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)

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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

CC-I
History of India I (From Prehistory–400 BCE)

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

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

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:
2. ------------------------(ed.): A Cultural History of India, New Delhi,1975.

Bengali Readings:
7. ----------------: *Asoka o MauryaderPatan*(Asoka and the Decline of the Mauryas) KP Bagchi, Kolkata.
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 Iron Age; Settlement archaeology

Readings:
1. Agarwal, D.P. Dating the Human Past.
12. Butzer, Karl: *Archaeology of Human Ecology*
24. Frank Hole & Robert F. Heizer: *Prehistoric Archaeology*
25. Frederic Raymond & Alchin B: *Birth of Indian Civilization*
40. Sankalia, H.D.: *Pre and Proto History of India and Pakistan*
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:**
9. Habib, Irfan : A People’s History of India (Relevant volumes), New Delhi.
Introduction to Ancient Civilizations I: Mesopotamia and Egypt

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


**Mesopotamia:**

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:

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
Peloponesian 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:

21. Lukas de Blois & R.J. Van der Spek: *Introduction to the Ancient World*
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)
5. Habibullah, A.B.M., Foundation of Muslim Rule in India
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
17. Sharma, R.S., *Indian Feudalism*
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 patterns 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:

2. A.L. Bhasham, *Wonder that was India*
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*
13. Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihaser Sandhane*
14. R.C. Majumdar, *The Vedic Age*
15. R.N. Saletone, *Early Indian Economic History*
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
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
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
10. Kopf, David, British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization, 1773-1835
15. Stokes, Eric, *The English Utilitarians and 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, Matralist, the Septic, Carvakas and Lokayatas.

UNIT III
Puranic Traditions.

UNIT IV
Six system 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,
10. -------------- *The Wonder that was India*, New York, 1971.
13. Romila Thaper, *The Early India-From the origins to AD 1300*, New Delhi, 2002.
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
5. Bhattacharya, S., OuponibeshikBharaterArthaniti, 1850-1947
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
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
24. Sarkar, Sumit, *Writing Social History*
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:
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:**


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

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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:**


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:
2. Bhardwaj, H.C.: Aspects of Ancient Indian Technology
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*
10. Forbes, R.J.: *Studies in Ancient Technology*
11. Hegde, K.T.M.: *An Introduction to Ancient Metallurgy*
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*
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 ne 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**

**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**

**Readings:**
1. R.S.Sharma, *Rethinking of India’s Past*, New Delhi, 2011
2. R.S.Sharma, *Economic History of Ancient India*
5. P.H. Prabhu, *Hindu Social Organisations*
6. A.L. Bhasham, *Wonder that was India*
8. ----------------, *Education in Ancient India*
9. D.D. Kosambi, *Introduction to the Study of Indian History*
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*
17. Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihaser Sandhane*
18. K.A. Nilakanta Sastri, *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:

7. T.W.RhysDavids, History of Indian Buddhism, London,1897
10. ----------History of Evolution of Vaisnavism in Eastern India.
11. ----------History of Saivism
13. A.A. Macdonell, *Vedic Mythology*, Strassburg, 1897,
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:
3. Coomaraswamy, A.K. History of Indian and Indonesian Art.
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*
5. P.H. Prabhu, *Hindu Social Organisations*
6. A.L. Bhasham, *Wonder that was India*
8. --------------, *Education in Ancient India*
9. D.D. Kosambi, *Introduction to the Study of Indian History*
11. R.N. Saleton, *Early Indian Economic History*
12. H. Chakraborti, *Trade and Commerce in Ancient India*
13. V.K. Thakur, *Urbanisation in Ancient India*
15. Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihaser Sandhane*
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. Nilakanta Sastrī, *A History of South India*
23. Kesaven Veluthat, *Early Medieval in South India*
**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 Bhagavat 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:**
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*
10. --- -----, *The Hindu temple*
11. Mitra, Debala, *Ajanta*
12. Mitra, Debala, *Bhubaneshwar*
13. Nagaswamy, R., *Mahabalipuram*
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 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- Suvaradvipa 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. *Suvannadvipa 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*
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*
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:

4. Ramanujan, A.K. *Poems of love and War*
5. Dhawarwarwar (ed). *Collected Essays of A.K Ramanujan*
**GENERIC ELECTIVE COURSES, or the GECs (for students of other departments)**

**ALL COMPULSORY**

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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:

2. ----------------------(ed.): A Cultural History of India, New Delhi, 1975.
5. Habib, Irfan : A People’s History of India (Relevant volumes), New Delhi.
11. Sharma, R.S., India’s Ancient Past, New Delhi, 2005.
12. Singh, Upinder, A History of Ancient and Early Medieval India
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:


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
6. ----------------, *Education in Ancient India*
12. Gopal, L., *Economic Life of Northern India (700-1200 AD)*, Delhi, 1965
13. H.H., Gowen, *History of Indian Literature*
23. R.B.Pandey, *Hindu Samskara*,
28. -----------, *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 Brahmnnic 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:**

3. ---------------- *The Wonder that was India*, New York, 1971.
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*
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, Pattadakkal, Mahabalipuram, Kanchipuram)

Readings:

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

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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 through specific 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 to Museums/Heritage Sites
Readings:

1. Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in).
8. Nigam, Dr, M.L , Fundamentals of Museology
11. Alchevs, F.Q. : Cultural Tourism in India- Its Scope and Development
16. Sarkar H., Museums and Protection of Monuments and Antiquities in India,
18. Henry Cleere (ed.), Approaches to Archaeological Heritage
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: