani G. (ed) (1961) *Early History of Deccan, 2 Vols*. Oxford University Press

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.

UNIT I: Ancient Europe

Geographical Background

Cultural Background (before and after about 100 BCE)

Neolithic

Bronze Age

Iron Age

UNIT II: Ancient Greece

Greek City State: Rise of polis – The Athenian and Spartan models

Expansion and Colonization: The Athenian Empire

Peloponnesian War: decline of polis

Slavery and Greek economy

Homeric religion & Mystery Cults in Ancient Greece

Literature and Philosophy in Ancient Greece; festivals and games

Archaeology, Art and Architecture

UNIT III: Ancient Rome

Transition of Roman State from monarchy to Republic

Citizenship in Ancient Rome

Roman expansion in Mediterranean – fall of republic

Roman society; roman economy – urban – rural; Roman domination in Mediterranean trade

Eclectic nature of Roman religious practices – development of Early Church

Literature & Philosophy –Augustan Age of Latin Literature; Games

Archaeology, Art and Architecture

Readings:

1. Bury, J.B,1951: *A History of Greece to the Death of Alexander*, New York.
2. Childe,V.G,1957(6th Edition): *The Dawn of European Civilization*, London: Routledge
3. Childa,V.G 1958: *The Prehistory of European Society*, London Pelican
4. Clark J.D.G 1967:*The Stone Age Hunters*, London: Thames and Hunson
5. Clark J.G.D 1952: *Prehistoric Europe: the economic basis*. London: Metheun.
6. Coles, J.M and A.F Harding 1979. *The Bronze Age in Europe*: London: Metheun
7. Dixon, P.1976: *Barbarian Europe*: London: Phaidon
8. Gimbutas, Ś,1965: *Bronze Age Cultures in Central and Eastern Europe*: London: Mouton
9. Hawkes.C.F.C 1940: *The Prehistoric Foundations of Europe to the Mycenaean Age*. London: Metheun
10. Kirk,J.G(ed.) n.d: *History of the World Civilization: Earliest Times to the Renaissance*, Greenwich: Bison Bones Ltd.
11. Mellars. P.(ed.)1978: *The Early Post-Glacial Settlement of Northern Europe*. London: Duckworth
12. Phillips. P.1980: *The Prehistory of Europe* .London:A.Lane
13. Piggott,S.1961: *The Dawn of Civilization*. London: Thames and Hudson
14. Piggott,S.1965: *Ancient Europe from the Beginning of Agriculture to Classical Antiquity*.Edinburg: University Press
15. Powell, T.G.E.1980: *The Celts*. London: thames and Hudson
16. Renfrew,C 1973: *Before Civilization: The Radiocarbon Revolution and Prehistoric Europe*,London: Cape
17. Renfrew,C 1974: *British Prehistory*. London: Duckworth
18. Savelle, Max (ed.)1960: *A History of World Civilization*, Vol. I, New York: Holt, Rinchart and Winston Inc.
19. Tringham,R.1971: *Hunters, Fishers and Farmers of Eastern Europe:6000-3000B.C.*, London: Hutchison
20. Whittle,A.1998 : *Neolithic of Europe*, Cambridge: Cambridge University Press
21. Lukas de Blois &R.J.Van der Spek :*Introduction to the Ancient World*
22. Marcel LeGlays, Jean-Louis : *A History of Rome* , Voisin& Yann Le Bohec
23. Arthur Gilman : *Rome from the Earliest Times to the End of Republic*
24. Brinmann Klaus : *History of the Roman Republic*
25. Michael Grant : *The World of Rome*

CC-VII

**History of India-IV (1206-1526 CE)
(Taught by History Department)**

UNIT I

Sources

Historiography and Recent Debates

UNIT II

Foundation of the Delhi Sultanate:

The Slave Dynasty; The Khaljis; The Tughlaqs, the Lodis and the Sayyids

UNIT III

Vijayanagara Empire and the Bahmanis: Political History

UNIT IV

Economy: Land System, Trade and Urbanization

Society, Religion and Culture: Bhakti, Sufism and Vaishnavism

Art and Architecture

Education and Learning

UNIT V

Decline of the Delhi Sultanate and the Rise of the Provincial Sultanates

Readings:

1. Asraf, K.M., *Life and Condition of the People of Hindustan*
2. Banerjee, A.C., *The State and Society in Northern India, 1206-1526*
3. *Delhi Sultanate* (Bharatiya Vidya Bhavana Series, Vol. V)
4. Habib, M., and K.A. Nizami, *Comprehensive History of India, Vol. II*
5. Habibullah, A.B.M., *Foundation of Muslim Rule in India*
6. Hussain, A.M., *The Tughluqs*
7. Lal, K.S., *History of the Khaljis*
8. Nizami, K.A., *Some Aspects of Religion and Politics in India during the Thirteenth Century*
9. Nizami, K.A., *Studies in Medieval Indian History and Culture*
10. Noboru, Karashima, *Towards a New Formation: South Indian Society under Vijayanagar*
11. Pandey, A.B., *Early Medieval India*
12. Prasad, Ishwari, *A Short History of Muslim Rule in India*
13. Rashid, A., *Society and Culture in Medieval India*
14. Ray, H.P., *The Winds of Change*

15. Raychaudhury, T. and I. Habib (ed.), *The Cambridge Economic History of India, Vol.I*
16. Sahu, K.P., *Some Aspects of North Indian Social Life*
17. Sharma, R.S., *Indian Feudalism*
18. Srivastava, A.L., *The Delhi Sultanate*
19. Stein, Burton, *Peasant State and Society in Medieval South India*
20. Yadava, B.N.S., *Society and Culture in Northern India in the 12th Century*

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.

Course Outcome: This course will attempt to provide flesh blood and 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.

UNIT I

Importance of study of Society and Economy-Understanding the sources for the study of Social and Economic History.

UNIT II

Origin and Early Stages of Social formation- Concept of Society- Stratification of Society- Historical Growth, distribution of Labour- Concept of Family in Primitive Societies.

UNIT III

Social Organizations and Institutions: Concept of *Varna-Jati*- Ashram System- its origin and historical growth and Impact on Society- *Samskaras*- Aims and Objectives- importance, types.

UNIT IV

Stages in Early Indian Economy- Meaning and Significance of *varta*- Primitive Economy- Harappan Economy- Vedic Agriculture- Urban and Industrial Economy in the 6th Century B.C.

UNIT V

Money Economy and Trade- Imperial Control over Economy with special reference to Mauryan Period- Economic progress in the Gupta Period- Early Medieval Economic Life- Feudalism and its debate.

Readings:

1. A.K.Majumdar, *Concise History of Ancient India*, Vol.III, New Delhi, 1983
2. A.L.Bhasham, *Wonder that was India*
3. A.S.Altekar, *The Position of Women in Hindu Civilization*,
4. -----, *Education in Ancient India*
5. B.P.Roy, *Later Vedic Economy*
6. D.D.Kosambi, *Introduction to the Study of Indian History*
7. H.Chakraborti, *Trade and Commerce in Ancient India*
8. J.N.Banerjee, *Comprehensive History of India*, Vol.II
9. K.A.NilakantaSastri, *A History of South India*, OUP, New Delhi.
10. K.M.Kapadia, *Marriage and Family in India*, Oxford, New Delhi, 1958.
11. N.K.Dutta, *Origin and Growth of Castes in India*, Calcutta, 1931.
12. P.H.Prabhu, *Hindu Social Organisations*, Bombay, 1963.
13. Ranabir Chakraborty, *PrachinBharaterArthanaitikItihaserSandhane*
14. R.C.Majumdar, *The Vedic Age*
15. R.N.Saletone, *Early Indian Economic History*
16. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, New Delhi, 2010
17. R.S.Sharma, *Rethinking of India's Past*, New Delhi, 2011.
18. R.S.Sharma, *Economic History of Ancient India*
19. Shree Ratnakar, *Understanding Harappa*
20. V.K.Thakur, *Urbanisation in Ancient India*

CC-IX

**History of India-V (1526-1707 CE)
(Taught by History Department)**

UNIT I

Sources: Historical approaches, Abul Fazl, Abdul Qadir Badayuni, Abdul Hamid Lahori, Numismatics, Epigraphy
Recent Debates on Mughal Historiography

UNIT II

Foundation of the Mughal Rule: Babur; Humayun; Challenge from the Afghans: Sher Shah and the Sur Empire
Consolidation of the Mughal Rule: Akbar, Jahangir, Shah Jahan

UNIT III

Evolution of Administrative System: Mansab, Jagir.
Economy and Society: Agrarian structure, revenue resources, crafts and industries, trade and commerce
Growth of Urban Centres: Craftsmen and Artisans, Business Communities and Merchants

UNIT IV

Art and Architecture
Language and Literature

UNIT V

Debate on the Decline of the Mughal Empire

Readings:

1. Moreland, W.H., *Agrarian System of Moslem India*
2. Habib, Irfan, *Agrarian System of Mughal India*
3. Stein, Burton, *Peasant State and Society in Medieval South India*
4. Ashraf, K.M., *Life and Conditions of the People of Hindustan*
5. Moosvi, Shireen, *The Economy of the Mughal Empire*
6. Alam, Muzaffar, *The Crisis of Empire in Mughal North India*
7. Chandra, Satish, *Medieval India*

CC-X

**History of India-VI (1707-1857 CE)
(Taught by History Department)**

- I. Theories of Mughal Decline and the Eighteenth Century Transition
- II. Emergence of the Regional States: the Successor States, the Marathas and Mysore
- III. The Establishment of the Company Raj: Anglo-Bengal, Anglo-French, Anglo-Mysore, Anglo-Maratha, Anglo-Sikh and the Case of Awadh, the Subsidiary Alliance system
- IV. The Burgeoning Apparatus of Empire: the Parliament and Company Raj, the Company and its Charter, Ideologies of Empire
- V. Extraction of Revenue and Resources: the Permanent Settlement, Ryotwari, Mahalwari
- VI. Administering the Land: From Discretionary Justice to the Rule of Law, Policing Crime and Criminal Law
- VII. Making of the Colonial Economy: Trade after Plassey, the Western Indian Experience, Agency Houses and Indian Trade
- VIII. Social Change: Orientalist Phase; New Education and the Anglicist Turn; the beginnings of the Bengal Renaissance; Developments in Bombay and Madras; Muslim Response
- IX. The Bengal Renaissance: Raja Rammohun Roy; H.L.V. Derozio and the Young Bengal Movement; Debates about the nature and scope of the 'Renaissance'
- X. Resistance: peasants in history, the Moplahs and Santals, the Great Rebellion of 1857

Readings:

1. Banyopadhyay, Sekhar, *From Plassey to Partition and Beyond*
2. Bayly, C.A., *Rulers, Townsmen, and Bazaars: North Indian Society in the Age of British Expansion 1770-1870*
3. Charlesworth, Neil, *British Rule and the Indian Economy, 1800-1914*
4. Chaudhuri, K.N. (ed.), *The Economic Development of India under the East India Company: A Selection of Contemporary Writings*
5. Dasgupta, Sabyasachi, *In Defence of Honour and Justice: Sepoy Rebellions in the Nineteenth Century*
6. Dasgupta, Subrata, *The Bengal Renaissance: Identity and Creativity from Rammohun Roy to Rabindranath Tagore*
7. David, Saul, *The Indian Mutiny: 1857*
8. Fisher, Michael, *The Politics of British Annexation of India, 1757-1857*
9. Guha, Ranajit, *A Rule of Property for Bengal: An essay on the Idea of Permanent Settlement*
10. Kopf, David, *British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization, 1773-1835*
11. Kumar, Dharma (ed.), *The Cambridge Economic History of India, 1757-1970, vol. II*

12. Metcalf, Thomas R., *Ideologies of the Raj*
13. Siddiqi, Asiya (ed.), *Trade and Finance in Colonial India: 1750-1850*
14. Singha, Radhika, *A Despotism of Law: Crime and Justice in Early Colonial India*
15. Stokes, Eric, *The English Utilitarians and India*
16. Stokes, Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*
17. The *Subaltern Studies* series (relevant articles)

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.

UNIT I.

Foundations of Indian Religion- Fundamental aspect of Pre-Indus and Indus Religion. Vedic Religion, Upanishads.

UNIT II

Sramanic Traditions - Jainism, Buddhism, Ajivikas, Six Heretical Teachers- Niskriyavadin, Sasvatavadin, Materialist, the Septic, Carvakas and Lokayatas.

UNIT III

Puranic Traditions.

UNIT IV

Six systems of Indian Philosophy – Astika and Nastika; Nyaya- Vaisesika; Sankhya and Yoga; Mimamsa Philosophy; Essentials of Vedanta.

Readings:

1. A.A. Macdonell, *Vedic Mythology*, Strassburg, 1897,
2. A.B. Keith, *Religion and Philosophy of Upanishads*, 2 Vols, Cambridge, 1912.
3. A.K.Majumdar, *Concise History of Ancient India*, Vol.III, Hinduism, Society, Religion and Philosophy, Delhi, 1983.
4. A.K.Warder, *Indian Buddhism*, Delhi, 1970.
5. A.L.Basham, *Studies in Indian History and Culture*, Calcutta, 1964.
6. Charles Eliot, *Hinduism and Buddhism*, London, 1921.
7. H.C.Raychaudhuri, *Materials for the Study of Early History of the Vaisnava Sect*, New Delhi, 1975.
8. Narendra Nath Bhattacharyya, *Jain Philosophy Historical Outline*, New Delhi, 1976.
9. P.V.Bapat. *2500 Years of Buddhism*, New Delhi, 1987.
10. ----- *The Wonder that was India*, New York, 1971.

11. R.G.Bhandarkar, *Vaishnavism, Shaivism and Minor Religious Systems*, Varanasi, 1965.
12. ----- *BharatiyaDharmerItihasa*, Calcutta, 2000.
13. RomilaThaper, *The Early India-From the origins to AD 1300*, New Delhi, 2002.
14. S.N.Dasgupta, *A History of Indian Philosophy*, 5 Vols., Cambridge, 1922-1955.
15. T.W.RhysDavids, *History of Indian Buddhism*, London, 1897
16. Upinder Singh, *A History of Ancient and Early Medieval India*, Delhi, 2008

CC-XII

History of India-VII (1857-1947 CE)
(Taught by History Department)

- I. Transformation from Company to Crown
- II. Historiography of Indian Movement
- III. Foundation of Indian National Congress- the Moderate Phase- Economic Critique of Colonialism
- IV. Rise of Muslim Political Identity – Sir Syed Ahmad Khan and Aligarh Movement- Foundation of Muslim League
- V. Rise of Extremism – Swadeshi Movement
- VI. Revolutionary Activities – India and Abroad
- VII. Rise of Gandhi – Era of Mass Movement
- VIII. Gandhian Movements
- IX. Parallel Trends to Gandhian Movements- Women, Dalit, Peasant, Working Class, Muslim, Business Class
- X. Turbulent Forties- RIN Mutiny- Subhas Chandra Bose and INA- Transfer of Power.

Readings:

1. Bagchi, A.K., *Private Investment in India, 1900-1939*
2. Bandopadhyay, S., *Caste, Politics and the Raj: Bengal, 1872-1937*
3. Basu, Nirban, *The Working Class Movement: A Study of the Jute Mills of Bengal, 1937-47*
4. Bayly, C.A., *Origins of Nationality in South Asia*
5. Bhattacharya, S., *Ouponibeshik Bharater Arthaniti, 1850-1947*
6. Bose, Sugata, *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*
7. Bose, Sugata, and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*
8. Brown, Judith, *Gandhi's Rise to Power: Indian Politics, 1915-1922*
9. Brown, Judith, *The Origins of an Asian Democracy*
10. Butalia, Urvashi, *The Other Side of Silence: Violence from the Partition of India*
11. Chakrabarty, D., *Rethinking Working Class History: Bengal, 1890-1940*
12. Chakrabarty, D., *Nationalism and Colonialism in Modern India*
13. Chandra, Bipan; *et al, India's Struggle for Independence*
14. Datta, Pradip Kumar, *Carving Blocs: Communal Ideology in Early Twentieth-Century Bengal*
15. Dhanagare, D.N., *Peasant Movements in India, 1920-50*
16. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*
17. Hasan, Mushirul, ed., *India's Partition: Process, Strategy and Mobilization*
18. Heehs, Peter, *Bomb in Bengal: The Rise of Revolutionary Terrorism in India, 1900-1910*
19. Jalal, Ayesha, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*
20. Jalal, Ayesha, *Self and Sovereignty: Individual and Community in South Asian Islam since 1850*
21. Ray, R.K., *Industrialization in India: 1914-47*

22. Sarkar, Sumit, *Swadeshi Movement in Bengal, 1903-08*(New Edition)
23. Sarkar, Sumit, *Modern India, 1885-1947*
24. Sarkar, Sumit, *Writing Social History*
25. Singh, K. S., *Birsa Munda and His Movement, 1784-190.*

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.

UNIT I: Prehistoric and Proto-historic art

Rock art; Harappan town planning, arts and crafts

UNIT II: Indian art (c. 600 BCE – 600 CE)

Notions of art and craft; Canons of Indian Paintings; Major developments in Stupa, cave and temple art and architecture; Early Indian sculpture: style and iconography

UNIT III: Indian Art (c. 600 CE – 1200 CE)

Temple forms, their architectural features and regional variations; Early illustrated Manuscripts and Mural painting Traditions; Early medieval Sculptures- style and iconography; Indian Bronzes (Chola and Pala-Sena)

Readings:

1. Agarwala, V.S.(2003) *Studies in Indian Art. Reprint* Vishwavidyalaya Prakashan
2. Brown, Percy (2010) *Indian Architecture Buddhist and Hindu Period Reprint*Read Books
3. Coomaraswamy A. (1926). *History of Indian and Indonesian Art*. New York :Dover.
4. Dhar, Parul. Pandya. (ed.). (2011).*Indian Art History Changing Perspectives*. New Delhi: D.K. Publishers
5. Goswamy, B.N. (1986).*Essence of Indian Art*. San Francisco: Asian Art Museum.
6. Gupta, S.P. and Asthana, S. (2002). *Elements of Indian Art*. Indraprastha Museum of Art and Archaeology

7. Havell, E.B.(1911).*Ideals of Indian Art*.J. Murray Publication.
8. Huntington, Susan.(1985).*The Art of Ancient India: Hindu, Buddhist, Jain*. Weatherhill.
9. Mitra, Debala. (1971). *Buddhist Monuments*. New Delhi: ASI
10. Mitter, Partha. (2001). *Indian Art: Oxford History of Art series*. Oxford University Press.
11. Pant, Sushila (1975) *Origin and Development of Stupa Architecture in India*. Bharat Manisha
12. Ray, Niharranjan, (1970). *An Approach to Indian Art*. Calcutta.
13. Saraswati. S.K. *A Survey of Indian Sculpture*. New Delhi: Munishram Publishers

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.

UNIT-I

History-Definition and Scope of History- Process of Historical reconstruction- Role and Function of Historian.

UNIT-II

Sources for the Study of Pre and Proto-history; Tools as source of History - Ethnographic data as Source of History.

UNIT-III

Historical consciousness and notions of the past in early cultures- Greek, Roman, Chinese, Indian (Brahmanical, Buddhist, Jain) and Islamic.

UNIT-IV

Sources for the study of early India- Literary texts (sacred texts, court poetry)- Inscriptions (edicts,*prasastis*, donative records) and Coins- Foreign Accounts- merits and demerits of source material- Art and Architecture.

UNIT-V

Beginning of historical writings in Modern India- Contributions of Missionaries, European scholars and British Administrators.

UNIT-VI

Major Schools of Historiography and representative historians- Imperialist (V.A.Smith), Nationalist (K.P.Jayaswal), Marxist (D.D.Kosambi)- Recent trends in Indian historiography with reference to the study of early India.

Readings:

1. Ghoshal, U.N. *Studies in Indian History and Culture*, Bombay, 1965.

2. Majumdar, R.C. & Pusalkar, A.D. (ed.), *The History and Culture of the Indian People* (Bharatiya Vidya Bhawan Series), Vols. I, Bombay, 1988.
3. Nilakanta Sastri, K.A. *Sources of Indian History*, Bombay, 1961
4. Sheik Ali, B. *History: Its Theory and Method*, Chennai, 1993.
5. Manickam, S. *Theory of History and Method of Research*, Madurai, 1998
6. Pargiter, F.E. *Ancient Indian Historical Traditions*, Delhi, 1972.
7. Pargiter, F.E. *The Purana Text of the Dynasties of the Kali Age*, Oxford, 1913.
8. Rapson, E.J. *The Cambridge History of India*, Vol. I Cambridge, 1922.
9. Winternitz, M. *History of Indian Literature*, Vols. I & II. Delhi, 1987.
10. Allchin B & F.R. *Rise of Civilization in India & Pakistan*, Delhi, 1983.
11. Banerjea, J.N. *The Development of Hindu Iconography*, New Delhi, 1985.
12. Bhandarkar, D.R. Carmichael, *Lectures on Ancient Indian Numismatics*, Calcutta, 1917.
13. Brown, P. *Indian Architecture*, Vol. I. Bombay, 1985.
14. ----- *The Cultural Heritage of India*, Vols. I&II, Calcutta, 1982.
15. Pandey, R.B. *Indian Palaeography*, Varanasi, 1965.
16. Upinder Singh, *A History of Ancient and Early Medieval India*, Delhi, 2008.
17. Richard Salomon. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and Other Indo-Aryan Languages*, New York, 1998.
18. D.C. Sircar, *Indian Epigraphy*, New Delhi, 1965
19. Chattopadhyay, B.D, *Studying Early India: Archaeology, Texts and Historical Issues*, New Delhi, 2003.
20. Carr, E.H. *What is History*, London, 1962.
21. Collingwood, R.G. *The Idea of History*, Oxford, 1961.
22. Sastri, K.A.N., *Historical Methods in Relation to Problem of South Indian History*, Madras, 1941.
23. Warder, A.K., *An Introduction to Indian Historiography*, Bombay, 1972.
24. Sreedharan, E., *A Textbook of Historiography (500 BC to AD 2000)*, New Delhi, 2009.
25. Parmeshwaru Lal Gupta, *Coins*, National Book Trust, New Delhi, reprint, 2013.
26. S.P.Sen (ed.), *Historians and Historiography in Modern India*, Calcutta, 1973.

DISCIPLINE SPECIFIC ELECTIVES, or the DSEs (optional, any *four*)

SL. NO.	Course Titles
COURSE-I	Archaeology and Literature
COURSE-II	History of Science and Technology in Ancient India
COURSE-III	Indian Social and Economic History (From the Beginning of Agriculture to 300 CE)
COURSE-IV	Indian Religious History (From the Beginning to 300 CE)
COURSE-V	Indian Art History (From the Beginning to 300 CE)
COURSE-VI	Indian Social and Economic History (300 CE to 1300 CE)
COURSE-VII	Indian Religious History (300 CE to 1300 CE)
COURSE-VIII	Indian Art History (300 CE to 1300 CE)
COURSE-IX	History of Ancient Southeast Asia
COURSE-X	Ideas and Concepts in Early India

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.

Unit I

Early Literary Sources on India: Overview of Indigenous and Extraneous sources

Epics and the archaeological tradition: Case Studies

Names and Physical Divisions of Early India

Unit II

Political Geography of Early India: Literature and Archaeological sources

Notion of Historical Geography as in literary sources

Notion of Archaeological Geography : Early historic cities and sites

Unit III

Chinese accounts and Buddhist sites

Readings:

1. Bhattacharyi, Sukumari 1975. *Literature in the Vedic Age* (2 Vols). Calcutta Chakrabarti,
2. Dilip .K 2011. *Royal Messages by the Wayside: Historical Geographical Geography of Asokan Edicts*. Delhi: Aryan Books International.
3. Chattopadhyaya, B.D. 1984. *A Survey of Historical Geography of Ancient India*. Calcutta.
4. Chattopadhyaya B.D. 2003. *Studying Early India: Archaeology, Text ad Historical Issues*. Delhi.
5. Cunningham, A. 1871. *Ancient Geography of India: Buddhist Period*. London.
6. Erodsy, George 1988. *Urbanisation in Early Historical India*. Oxford.

7. Lad, Gauri P. 1981. *Mahabharata and Archaeological Evidence*. Pune: Deccan College.
8. Law, B.C. 1954. *Historical Geography of Ancient India*. Paris. Majumdar
9. R.C. (ed.). 1954. *History and Culture of the Indian People*, vols. 2,3,4,5. Bombay: Bharatiya Vidya Bhavan.
10. Majumdar, R.C. (ed.). 1943. *History of Bengal*, Volume I: Ancient Period. Dhaka
11. Roy, T. N. 1983. *The Ganges Civilization : A Critical Study of PGW & NBPW Periods of the Ganga Plains of India*. New Delhi.
12. On Yuan Chwang's Travels in India. Delhi (reprint).

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.

Unit I

Science and technology: Historical Importance

Unit II

Prehistoric Tool Techniques: Palaeolithic tools, Mesolithic tools, Neolithic tools.

Unit III

Major development in different branches of Sciences in Ancient India: (Astronomy, Mathematics, Engineering and Medicine)

- a) Science & Technology during the Harappan period
- b) Science and Technology in Vedic Literature
- c) Development of science & technology during the Mauryan period

Unit IV

Prominent scientists of India since beginning and their achievements:

(Few examples-Jivak, Baudhayan, Aryabhatta, Brahmagupta, Asvaghosa, Nagarjuna, Bhaskaracharya, Varahamihira, Susrata, Charaka, Patanjali)

Unit V

Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India.

Unit VI

Role of Various Sciences in Archaeological Research

Readings:

1. Bag, A.K. (ed.): *History of Technology*, Vol.I.
2. Bhardwaj, H.C.: *Aspects of Ancient Indian Technology*
3. Bhardwaj, H.C. & Sharma, V.L.: *Technology Tools and Appliances*
4. Biswas, A.K. & S. Biswas: *Minerals and Metals in Ancient India*, & Vol. I
5. Bose, D.M., S.N. Sen & B.V. Subbarayappa: *A Concise History of Science in India*
6. Chattopadhyaya, B.D.: *History of Science and Technology in Ancient India*, Vol. II

7. Derry, T.K. & William, T.I. *A Short History of Technology*
9. Chakrabarti, D.K. *The Early use of Iron in India*
10. Forbes, R.J. *Studies in Ancient Technology*
11. Hegde, K.T.M. *An Introduction to Ancient Metallurgy*
12. Kaye, G.R. *Indian Mathematics*
13. Rao, S. Balchandra *Indian Mathematics and Astronomy-Some Landmarks*
15. Sankalia, H.D. *Some Aspects of Prehistoric Technology in India*
16. Saraswati, S.P. *Geometry in Ancient India*
17. Subbarayappa, B.V. *History of Sciences 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.

UNIT I

Sources (archaeological and literary) for the study of early Indian Social and Economic history –their relative importance-- major phases in the history of society and economy in ancient India.

UNIT II

Society and Economy during the early Vedic period—Pastoralism and Agriculture—Family (Men and women)- Rituals, Gods and Sacrifice- emergence of monarchy- concept of four Varnas- social classes and their functions- Use of iron and expansion of agriculture.

UNIT III

Society and economy after 500 BC—Second Urbanisation—Trade and commerce – Traders and craftsmen – Impact on social structure- Birth of new religious movements- Coins and currency system- Society and economy under the Mauryas.

UNIT IV

Maritime trade and economy—Inland and external trade and trade routes—craft production and Guild organisations—Urban centres and port towns- Society and economy in the far south as reflected in early Tamil texts and inscriptions.

UNIT V

Salient features of Social structure in the post Mauryan period—the importance of the Dharmasastras—Varna-Jati – Mixed castes—position of women – Forms of marriage – assimilation of foreign tribes- modes of education.

Readings:

1. R.S.Sharma, *Rethinking of India's Past*, New Delhi, 2011
2. R.S.Sharma, *Economic History of Ancient India*

3. A.K.Majumdar, *Concise History of Ancient India*, Vol.III, New Delhi, 1983
4. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, New Delhi, 2010
5. P.H.Prabhu, *Hindu Social Organisations*
6. A.L.Bhasham, *Wonder that was India*
7. A.S.Altekar, *The Position of Women in Hindu Civilization*
8. -----, *Education in Ancient India*
9. D.D.Kosambi, *Introduction to the Study of Indian History*
10. J.N.Banerjee, *Comprehensive History of India*, Vol.II
11. B.P.Roy, *Later Vedic Economy*
12. R.N.Saletone, *Early Indian Economic History*
13. H.Chakraborti, *Trade and Commerce in Ancient India*
14. V.K.Thakur, *Urbanisation in Ancient India*
15. R.C.Majumdar, *The Vedic Age*
16. N.K.Dutta, *Origin and Growth of Castes in India*, Vol.II
17. Ranabir Chakraborty, *PrachinBharaterArthanaitikItihaserSandhane*
18. K.A.NilakantaSastri, *A History of South India*

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.

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.

UNIT I

Sources- Scope and nature of Indian religious Studies- Foundations of Indian Religion - Fundamental aspect of Indus Religion- Early Vedic Religion - characteristic Features – Worship of Natural Phenomenon, Polytheism, Henotheism, Anthropomorphism, and Monism, Sacrifices-Grand and Domestic

UNIT II

Rigveda and Avesta; Religion, Ritual and Philosophy of later Vedic Religion; The Upanishads.

UNIT III

Material basis for the rise of Intellectual Movements in the 6th Century B.C- Sramanic Traditions- Jainism-Life and Teachings of Parshvanath and Mahavira- The Jain understanding of Reality, Jain Samgha, Jain Sects – Digambara and Svetambara;

UNIT IV

Buddhism-Life and Teaching of the Buddha, Buddhist Samgha, its functions and Organization, importance of Buddhist Councils; Patronage of kings and clans to Buddhism; Early history and philosophy of Ajivikas and Carvakas.

Readings:

1. P.V.Bapat, *2500 years of Buddhism*, New Delhi, 1987.
2. Narendra Nath Bhattacharyya, *Jain philosophy Historical Outline*, New Delhi, 1976.
3. ----- *BharatiyaDharmerItihasa*, Calcutta, 2000.
4. A.L.Basham, *History and Doctrine of the Ajivikas*, London, 1951.
5. A.K.Chatterjee, *A Comprehensive History of Jainism*, Vol.I and II, Calcutta, 1984.
6. S.N.Dasgupta, *A History of Indian Philosophy*, 5 vols, Cambridge, 1922-1955.
7. T.W.RhysDavids, *History of Indian Buddhism*, London, 1897
8. Charles Eliot, *Hinduism and Buddhism*, London, 1921.
9. P.Jash, *Some aspects of Jainism in Eastern India*, 1989.
10. -----, *History of Evolution of Vaisnavism in Eastern India*.
11. ----- *History of Saivism*
12. A.B. Keith, *Religion and Philosophy of Upanishads*, 2vols, Cambridge, 1912.

13. A.A. Macdonell, *Vedic Mythology*, Strassburg, 1897,
14. A.K.Majumdar, *Concise History of Ancient India*, Vol.III, Hinduism, Society, Religion and Philosophy, Delhi,1983.

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.

UNIT I

Introduction- General features of early Indian art- its sacred character- 'Anonymous' Artists- patrons- major phases in early Indian art

UNIT II

Art in the pre and proto historic phases- early rock art- town planning and Art of Indus civilization

UNIT III

Art in the early historical phase- Mauryan court art- early rock-cut monuments- Post-Mauryan art- Buddhist and Jaina monuments- Chaityagrha, Stupa and Vihara- Rock-cut and structural examples

UNIT IV

Rock-cut monuments in different regions-An over view- Western India (Bhaja, Ajanta, Karle), Eastern India (Udayagiri, Khandagiri)- Structural Chaityas and Stupas in Andhra (Amaravati, Nagarjunakonda) and in Taxila

UNIT V

Proliferation of images and icons- Brahmanical, Buddhist and Jain- A brief survey- Art and Religion in early India- Social and economic dimension of early Indian art.

Readings:

1. Agarwala, V.S.(2003) *Studies in Indian Art. Reprint* Vishwavidyalaya Prakashan
2. Brown, Percy (2010) *Indian Architecture Buddhist and Hindu Period Reprint*Read Books
3. Coomaraswamy, A.K.*History of Indian and Indonesian Art.*

4. Dahejia, Vidya.(1978) *Looking Again at Indian Art*. New Delhi: Publication Division, Ministry of Information & Broadcasting
5. Fergusson, J. (1876).*History of Indian and Eastern Architecture*.Vol. 1. J.Murray Publications
6. Fergusson, J. (2018).*Rock-cut Temples of India*.Reprint New Delhi: Creative Media Partners.
7. Gupta, S.P. and Asthana, S. (2002). *Elements of Indian Art*. Indraprastha Museum of Art and Archaeology
8. Havell, E.B.(1911).*Ideals of Indian Art*.J. Murray Publication
9. Mitra, Debala. (1971). *Buddhist Monuments*. New Delhi: ASI
10. Mitra, Debala.*Ajanta*. New Delhi: ASI
11. Mitra, Debala.*Sanchi*. New Delhi: ASI
12. Pant, Susheela. (1975). *Origin and Development of Stupa Architecture*. Bharat Manisha
13. Saraswati, S.K. (1957) *A Survey of Indian Sculptures*. MunshiramManoharlal Publications

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.

Unit I

Sources for the study of social and economic history in the early medieval period—Change in the socio-economic history of the period and the making of the early medieval phase—crisis of Kaliyuga—A Historiographical review

Unit II

Changing patterns in trade and commerce from third to seventh century – Decline in maritime trade and urban centres—vibrant growth in rural economy—trading groups and guilds—currency and medium of exchange—growth of regional economy, society and political centres

Unit III

Society and economy from third to seventh century—Spread of agrarian economy and rural society—Assimilation and Peasantization of tribal groups and the spread of Varna-Jati paradigm—Proliferation of Jatis—Changing position of women—forms of servitude—modes of educations

Unit IV

Society and economy from eighth to twelfth century- Inland and Maritime trade, trade routes—agrarian expansion—ownership of land—land revenue and taxation—land grand documents and emergence of rural aristocracy—social economic role of temple institutions—consolidation of bhakti ideology

Unit V

Perspective on early medieval society—feudalism debate- character of state in early medieval India

Readings:

1. R.S.Sharma, *Rethinking of India's Past*, New Delhi, 2011
2. R.S.Sharma, *Economic History of Ancient India*
3. A.K.Majumdar, *Concise History of Ancient India*, Vol.III, New Delhi, 1983
4. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, New Delhi, 2010
5. P.H.Prabhu, *Hindu Social Organisations*
6. A.L.Bhasham, *Wonder that was India*
7. A.S.Altekar, *The Position of Women in Hindu Civilization*
8. -----, *Education in Ancient India*
9. D.D.Kosambi, *Introduction to the Study of Indian History*
10. J.N.Banerjee, *Comprehensive History of India*, Vol.II
11. R.N.Saletone, *Early Indian Economic History*
12. H.Chakraborti, *Trade and Commerce in Ancient India*
13. V.K.Thakur, *Urbanisation in Ancient India*
14. N.K.Dutta, *Origin and Growth of Castes in India*, Vol.II
15. Ranabir Chakraborty, *PrachinBharaterArthanaitikItihaserSandhane*
16. D.R.Chanana, *Slavery in Ancient India*
17. Sudhakar Chattopadhyaya, *Social Life in Ancient India*
18. R.C.Majumdar, *The Age of Imperial Unity*
19. -----, *Corporate Life in Ancient India*
20. R.S.Sharma, *Early Medieval Society*
21. Sukla Das, *Socio-economic Life in North India (550 AD to 650 AD)*
22. K.A.NilakantaSastri, *A History of South India*
23. KesavenVeluthat, *Early Medieval in South India*

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 3rd 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 3rd century CE to the 13th century CE.

UNIT I

Early Brahmanic Tradition- Bhaktivada in Indian Religious Thought, Concept of Bhakti in Bhagavat Gita, the Bhakti of the Tamil Alvars and Nayanmars.

