Semester		Semester-I	Semester-II	Semester-III	Semester-IV	Semester-V	Semester-VI	Semester-VII	Semester-VIII	
Courses		**UG CERTIFICATE**		**UG DIPLOMA**		**UG DEGREE (3 YEARS)**			**4 YR UG (HONS.)**	**4 YR UG (RESEARCH)**
Major	**70**	**4 Credits** Political History of Ancient India (*Circa*600 BCE - 600 CE)	**4 Credits** Political History of North India (*Circa* 600 CE - 1300 CE)	**8 Credits (2 Courses)** **1.** Political History of South India (*Circa* 600 CE – 1300 CE) **2.** Ancient Indian Social Life and Institutions	**14 Credit (3 Courses 4 Credits each), 1 Course-2 Credits** **1.** Ancient Indian Religions: Vedic and Purānic **2.** Ancient Indian Religions: Jainism and Buddhism **3.** Political Ideas and Institutions of Ancient India **4.** Economic Life and Institutions of Ancient India	**14 Credit (3 Courses 4 Credits), 1 Course-2 Credits** **1.** Concepts and Methods of History Writing in Ancient India **2.** Palaeography and Epigraphy of Ancient India (From Beginning to the Gupta Period) **3.** Prehistoric Arch: (From Origin of Man to the Beginning of Agriculture) **4.** Law and Legal Institutions in Ancient India	**16 Credit (4 Course 4 Credits)** **1.** History of Science and Technology in Ancient India (from Beginning to the 6th Century BCE) **2.** Ancient Indian Numismatics: (From beginning to Satavahana Period) **3.** Ancient Indian Art & Architecture (From beginning to Gupta Period) **4.** Proto-historic to Early Historic Archaeology of Indian Subcontinent	**16 Credit (4 Course 4 Credits)** **1.** India's Cultural contacts with South-East Asia or India's Cultural Contact with Outside World **2.** Principal and Methods of Archaeology **3.** History of Science and Technology in Ancient India: (From 600 BCE. to 1200 CE.) **4.** Research Methodology	**16 Credit (4 Course 4 Credits)** **1.** Ancient Indian Numismatics: (From Gupta to Early Medieval Period) **2.** Art & Architecture of Early Medieval period **3.** Paleography and Epigraphy of Early Medieval Period **4.** Historical Geography of Ancient India **or** Iconography & Sculptural Styles of Early Medieval India	**4 Credits One Course** **1.** Literature as a source of Ancient Indian History and Culture
Minor	**50**	**4- Credits** Political History of Ancient India (*Circa*600 BCE - 600 CE)	**4- Credits** Political History of North India (*Circa* 600 CE - 1300 CE)	**4- Credits (Vocational)** Cultural Heritage of Varanasi	**4- Credits** Political Ideas and Institutions of Ancient India	**4- Credits (Vocational)** World Heritage Archaeological Sites and Monuments in India	**4- Credits(Vocational)** Buddhist Circuit of North India	**4- Credits** India's Cultural contacts with South-East Asia	**4- Credits** Historical Geography of Ancient India	**4- Credits** Material Remains as a Source of Ancient Indian History and Culture
Course from other discipline as Multidisciplinary (MD) Foundation Course	**50**	**3- Credits** World Civilizations (Bronze Age to Iron Age)	**3- Credits** Introduction to Art and Architecture of Ancient India	**3- Credits** Indian Knowledge System	----------	----------	----------	----------	----------	----------
Ability Enhancement Course (AEC): MIL and English Language	**50**	**2- Credits** Offered by FoA	**2- Credits** Offered by FoA	**2- Credits** Offered by FoA	**2- Credits** Offered by Faculty of Arts (FoA)	----------	----------	----------	----------	----------
Skill Enhancement Courses (SE)/ Internship/ Dissertation	**50**	**3- Credits** Survey and Documentation of Archaeological Remains	**3- Credits** Field Epigraphy	**3- Credits** Mint and Minting of Coins in ancient India	----------	**2 Credits Summer Internship**	----------	----------	----------	**12- Credits** Research Project/ Dissertation
Value Added Course (VAC):	**50**	**4 Credits** Faculty of Arts (FoA)	**4 Credits (2 Courses of 2 Credit each)** FoA	**2 Credits (** Optional)** FOA	**2 Credits (** Optional)** FOA					
Total Credits (120 Credits)- 3 Year UG Degree + 4 Credit Optional (160 Credits)- 4 Year UG Degree + 4 Credits Optional		**20 Credits**	**20 Credits**	**20 Credits + 2 Credits (Optional)**	**20 Credits + 2 Credits (Optional)**	**20 Credits**	**20 Credits**	**20 Credits**	**20 Credits**	**20 Credits**

- MIL (Modern Indian Language) and English Language.

** Value added Optional Courses: Community Engagement, NCC, NSS, Sports, Culture and Yoga.

*** Multidisciplinary Course opted for shall not be repeated in any semester.

IMPORTANT NOTES:

*** Students may have the option to take Offline as well as ONLINE courses. However, students may take up to 40% of the credits from ONLINE courses in each category. Further, the capping of 40% may be relaxed to 50% for courses in "Others" category to enable them to credit more interesting courses. Students will have to pay the fees for ONLINE courses.**

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMJ 101: Political History of India (Circa 600 BCE - 600 CE)**			
Category of Course[1]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[2]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	This paper aims to provide a comprehensive understanding of the political landscape of ancient India. Students will explore the evolution of political structures, key empires, and significant invasions that shaped the subcontinent. Through detailed study of the Mahājanapadas, the rise and fall of the Magadha and Mauryan empires, the impact of foreign dynasties, and Gupta dynasty the course seeks to illuminate the historical context and dynamics that influenced the political developments and governance of ancient India from the 6th century BCE to the 6th century CE.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Political Condition of India from 6th Century BCE to 4th Century BCE** 1. Political Condition in the sixth century BCE (Mahājanapadas and Republics) 2. Rise of the Magadha Empire from the Haryanka to the Nanda dynasties. 3. Achaemenian Invasions of India (Cyrus, Darius I and Xeraxes) 4. Alexander's Invasion of India.	15
II	**Mauryan Dynasty** 5. Origin 6. Chandragupta Maurya 7. Aśoka 8. Decline of the Mauryan Dynasty	15
III	**Post-Mauryan Dynasty and Foreign Dynasties** 9. Śunga-Kanva 10. Chedi 11. Indo-Greeks, Śaka (western Kshatrapas) and Pahlava 12. Kushāna	15
IV	**Gupta Dynasty** 13. Beginning of the Gupta Power	15

[1] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[2] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	14. Samudragupta 15. Chandragupta II 16. Kumāragupta I and Skandagupta 17. The Hūna and the Fall of the Gupta Empire	
Texts / References	• Dutta, Pundit Bhagavat, *Bharatvarsh ka Brihad Itihas,* Vol. I & II, Delhi, 2000. • Goyal, Sriram, *Magadh*-Satvahan-Kushan Samrajyon ka Yuga, Jodhpur, 1988. • *Goyal, Sriram, Prachin Bharatka Ithihas, Jhodpur press, 1988* • Narain, A.K., *The Indo-Greeks,* New Delhi, 1996. • Puri, B.N., *India Under the Kushanas*, Bombay, 1965. • Jain, Suman, *A Socio-Cultural study of Foreign Dynasties,* New Delhi, 2014 • R.N. Pandey ,*Prachin Bharath ka Rajaneetik or Sanskritik Ithihas,* Prayag, 2008 • Raychoudhury, H.C., *Political History of Ancient India,* Calcutta, 1931. • Raychoudhury, H.C., Prachin *Bhārata K*a *Rajanitika Itihasa*, Allahabad,1980. • Shastri, K.A.N., *TheAge of Nandas and Mauryas,* Varanasi, 1967. • Tripathi, R.S., *Ancient India,* Delhi, 1960. • Gupta P.L., *Gupta Samrajya,* Varanasi, 2022 (Reprint) • Majumdar, R.C. and A.S. Altekar, *The Gupta-Vakataka Age* (Also in Hindi), Chapters 1, 11 and 14, London, 1946. • Majumdar, R.C. and A.D. Pusalker (eds.), *The History and Culture of the Indian People*, Vols. III and IV (relevant chapters), Bombay, 1980. • Pandey, Vimal Chandra, *Pracina Bharata K*a *Rajanitika Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhanand, *Uttar Bharata K*a *Rajanaitik Itihasa,* Lucknow, 1973. • Ray, H.C., *Dynastic History of North India,* Delhi, 1960. • Pandey, Rajbali,*Prachin Bharata*, Varanasi. 2010 (Reprint). The new edition prepared by Vibha Upadhaya • Upadhyaya, Vasudeo, *Gupta Samrajya K*a *Itihasa* (Hindi), Prayag, 1939 • Singh, Upinder. A History of Ancient and Early Medieval India (Also in Hindi), Noida, 2024	
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to analyze the political conditions and the significance of the Mahājanapadas and republics in the 6th century BCE. Evaluate the rise and contributions of the Magadha Empire, including the influence of the Haryanka and Nanda dynasties. Understand the implications of Achaemenian and Alexander's invasions on Indian politics. Assess the establishment, zenith, and decline of the Mauryan dynasty with emphasis on key figures like Chandragupta Maurya and Aśoka. Critically examine the role and impact of post-Mauryan and foreign dynasties such as the Śunga, Kanva, Indo-Greeks, Śaka, and Kushāna on the Indian subcontinent. Detail the rise and achievements of the Gupta dynasty and understand the factors leading to its decline, including the Hūna invasions.	

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMR 101: Political History of India (Circa 600 BCE - 600 CE)**			
Category of Course[3]	Major / **Minor** / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[4]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	This paper aims to provide a comprehensive understanding of the political landscape of ancient India. Students will explore the evolution of political structures, key empires, and significant invasions that shaped the subcontinent. Through detailed study of the Mahājanapadas, the rise and fall of the Magadha and Mauryan empires, the impact of foreign dynasties, and Gupta dynasty the course seeks to illuminate the historical context and dynamics that influenced the political developments and governance of ancient India from the 6th century BCE to the 6th century CE.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Political Condition of India from 6th Century BCE to 4th Century BCE** 1. Political Condition in the sixth century B.C.E (Mahājanapadas and Republics) 2. Rise of the Magadha Empire from the Haryanka to the Nanda dynasties. 3. Achaemenian Invasions of India (Cyrus, Darius I and Xeraxes) 4. Alexander's Invasion of India.	15
II	**Mauryan Dynasty** 5. Origin 6. Chandragupta Maurya 7. Aśoka 8. Decline of the Mauryan Dynasty	15
III	**Post-Mauryan Dynasty and Foreign Dynasties** 9. Śunga-Kanva 10. Chedi 11. Indo-Greeks, Śaka (western Kshatrapas) and Pahlava 12. Kushāna	15
IV		15

[3] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[4] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Gupta Dynasty 13. Beginning of the Gupta Power 14. Samudragupta 15. Chandragupta II 16. Kumāragupta I and Skandagupta 17. The Hūna and the Fall of the Gupta Empire	

Texts / References	• Dutta, Pundit Bhagavat, *Bharatvarsh ka Brihad Itihas,* Vol. I & II, Delhi, 2000. • Goyal, Sriram, *Magadh*-Satvahan-Kushan Samrajyon ka Yuga, Jodhpur, 1988. • *Goyal, Sriram, Prachin Bharatka Ithihas, Jhodpur press, 1988* • Narain, A.K., *The Indo-Greeks,* New Delhi, 1996. • Puri, B.N., *India Under the Kushanas*, Bombay, 1965. • Jain, Suman, *A Socio-Cultural study of Foreign Dynasties,* New Delhi, 2014 • Raychoudhury, H.C., *Political History of Ancient India,* Calcutta, 1931. • Raychoudhury, H.C., Prachin *Bhārata K*a *Rajanitika Itihasa*, Allahabad,1980. • Shastri, K.A.N., *TheAge of Nandas and Mauryas,* Varanasi, 1967. • Tripathi, R.S., *Ancient India,* Delhi, 1960. • Gupta P.L., *Gupta Samrajya,* Varanasi, 2022 (Reprint) • Majumdar, R.C. and A.S. Altekar, *The Gupta-Vakataka Age* (Also in Hindi), Chapters 1, 11 and 14, London, 1946. • Majumdar, R.C. and A.D. Pusalker (eds.), *The History and Culture of the Indian People*, Vols. III and IV (relevant chapters), Bombay, 1980. • Pandey, Vimal Chandra, *Pracina Bharata K*a *Rajanitika Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhanand, *Uttar Bharata K*a *Rajanaitik Itihasa,* Lucknow, 1973. • Ray, H.C., *Dynastic History of North India,* Delhi, 1960. • Pandey, Rajbali,*Prachin Bharata*, Varanasi. 2010 (Reprint). The new edition prepared by Vibha Upadhaya • Tripathi, R.S., *Ancient India* (English and Hindi),Delhi, 1960. • Upadhyaya, Vasudeo, *Gupta Samrajya K*a *Itihasa* (Hindi), Prayag, 1939 • Singh, Upinder. A History of Ancient and Early Medieval India (Also in Hindi), Noida, 2024
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to analyze the political conditions and the significance of the Mahājanapadas and republics in the 6th century BCE. Evaluate the rise and contributions of the Magadha Empire, including the influence of the Haryanka and Nanda dynasties. Understand the implications of Achaemenian and Alexander's invasions on Indian politics. Assess the establishment, zenith, and decline of the Mauryan dynasty with emphasis on key figures like Chandragupta Maurya and Aśoka. Critically examine the role and impact of post-Mauryan and foreign dynasties such as the Śunga, Kanva, Indo-Greeks, Śaka, and Kushāna on the Indian subcontinent. Detail the rise and achievements of the Gupta dynasty and understand the factors leading to its decline, including the Hūna invasions.

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AMD 101: World Civilization (Bronze Age to Iron Age)**			
Category of Course[5]	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / **MD**/Internship/Dissertation (Tick any one of the above)			
Credits[6]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**03**		
	Hour of Teaching (Total)	**45**		
Course Objectives (Not more than 100 words)	In the process of cultural development, as the requirements of the society increased, craft and trade activities intensified at several centers in old world. In due course of time a drastic change appeared in every sphere of life, be it social structure, religion, science and technology, settlement pattern, trade and commerce. We see urban centers in several parts of the world and a well-established social, economic and administrative institution which need to be studied in order to understand how they shaped the present-day world. In this paper an attempt has been made to unravel different facets of ancient Egyptian, Sumerian, Babylonian and Chinese civilizations.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Unit I: Ancient Egypt** 1. Social condition and administration 2. Economic condition 3. Religion and science 4. Art and Architecture 5. Life and achievements of Ikhnaton	15
II	**Unit II: Sumer** 6. Social condition 7. Economic condition 8. Religion and science 9. Art and Architecture	15
III	**Unit III: Babylon & Chinese Civilization** 10. Life and code of Hammūrabi 11. Economic condition of Babylon 12. Social condition of Babylon 13. Religion and science of Babylon 14. Art and Architecture of Babylon 15. Shāng and Chou Age of China	15

[5] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[6] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	16. Life and teachings of Confucius	

Texts / References	• Burns, E.M., P.L. Ralph, R.E. Lerner and S. Meacham, *World Civilizations*, Vol. A, Delhi (Indian Edition), 1991. • Child, V.G., *What Happened in History*, Australia, 1964. • Childe, V. G., *Prachinatam Prachya Sabhyata par Naya Prakasha* (English and Hindi), Patna, 1970. • Durant, *Our Oriental Heritage* (relevant chapters), New York, 1954. • Goyal, S.R., *Vishva Ki Prachina Sabhyataye,* Varanasi, 2004. • Kohl, Philip, *The Making of Bronze Age Eurasia,* Cambridge, 1987. • Latourette, *The Chinese: Their History and Culture*. • Roux, G., *Ancient Iraq*, London, 1964. • Tripathi, R.P., *Vishva Itihas*, Varanasi, 1968. • Murray, M.A., *Splendour That was Egypt,* London, 1949. • Upadhyay, B.S., *The Ancient World,* Hyderabad, 1954. • Hayes, W.C., *Most Ancient Egypt,* Chicago, 1965. • Swain, J.W., *The Ancient World,* Vol. I, New York, 1950. • Field, G.L., *The Grwoth of Civilization,* New York, 1966.
Learning Outcomes (Not more than 100 words)	This study explores the evolution of craft and trade activities in ancient civilizations, including Egyptian, Sumerian, Babylonian, and Chinese societies. As societal demands grew, significant changes occurred in social structures, religion, science, technology, settlement patterns, and commerce. These changes led to the emergence of urban centers and sophisticated social, economic, and administrative institutions. By examining these ancient civilizations, we aim to understand how their advancements and complexities shaped the modern world. This paper unravels various facets of these early cultures, providing insights into their contributions to contemporary society.

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**ASEC 101: Survey and Documentation of Archaeological Remains**			
Category of Course[7]	Major / Minor / Minor (Vocational) / **SEC** / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[8]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**03**		
	Hour of Teaching (Total)	**45**		
Course Objectives (not more than 100 words)	The primary objective of surveying archaeological remains is to systematically locate, record, and document evidence of past human activity**.** This involves a comprehensive exploration of a specific region or site to identify and assess the significance of archaeological resources. This paper will highlight the identifying and recording previously unknown archaeological sites, artifacts, and structures, gathering data to understand past cultures, societies, and sites.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction to surveying methods** 1. Aims and Objectives of Survey 2. Types and methods of Survey 3. Contour Survey	15
II	**A brief Survey of Archaeological sites and Monuments** 4. Prehistoric sites and Rock-paintings 5. Archaeological Sites 6. Buddhist Monuments 7. Rock cut- caves 8. Rock cut Temples, 9. Structural Temples	15
III	**Basic introduction to Documentation** 10. Definition and significance of Documentation 11. Types and methods of Documentation 12. Documentation of archaeological objects at	15

[7] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[8] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	the site 13. Documentation of Antiquities: Definition and Classification 14. Role of Archaeological Drawing, 15. Instruments for Archaeological Drawing	

Texts / References	• *Sarnath & Ajanta,* ASI Guide Book, New Delhi, 1984 • Bajpai, K.D., et.at., *Aitihasik Bhartiya Abhilekha* (Hindi), Jaipur, 1997 • Sircar, D.C., *Select Inscriptions*, Vo. I, Calcutta, 1965 • Gupta, P.L., *Prachin Bharat Ke Pramukh Abhilekha*, Bhag I & II,Varanasi,1996 • Goel, S.R., *Prachin Bhartya Abhilekha Sangraha*, Khand-I, Jaupur, 1982 • Goel, S.R., *Gupta Abhilekha*, Patna, 1974 • Altekar, A.S., *Guptakalin Sikke* • Gupta, P.L., *Bharat Ke Purvakalik Sikke*, Varanasi. • Gupta, P.L., *Coins* • Saraswati, S.K., *A Survey of Indian Sculpture*, Calcutta, 1956. • Banerjee, J.N., *Development of Hindu Iconography*, Calcutta, 1956. • Bhattacharya, B., *The Indian Buddhist Iconography*, New Delhi, 1990 ; *Jain Iconography*, Delhi, 1974. • Joshi,N.P., *Prachin Bharatiya Murti Vigyan* , Patna, 1977. • Ghosh, R.S. Manoranjan, *Rock-Pantings and other antiquities of pre-historic and later times, Memoirs of the ASI*, 1998. • Goel, S.R., *Gupta Abhilekh*, Patna, 1974. • Goel, S.R., *Prācīna Bhāratīya Abhilekha Sangraḥa*, Pt.-I, Jaipur, 1982. • Gupta, P.L., *Prācīna Bhārata Ke Pramukha Abhilekha*, Pts. I and II, Varanasi, 1996. • Joshi, N.P., *Prācīna Bhāratīya Mūrti Vijñāna* (Hindi), Patna, 1977. • Mishra, B.N., *Nālandā,* 3 Vols., relevant chapters, Delhi, 1998. • Patil, D.R., *Antiquarian Remains of Bihar*, Patna, 1967. • Saraswati, S.K., *A Survey of Indian Sculpture*, Calcutta, 1956. • *Sarnath*, ASI Guide Book, New Delhi, 1984. • Sharma, Y.D., *Delhi and its neighbourhood*, ASI Guide Book, N. Delhi, 2001 (Reprint). • Sircar, D.C., *Select Inscriptions*, Vol. I, Calcutta, 1965. • Sivaramamurti, C., *Indian Painting*, Delhi, 1970.
Learning Outcomes (not more than 100 words)	A course on Survey of Archaeological Remains aims to equip students with the knowledge and skills necessary to conduct systematic archaeological surveys. Upon completion of the course, students should be able to demonstrate a comprehensive understanding of the theoretical and methodological foundations of archaeological survey. Students will learn the different types of archaeological surveys and their applications. They will understand the role of survey data in archaeological research and interpretation.

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMJ 201: Political History of North India (*Circa* 600 CE – 1300 CE)**
Category of Course[9]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[10]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**4**		
Hour of Teaching (Total)	**60**		

Course Objectives (not more than 100 words)	This paper aims to provide a detailed examination of the political dynamics and historical developments in North India from the 6th century to the 13th century CE. Students will delve into the histories of significant dynasties such as the Maukharīs, Puśyabhūtis, Pratīhāras, Pālas, Kalacuris, Chandellas and others, exploring their rise, political achievements, and impact. The course seeks to enhance understanding of regional politics, inter-dynastic conflicts, and the socio-political context that shaped the history of early medieval North India.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**History of Kannauj, Pratīhāras and Pālas** 1. Maukharīs and Puśyabhūti Dynasty 2. Rise of Partiharas-Vatsarāja, Nāgabhatta II and Mihira Bhoja 3. Rise of Pālas upto Devapāla	15
II	**The History of Kashmir, West and North West India** 4. Karkota dynasty, Utpala Dynasty and Lohara Dynasty 5. Political History of Sindh 6. History of Caulukyas of Gujarat up to Kumārapāla	15
III	**The Kalacuris, Chandellas and Paramāras** 7. History of Kalacuris up to Laksmīkarna 8. History of Chandellas with special reference to Dhang and Vidyādhar 9. History of Paramāras up to Bhoja	15
IV	**The Gāhadavālas of Kannauj and Cāhamānas of Śākambharī**	15

[9] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[10] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	10. History of Gāhadavālas upto Jayacandra 11. History of Cāhamānas upto Prithvīrāja III	
Texts / References	• Majumdar, R.C. and A.D. Pusalker (eds.), *The History and Culture of the Indian People,* Vols. IV and V (relevant chapters), Bombay, 1988, 1989. • Pandey, Vimal Chandra, *Pracin Bharata K*a *Rajanītika Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhananda, *Uttara Bharata K*a *Rajanaitika Itihasa,* Lucknow, 1973. • Roma Niyogi,*The History of the Gahadavala Dynasty*, Oriental Book Agency, Calcutta 1959 • Upinder Singh,*A History of Ancient and Early Medieval India,* Person, New Delhi, 2019 • V.D. Mahajan,*Ancient India*, S Chand and Company Limited, Ram Nagar, N Pandey, Vimal Chandra, *Pracina Bharata K*a *Rajanitika Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhanand, *Uttar Bharata K*a *Rajanaitik Itihasa,* Lucknow, 1973. ew Delhi, 2018 • Ray, H.C., Dynastic History of North India, Delhi, 1960. • Pandey, Rajbali,Prachin Bharata, Varanasi. 2010 (Reprint). The new edition prepared by Vibha Upadhaya	
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to nderstand the political history and contributions of the Maukharīs and Puśyabhūti dynasties. Analyze the rise and significance of the Pratīhāras and Pālas, focusing on key rulers such as Vatsarāja, Nāgabhatta II, Mihira Bhoja, and Devapāla. Explore the historical developments in Kashmir, West, and North-West India, including the Karkota, Utpala, and Lohara dynasties. Assess the political history of Sindh and the Caulukyas of Gujarat. Examine the histories of the Kalacuris, Candellas, and Paramāras, with attention to notable rulers like Laksmīkarna, Dhang, Vidyādhar, and Bhoja. Detail the rise and impact of the Gāhadavālas and Cāhamānas, with a focus on prominent figures such as Jayacandra and Prithvīrāja III.	

Head of the Department

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Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMR 201: Political History of North India (*Circa* 600 CE - 1300 CE)**			
Category of Course[11]	Major / **Minor** / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[12]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**4**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	This paper aims to provide a detailed examination of the political dynamics and historical developments in North India from the 6th century to the 13th century CE. Students will delve into the histories of significant dynasties such as the Maukharīs, Puśyabhūtis, Pratīhāras, Pālas, Kalacuris, Chandellas and others, exploring their rise, political achievements, and impact. The course seeks to enhance understanding of regional politics, inter-dynastic conflicts, and the socio-political context that shaped the history of early medieval North India.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**History of Kannauj, Pratīhāras and Pālas** 1. Maukharīs and Puśyabhūti Dynasty 2. Rise of Partiharas-Vatsarāja, Nāgabhatta II and Mihira Bhoja 3. Rise of Pālas upto Devapāla	15
II	**The History of Kashmir, West and North West India** 4. Karkota dynasty, Utpala Dynasty and Lohara Dynasty 5. Political History of Sindh 6. History of Caulukyas of Gujarat up to Kumārapāla	15
III	**The Kalacuris, Chandellas and Paramāras** 7. History of Kalacuris up to Laksmīkarna 8. History of Chandellas with special reference to Dhang and Vidyādhar 9. History of Paramāras up to Bhoja	
IV	**The Gāhadavālas of Kannauj and Cāhamānas of**	15

[11] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[12] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Śākambharī 19. History of Gāhadavālas upto Jayacandra 20. History of Cāhamānas upto Prithvīrāja III	
Texts / References	• Majumdar, R.C. and A.D. Pusalker (eds.), *The History and Culture of the Indian People,* Vols. IV and V (relevant chapters), Bombay, 1988, 1989. • Pandey, Vimal Chandra, *Pracin Bharata K*a *Rajanītika Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhananda, *Uttara Bharata K*a *Rajanaitika Itihasa,* Lucknow, 1973. • Roma Niyogi,*The History of the Gahadavala Dynasty*, Oriental Book Agency, Calcutta 1959 • Upinder Singh,*A History of Ancient and Early Medieval India,* Person, New Delhi, 2019 • V.D. Mahajan,*Ancient India*, S Chand and Company Limited, Ram Nagar, N Pandey, Vimal Chandra, *Pracina Bharata K*a *Rajanitika Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhanand, *Uttar Bharata K*a *Rajanaitik Itihasa,* Lucknow, 1973. ew Delhi, 2018 • Ray, H.C., Dynastic History of North India, Delhi, 1960. • Pandey, Rajbali,Prachin Bharata, Varanasi. 2010 (Reprint). The new edition prepared by Vibha Upadhaya	
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to nderstand the political history and contributions of the Maukharīs and Puśyabhūti dynasties. Analyze the rise and significance of the Pratīhāras and Pālas, focusing on key rulers such as Vatsarāja, Nāgabhatta II, Mihira Bhoja, and Devapāla. Explore the historical developments in Kashmir, West, and North-West India, including the Karkota, Utpala, and Lohara dynasties. Assess the political history of Sindh and the Caulukyas of Gujarat. Examine the histories of the Kalacuris, Candellas, and Paramāras, with attention to notable rulers like Laksmīkarna, Dhang, Vidyādhar, and Bhoja. Detail the rise and impact of the Gāhadavālas and Cāhamānas, with a focus on prominent figures such as Jayacandra and Prithvīrāja III.	

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AMD 201: Introduction to Art and Architecture of Ancient India**			
Category of Course[13]	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / **MD**/Internship/Dissertation (Tick any one of the above)			
Credits[14]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**03**		
	Hour of Teaching (Total)	**45**		
Course Objectives (not more than 100 words)	This course is a broad introduction to Indian Art and architecture. The course will not only introduce students to a wide array of works of art and architecture in India but it will also enhance their understanding about different styles of art architecture, kinds of town planning in ancient India to the students. The students will have an overview of Indian art and architecture after the completion of this course.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction to Indian art and Architecture** **A. Understanding Art:** 1. Meaning, Types and medium 2. Symbols & Symbolism in Indian art **B. Understanding architecture:** 1. Temple styles: Nagar, Dravida and Vesara 2. Types of Architecture: Secular, Religious	15
II	**Pre-historic, Proto-historic & Early Historic Period art and Architecture** 1. Prehistoric art, 2. Indus valley art and Architecture: Town Planning (Mohenjodaro, Kalibangan and Dholavira), Stone, Metal and Terracotta art 3. Mauryan Art and Architecture 4. Kushana Art: Mathura and Gandhara School 5. Gupta Art and Architecture: Temples	15
III	**Origin and Evolution of the Stupa, Temples and Rock -cut Architecture**	15

[13] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[14] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	6. Sanchi and Amaravati 7. Barabar - Nagarjuni Caves 8. Hinayana and Mahayana Vihara and Chaityagrha: Salient Features 9. Brahmanical Caves- Badami and Ellora (cave No.16) 10. Rathas and Shore Temple of Mahabalipuram	

Texts / References	• Brown, Percy. 1960. Indian Architecture (Buddhist and Hindu). Bombay: Taraporewala. Dehejia, Vidya. 1972. Early Buddhist Rock Temples. London: Thames and Hudson. • Deva, Krishna. 1969. Temples of North India. Delhi: NBT. • Nagaraju, S. 1981. Buddhist Architecture of Western India. Delhi: Agam Kala. • Srinivasan, K.R 1972. Temples of South India. Delhi: NBT. • Tadgell, Christopher. 1994. The History of Architecture in India. London: Phaidon Press Ltd. • Hardy, Adam. 2007. The Temple Architecture of India. London: Wiley and Sons. Ltd • Chempakalakshmi, R. 2007. The Hindu Temple: New Delhi: Roli and Jansen • Fergusson, James. 2011. History of Indian and Esatern Archicture (Vol.I&II). New Delhi: Rupa Publications • Hawkes, Jason and Akirashimada (ed). 2009. Budhist Stupas in South Asia. New Delhi: Oxford University press • Agrawal,V.S. (1965). Master pieces of Mathura Sculpture. Varanasi: Prithvi Prakshan • Bachoffer, L. (1973). Early Indian Sculpture Vol. I&II. Delhi: Munshiram Manoharlal Banarsidass • Coomaraswamy, A.K. (1972). History of Indian and Indonesian Art. Delhi: Munshiram Manoharlal • Dahejia, Vidya. (1997). Discourse in Early Buddhist Art-Visual Narratives of India. Delhi: Munshiram Manoharlal. • Dehejia, Vidya. (1998) Indian Art . London: Phaidon. • Hantington, S,L. (2016) 2nd edition. The Art of Ancient India- Buddhist, Hindu and Jain. New Delhi: Motilal Banarsidass 34 • Joseph,M,DyeIII. (2001). The Art of India- Virginia Museum of Fine Arts. London: Philip Wilson Publishers • Saraswati, S. K. 1975. A Survey of Indian Sculpture Delhi: Munshiram Manoharlal. • Zimmer, M. 1964. The Art of Indian Asia (2Vols) New York: Bollinger Foundations.
Learning Outcomes (not more than 100 words)	After the completion of this course the student will get an overview of art and architecture, from prehistory to the Gupta period. The students will acquire knowledge on broad chronological and artistic development of Indian art and architecture.

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T	P	L	C	H

Course Title	**ASEC 201: Field Epigraphy**			
Category of Course[15]	Major / Minor / Minor (Vocational) / **SEC** / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[16]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**3**		
	Hour of Teaching (Total)	**45**		
Course Objectives (not more than 100 words)	Field epigraphy is the study and practice of recording and interpreting inscriptions found in situ. It requires a combination of archaeological, historical and linguistic skills to locate, document and analyze inscriptions on-sites. This paper discuss elaborately about the history of epigraphic studies, aims and methods of epigraphical survey, identification, classification and documentation of inscriptions. It focuses on the practical training in obtaining estampage of stone and copper-plate inscriptions.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Meaning and Scope of Palaeography and Epigraphy 2. History of Epigraphic Studies	15
II	**Field Epigraphy** 3. Aims and Methods of Epigraphical field survey 4. Identification and Classification of inscription 5. Decipherment 6. Report Writing	15
III	**Documentation** 7. Estampage: Lithic records and Copper Plate 8. Photography 9. Recording	15

Texts / References	• Buhlar, G., Indian Palaeography, Culcutta, 1959, (Hindi & English) • Dani A.H., Indian Palaeography, London, 1963 • Ojha, G.H., Prāchīn Bhāratīya Lipimālā , New Delhi, 1971 • Sarcar, D.C., Indian Epigraphy, (Hindi and English) Varanasi, 1965 • Satya Murty. Kasibhatta, Text Book on Indian Epigraphy, Delhi, 1953
Learning Outcomes	After completing this course, the student will gain practical experience in conducting field work including survey, technique and handling of epigraphic artifacts. The student will

[15] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[16] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

(not more than 100 words)	successfully be able to read various ancient scripts and gain practical experience in transcribing and translating ancient epigraphs. They will also learn various techniques for documenting and analyzing inscriptions including methods for recording and preserving epigraphic evidences.

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T	P	L	C	H

Course Title	**AIHMJ 301: Political History of Deccan and South India (*Circa* 300 BCE - 1300 CE)**
Category of Course[17]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[18]& Hour of Teaching	See table below
Course Objectives (not more than 100 words)	This course aims to provide a comprehensive understanding of the political developments in South India from the Sangam Age to the early medieval period. Students will explore the rise, expansion, and political achievements of key dynasties such as the Satavahanas, Vakatakas, Chalukyas, Rashtrakutas, Pallavas, Cholas, Pandyas, Yadavas, Kakatiyas, and Hoysalas. Through an in-depth study of these dynasties, the course seeks to illuminate the socio-political contexts, inter-dynastic conflicts etc. that shaped the history of South India.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

	Theory	Practical	Cumulative
Credits	**4**		
Hour of Teaching (Total)	**60**		

Units	Course Content	Hr. of Teaching
I	**Sangam, Satavahanas and Vakatakas** 1. Sangam Age 2. Satavahanas 3. Vakataka: Upto Rudrasena II	15
II	**Dynasties of the Chalukyas and Rastrakutas** 4. Cālukyas of Bādāmī 5. Cālukyas of Kalyānī 6. History of Rāśtrakūtas upto Krśna III	15
III	**The Pallavas of Kanchi & Cholas** 7. History of Pallavas upto Narasimhavarman I 8. History of Cholas upto Rājendra I	15
IV	**The Pāndya Dynasty of Madurai and Yadavas of Devagiri** 9. First and Second Pandya dynasty 10. History of Yādava upto Ramachandra 11. Kakatiyas and Hoysalas	15

[17] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[18] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Texts / References	• Majumdar, R.C. and A.D. Pusalker (eds.), *The History and Culture of the Indian People*, Vols. III and IV (relevant chapters), Bombay, 1980. • Mishra, S.M., *Dakshina Bharata Ka Rajanitika Itihasa,* New Delhi, 1995. • Pandey, Vimal Chandra, *Prachina Bharata Ka Rajanitik Itihasa (600 –1200 A.D.),* Lucknow, 1973. • Pathak, Vishuddhananda, *Uttara Bharata Ka Rajanaitika Itihasa,* Lucknow, 1973. • Srivastava, Balram, *Dakshina Bharata Ka Itihasa,* Varanasi, 1968. • Yazdani, G. (ed.), *The Early History of the Deccan,* 2 vols., London, 1960. • Yazdani, G., *Deccan Ka Prachina Itihasa,* New Delhi, 1977. • K.A. Nilakantha Shastri, *History of South India: from Prehistoric times to the fall of Vijayanagar*. Oxford India Paperbacks, 4th Edition. 1997 • U.S.A, (original publication 1933, Mewar state press, Jodhpur) • A.S. Altaker, *The Rashtrakutas and their times*, Poona Oriental Series No. 36, Oriental Book Agency Poona 2. 1934 • R.N. Pandey,*Prachin Bharata ka Rajanitik aur Sanskritika Ithihas,* Prayag Pustak Bhavan, 2008 • Karashima, Noboru,*A Concise History of South India,* Oxford University • Press, Oxford 2014 • Krishna Murari,*The Cāḷukyas of Kalyāṇi, from Circa 973 A.D. to 1200 A.D.: Based Mainly on Epigraphical Sources,* Concept Publishing Company, New Delhi,1977 • Singh, Upinder,*A History of Ancient and Early Medieval India (Also in Hindi)*, Noida,2024
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to: Analyze the socio-political aspects of the Sangam Age and understand the significance of the Satavahanas and Vakatakas up to Rudrasena II. Evaluate the rise and impact of the Chalukyas of Badami and Kalyani, and the Rashtrakutas up to Krishna III. Understand the history and contributions of the Pallavas of Kanchi, focusing on Narasimhavarman I, and the Cholas up to Rajendra I. Examine the political history of the first and second Pandya dynasties, and their influence on the region. Assess the history and significance of the Pandya Dynasty of Madurai and the Yadavas of Devagiri up to Ramachandra. Detail the rise and contributions of the Kakatiyas and Hoysalas in the context of South Indian history.

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Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMJ 302: Ancient Indian Social Life and Institutions**			
Category of Course[19]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[20]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (Not more than 100 words)	Social history happens to be the core around which the historical reconstruction of any civilization takes place. This course introduces to the students the basic social ideas and institutions of ancient India. Social stratifications through Varna-Āśrama system and the necessity and significance of the institutions of marriage and family are discussed in first two units respectively. The health of any society is manifested through the position a woman enjoys. This is brought to the fore in the third unit. The ethical values cherished upon and the ideal behaviour patterns are the subject matters of the fourth unit, while the fifth unit describes the educational system of ancient India.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Varna-Āśrama System, Rina, Puruśārtha** 1. Origin and development of Varna 2. Origin, development and significance of Āśrama 3. Varna and emergences of Jāti 4. Types and significance of Rina 5. Concept and significance of Puruśārtha	15
II	**Marriage and Family** 4. Meaning and aims and objectives of marriage 5. Types of marriages and their significance 6. Concept and components of family 7. Types and significance of Samsakāras	15
III	**Position of Women and Shudras** 8. Position and status of women in society 9. Role and contribution of women to society 10. Position and status of Shudras in society	15

[19] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[20] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	**Ancient Indian Education and Institutions** 11. Aims and objectives of education 12. Important centres of education: Nalanda, Vikramaśilā, Kashi and Taxila	15

Texts / References	• Altekar, A. S., *Education in Ancient India* (Also in Hindi), Varanasi, 1934. • Altekar, A.S., *Position of Women in Hindu Civilization*, Benares, 1938. • Bhattacharya, S. C., *Some Aspects of Indian Society from 2nd century B. C. to 4th century A. D.,* Calcutta, 1978. • Ambedkar, B.R Who were the Sudras, *Writing and speeches,* Vol.7, Bombay (1979 Reprinted), New Delhi 2014. • Dutt, N. K., *Origin and Growth of Caste in India,* Calcutta, 1931. • Jauhari, M., *Prācīna Bhārata Mem Varnāśrama Vyavasthā* (Hindi), Varanasi, 1985. • Sharma, R. S., *Light on Early Society and Economy,* Bombay, 1966. • Sharma, R. S., *Prārambhika Bhārata Kā Ārthika Aura Sāmājika Itihāsa* (Hindi), Delhi, 2000. • Thapar, Romila, *Ancient Indian Social History: Some Interpretation,* Delhi, 1978. • Tripathi, L.K. (ed.), *Position and Status of Women in Ancient India,* 2 Vols., Varanasi, 1988 and 1992. • Vedalankar, Hardatt, *Hindu Parivara Mimamsa* (Hindi), Delhi, 1973. • Yadav, B. N. S., *Society and Culture in Northern India in the twelfth century A. D.,* Allahabad, 1973.
Learning Outcomes (Not more than 100 words)	A course on Ancient Indian Social Life and Institutions aims to equip students with a comprehensive understanding of the socio-cultural fabric of ancient India. The paper **Demonstrate** a deep understanding of the key social institutions in ancient India such as the caste system, family, marriage, and the position of women. It will **Explain** the evolution of social structures and their impact on different sections of society. It also **Analyze** the role of religion and philosophy in shaping social norms and values and **Compare and contrast** the social life of different regions and periods in ancient India.

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Faculty of Arts

T	P	L	C	H

Course Title	**VOC 301: Cultural Heritage of Varanasi**
Category of Course[21]	Major / Minor / **Minor (Vocational)** / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[22]& Hour of Teaching	See table below
Course Objectives (not more than 100 words)	Varanasi is not only the oldest living city of the world but also a place which epitomizes the culture and tradition of India through the ages. This course introduces to the students the rich heritage of Varanasi as manifested through religion, art and architecture. In the first unit the historical geography of Varanasi is revisited. Under the unit religious background, Varanasi is depicted to have been an important centre of various Brahmanical and Śramanika traditions and also a place which saw the efflorescence of many folk religions and Bhakti schools. In the third unit, art and architecture are dealt with whereas the fourth unit reiterates that Varanasi has been, since ancient times, an important educational centre. A Study of the modern literary luminaries associated with Varanasi form the subject matter of the fifth and the last unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

	Theory	Practical	Cumulative
Credits	**04**		
Hour of Teaching (Total)	**60**		

Units	Course Content	Hr. of Teaching
I	**Historical Geography of Varanasi** 1. Brahmanical Scriptures 2. Śramanic Scriptures	12
II	**Religious background of Varanasi** 3. Popular beliefs and Practices/ Folk religions 4. Varanasi as a centre of Śaivism, Vaishnavism and Śāktism 5. Centre of Buddhism 6. Centre of Jainism 7. Varanasi as a Purānic Tīrtha 8. Bhakti School- Vallabhacharya, Ramananda, Kabir and Raidas	12
III	**Art and Architecture of Varanasi** 9. Monuments- Religious and Secular Buildings 10. Sculptures with special reference to Sarnath	12

[21] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[22] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	School of Art 11. Paintings 12. Performing art; Folk art and craft of Varanasi	
IV	**Varanasi as a Centre of Education** 13. Sanskrit Studies, (i) Literature, (ii) Grammar, (iii) Astrology and (iv) Āyurveda	12
V	**Literary Luminaries of Varanasi** 14. Bhartendu Harischand 15. Munshi Premchand 16. Jai Shankar Prasad 17. Pd. Madan Mohan Malaviya	12

Texts / References	• Agrawal, P.K.,Guptakālīna Kalā evam Vāstu, Varanasi, 1994. • Cunningham. A., Geography of Ancient India,Varanasi, 1963. • Goswami, B.K., Bhakti Cult in Ancient India, Calcutta, 1922. • Kane, P.V., Dharmaśāstra Kā Itihāsa, Vol. III, Lucknow, 1966. • Law, B.C., Historical Geography of Ancient India, Varanasi, 1975. • Majumdar, R.C. (ed.), The History and Culture of the Indian People, Vols. VII & IX (Relevant portions), Bombay, 1988-1990. • Mishra, H.N., Banārasa kī Citrakalā, Varanasi, 2002. • Motichandra, Kāśī kā Itihāsa, Varanasi, 1985 (2nd edition). • Rai Krishna Das, Bhārata kī Citrakalā, Prayag, 1996. • Shukla, Kuber Nath, Vārān□asī Vaibhava, Patna, 1977. • Shukla, Ram Swaroop, Madhyayugīna Bhakti āndolana mem Santoṁ kā Yoġadāna, Allahabad, 1970. • Singh, Birendra Pratap, Life in Ancient Varanasi (An Account Based on Archaeological Evidence), Delhi, 1985. • Sircar, D.C., Studies in Ancient and Medieval Geography of India, Varanasi, 1960. • Upadhyay, Baladeva, Kaśī kī Pānditya Paramparā, Varanasi, 1983.
Learning Outcomes (not more than 100 words)	A course on the Cultural Heritage of Varanasi aims to provide students with a deep understanding of the city's rich and multifaceted cultural tapestry. Upon completion of the course, students should be able to understand a comprehensive understanding of Varanasi's historical and geographical context. Student will the evolution of Varanasi's cultural heritage from ancient times to the present. And the diverse religious, philosophical, and artistic traditions of Varanasi. We are sure that the student appreciate the diversity and complexity of Varanasi's cultural heritage and develop a sense of cultural identity and belonging.

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Faculty of Arts

T	P	L	C	H

Course Title	**ASEC 301: Mints and Minting of Coins in Ancient India**
Category of Course	Major / Minor / Minor (Vocational) / **SEC** / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits & Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**3**		
Hour of Teaching (Total)	**45**		

Course Objectives (not more than 100 words)	This course aims to provide a detailed exploration of the development of currency and minting technology in ancient India. It covers the transition from barter and exchange systems to the use of metallic currency, tracing the history from the prehistoric period to the era of punch-marked coins. Students will study the technological aspects of minting, including techniques such as casting and die-striking, as well as the typology of coins. The course also examines the significance of various symbols and their association with ancient mint towns.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Era of Barter, Exchange & Use of Metallic Currency:** 1. Prehistoric period, 2. Harrapan age, 3. Vedic period, 4. Punch-marked Coins,	15
II	**Minting-Technology & Typology:** 5. Punch-marked, 6. Casting & Die- struck, 7. Obverse, Reverse, 8. Legends & symbols, 9. Die-studies	15
III	**Symbols Vs Mint-towns:** 10. Eran, 11. Takshila, 12. Kapisa, 13. Kokrakot, 14. Mathura, 15. Sanchi, 16. Sunet, 17. Sisupalagarh, 18. Kasi, 19. Nalanda	15

Texts / References	• Thakur, U., *Mints and Minting in India*, Varanasi, 1972. • Bhandarkar, D. R., *Lectures on Ancient Indian Numismatics*, Calcutta, 1921. • Chakrabortty, S.K., *A Study of Ancient Indian Numismatics*, Calcutta, 1931.

	• Maity, S.K., *Economic Life in Northern India in the Gupta Period*, Delhi, 1970. • Maity, S.K., *Early Indian Coins and Currency System*, Delhi, 1970. • Majumadar, R.C., *Corporate Life in Ancient India*, Calcutta, 1922. • Mazumdar, B.P., *Socio-Economic History of Northern India*, Calcutta, 1960. • Sahni, B., *Technique of casting coins in Ancient India*, Varanasi, 1945. • Shrivastava, B., *Trade and Commerce in Ancient India*, Varanasi, 1968. • Singh, D. B. and Upadhyay, A. K. *Prachin Bharat ki Vinimay Pranali*, Varanasi, 2009.
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to: Understand the evolution of currency systems in ancient India, from barter and exchange to the use of metallic coins. Analyze the significance of punch-marked coins and the role of the state in coinage during the Harappan and Vedic periods. Identify and describe the different minting technologies used in ancient India, including punch-marking, casting, and die-striking. Differentiate between the obverse and reverse sides of coins, and understand the importance of legends, symbols, and die-studies in numismatics. Explore the relationship between symbols on coins and their corresponding mint towns, such as Eran, Takshila, Mathura, and others. Appreciate the historical and cultural context of ancient Indian minting practices and their impact on the economic and political landscape of the time.

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Faculty of Arts

T	P	L	C	H

Course Title	**AMD 301: Indian Knowledge System**			
Category of Course[23]	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / **MD**/Internship/Dissertation (Tick any one of the above)			
Credits[24]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**03**		
	Hour of Teaching (Total)	**45**		
Course Objectives (not more than 100 words)	India has a very rich and versatile knowledge system and cultural heritage. The Indian knowledge system was developed during the Vedic period, the Saraswatī- Sindhu Civilization, the Middle Ages and is being practiced till the conditions of modern times. On the closer examination religion, culture and science have appeared epistemological very rigidly connected in the Indian knowledge system. As such, this land has provided invaluable knowledge stuff to the society and the world in all the spheres of life; e.g. astronomy, mathematics, life science, medical science, architecture, polity, trade, art, music, dance, literature, and drama. Thus, the present course on Indian Knowledge Systems is framed with a view to explore India's intellectual, scientific and artistic knowledge traditions. The uniqueness of this course lies in the way it is designed to lead the student to an intimate understanding of the classical thought traditions and practices of Indian civilization through an insider's perspective.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction to Indian Knowledge system** 1. Nature, definition and Scope of Indian Knowledge system 2. Historical Development and Evolution of Indian Knowledge system 3. Sources of Indian Knowledge System: Archaeological and Literary	15
II	**Indian Ethical and Moral Values** 1. Ethical principles in Indian tradition: Epics, *Tripitakas*, Jain Agamas and *Dharmashastra* 2. Non-violence (Ahimsa) and its importance in global Context 3. Traditional Indian Environmental ethics	15
III	**Ancient Indian Sciences** 1. Mathematics: Vedic and Jain Mathematics, Concept of zero and decimal System, Aryabhata, Brahmagupta and Bhaskar 2. Astronomy: Varahmihir, Suryasiddhanta 3. Ayurveda: Charak Samhita, Sushrut Samhita & Vagbhatta,	15

[23] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[24] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Kashyap *samhita*	
Texts / References	1. Scientific Knowledge in Sanskrit Literature – Nirmal Trikha 2. Indian Astronomy: An Introduction – S. Balachandra Rao 3. Ancient Indian Sciences – B. Seal 4. Science in Ancient India (Science of the Past) – Melissa Stewert 5. India's Contribution to World Culture – SudheerBirodkar 6. Ancient India – R. C. Majumdar 7. Ancient Indian Sciences – Swami ChidatmanJee Maharaj 8. KrishiParashara – Agriculture by Parashara – Asian Agri-History Foundation 9. The Art of India through the Ages – Stella Kramrisch 10.Early Indian Secular Architecture – K.Krishna Murthy 11.The Asian Elephant: Ecology and Management" Cambridge Univ. Press 12. Indian Knowledge System, Vol. I-Kapil Kapoor	
Learning Outcomes (not more than 100 words)	After the completion of this course the student will get an overview of ancient Indian knowledge system	

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T	P	L	C	H

Course Title	**AIHMJ 401: Ancient Indian Religions: Vedic and Purāṇic**
Category of Course[25]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[26]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**4**		
Hour of Teaching (Total)	**60**		

Course Objectives (not more than 100 words)	This course introduces to the students the basic ideas and features of ancient Indian religions as manifested through Vedas and Purānas. Beginning with the primitive religious beliefs, the Vedic pantheon and sacrifices are focussed upon. Teachings of Bhagavadgītā are pronounced in detail whereas the core of Purānic religions is sought to be established through Avatāravāda and Pañacadevopāsanā. Various cults like Vaisnavism, Śaivism and Śāktism have played a prominent role in popularizing the basic tenets of Purānic religion. This, alongwith the relevance and significance of Saura and Gānapatya minor cults, forms the subject matter of the fifth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Meaning and Nature of Dharma 2. Antiquity of Religion - Primitive religions and beliefs; Indus Religion	12
II	**Vedic Religions** 3. Early Vedic Religion - Origin, nature and classification of Gods and Sacrifices 4. Later Vedic Religion - Gods, sacrifices and concept of Brahma and Ātmā	12
III	**Teachings of Bhagavadgītā** 5. Jñānayoga 6. Bhakti yoga 7. Karmayoga	12
IV	**Purāṇic Religion** 8. Avatāravāda 9. Pañchadevopāsanā 10. Tīrtha (Kashi, Prayaga and Gaya), Vrata and	12

[25] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[26] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Dāna	
V	**Cult Worship** 11. Vaisnava 12. Śaiva 13. Śākta 14. Saura and Gānapatya	12

Texts / References	• Agrawala, V.S., *Prachina Bharatiya Lokadharma* (Hindi & Eng.), Varanasi, 1964. • Banerjee, J.N., *Development of Hindu Iconography,* New Delhi, 1985. • Bevarkara, S.K. and R.D. Ranade, *History of Indian Philosophy*, Vol. II, Poona, 1927. • Bhandarkar, R.G., *Vaiśnavism, Śaivism and Minor Religious Systems* (Also in Hindi), Varanasi, 1965. • Bhattacharya, N.N., *History of Śākta Religion,* New Delhi, 1974. • Chaturvedi, P., *Vaiśnava Dharma,* Varanasi, 1977. • Hiriyanna, M.H., *Outlines of Indian Philosophy*, London, 1932. • Jaiswal, Suvira, *Origin and Development of Vaiśnavism* (also in Hindi), Delhi, 1996 (IInd ed.). • Keith, A.B., *The Religion and Philosophy of Veda and Upaniśads* (also in Hindi), Cambridge, 1925. • Majumdar, R. C. and A. D. Pusalker (eds.). *The History and Culture of the Indian People*, Vol. I (relevant chapters), Bombay, 1951. • McDonnell, A.A., *Vedic Mythology* (also in Hindi), New York, 1974. • Pathak, V.S., *Smārta Religious Traditions*, Meerut, 1987. • Raychoudhury, H.C., *Materials for the study of the early History of Vaiśnava Sects,* Calcutta, 1936. • Tripathi, Devi Prakash, *Brahman Dharm Ke Puratattvik Adhar*, Varanasi, 2008. • Upadhyaya, B., *Bharatiya Darshan*, Varanasi, 1971. • Upadhyaya, B., *Vaidika Sahitya aur Samskriti*, Varanasi, 1978. • Vaidya, C.V., *Vaidik Vangamaya ka Itihasa*, Delhi, 2004
Learning Outcomes (not more than 100 words)	A course on Ancient Indian Religions: Vedic and Puranic aims to provide students with a comprehensive understanding of the foundational religious beliefs and practices of India. Upon completion, students should be able to demonstrate a strong understanding of the historical and cultural contexts of the Vedic and Puranic periods. Explain the key concepts, deities, and rituals associated with Vedic and Puranic religions. Analyze the evolution of religious thought from the Vedic to the Puranic period. Compare and contrast Vedic and Puranic beliefs and practices. Evaluate the impact of Vedic and Puranic religions on Indian society and culture.

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Course Title	**AIHMR 402: Ancient Indian Religions: Jainism and Buddhism**
Category of Course[27]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[28]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**04**		
Hour of Teaching (Total)	**60**		

Course Objectives (Not more than 100 words)	Along with Vedic traditions, Buddhism and Jainism played crucial role in giving shape to ancient Indian culture. This course introduces to the students the basic features of the Śraman a tradition which include within its fold Buddhism and Jainism. Life and teaching of Mahāvīra, basic philosophical ideas of Jainism and its spread are discussed in IInd and IIIrd units. In the fourth unit life and teachings of Buddha is dealt with whereas Buddhist councils and their importance and also the spread and decline of Buddhism form the subject matter of the fifth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**An introduction to Śramana tradition** 1. Antiquity of Śramana Tradition 2. Religious condition during the 6th century BCE.	12
II	**Jainism** 3. Life and teachings of Pārśvanātha and Mahāvīra 4. Division of Jaina Church into Śvetāmbara and Digambara sects 5. Spread of Jainism in Gujarat, Deccan and South India	12
III	**Jaina Doctrines** 6. Jīva and Ajīva 7. Bondage and liberation 8. Anekāntavāda and Syādvāda	12
IV	**Origin and Early History of Buddhism** 9. Life and teachings of Gautama Buddha: Four Noble Truths 10. Pratītyasamutpāda 11. Concept of Nirvāna	12
V	**Development and Spread of Buddhism** 12. Buddhist Councils 13. Hīnayāna and Mahāyāna sects	12

[27] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[28] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	14. Spread of Buddhism in India and the outside world	

Texts / References	• Bapat, P.V. (ed.), 2500 *Years of Buddhism* (Also in Hindi), New Delhi, 1987. .. • Jain, Hiralal, *Bhāratīya Samskrti mem Jaina Dharma kā Yogadāna* (Hindi). Bhopal, 1962. • Jaini, J.L., *An outline of Jainism,* Cambridge, 1916. • Jain, Jyoti Prasad, *Religion and Culture of the Jains,* Delhi, 1995. • Majumdar, R.C. and A. D. Pusalker (eds.), *The History and Culture of the* • *Indian People*, Vols. I –V (relevant chapters), Bombay, 1951-1957. • Mehta, Mohan Lal, *Jaina Dharma aura Darśana : Eka Samīksātmaka Paricaya,* Banglore, 1999. • Narendra Dev, *Bauddha Dharma Darśana,* Patna, 1956. 20 • Pandey, G.C., *Śramana Tradition : Its History and Contribution to Indian culture,* Ahmedabad, 1977. • Pandey, G.C., *Studies in the origin of Buddhism,* Delhi, 1983. • Pandey, G.C., *Bauddha Dharma Ke Vikāsa Kā Itihāsa,* Lucknow, 1987. • Sharma, Chandradhar, *Bhāratīya Darśana,* Delhi, reprint 2004. Upadhyaya, B., *Bhārtīya Darśana,* Varanasi, 1971. • Upadhyaya, B., *Bauddha Dharma Darśan,* Varanasi, 1978.
Learning Outcomes (Not more than 100 words)	Ancient Indian Religions: Jainism and Buddhism A paper on Ancient Indian Religions: Jainism and Buddhism should aim to Demonstrate a comprehensive understanding of the historical, social, and cultural contexts of Jainism and Buddhism. Explain the key doctrines, philosophies, and ethical principles of both religions. Analyze the similarities and differences between Jainism and Buddhism. Evaluate the impact of Jainism and Buddhism on Indian society and culture. Compare and contrast Jainism and Buddhism with other contemporary religions.

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Course Title	**AIHMJ 403: Political Ideas and Institutions in Ancient India**
Category of Course[29]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[30]& Hour of Teaching	Credits: Theory **4**; Practical —; Cumulative — Hour of Teaching (Total): Theory **60**; Practical —; Cumulative —
Course Objectives (not more than 100 words)	Nature of polity and administration and also the idea of state in ancient India are brought to the fore through this course. Nature, scope and origin of state in ancient India alongwith the concept of Saptānga theory is discussed in the first unit. Kingship and its functions and the existence of democratic elements in the form of Republican states form the subject matter of second and third units respectively. Administrative paraphernalia and the intricacies of war and diplomacy are analysed in the fourth unit whereas principles of taxation are sought to be established in the fifth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Concept and Origin of State** 1. Origin and development of State 2. Nature and Scope 3. Aims, Functions and Types 4. Saptānga theory	15
II	**Democratic elements in ancient Indian polity** 5. Republican States 6. Democractic Institutions: Sabhā, Samiti, Vidatha, Paura - Jānapada	15
III	**Administration** 7.Kingship: Coronation and Divinity 8. Mantriparisad - composition, functions and scope 9. Inter-state relationship and Diplomacy: Upāya, Sadgunya, Mandala theories and Spies	15
IV	**Administrative Units** 10. Mauryas 11. Guptas 12. Rāstrakūtas	15

[29] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[30] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	13. Cholas	
Texts / References	• Altekar, A.S., *State and Government in Ancient India* (Also in Hindi), Varanasi, 1955. • Ghoshal, U.N., *History of Indian Political Ideas,* Bombay, 1959. • Jayaswal, K.P., *Hindu Polity* (Also in Hindi), Calcutta, 1925. • Kane, P.V., *History of Dharmaśāstra*, Vol. III (Relevant Chapters), Poona, 1973. • Mahalingam, T.V., *South Indian Polity*, Madras, 1967. • Majumdar, R.C. and A.D., Pusalker (eds.), *The History and Culture of the Indian People*, Vols. I-V (relevant chapters), Bombay, 1980-1989. • Mukherjee, S., *Republican Trends in Ancient India*, Delhi, 1969. • Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1959. • Shastri, S., *Arthaśāstra of Kautilya*, Mysore, 1958. • Vidyalankar, *S., Prācīna Bhāratīya Śāsana Vyavasthā Evam Rājya Śāstra*, Mussoorie, 1968.	
Learning Outcomes (not more than 100 words)	A paper on Political Ideas and Institutions in Ancient India should aim to provide a comprehensive overview on ancient Indian polity and administration units. The paper will trace the evolution of political thought and institutions from the Vedic period to the Gupta Empire. Analyze the interplay between religion, society, and polity in ancient India. Examine the concept of kingship and its evolution over time. Discuss the role of assemblies (sabhas, samitis) in governance. Explore the administrative structure and bureaucracy of different empires and kingdoms.	