UNIT II

Brahmanical Religious Sects: Saivism – Origin and Development of Saivism up to Early Christian Centuries, Saiva Sects- Pasupatas, Kapalikas and Mattamayuras, Mathas and Temples affiliated to Saivism; Vaisnavism - Early History of the Bhagavatas, the formation of Vaishnavism, Spread of Vaisnavism, Sakti worship.

UNIT III

Sramanic Sects–Emergence of Mahayana, Vajrayana and Tantrayana; Digambaras and Svetambaras.

Readings:

1. R.G.Bhandarkar, *Vaishnavism, Shaivism and minor Religious Systems*, Varanasi, 1965.
2. N.N.Bhattacharyya, *History of Sakta Religion*, New Delhi, 1974.
3. R.Champakalakshmi, *Religion, Tradition, and Ideology Pre-Colonial South India*, Oxford, 2011.
4. A.K.Majumdar, *Concise History of Ancient India, Vol.III, Hinduism, Society, Religion and Philosophy*, Delhi, 1983.
5. H.C.Raychaudhuri, *Materials for the Study of Early History of the Vaisnava Sect*, New Delhi, 1975

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.

UNIT I

Art activities in the Gupta period- shifts and transitions from earlier trends- progress and culmination of the Rock-cut mode of Architecture and the beginning of Structural Temple Architecture

UNIT II

Growth of Temple building activity in different regions of the sub- continent- Phase I (300-600 AD) - regional styles in Temple Architecture

UNIT III

Phase II (600- 900 AD) - Progress in Temple-building activity in regional centers of art- End of Rock-cut mode

UNIT IV

Phase III (900- 1300 AD)- Matured Phase of the Art of Temple- building- Study of select Temple sites

UNIT V

Social and economic functions of Temple-buildings- Patrons and artists

Readings:

1. Agarwala, V.S., *Studies in Indian Art*
2. Brown, Percy, *Indian Architecture (Buddhist and Hindu period)*
3. Burgess, J., *Ellora Cave Temple*
4. Coomaraswamy, A.K., *History of Indian and Indonesian Art*
5. Desai, D., *Khajuraho*
6. Deva, Krishna, *Khajuraho*
7. Dhaky, M.A., *Indian Temple Forms*
8. Fergusson, J., *History of Indian and Eastern Architecture, 1876*

9. Kramrisch, Stella, *Indian Sculptures*
10. --- -----, *The Hindu temple*
11. Mitra, Debala, *Ajanta*
12. Mitra, Debala, *Bhubaneshwar*
13. Nagaswamy, R., *Mahabalipuram*
14. Rowland, B., *The Art and Architecture of India, 1967*
15. Saraswati, S.,K., *A Survey of Indian Sculptures*

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.

UNIT-I

Introduction- scope- sources

Geographic configuration and topographic features of the region- Ethnic and Racial group composition- Development of History in the region

UNIT-II

Indian concepts of South East Asia- Suvarnavdipa and Suvarnabhumi

Indian migration to South East Asia- Causes-Land and Sea Routes- Beginning of Indian Influence- Introduction of Indian political ideas and conceptions

UNIT-III

Mainland States- Funan- Indo China- Kampuchea- Dynasties, rulers and society- Champa- rulers and society- Pagan- rulers and society- Annam- dynasties, rulers and society- Ayutia- Dynasties, rulers and society

UNIT-IV

Island States- Java- Emergence of Srivijaya, rise of Sailendra power, Indian political relations and decline- Rise of eastern Java under Airlangga- Singhasari dynasty- Majapahit dynasty- Sumatra- dynasties and political course- Philippines- dynasties and political course

UNIT-V

Spread of Indian culture in Myanmar- Buddhism in Myanmar- Spread of Indian Culture in Indonesia, Kampuchea, and Vietnam: Buddhism, Saivism and Vaishnavism.

Readings:

1. R.C. Majumdar. *Suvarnavdipa Part I-II*
2. ----- .*Hindu Colonies in the Far East*
3. ----- .*Champa*
4. K.A.N.Sastri. *History of Srivijaya*
5. -----.*South Indian Influence in the Far East*
6. H.G.Q.Wales. *The Making of Greater India*
7. Coedès, G.*The Indianized states of South-east Asia* translated by S. Brown Cowing
8. Heidhues, M.S.*Southeast Asia: A Concise History*
9. D.G.E. Hall. *A History of South East Asia*
10. B.R. Chatterjee. *Indian Cultural influence in Cambodia*
11. Lieberman, V. *Strange Parallels: Southeast Asia in a Global Context, c. 800-1830*
12. J.G.Taylor. *Indonesia-Peoples and Histories*
13. N.Jamieson. *Understanding Vietnam*
14. Hellwig, T. and Tagliacozzo, E. (eds).*The Indonesia Reader: History, Culture, Politics.*
15. Baker, C. and PasukPhongpaichit. *A History of Thailand*
16. Coe, Michael. *Angkor and the Khmer Civilization*
17. Cribb, R. *Historical Atlas of Indonesia*
18. Sengupta,Sukumar.*Buddhism in South East Asia*
19. Rawson, Philip. *Art of South East Asia*

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.

UNIT I

Vedic Ideas on creation of cosmos and cosmic order
Ideas on space

UNIT II

The concept of Dvipa and Varsha
Ideas on Karma, Dharma and Rebirth: cycles of life, rebirth and moksha
Ideas on social order and its preservation: varna and varna-sankara

UNIT III

Buddhist and Jain ideas on action and their consequences and release (concept of nirvana)

UNIT IV

Concept of Rajya and Raja and the image of ideal ruler
Concept of Akam-Puram and Tinais

Readings:

1. E. Sreedharan, *A Text-book of Historiography 500 BC to AD 2000*, Orient Longman, 2004 (also in Hindi).
2. Habib, Irfan. *Interpreting Indian History*. Northeastern Hill University Publications, Shillong, 1988.
3. Arthur Marwick, *The Nature of History* (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
4. Ramanujan, A.K. *Poems of love and War*
5. Dharwarwar (ed). *Collected Essays of A.K Ramanujan*
6. Raychaudhuri, Hemchandra. *Studies in Indian Antiquities*. Calcutta

GENERIC ELECTIVE COURSES, or the GECs (for students of other departments)

ALL COMPULSORY

SL. NO.	Course Titles
PAPER-I	Ancient Indian Civilization I
PAPER-II	Ancient Indian Civilization II
PAPER III	Ancient Indian Civilization III
PAPER IV	Ancient Indian Civilization IV

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.

UNIT I

Idea of Early India: Geographical framework; Nomenclature, conceptual framework

UNIT II

Sources for Studying Early India: Archaeological and Literary Sources

UNIT III

Early India: A historical framework-Roots of Indian culture (Indus and Vedic cultures) – India in the middle of the first millennium BC – from pastoralism to settled life- emergence of monarchical polity and large territorial kingdoms (Mahajanapada) till the Hoysalas in South.