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T	P	L	C	H

Course Title	**AIHMJ 404: Economic Life and Institutions of Ancient India**
Category of Course[31]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[32]& Hour of Teaching	See table below
Course Objectives (not more than 100 words)	This course introduces to the students the idea that it is the economic condition of any society which throws light upon the plight of common people. Beginning with the primitive economy and traversing through the Mauryan and Gupta stages, the evolutionary aspect of ancient Indian economy is brought to the fore in the first two units. Various economic institutions like credit, banking, guilds and land ownership are discussed in the third unit. Main features of money economy alongwith maritime trade and trade-routes form the subject matter of the fourth unit whereas the salient features of revenue and taxation are analyzed in the fifth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

	Theory	Practical	Cumulative
Credits	**2**		
Hour of Teaching (Total)	**30**		

Units	Course Content	Hr. of Teaching
I	**Stages of Indian economy upto Mauryan Period** 1. Vārtā: Meaning and significance 2. Harappan Economy 3. Vedic Agriculture 4. Economic condition during the sixth century BCE 5. Economic progress in the Mauryan period	15
II	**Stages of Indian Economy from Post-Mauryan Period to 12th Century CE** 6. Indo-Roman trade c. 200 BCE– 300 CE 7. Economic progress in the Gupta period 8. Main features of early medieval economy 9. Guilds 10. Maritime trade and trade-routes(Internal and External)	15

Texts / References

- Achche Lal, *Prācīna Bhārata Mem Krsi* (Hindi), Varanasi 1980.
- Bandopadhyaya, N.C., *Economic life and Progress in Ancient India*, Calcutta, 1945.
- Ghoshal, U.N., *Contribution to the History of Hindu Revenue System,* Calcutta, 1929.

[31] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[32] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Gopal, L., *Economic Life of Northern India (700-1200 A. D.*), Varanasi, 1965. • Jha, D.N., *Revenue System in Post-Maurya and Gupta times*, Calcutta, 1967. • Maity, S.K., *Economic Life in Northern India in the Gupta Period: 300 A.D.–550 A.D.,* Delhi, 1970. • Majumdar, R.C., *Corporate Life in Ancient India* (also in Hindi), Calcutta, 1918. • Motichand, *Sārthavāha* (Hindi), Patna, 1953. • Motichand, *Trade and Trade Routes in Ancient India*, New Delhi, 1977. • Om Prakash, *Prācīna Bhārata Kā Sāmājika Evam Ārthika Itihāsa* (Hindi), New Delhi, 2003. • Saletore, R.N., *Early Indian Economic History*, Bombay, 1993. • Sharma, R.S., *Light on Early Indian Society and Economy*, Bombay, 1966.
Learning Outcomes (not more than 100 words)	A course on Economic Life and Institutions of Ancient India aims to provide students with a comprehensive understanding of the economic structure and practices of ancient India. Upon completion, students should be able to: Demonstrate a strong understanding of the economic systems prevalent in ancient India. Explain the role of agriculture, trade, and industry in the ancient Indian economy. Analyze the socio-economic implications of different economic practices. Compare and contrast the economic conditions of different regions and periods in ancient India. Evaluate the impact of economic factors on political, social, and cultural developments.

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T	P	L	C	H

Course Title	**AIHMR 401: Political Ideas and Institutions in Ancient India**
Category of Course[33]	Major **/ Minor** / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[34]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**4**		
Hour of Teaching (Total)	**60**		

Course Objectives (not more than 100 words)	Nature of polity and administration and also the idea of state in ancient India are brought to the fore through this course. Nature, scope and origin of state in ancient India alongwith the concept of Saptānga theory is discussed in the first unit. Kingship and its functions and the existence of democratic elements in the form of Republican states form the subject matter of second and third units respectively. Administrative paraphernalia and the intricacies of war and diplomacy are analysed in the fourth unit whereas principles of taxation are sought to be established in the fifth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Concept and Origin of State** 1. Theories about the origin of State 2. Nature and Scope of State 3. Aims and Functions of State 4. Saptānga theory	15
II	**Democratic elements in ancient Indian polity** 5. Republican States 6. Democractic Institutions: Sabhā, Samiti, Vidatha, Paura - Jānapada	15
III	**Administration** 7. Mantriparisad - composition, functions and scope 8. Inter-state relationship and Diplomacy: Upāya, Sadgunya, Mandala theories and Spies	15
IV	**Administrative Units** 10. Mauryas 11. Guptas 12. Rāstrakūtas	15

[33] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[34] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	13. Cholas	
Texts / References	• Altekar, A.S., *State and Government in Ancient India* (Also in Hindi), Varanasi, 1955. • Ghoshal, U.N., *History of Indian Political Ideas,* Bombay, 1959. • Jayaswal, K.P., *Hindu Polity* (Also in Hindi), Calcutta, 1925. • Kane, P.V., *History of Dharmaśāstra*, Vol. III (Relevant Chapters), Poona, 1973. • Mahalingam, T.V., *South Indian Polity*, Madras, 1967. • Majumdar, R.C. and A.D., Pusalker (eds.), *The History and Culture of the Indian People*, Vols. I-V (relevant chapters), Bombay, 1980-1989. • Mukherjee, S., *Republican Trends in Ancient India*, Delhi, 1969. • Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1959. • Shastri, S., *Arthaśāstra of Kautilya*, Mysore, 1958. • Vidyalankar, *S., Prācīna Bhāratīya Śāsana Vyavasthā Evam Rājya Śāstra*, Mussoorie, 1968.	
Learning Outcomes (not more than 100 words)	A paper on Political Ideas and Institutions in Ancient India should aim to provide a comprehensive overview on ancient Indian polity and administration units. The paper will trace the evolution of political thought and institutions from the Vedic period to the Gupta Empire. Analyze the interplay between religion, society, and polity in ancient India. Examine the concept of kingship and its evolution over time. Discuss the role of assemblies (sabhas, samitis) in governance. Explore the administrative structure and bureaucracy of different empires and kingdoms.	

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T	P	L	C	H

Course Title	**AIHMJ 501: Concepts and Methods of History Writing in Ancient India**
Category of Course[35]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[36]& Hour of Teaching	Credits: Theory **04**; Practical —; Cumulative — Hour of Teaching (Total): Theory **60**; Practical —; Cumulative —
Course Objectives (Not more than 100 words)	Indian history which is not bereft of historical writings is sought to be established through this course. The first unit deals with the interrelations between myth and history and also with the manner in which the ancient Indians visualized the concept of time and space. Main features of Vedic tradition of history as reflected in Samhitās and historical legends and geneologies which galore in Epics and Purān□as are analyzed in second and third units. How Buddhist and Jaina traditions understood the concept of history is dealt with in the fourth unit. Historical biographies and chronicles which are important sources of history writing is discussed in the fifth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Meaning of history and its scope 2. Concept of Indian history writings 3. Concept of European history writings 4. The concept of time and space 5. Causation in history 6. Problems of objectivity in history writings	15
II	**Antiquity of history writing in ancient India** 7. Vedic and Puranic traditions 8. Gāthā - Narasamsi 9. Epic tradition 10. Ākhyān and Upākhyān 11. Vansha and Vamsānucharita 12. Concept of itihās - Purānic tradition	15
III	**Buddhist and Jaina Traditions** 13. Dīpvamsa and Mahāvamsa 14. Mahāvīracharita	15

[35] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[36] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	**Historical Biographies** 15. Charita-Kāvya: Harshacharita and Vikramankadevacharita 16. Itihasvrita: Rājtarangini and Prithvirājvijaya	15

Texts / References	• Warder, A.K, *An Introduction to Indian Historiography*, Bombay, 1972 • Bhattacharya, Sabyasachi, *Approaches to History, Essays in Indian Historiography*, ICHR Monograph Series, Primus Books, New Delhi, 2015 • Buddha Prakash, *Itihasa Darshan*, (Hindi), Hindi Samiti granthmala 56, Lucknow,1962 • Carr, E.H., *What is History?*, London, 1962 • (Also in Hindi, 1999), Varanasi • Collingwood, R.G, *The Idea of History, Oxford,*1961 • Habib, Irfan, *Essays in Indian History and Towards Marxist Perception*, Delhi,1995 • Ghosal, U.N., *Studies in Indian History and Culture,* Bombay, 1965 • Pande, G.C., *Itihas Darshan,* Jaipur, 1991 • Ali, B. Sheik, *History: Its Theory and Method,* Laxmi Publications, New Delhi,2022 • Sreedharan, E., *A Textbook of Historiography,* Orient Black Swan, New Delhi, 2004 • Dutta, Pundit Bhagavat, *Bharatvarsh ka Brihad Itihas,* Vol. I & II, Delhi, 2000 • Mittal, Satish Chandra, *Adhunik Bhartiya Itihas Chintan evam Lekhan*, New Delhi, 2018 • Pathak, Vishuddhanand, *Uttar Bhartiya Itihas Lekhan,* 2007 • Sarma, Raghunandan Prasad, *Bharat Ka Adhunik Itihas Lekhan; Ek Pravanchana,* 2013
Learning Outcomes (Not more than 100 words)	After going through this paper a student would be able to understand the debate whether ancient Indians had a sense of history or not. The answer is yes there was a tradition of history writing in ancient India which may not have been similar to the western Idea of history. A student is also expected to realize the basic nature and scope of history as an independent branch of knowledge. History calls for an interdependence between facts and its interpretation. One without the other is but a partial understanding of the past.

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Course Title	**AIHMJ 502: Palaeography and Epigraphy of Ancient India (From Beginning to the Gupta Period)**
Category of Course[37]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[38]& Hour of Teaching	See table below
Course Objectives (not more than 100 words)	Inscriptions are valuable for reconstructing historical narratives and the major source to understand the political, socio-economic, religious history of a particular period or region. This course introduces to the students the significance and reliability of inscriptions. Beginning with the meaning, scope and relevance of Palaeography and Epigraphy in gerenal, types of records and the antiquity of writing are discussed in first two units. Origin and development of scripts such as Indus, Brahmi and kharoshthi and some of important Mauryan, pre-kushana, kushana and Gupta inscriptions are analyzed in third and fourth units respectively. The objective of this course is to learn about the ancient Indian Epigraphy and Palaeography and attain knowledge of the history and evolution of writing system and writing materials.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

	Theory	Practical	Cumulative
Credits	**4**		
Hour of Teaching (Total)	**60**		

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Meaning and Scope of Palaeography and Epigraphy 2. Epigraphy as a source of history. 3. Types of Records	15
II	**Origin and Antiquity of Writing** 4. Origin of script and antiquity of writing in India 5. Literary evidence regarding writing in ancient India	15
III	**Development of Script** 6. The Indus Script: concept and problems of decipherment and the possible Linkage with the Brahmi script 7. Nature of Brāhmī script and theories regarding its origin 8. Origin and development of the Kharoshthi script	15

[37] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[38] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	9. Development of Brahmi Script: Mauryan to Gupta	
IV	**Decipherment and Historical Significance of Inscriptions** 10. Sohgaura copper plate inscription, Sircar, SI, Book 1, No. 47. 11. Rummindei Pillar Inscription, Sircar, SI, Book 1, No. 31. 12. Besnagar Garud Pillar Inscription, Sircar, SI, Book II, No. 2 13. Hathigumpha inscription of Kharavela, Sircar, SI, Book II, No. 31. 14. Shinkota steatite casket inscription, Sircar, SI, Book II, No. 27. 15. Nasik Cave Inscription of the time of Nahapan, Sircar, SI, Book II, No. 59 16. Nasik inscription of Vashisthiputra Pulumavi, Sircar, SI, Book II, No. 86. 17. Junagarh inscription of Rudradaman, Sircar, SI, Book II, No. 57. 18. Rabataka inscription of Kanişka year Ist, Indian Museum 1. bulletin 19. Allahabad Pillar Inscription of Samudragupta, Sircar, SI, Vol. I. 1. Book-III, No. 2 20. Mehrauli Iron Pillar Inscription of King Chandra, Sircar, SI, 1. Book III,N0.2 21. 21. Poona copper plates of Prabhavatigupta, Sircar, SI, Vol. I, Book III, No. 60. ***Note:*** Students are required to decipher and transcribe the Brāhmi inscriptions and the knowledge of estampage of inscription.	15

Texts / References	• • Agrawala, P.K., *Imperial Gupta Epigraphs, Varanasi, 1983.* • Bajpai, K.D*., Aitihasika Bharatiya Abhilekha*, Jaipur, 1992. • Buhler, G., *Indian Palaeography,* Calcutta,1959 (Hindi and English). • Dani, A. H., *Indian Palaeography*, London, 1963. • Goyal, S.R., *Gupta Kalina Abhilekha*, Meerut,1984. • Goyal, S.R., *Prachina Bharatiya Abhilekha Sangraha,* Pt. I *(Prāk Guptayugīna* • *lekha),* Jaipur, 1982. • Gupta,P.L., *Prachina Bharata Ke Pramukha Abhilekha*, Pt.I, Varanasi,1996. • Jain, Suman, *A Socio-Cultural study of Foreign Dynasties, An Epigraphical approach*, Sarada Publishing house, New Delhi, 2014 • Narain, A.K. and M.S.Shukla (eds.), *Prachina Bharatiya Abhilekha Sangraha,* Part II, Varanasi, 1969. • NarainA.K. and T.P.Verma, *Prachina Bharatiya Lipi Shastra aur Abhilekhaki,* • Varanasi,1970. • Ojha, G.H., *Bharatiya Prachina Lipimala* (Hindi), New Delhi, 1971. • Sircar, D.C., *Indian Epigraphy* (Hindi and English), Varanasi, 1965. • Sircar, D.C., *Select Inscriptions*, Vol. I, Calcutta, 1965. • Upadhyaya, V., *Gupta Abhilekha,* Patna,1974. • Verma, T.P., *The Palaeography of Brahmi Script*, Varanasi, 1971. • Mukherji, B.N., *Kushan Testament, Indian Museum Bulletin*, Kolkata, 1995
Learning Outcomes (not more than 100 words)	After studying this course students will gain a comprehensive understanding of ancient Indian Palaeography and Epigraphy. They will learn to read and interpret various ancient scripts such as Kharoshthi, Brahmi and their derivatives and gain practical experience in transcribing and translating ancient records.

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

<table>
<tr><td>Course Title</td><td colspan="4">AIHMJ 503: Prehistoric Archaeology: (From Origin of Man to the Beginning of Agriculture)</td></tr>
<tr><td>Category of Course[39]</td><td colspan="4">Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)</td></tr>
<tr><td>Credits[40]& Hour of Teaching</td><td></td><td>Theory</td><td>Practical</td><td>Cumulative</td></tr>
<tr><td></td><td>Credits</td><td>04</td><td></td><td></td></tr>
<tr><td></td><td>Hour of Teaching (Total)</td><td>60</td><td></td><td></td></tr>
<tr><td>Course Objectives (Not more than 100 words)</td><td colspan="4">Prehistoric archaeology aims to reconstruct human history before the advent of writing. Specifically, its focus on the period from the origin of man to the beginning of agriculture seeks to understand the biological and cultural changes that led to the emergence of Homo sapiens and their subsequent development. Explore the subsistence strategies, technology, social organization, and belief systems of prehistoric populations. Determine the geographic movements of early humans and their impact on population genetics and cultural exchange. Investigate the factors that contributed to the shift from hunting and gathering to food production. Explore how early humans adapted to and modified their surroundings.</td></tr>
<tr><td>Course Content</td><td colspan="4">The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.</td></tr>
</table>

[39] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[40] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Units	Course Content	Hr. of Teaching
I	**Man, and Environment** 1. Introduction to Prehistory: Course Review 2. Origin of Humans and Their Evolution: Archaeological, Biological & Geological Evidence 3. Paleoenvironment: An Outline of Pleistocene & Holocene Climate 4. Climatic Conditions and Evidence: Africa, Europe and India	15
II	**Archaeology as Study of the Past: World Perspective** 5. Method of Studying Stone Tools: Palaeolithic, Mesolithic, Neolithic 6. Pre-Acheulian and Acheulian Culture of Africa, Europe and South-East Asia 7. Middle palaeolithic remains of Europe and Africa 8. Palaeolithic Technology: Upper Palaeolithic cultures of Europe	15
III	**Nature of Prehistoric Records in India** 9. Palaeolithic Cultures 10. Habitation Tendencies, Sites and Chronology of Palaeolithic Culture 11. Microlithic industry: Ecological Zone and Pattern 12. Rock Art: Types, nature and relevance	15
IV	**The Archaeology of Complex Societies** 13. The Neolithic Culture of West Asia, Afghanistan and Pakistan 14. Remains of Early Farming community: Ganga and Vindhya 15. The Neolithic Culture of South India 16. The Neolithic Culture of Kashmir and North-East	15

Texts / References	• Chakrabarti, D.K., *The Oxford Companion to Indian Archaeology,* New Delhi, 2006. • Jayaswal, V., *Palaeohistory of India (A Study of Prepared Core Techniques of the Palaeolithic Cultures of India),* Delhi: Agam Kala Prakashan,1978 • Jayaswal, V., *Chopper-Chopping Component of Palaeolithic in India,* Delhi, 1982. • Jayaswal,V., *Bhāratiya Itihāsa Kā Madhya Prastara Yuga*, Delhi, 1989 • Jayaswal, V., *Bhāratiya Itihāsa Kā Nava Prastara Yuga,* Delhi, 1989 • K. Paddayya, Sushama G. Deo; *Prehistory of South Asia: The lower Palaeolithic or Formative era of Hunting – Gathering; Mythic Society,* Bangalore, 2017 • Misra V.D., and Pal J.N., *Mesolithic India. Allahabad: Department of Ancient History, Culture and Archaeology,* University of Allahabad. 2002. • Neumayer, E., *Rock Art of India,* Oxford University Press, Oxford, 2010 • Pandey, J.N., *PuratattvaVimarsh*, Prachya Vidya Sansthan, Allahabad, 1983. • Pappu, R.S., *Acheulian Culture in Peninsular India,* New Delhi: D.K. Printworld. 2001. • Pushp Lata Singh., *Vindhya-Madhya Gangeya Kshetra Ka Puratattva* 2011 • Sankalia, H.D., *Stone Age Tools: Their Techniques, Names and Probable Functions,* Deccan College, Pune 1964

	• Sankalia, H.D., *Prehistory of India,* Munshiram Manoharlal, New Delhi, 1977 • Settar, S. and Ravi Korisettar (Eds.)., *Prehistory: Archaeology of South Asia,* Manohar Publishers, New Delhi, 2002. • Singh, P., *Neolithic Origins,* Agam Kala Prakashan, New Delhi,1991 • Sundara and S.V. Padigar (Ed.), *Prehistoric Foundation of Bharat Part I*, Mythic Society, Bangalore, 2021 • Tripathi, Vibha and Prabhakar Upadhyay, *Archaeology of the Ganga Basin: Paradigm Shift, Vol. 1&2,* Delhi, 2010.
Learning Outcomes (Not more than 100 words)	A course on Prehistoric Archaeology aims to equip students with a comprehensive understanding of human prehistory, from the earliest hominins to the dawn of agriculture. Demonstrate a strong grasp of the major theories and concepts in human evolution and prehistory. Explain the key stages of human development, from early hominins to the Neolithic period. Analyze the archaeological methods and techniques used to study prehistoric cultures**.** Students will understand to compare and contrast the lifeways of different prehistoric societies based on archaeological evidence.

Head of the Department

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMJ 504: Law and Legal Institutions in Ancient India**
Category of Course[41]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[42]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**2**		
Hour of Teaching (Total)	**30**		

Course Objectives (not more than 100 words)	This paper introduces to the students the meaning and significance of legal ideas and institutions of ancient India. Origin and concept of Hindu Law forms the subject matter of the first unit whereas specific laws related to inheritance, ownership and sonship are discussed in the second unit. The nature and types of marriage alongwith the concept of Strīdhana is analysed in the third unit. Nature of Judiciary alongwith judicial procedure and different theories of crime and punishment are dealt with in the fourth and fifth units respectively.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Nature and Development of Ancient Indian Law** 1. Sources 2. Origin and development 3. Law of succession and inheritance 4. Strīdhana: its nature and significance	15
II	**Judiciary in Ancient India** 5. Types and functions of Judiciary 6. Judicial Procedure: Catuspada 7. Punishment: Theories and objectives	15

Texts / References	• Kane, P.V., *History of Dharmaśāstra.*Vol. III (relevant chapters), Poona, 1968-75. • Vedalankar, Hardatt, *Hindū Parivāra Mīmāmsā*, Delhi, 1973. • Achchhe Lal, *Prācīna Hindū Vidhi,* Varanasi, 2001. • Majumdar, R.C., *Corporate Life in Ancient India*, Calcutta, 1918. • Shastri, S., *Arthaśāstra of Kautilya*, Mysore, 1919. • Singh, S., *Evolution of Smrti Law*, Varanasi, 1972. • Tripathi, H.N., *Prācīna Bhārata Mem Rājya aura Nyāyapālikā*, Delhi, 1965. • Jolly, J., *Hindu Law and Customs*, Calcutta, 1928. • Nath, Birendra, *Judicial Administration in Ancient India*, Patna, 1979.

[41] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[42] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Learning Outcomes (not more than 100 words)	A course on Law and Legal Institutions in Ancient India aims to provide students with a comprehensive understanding of the legal framework and judicial system that prevailed in ancient India. Upon completion, students should be able to: Demonstrate a strong understanding of the sources of ancient Indian law (dharmaśāstras, arthashastras,inscriptions, etc.). Explain the evolution of legal concepts and principles from the Vedic period onwards. Analyze the structure and functions of ancient Indian legal institutions. Compare and contrast the legal systems of different regions and periods in ancient India. Evaluate the impact of law on social, economic, and political life.

Head of the Department

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**VOC 501: World Heritage Archaeological Sites and Monuments in India**			
Category of Course[43]	Major / Minor / **Minor (Vocational)** / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[44]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**4**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The primary objective of a paper titled "World Heritage Archaeological Sites and Monuments in India" is to provide a comprehensive overview of the country's rich archaeological heritage**.** This involves identifying, describing, and analyzing the most significant archaeological sites and monuments that have been recognized as World Heritage sites by UNESCO. Specific objectives might include, **c**reating a detailed list of all Indian archaeological sites with World Heritage status. Exploring the historical and cultural importance of each site. Analysing the architectural styles and artistic achievements represented by the monuments.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction to UNESCO and World Heritage Sites** 1. World Heritage Convention (Introduction to the World Heritage Convention (1972) 2. Criteria for selection of World Heritage Sites, Operational Guidelines for the Implementation of the World Heritage Convention) 3. World Heritage Sites List (Tentative List: Definition and significance, Final List: Process of inclusion, Differences between the Tentative and Final Lists) 4. Importance of World Heritage Sites (Cultural and natural heritage, Role in education, tourism, and international cooperation)	15
II	**Nature of World Heritage Sites** 5. Classification of World Heritage Sites (Cultural, Natural and Mixed	15

[43] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[44] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	heritage sites) 6. Significance of Heritage Sites (Historical and cultural importance, Biodiversity and ecological significance) 7. Management and Conservation (Policies for preservation and conservation, Role of government and non-governmental organizations)	
III	**Important World Heritage Monuments of India: An Introduction and Acts** 8. The Ancient Monuments and Archaeological Sites and Remains Act, 1958 9. The Ancient Monuments and Archaeological Sites and Remains Rules, 1959 10. AMASR (Amendment) Act (2010)	15
IV	**Case Study of World Heritage Monument of India** 11. Bhimbetka 12. Dholavira 13. Sanchi 14. Ajanta & Ellora 15. Brihadeshvara Temple 16. Temples of Khajuraho 17. Konarak Sun Temple 18. Tajmahal 19. Rani-ki-vav 20. Nalanda 21. Qutub Complex 22. Group of monuments of Mahabalipuram 23. Moidams-Mound Burial Systems of the Ahom Dynasty	15

Texts / References	• "The UNESCO World Heritage Sites" by UNESCO • "World Heritage Sites: A Complete Guide to 1,031 UNESCO World Heritage Sites" by UNESCO • "UNESCO's World Heritage Convention: Thinking Beyond the Boundaries" by Jane Lennon • "The World Heritage Convention: A New Instrument of Preservation" by Christina Cameron and Mechtild Rössler • UNESCO World Heritage Centre: whc.unesco.org • UNESCO’s Official Website: [unesco.org](https://www.unesco.org/) • "World Heritage: Benefits Beyond Borders" edited by Amareswar Galla • "Heritage Management, Tourism, and Governance in China: Managing the Past to Serve the Present" by Robert J. Shepherd and Larry Yu • UNESCO’s Operational Guidelines for the Implementation of the World Heritage Convention • ICOMOS Guidelines on Heritage Impact Assessments for Cultural World Heritage Properties • "Preparing World Heritage Nominations" by UNESCO • Case studies available on the UNESCO World Heritage Centre website • "World Heritage Sites of India" by Manoj Sharma • "Natural Heritage from East to West: Case Studies from 6 Continents" edited by

	Niamh Moore and Yvonne Whelan • "Cultural and Natural Heritage: Definitions, Methodologies, and Approaches" by Denis Byrne • "The Role of UNESCO Designations in Sustainable Development" by Peter Bridgewater • Archaeological Survey of India (ASI): [asi.nic.in](https://www.asi.nic.in/) • International Council on Monuments and Sites (ICOMOS): [icomos.org](https://www.icomos.org/) • "Ancient Monuments and Archaeological Sites and Remains: Their Conservation and Protection" by Sheela Lal • "India's World Heritage Sites: The Full Circle" by Himanshu Prabha Ray • "Conservation of Indian Heritage: A Review of Policy and Practice" by S.P. Gupta
Learning Outcomes (not more than 100 words)	A course on World Heritage Archaeological Sites and Monuments in India aims to provide students with a comprehensive understanding of India's rich cultural heritage. This paper gives the outstanding approach and first-hand information regarding the UNESCO and related structure regarding World Heritage convection.

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**AIHMJ 601: History of Science and Technology in Ancient India (from Beginning to the 6th Century BCE)**
Category of Course[45]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[46]& Hour of Teaching	See table below
Course Objectives (Not more than 100 words)	Science exists since the dawn of man on the earth. Physical, biological and medicinal sciences have prevailed from the evolution of universe. Food and medicine got importance since the advent of man. Later, astronomy, mathematics, etc. evolved in accordance to the need of society and became an integral part of day-to-day activity, paving the way for modern scientific achievements. The present course talks about all the above point.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

	Theory	Practical	Cumulative
Credits	**04**		
Hour of Teaching (Total)	**60**		

Units	Course Content	Hr. of Teaching
I	**Science and Technology in the Prehistoric Period** 1. Science and Technology: Meaning and Scope 2. Sources 3. Prehistoric Tool Technology 4. Flora and Fauna	15
II	**Science and Technology in Harappan Civilization** 5. Metallurgy 6. Mathematics 7. Town Planning and Hydraulics 8. Flora and Fauna	15
III	**Science and Technology in Vedic Literature** 9. Mathematics 10. Astronomy 11. Medical Science 12. Vedānga, Kalp and Jyotish	15
IV	**Further Development in Science and Technology up to 6th Century BCE**	15

[45] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[46] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	13. Metal Technology: Copper objects of non-Harappan cultures 14. Iron Technology 15. Glass Technology 16. Ceramics: BRW, BSW, PGW, NBPW	

Texts / References	• Hegde, K.T.M., *An Introduction to Ancient Indian Metallurgy*, Banglore. 1991. • Hodges, H., *Technology in the Ancient world*, London, Pelican, 1970. • Kutumbia, P., *Ancient Indian Medicine*, New Delhi, 1962. • Prasad, G., *Bharatiya Jyotisha Ka Itihas*, Lucknow, 1974. • Randhawa, M.S., *A History of Agriculture in India*, New Delhi, 1980. • Bose, D.M. *et al., Concise History of Science of India*, New Delhi, 1971. • Satya Prakash, *Prachina Bharat men Rasayan Ka Vikas* (Hindi), Varanasi, 1960. • Satya Prakash, *Vaijñānika Vikasa ki Bhāratīya Paramparā* (Hindi), Patna, 1954. • Sen, S.N., *Vijñāna kā Itihās*, Two Volumes, Patna, 1972. • Singh, A.N. and Dutta, B.B., *History of Hindu Mathematics* (English and Hindi). • Vols. I and II, Lahore, 1935 and 1938. • Singh, R.N., *Ancient Indian Glass: Archaeology & Technology,* Delhi, 2005. • Tripathi, Vibha. *The Age of Iron in South Asia: Legacy and Tradition*. Delhi. 2001. • Upadhyay, Prabhakar, *Minerals and Mining in Ancient India: From the Earliest Times to the Beginning of Christian Era,* Varanasi, 2007.
Learning Outcomes (Not more than 100 words)	After attending the course, the students will be able to know about the development of Indian Science from the beginning up to 6th century BCE. They will acquaint themselves various aspects of science of ancient India.