Readings:

1. Basham, A. L. : *The Wonder that was India*, London, 1954.
2. -----(ed.): *A Cultural History of India*, New Delhi,1975.
3. Chattopadhyaya, B. D: *Studying Early India: Archaeology, Texts and Historical Issues*, New Delhi,2003.
4. ----- *Bengali Translation:PrachinBharaterRajnaitikItihas*, Paschim Banga Rajya Pustak Parshad, Kolkata.
5. Habib, Irfan : *A People's History of India* (Relevant volumes), New Delhi.
6. H.C. Raychaudhuri, *Political History of Ancient India* with a commentary by B.N.Mukherjee, New Delhi, 1996 (8thedition).
7. Jha, D. N. : *Ancient India: An Introduction*, New Delhi, 1998.
8. Kosambi D.D.: *An Introduction to the Study of Indian History* (reprint)Bombay : Popular Prakashan,1985
9. Majumdar R.C. Raychowdhari H.C, and K. Dutta (1961), *Advanced History of India*: London:Macmillan.
10. NiharRanjan Ray, BrajadulalChattopadhyaya, V.R. Mani and RanabirChakravarti (eds.): *A Source Book of Indian Civilization*, Kolkata, 2000.
11. Sharma, R.S., *India's Ancient Past*, New Delhi, 2005.
12. Singh, Upinder, *A History of Ancient and Early Medieval India*
13. Singh, Upinder : *A History of Ancient and Early Medieval India*. Delhi, 2008.
14. Tripathi, R. S. : *History of Ancient India*

15. Thapar, Romila, *The Penguin History of India*

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.

UNIT I: Indian Literature and Languages:

Sanskrit literature: Vedic texts, Epic (Itihasa) literature, Classical literature- Court poetry, narrative poetry, Prose and Drama, Sastras (Dharma, Artha, Kama)- Historical narratives (Caritam); Prakrit literature: Sacred and Secular texts- Jain texts- Katha Saptasari (Sattasai); Pali Literature- Early Tamil literature: Sankam texts, Ethical literature, Epic and Bhakti poetry.

UNIT II: Social Institutions in Ancient India:

Significance of the Study of Social Institutions- Concept of Varna-Jati- Ashrama System and its Significance in Individual and Social framework- Education in Ancient India: origin, aim, objectives and historical survey- Marriage- origin, growth, types: significance in Society- Family: Composition- Position of Women.

UNIT III: Early Indian Economy

Sources for the study of early Indian economic history- stages in the history of economy; economy during the early and later Vedic periods- pastoralism and agriculture- mode of production- use of iron and expansion of agriculture; Economy after 500 BC- Trade and commerce- traders and craftsmen- coins and currency system- Mauryan economy; Inland and External trade and trade-routes- Guild organisations- growth of Urban centres- economic condition in north India under the Guptas and the Deccan; Economy in the post-Gupta period- Maritime trade - Agrarian expansion- Ownership of land- land grants- Feudalism-debate- character of state in early medieval India.

Readings:

1. A.A Macdonell, *History of Sanskrit Literature*
2. Adhya, G.L., *Early Indian Economics, Bombay, 1966*
3. Aiyangar, C.V.R., *Ancient Indian Economic Thought, Varanasi, 1965*

4. A.K.Majumdar, *Concise History of Ancient India*, Vol.III, New Delhi, 1983
5. A.S.Altekar, *The Position of Women in Hindu Civilization*,
6. -----, *Education in Ancient India*
7. Bandopadhyaya, N.C., *Economic Life and Progress in Ancient India*, Calcutta
8. Bose, A.N., *Social and Rural Economics of Northern India, Vol I*, Calcutta, 1966
9. Das, Dipakranjan, *Economic History of Deccan from 1st century AD to 6th century AD*, Delhi, 1971
10. Ghoshal, U.N., *Contribution to the History of Hindu Revenue System*, Calcutta, 1929
11. Gopal, L., *Aspects of Agriculture in Ancient India*, Varanasi, 1980
12. Gopal, L., *Economic Life of Northern India (700-1200 AD)*, Delhi, 1965
13. H.H., Gowen, *History of Indian Literature*
14. Jain, Beena, *Guilds in Ancient India*, Delhi, 1990
15. K.M.Kapadia, *Marriage and Family in India*, Oxford, New Delhi, 1958.
16. M., Krishnamachariar, *History of Classical Sanskrit literature*
17. Maity, S.K., *Economic Life in Northern India in the Gupta Period*, Varanasi, 1970
18. N.K.Dutta, *Origin and Growth of Castes in India*, Calcutta, 1931
19. M. Winternitz, *History of Indian Literature*
20. Om Prakash, *Early land Grants and State Economy*, Allahabad, 1988
21. P.H.Prabhu, *Hindu Social Organisations*, Bombay, 1963.
22. P.V.Kane, *History of Dharmashastras*, Vol.II, Poona, 1974.
23. R.B.Pandey, *Hindu Samskara*,
24. R.K.Mookherji, *Education in Ancient India*, London, 1926.
25. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, New Delhi, 2010
26. R.S.Sharma, *Light on Early Indian Society and Economy*, Bombay, 1966
27. S.N., Dasgupta, *A History of Sanskrit Literature*
28. Sharma, R.S., *Light on Early Indian Society and Economy*, Bombay, 1966
29. -----, *Economic History of Ancient India*, 2011

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 Brahmanic 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.

UNIT I: Early Indian Religious History:

Sources, Scope and nature of Indian religious Studies ; Foundations of Indian Religion - Fundamental aspect of Indus Religion; Early Vedic Religion - characteristic Features – Worship of Natural Phenomenon, Polytheism, Henotheism, Anthropomorphism, and Monism, Sacrifices-Grand and Domestic; Rigveda and Avesta; Religion, Ritual and Philosophy of later Vedic Religion; The Upanishads.

UNIT II: Material basis for the Rise of Intellectual Movements in the 600 B.C: Sramanic Traditions- Jainism-Life and Teachings of Parshvanath and Mahavira; the Jain understanding of Reality, Jain Samgha, Jain Sects – Digambara and Svetambara; Buddhism-Life and Teaching of the Buddha, Buddhist Samgha, its functions and Organization, importance of Buddhist Councils; Patronage of kings and clans to Buddhism; Early history and philosophy of Ajivikas and Carvakas.

UNIT III: Brahmanical Religious Sects:

Saivism – Origin and Development of Saivism up to Early Christian Centuries
Vaisnavism - Early History of the Bhagavatas

UNIT IV: Sramanic Sects

Emergence of Mahayana, Vajrayana and Tantrayana

UNIT V: Impact of Itihasa-Purana Tradition:

Spread of Bhaktimode- theistic traditions: Saiva, Vaishnava, Sakta and other Sampradayas-six systems of Indian philosophy (Darsana) with special focus of uttaramimamsa (Sankaraansramanuja)

UNIT VI: Growth of the Temple Institution

Importance of the Agamas- early Saints of the Bhakti traditions- Alvars and Nayanmars-
Tantric mode of worship- Pasupata, Kapalika and Kalamukhas- Vajrayana Buddhism

Readings:

1. P.V.Bapat, *2500 years of Buddhism*, New Delhi, 1987.
2. A.L.Basham, *Studies in Indian History and Culture*, Calcutta, 1964.
3. ----- *The Wonder that was India*, New York, 1971.
4. R.G.Bhandarkar, *Vaishnavism, Shaivism and Minor Religious Systems*, Varanasi, 1965.
5. Narendra Nath Bhattacharyya, *Jain Philosophy Historical Outline*, New Delhi, 1976.
6. -----*BharatiyaDharmerItihasa*, Calcutta, 2000.
7. H.C.Raychaudhuri, *Materials for the Study of Early History of the Vaisnava Sect*, New Delhi, 1975.
8. Upinder Singh, *A History of Ancient and Early Medieval India*, Delhi, 2008.
9. RomilaThaper, *The Early India-From the origins to AD 1300*, New Delhi, 2002.
10. S.Chattopadhyaya, *Evolution of the Theistic Sects*
11. Charles, Elliot, *Hinduism and Jainism*
12. P.Jash, *History of Saivism*
13. Majumdar, R.C.(ed.), *History and Culture of the Indian People vol I-V*
14. H.C., Raychaudhuri, *Early History of Vaishnava Sects*
15. ----- ,*History and Evolution of Vaishnavism in Eastern India*
16. J.N., Banerjee, *Pancopasana*
17. Narendra Nath Bhattacharya, *BharatiyaDharmerItihas*
18. Majumdar, A.K., *Concise History of Ancient India vol- III*, 198

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.