Head of the Department

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**MJ 602: Ancient Indian Numismatics (From Beginning to the Satavahana Period)**
Category of Course[47]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[48]& Hour of Teaching	See table below
Course Objectives (not more than 100 words)	This course aims to provide an in-depth understanding of the development and significance of coinage in ancient India. Students will explore the origins, evolution, and techniques of coin minting, as well as the role of coins as historical sources. The course covers various types of early Indian coins, including punch-marked, local, tribal, and those issued by foreign rulers and the Satavahanas, offering insights into the coin-types, weight standard, metrology and political contexts etc. of the periods in which they were produced.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

	Theory	Practical	Cumulative
Credits	4		
Hour of Teaching (Total)	60		

Units	Course Content	Hr. of Teaching
I	**Antiquity and Scope of Coinage** 1. Definition and Scope of Numismatics and Numismatic Terms 2. Coins as a source of History and antiquity of coinage in India 3. Techniques of coin minting, stray finds and hoards 4. Right of minting coins, exchange and currency	15
II	**Early Indian Coins** 5. Punch-marked coins - Classification, weight standard, chronology and symbols 6. Local coins with special reference to Kauśāmbī, Pāñcāla, Taxilā and Ayodhyā 7. Tribal coins with special reference to Yaudheyas, Mālavas, Audumbars and Kunindas	15
III	**Coins of the Foreign Rulers** 8. Indo-Greek coins: General features; Coins of Demetrius and Menander 9. Coins of Western Kshatrapas (with special reference to Nahapāna and Rudradāman) 10. Kusāna coins: Coins of Kanishka I and Huvishka I	15

[47] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[48] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	11. A survey of Huna coins	
IV	**Coins of Pre-Sātavāhana and Sātavāhana Period** 12. Coinage of Pre-Sātavāhana period 13. Distribution pattern and main features of Satavahana coins 14. The coins types of Śātakarni I and II, Gautamīputra Śātakarni and Vaśishtihiputra Pulumāvi	15

Texts / References	• Altekar, A. S., *Origin and Early History of Coinage in Ancient India*, JNSI, XV. • Goel, S.R., *Ancient Indian Coinage,* Jodhpur, 1995. • Gupta, P. L. and Hardaker, T.R. *Ancient Indian Silver Punch-marked Coins of the Magadh-Maurya*, Karshapana Series. Nasik. 1985. • Gupta, P.L., *Bharata Ke Purva Kalika Sikke,* Varanasi, 1996. • Gupta, P.L., *Prachina Bharatiya Mudraye,* Varanasi, 2003. • Kosambi, D.D., *Indian Numismatics*, Delhi, 1981. • Lahiri, A.N., *Indo-Greek Coins, (Section on Metrology only),* Calcutta, 1995. • Naraian, A.K., *Indo Greeks* Oxford, 1957. • Narain, A.K. and G.K. Jenkins, *Coin-Types of the Śaka Pahlava Kings of India*, Varanasi, 1957. • Narain, A. K. Seminar Papers on the *Local Coins of Northern India,* Varanasi. 1968. • Rapson, E. J., *A Catalogue of The Indian Coins in The British Museum - Coins of the Andhra Western Kshatrapas Dynasty.* London 1968. • Sharma, I. K. *Coinage of the Satavahana Empire,* Delhi. 1980. • Shastri, A. M. (ed.) *Coinage of the Satavahanas and coins from Excavation*, Nagpur, 1972. • Singh, Jai Prakash and Ahmad Nisar, *Seminar Papers on the Tribal Coins of Ancient India. (C. 200 B. C. to 400 A. D.)*, Banaras Hindu University, Varanasi, 1977. • Singh, Onkar Nath and D.P. Sharma, *A Study of Coins,* New Delhi, 2010. • Singh, Devendra Bahadur, and Upadhyaya, Amit Kumar, *Prachin Bharat me Vinimay Pranali,* Varanasi, 2009.
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to: Define numismatics and its scope, and understand numismatic terms and the importance of coins as historical sources.Analyze the techniques of coin minting, and the processes of coinage, exchange, and currency in ancient India. Classify and date punch-marked coins, and recognize their symbols and weight standards. Identify and assess the significance of local and tribal coins, with a focus on regions like Kauśāmbī, Pāñcāla, Taxilā, and Ayodhyā, as well as tribes like Yaudheyas, Mālavas, Audumbars, and Kuninda. Evaluate the general features of Indo-Greek, Western Kshatrapas, Kusāna, and Huna coins, focusing on key rulers such as Demetrius, Menander, Nahapāna, Rudradāman, Kanishka I, and Huvishka I. Understand the distribution patterns, main features, and coin types of the Satavahana dynasty, particularly those issued by Śātakarni I and II, Gautamīputra Śātakarni, and Vaśishtihiputra Pulumāvi.

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**MJ 603: Ancient Indian Art & Architecture (From beginning to Gupta Period)**			
Category of Course[49]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[50]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The course introduces the glorious tradition of Indian art and architecture up to the Gupta period, starting with primitive art such as rock paintings and terracotta. It also focuses on the intricacies of the Indus and Mauryan art and architecture in the 2nd and 3rd units, respectively. The 4th unit discusses the unique features of Stupas, using examples from Bharhut, Sanchi, and Amravati. This unit also covers the salient features of rock-cut architecture, with a special reference to the Chaitya Halls of Bhaja and Karle. The last unit delves into Kushan art as seen in the Mathura and Gandhara schools, as well as the distinct characteristics of Gupta art.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Nature of Indian Art and its Beginning** 1. Nature, definition and salient features of Indian art and architecture 2. Primitive art: Rock Art & Terracottas 3. Art and Architecture of Indus Valley Civilization: Town Planning, Stone, Metal Sculpture, Seals and Terracotta	15
II	**Art and Architecture of the Mauryan Period** 4. Architecture: Palaces, Caves and Stūpas 5. Sculpture: Aśokan Capitals 6. Folk Images: Stone Images of Yaksha and Yakshi 7. Terracotta: Salient features	15
III	**Art and Architecture of Śunga-Satavāhana & Kushana Period** 8. Stūpas: Bharahut, Sanchi,and Amaravati 9. Chaityas: Bhaja and Karle	15

[49] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[50] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	10. Salient features of Mathura and Gandhara School of Art 11. Terracotta: Salient features	
IV	**Art and Architecture of the Gupta Period** 12. Temple Architecture 13. Salient features of Mathura and Sarnath School of Art 14. Ajanta and Bagh Paintings 15. Terracotta: Salient features	15

Texts / References	• Agrawala, V.S., *Bhāratīya Kalā* (Hindi), Varanasi, 1994. • Bajpai, K.D., *Bhāratīya Vāstukalā kā Itihāsa* (Hindi), Lucknow, 1972. • Brown, P., *Indian Architecture* (Buddhist and Hindu Periods), Vol. I, Bombay, 1971. • Agrawala, P.K., *Prācīna Bhāratīya Kalā evam Vāstu* (Hindi), Varanasi, 2002. • Coomarswamy, A.K., *History of Indian and Indonesian Art*, London, 1927. • Gupta, P.L., *Bhāratīya Sthāpatya* (Hindi), Varanasi, 1970. • Majumdar, R.C. and A.D. Pusalker (eds.), *The History and Culture of the Indian People*, Vols. II and III (relevant chapters.), Bombay, 1951-57.
Learning Outcomes (not more than 100 words)	After completion of this course the students will be able to have an idea about the nature and objective behind the art and also they will have an insight about glorious tradition of Indian art and architecture up to the Gupta period, starting with primitive art such as rock paintings and terracotta, rock cut architecture.

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**MJ 604: Protohistoric to Early Historic Archaeology of Indian Subcontinent**				
Category of Course[51]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)				
Credits[52]& Hour of Teaching		Theory	Practical	Cumulative	
	Credits	**04**			
	Hour of Teaching (Total)	**60**			
Course Objectives (not more than 100 words)	Beginning with Pre-Harappan Cultures different stages of culture upto the emergence of early historic cities is brought to the fore in this paper. The first unit deals with basic features of Harappan Civilization whereas main characteristics of Chalcolithic Cultures of India form the subject matter of the unit. In the third & fourth units Chalcolithic and Iron Age Cultures notably Painted Gray Ware & Northern Black Polished were cultures associated with early historic city sites are discussed respectively.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				

Units	Course Content	Hr. of Teaching
I	**Unit I: Beginning & Early Phase of Copper-Bronze Age** 1. Village Communities of North, North-west: Pre and Early Harappan Culture of Baluchistan, Afghanistan and Sindh 2. Pre-early Harappan Culture: India	15

[51] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[52] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	**Unit-II: Rise of First Civilization in India** 3. Bronze Age Urbanization: Concept and Theories 4. Indus-Saraswati Valley Civilization: Origin, Extent, Chronology, Main Characteristic, Settlement and Town Planning, Technologies, Trade & Commerce 5. Significant Sites of Indus Valley Civilization: Harappa, Mohanjo-Daro, Kalibanga, Lothal, Rakhigarhi, Surkotada and Dholawira 6. Decline: Theories of urban decline, Harappan culture in Gujarat and Saurashtra. Late Harappan Cultures in Punjab and Haryana	15
III	**Unit III: Non-Urban Chalcolithic Culture** 7. Rajasthan 8. Madhya Pradesh 9. Maharashtra 10. U.P., Bihar and Bengal 11. The Copper using itinerant communities of the Gangetic Plains: Copper hoards and Ochre Colour Pottery	15
IV	**Unit IV: Early Iron Age Culture & Concept and Theories of Urbanization** 12. Early Iron Age Cultures of North India: Painted Grey Ware Cultures, Extent. Chronology, settlement pattern and authorship 13. Megalithic Culture of India: Vindhya, Vidarbha, South India 14. Northern Black Polished Ware Culture, extent, chronology and characteristic traits 15. Rise of Cities in the Gangetic Plain	15

Texts / References	• Agrawal, D.P. and J.S. Kharakwal, *Bronze and Iron Ages in South Asia* New Delhi, 2003. • Allchin, B. and F.R. Allchin, *The Rise of Civilization in India and Pakistan,* Delhi, 1983. • Chakrabarti, D.K,*The Oxford Companion to Indian Archaeology,* NewDelhi, 2006 • Dhavalikar MK, *Indian Protohistory*, New Delhi, Books and Books,1997 • Ghosh, A.,*The City in Early Historical India. Simla,*Indian Institute for Advanced Studies, 1973 • Gupta, S.P.,*The Indus-Saraswati Civilization: Origins, Problems and Issues,*Delhi,1996 • Jayaswal, V., *Bhāratiya Itihāsa Ke ĀdiCharana KīRūparekhā(Purā Prastara Yuga),* Delhi, 1987. • Kenoyer, J.M.,*Ancient Cities of the Indus Valley Civilization,* Karachi, 1998 • Kumar. Vinay, 2018. *Early Harappan Culture of Kot-Diji Sothi Complex* ,B.R. Publishing Corporation, Delhi-110052. • Lal, B.B. and S.P. Gupta (eds.), *Frontiers of the Indus Civilization,* Delhi, 1984. • Pandey, Nidhi. 2018. Aspects of Pyro-technology in Ancient Culture of Ganga Plain Delhi: Sharada Publication. • Possehl, G.L. (ed.), *Harappan Civilization: A Recent Perspective.* New Delhi,1993

	• Roy, T.N.,*The Ganges Civilization: A Critical Study of the PGW and NBPW Periods of Ganga Plains of India*. New Delhi, 1983 • Singh, Pushp Lata,*Ecology and Archaeology of Koshal Region,*New Delhi, 2011 • Tripathi, Vibha, *The Age of Iron in South Asia: Legacy and Tradition,* Delhi, 2001. • Tripathi, Vibha, *The Painted Grey Ware, An Iron Age Culture of Northern sIndia,* Delhi, 1976.
Learning Outcomes (not more than 100 words)	After completing this course students are expected to have a fair knowledge about the protohistoric cultures of India. They will be able to understand the Origin, extent and chronology of Indus Civilization, will be able to categorize the Pre Urban Harappan Cultures in Greater Indus Region, analyses the features of Harappan town planning familiarize the Harappan trade, script, religion, arts and craft, and burials, understand the factors of decline of Indus Civilization and its Legacy, : will understand the Chrono-cultural features of Iron in India and the students will get an idea about the major ceramic wares from Iron age. Understand the typo-technology of Painted Grey ware pottery.