UNIT I: Early Indian Art:

General features of Art in India- Sacred and Secular traditions in Indian thought and culture

UNIT II: Art: Major Centres of Art from 300BC to 500 CE (from the Mauryan period to the Gupta period):

Mauryan columns- Rock cut and Structural monuments- Chaityagrhas, Stupas, Viharas in north, northwest and Deccan- Sculptures- Buddhist and Brahminical icons- Art of Painting

UNIT III: Origin and Development of Structural stone Temples from 500CE to 1300CE:

Regional styles- important temple centres in different regions (Bhubanesvar, Khajuraho, Pattadakal, Mahabalipuram, Kanchipuram)

Readings:

1. Agarwala, V.S.(2003) *Studies in Indian Art. Reprint* Vishwavidyalaya Prakashan
2. Brown, Percy (2010) *Indian Architecture Buddhist and Hindu Period Reprint* Read Books
3. Coomaraswamy A. (1926). *History of Indian and Indonesian Art*. New York :Dover.
4. Dhar, Parul. Pandya. (ed.). (2011). *Indian Art History Changing Perspectives*. New Delhi: D.K. Publishers
5. Goswamy, B.N. (1986). *Essence of Indian Art*. San Francisco: Asian Art Museum.
6. Gupta, S.P. and Asthana, S. (2002). *Elements of Indian Art*. Indraprastha Museum of Art and Archaeology
7. Havell, E.B.(1911). *Ideals of Indian Art*. J. Murray Publication
8. Huntington, Susan.(1985). *The Art of Ancient India: Hindu, Buddhist, Jain*. Weatherhill.
9. Mitra, Debala. (1971). *Buddhist Monuments*. New Delhi: ASI
10. Mitter, Partha. (2001). *Indian Art: Oxford History of Art series*. Oxford University Press.
11. Pant, Sushila (1975) *Origin and Development of Stupa Architecture in India*. Bharat Manisha
12. Ray, Niharranjan, (1970). *An Approach to Indian Art*. Calcutta.
13. Saraswati. S.K. *A Survey of Indian Sculpture*. New Delhi: Munishram Publishers

SKILL-ENHANCEMENT COURSES or the SECs (*compulsory* for students of AIHC & A Department)

SL. NO.	Course Titles
PAPER-I	Introduction to Heritage Management and Museum Studies
PAPER-II	Introduction to Archaeological Field Methods

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.

UNIT I: Introduction

Definition of Heritage, Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure; importance of Heritage in the Globalized context
Types of Heritage; introduction to heritage management- Heritage Education

UNIT II: Heritage Legislations

Evolution of Heritage Legislation and the Institutional Framework in India; Conventions and Acts-national and internationalHeritage-related government departments, museums, regulatory bodies etc. Role of Archaeological Survey of India (ASI) UNESCO, ICOMOS, ICOM, ICCROM, World Heritage Fund.

UNIT III: Heritage and Development

Impact of Tourism on the Sites and Monuments; Challenges facing Tangible and Intangible Heritage- Development, antiquity smuggling, conflict (to be examined throughspecific case studies)

UNIT IV: Heritage and Museum

The relationship between cultural heritage and Museum-Development of Museums in India; Principles of Museology; Modernization of Museums; Documentation and Exhibition Principles

UNIT V: Heritage Education and Conservation

Heritage Education in India; Importance of Communities in Heritage Management
Conservation Initiatives in India; Issues on Conservation and Heritage Management
Visits toMuseums/Heritage Sites

Readings:

1. Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in).
2. Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2006.
3. Chainani, S. 2007. Heritage and Environment. Mumbai: Urban Design Research Institute, 2007.
4. David Lowenthal, Possessed By The Past: The Heritage Crusade and The Spoils of History, Cambridge, 2010
5. Lahiri, N. Marshaling the Past - Ancient India and its Modern Histories. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
6. Layton, R. P. Stone and J. Thomas. Destruction and Conservation of Cultural Property. London: Routledge, 2001
7. Marie Louise StigSørensen, John Carman. *Heritage Studies: Methods and Approaches* 1st Edition, Routledge; 1 edition (October 28, 2009)
8. Nigam, Dr, M.L , Fundamentals of Museology
9. S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions). New Delhi: INTACH, 1999.
10. Guha-Thakurta Tapati, Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India, Delhi, 2004. Permanent Black.
11. Alchevs, F.Q. : Cultural Tourism in India-Its Scope and Development
12. Arnold, B. "The Contested Past." *Anthropology Today* 15 (1999): 1-4.
13. Berenfeld, M. "Climate Change and Cultural Heritage: Local Evidence, Global Responses," *George Wright Forum* 25 (2008): 66-82.
14. Blake, J. "On Defining the Cultural Heritage," *The International and Comparative Law Quarterly* 49 (2000): 61- 85.
15. Cleere Henry (ed.), *Approaches to Archaeological Heritage*, Cambridge University Press, 2002.
16. Sarkar H., *Museums and Protection of Monuments and Antiquities in India*,
17. Harvey, D.C. "Heritage Pasts and Heritage Presents: Temporality, meaning and the scope of heritage studies." *International Journal of Heritage Studies* 7 (2001): 319-338.
18. Henry Cleere (ed.), *Approaches to Archaeological Heritage*
19. Kharbade, B.V. & S.K. Bhatia : *Preventive Conservation of Information Materials*
20. Matero, F.G. "Heritage, Conservation, and Archaeology: An Introduction," AIA publication.
21. Thebe, P.C. "Intangible Heritage Management: Does World Heritage Listing Help?" in *Of the Past, For the Future*, p. 312-321.
22. UNESCO, *Museums and Monuments - The Organisation of Museums: Practical Advice*, Switzerland, 1960.

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).

UNIT I

Recognizing archaeological sites

UNIT II

Recognizing prehistoric artefacts and their representation

UNIT III

Recognizing historic artefacts: inscriptions, coins and terracotta

UNIT IV

Recognizing historical art: images, temples, secular structures and habitations

Readings:

1. S.K.Chakraborty : Study of Ancient Indian Numismatics(1931).
2. P. L. Gupta, Coins, 4th ed., 1996.
3. P.John Casey : *Understanding Ancient Coins : An Introduction for Archaeologists andHistorians* (1986)
4. Pal, Pratapaditya, ed. : *Indian Terracotta Sculpture : The Early Period*, Marg Publications, Mumbai,2002.
5. Brown, Percy : *Indian Architecture (Buddhist and Hindu)*,D.B.Taraporewala Sons and Co., Mumbai,1956 (Reprint).
6. Chandra, Pramod, ed., *Studies in Indian Temple Architecture*, American Institute of Indian Studies,Varanasi, 1975.
7. J. Balme and A. Paterson. 2006. *Archaeology in Practice*. Blackwell Publishers: U.S.A.