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(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**VOC 601: Buddhist Circuit of North India**
Category of Course[53]	Major / Minor **/ Minor (Vocational**) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[54]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**04**		
Hour of Teaching (Total)	**60**		

Course Objectives (not more than 100 words)	In recent years, the development and promotion of religious circuits has become a cornerstone of India's tourism marketing campaign that aims to capture both domestic and foreign exchange earnings. To explore the relationship between tourism and India's religious circuits further the role of India's Buddhist circuit and how a series of sacred places have become part of a larger commoditized itinerary and networked geography is the need of hour. The present course highlights about the ritual activities associated with Buddhist pilgrimage, how the government looks to regulate and reproduce a sacred geography, and the role of cross border cultural and economic processes in shaping Buddhist heritage in the early twenty-first century.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**History of Buddhism in India** 1. Life and teachings of Gautama Buddha 2. Buddhist Councils 3. Hīnayāna and Mahāyāna sects 4. Spread of Buddhism in India	15
II	**Development of Buddhist Architecture** 5. Mauryan period 6. Shunga period 7. Kushana Period 8. Gupta period	15
III	**Introduction to Buddhist Visual Art** 9. Buddhist visual art: Types, concepts and terminologies; 10. Buddhist symbols; 11. Buddha images: origin and development of Mudrās 12. Buddhist deities: Concept, Mudrās, origin and development; 13. Buddhist paintings, stucco, terracotta and bronzes	15

[53] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[54] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	**Important Buddhist Sites of Buddhist Circuit of North India** 14. Lumbini 15. Shravasti 16. Bodhgaya 17. Sarnath 18. Nalanda 19. Rajgriha 20. Kushinagar	15

Texts / References	• Goyal, S.R. 1987. A History of Indian Buddhism. Meerut: Kusumanjali Prakashan. • Oldfield, H. A. 2018(1880). On Buddhism in Nepal. New Delhi: South Asia Press. • Sāṅkṛtyāyan, Rāhul. 1953. Bauddh Sanskriti. Calcutta: Adhunik Pustak Bhavan. • Singh, H. L. 1999. Buddhism in Nepal: A Brief Historical Introduction. Kathmandu: Ratna Pustak Bhandar. • Walpola, Rahula.1956. History of Buddhism in Ceylon. Colombo: M. D. Gunasena & Co. • Bapat, P. V., ed. 1997. 2500 Years of Buddhism. Delhi: Publication Division, Ministry of Information and Broadcasting. • Hirakawa, Akira. 1990. A History of Indian Buddhism - From Sakyamuni to Early Mahayana. Translated and edited by Paul Groner. Honolulu: University of Hawai'i Press. • Legge, James. 1886. A Record of Buddhistic Kingdoms. Oxford: Clarendon Press. • Obermiller, E., trans. 1986. History of Buddhism in India and Tibet by Bu-ston. Delhi: Sri Satguru Publications. • Sheel, Kamal, Lalji Shravak, and Charles Willemen. 2010. India on the Silk Route. Delhi: Buddhist World Press. • Snelling, John. 1998. The Buddhist Handbook: A Complete Guide to Buddhist Schools, Teaching, Practice, and History. New York: Barnes & Nobles Books • Thapa, Shanker, ed. 2005.The Historical Context of Newār Buddhism: The Vajrayana Tradition of Nepal. Nagarjuna Publications. • Tuladhar-Douglas, Will. 2007. Remaking Buddhism for medieval Nepal: the fifteenth century reformation of Newar Buddhism. London and New York: Routledge.
Learning Outcomes (not more than 100 words)	After doing this course the students will be able to understand the rich Buddhist literary and philosophical heritage of the past and the present, they will be acquainted with history of Buddhism in Asia and world Buddhist heritage circuits with special emphasis on India. The course will provide to students the knowledge of Buddhist architecture and various visual art forms from different regions of Asia and will train the students in the fundamentals of tourism and give necessary guidance.

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Faculty of Arts

T	P	L	C	H

Course Title	**MJ 701: Historical Geography of Ancient India**
Category of Course[55]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[56]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**04**		
Hour of Teaching (Total)	**60**		

Course Objectives (Not more than 100 words)	It is the geography of a region which plays the most crucial role in shaping its tradition and culture. This paper is an attempt to demonstrate the interrelation between history and geography. The first unit delineates the different sources of historical geography of ancient India. The second unit, besides discussing the different names by which India was known in ancient period, also describes its topography. The changing scenario of political geography is focussed in the third unit. Different aspects of geography, viz. agriculture, forestry, mines, trade and trade-routes, form the subject matter of the fourth unit.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Nature and scope 2. Ancient sources 3. Concept of Bharat 4. Relevance to Indian history and culture	15
II	**Physical Geography: Land & People** 5. Name of the Countries- a. Jambū Dvīpa, b. Aryavratta, c. Bharat, d. India 6. Bhāratavarśa- its divisions 7. A brief survey of major physical divisions of India: Himalayas, Indo-Gangetic Plain and Peninsula 8. A brief survey of major morphological divisions of India: (a)Desert: Rajasthan and Kutch (b)The hill ranges: Vindhyas, Kaimur and Sahyadri (c)Plateau: Malwa and Chhota Nagpur (d) Passes: North and South (e) Costal India	15
III	**Geographical backgrounds** 9. A brief survey of major river systems: Indus, Ganga, Krishna, Kaveri, Narmada and Brahmaputra	15

[55] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[56] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	10. Glaciers and Deltas	
IV	**Economic Geography** 11. Agricultural Products 12. Forest and Mineral Products 13. Trade-routes and Ports 14. Inland and outland trades 15. Urban centres	15

Texts / References	• Agrawal, V.S*., Geographical data in the Purānas,* New Delhi, 1972. • Cunningham, A., *Geography of Ancient India*, Varanasi, 1963. • Law, B.C., *Ancient Mid-Indian Kshatriya Tribe*, Varanasi, 1975. • Law, B.C., *Some Kshatriya Tribes of Ancient India*, Calcutta, 1967. • Law, B.C., *Geography of Early Buddhism*, London, 1932. • Motichand, *Sārthavāha,* Patna, 1953. • Shastri, K.A. Nilakanth, Mishra, V.V. and Law, B.C. (eds.), *The Geographical Encyclopaedia of Ancient and Medieval India*, Varanasi, 1967. • Sircar, D.C., *Studies in Ancient and Medieval Geography of India,* Varanasi, 1960. • Upadhunderstanday, Bharat Singh, *Buddhakālīna Bhārata K*ā *Bhūgola*, Prayag, 1991
Learning Outcomes (Not more than 100 words)	A course on Historical Geography of Ancient India aims to develop a comprehensive understanding of the interplay between geography and human history in the subcontinent. Upon successful completion of the course, students should be able to demonstrate a strong grasp of the physical geography of ancient India, including its major landforms, river systems, and climatic conditions. Student will understand the evolution of geographical knowledge and concepts in ancient Indian thought. Also, they will analyze the impact of geographical factors on early human settlements, civilizations, and empires. Student will compare and contrast the geographical conditions of different regions in ancient India and their influence on cultural, economic, and political developments.

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Faculty of Arts

T	P	L	C	H

Course Title	**MJ 702: India's Cultural contacts with South and South-East Asia**			
Category of Course[57]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[58]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (Not more than 100 words)	Cross regional cultural diffusion has been an important aspect of historical evolution. A strong and vibrating civilization having its impact felt upon other contemporary cultures has been a common phenomenon of history. This course introduces to the students a general study of cultural contact of ancient India with outside world. It primarily focuses on the study of historical geography, religion, art and architecture, language and literature of Central Asia, Afghanistan, China, Tibet, Sri Lanka, Burma, Cambodia and Indonesia. This impact got manifested basically in the form of the spread of Buddhism in these regions.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction: South and South-East Asia** 1. Sources 2. Ancient routes 3. Process and Causes of Indianization	15
II	**Socio-economic Impact on Sri Lanka, Myanmar & Thailand** 4. India's Social Impact 5. Land and Sea route 6. Trade and Commerce	15
III	**Cultural Interactions with Sri Lanka** 7. Introduction and Expansion of Buddhism 8. Art and Architecture: Sigria Murals and Ruvanveli Pagoda 9. Language and Literature: Pali, Sanskrit, and Simhali	15

[57] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[58] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	**Unit: 4 Cultural Interactions with Myanmar and Thailand** 10. Introduction and Expansion of Buddhism 11. Art and Architecture: Sukhothai region and Ananda temple 12. Language, Literature, and Life	15
Texts / References	• Hall D.G.E, *History of South East Asia,* London 1961 • Lama, G.K., *Cultural Heritage of South East Asia,* Varanasi, 2009 • Majumdar, R.C., *Hindu Colonies in The Far East,* Calcutta, 1963. • Majumdar, R.C., *India and South-East Asia,* Delhi, 1979. • Puri, B.N., *Sudura Purva me Bharatiya Samskriti Aur Usaka Itihas,* Lucknow, 1965. • Vidyalankara, S., *Dakshina Evam Dakshina Purva Asia Ka Sanskratika Itihasa*, Mussoorie, 1984.	
Learning Outcomes (Not more than 100 words)	A course on India's cultural contacts with Southeast Asia aims to provide students with a comprehensive understanding of the multifaceted interactions between these two regions. Students will understand Demonstrate a strong understanding of the historical and geographical context of India and Southeast Asia. Explain the various forms of cultural exchange between India and Southeast Asia, including religion, language, art, and technology. Analyze the impact of Indian cultural influence on Southeast Asian societies. Compare and contrast the cultural characteristics of India and Southeast Asia, identifying both similarities and differences. Evaluate the role of maritime trade and cultural exchange in shaping the region.	

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T	P	L	C	H

Course Title	**MJ 703: Principles and Methods of Archaeology**			
Category of Course[59]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[60]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	Archaeology is the study of human past through their material evidences discovered from the archaeological sites. This course introduces to the students the basic concept of Archaeology, about the principles, methods and theoretical framework of archaeology. It talks about phases of the evolution of archaeology as a discipline which has started from an antiquarian stage and developed to a systematic and scientific discipline in the social science. The processual, post processual and cognitive theories will discuss a brief survey of the evolution of world and Indian archaeology. The paper introduces the terms and concepts of archaeology, techniques of archaeological exploration, specialized survey methods and geo-physical survey method. The course also describes various methods of excavations which include vertical, horizontal and quadrant methods. Students have to study history of Indian Archaeology, Methods of Data retrieval, dating and recent trends in archaeological studies.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Unit I: History of Indian Archaeology** 1. Archaeology: Definition, Aims, Nature and Scope 2. History of Indian Archaeology: From A. Cunningham to M. Wheeler 3. Archaeology of Post-Independent India: contribution of institutions and individuals 4. Role of Various Sciences in Archaeological Research: Geoarchaeology, Zooarchaeology, Paleobotany, Paleontology, Ethnoarchaeology, etc.	15
II	**Unit II: Methods of Data Retrieval and Documentation** 5. Field discoveries: Aims and methods of Explorations, Chance discoveries, Map and satellite image studies;	15

[59] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[60] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Village to village survey, Use of scientific aids in survey 6. Unearthing the sites: Planning excavations, Layout, Techniques of Excavations: Vertical and Horizontal 7. Excavation of sites: Rock-shelter, burial, stupas and others 8. Retrieval of botanical & other non-artefactual remains: Floatation techniques, Nitrogen analysis, soil analysis and Phosphate chemical tests	
III	**Unit III: Documentation & Reconstruction of the past** 9. Site formation process, site catchment analysis and stratigraphy 10. Recording of the excavated remains: Antiquities, Coding of sites, Marking of findings, Preparation of sections and 3-D recording 11. The recording: Section & plan, Photography and use of computer 12. Report Writing and Publications	15
IV	**Unit IV: Chronology, Dating Methods and New Trends** 13. Methods of Relative Chronology: Typology; Statistical studies 14. Absolute methods of dating: - Radiocarbon, AMS, Potassium-argon, Thermoluminescence, Pollen analysis, Fluorine test, Obsidian hydration and Dendro Chronology 15. Underwater archaeology: Indian studies 16. Recent Trends of Archaeology and its Applications	15

Texts / References	• Atkinson, R.J.C., *Field Archaeology,* London: Longmans.1953 • Barker, P. *Techniques of Archaeological Excavation,* London: Batsford. 1982. • Binford, L.R., *Introduction. An Archaeological Perspective,* Seminar Press, New York. 1972 • Chakrabarti, D.K. *A History of Indian Archaeology: From the Beginning to 1947,* New Delhi: Munsiram Manoharlal. 1988. • Dancey, W.S., *Archaeological Field Methods: An Introduction,* New Delhi: Surjeet Publications.1985 • Fagan, B., *In the Beginning: An Introduction to Archaeology,* Harper Collins.1993 • Harris, E.C. 1979. *Principles of Archaeological Stratigraphy,* London: Academic Press. • Hester R. Thomas, Shafer J. Harry and Feder L. Kenneth. 1997. *Field Methods in Archaeology,* California: Mayfield Publishing Company. • Hodder, Ian, *Theory and Practice in Archaeology,* London: Routledge. 1992. • Pandey, J.N., *Puratattva Vimarsha* (in Hindi). Prachya Vidya Sansthan, Allahabad. 2000. • Rajan,K., *Archaeology: Principles and Methods,* Thanjavur: Manoo Pathippakam,2002 • Raman, K.V., *Principles and Methods of Archaeology,* Madras: Parthajan Publications,1986 • Renfrew, Colin and Paul G. Bahn., *Archaeology: Theories, Methods and Practice,*(3rd Edition), London: Thames and Hudson. 2000
Learning Outcomes (not more than 100	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. After Completion of this course, the student should be able to familiarize the aim, scope, and evolution of

words)	Archaeology, Relationship of Archaeology with Social and Natural Sciences, Understand the data retrieval techniques in archaeology, categorize artifacts and Eco-facts (Analyze) Demonstrate Post excavation analysis, recording and interpretation of data and evaluate the dating methods in Archaeology.

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Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**MJ 704: History of Science and Technology in Ancient India (From 600 BCE. to 1200 CE.)**
Category of Course[61]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)
Credits[62]& Hour of Teaching	Credits: Theory **04**; Practical —; Cumulative — Hour of Teaching (Total): Theory **60**; Practical —; Cumulative —
Course Objectives (Not more than 100 words)	Around the 6th -5th century BC India began to engage significantly with the external world, leading to an exchange of scientific knowledge between Indian scholars and their counter pats from other nations. By this period, India had made remarkable advancements in Mathematics, astronomy and medical sciences. The progress in metallurgical technology, particularly in Iron production was so pronounced that Indian Iron and Steel gained a reputation throughout the ancient world. The contributions of notable figures such as Charak, Susruta and Vagbhatt in the field of medicine, Nagarjuna in alchemy and Aryabhattta, Varahmihir, Brahmagupta and Bhaskaracharya in Mathematices and Astronomy have proven to be of immence significance.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Medical Science and Alchemy** 1. Caraka 2. Śuśruta 3. Vāgbhata 4. Origin of Indian Alchemy 5. Nāgārjuna	15
II	**Development in Metallurgy and Glass Technology** 6. Copper and its Alloys 7. Iron and Wootz Steel 8. Glass 9. Kautilya's Arthaśāstra: Gems and Minerals	15
III	**Mathematics and Astronomy** 10. Āryabhata 11. Varāhamihira 12. Brahmagupta 13. Bhāskarāchārya	15

[61] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[62] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	**Interaction with the outside world** 14. Greece 15. China 16. Arabia	15

Texts / References	• Hegde, K.T.M., *An Introduction to Ancient Indian Metallurgy*, Banglore. 1991. • Hodges, H., *Technology in the Ancient world*, London, Pelican, 1970. • Kutumbia, P., *Ancient Indian Medicine*, New Delhi, 1962. • Prasad, G., *Bharatīya Jyotisha Ka Itihas*, Lucknow, 1974. • Randhawa, M.S., *A History of Agriculture in India*, New Delhi, 1980. • Bose, D.M. *et al., Concise History of Science of India*, New Delhi, 1971. • Satya Prakash, *Prachina Bharata me Rasayan Ka Vikasa*, Varanasi, 1960. • Satya Prakash, *Vaijñanika Vikasa k*i *Bharatiya Parampara*, Patna, 1954. • Sen, S.N., *Vijñana ka Itihas*, Two Volumes, Patna, 1972. • Singh, A.N. and Dutta, B.B., *History of Hindu Mathematics* (English and Hindi). • Vols. I & II, Lahore, 1935 and 1938. • Singh, R.N., *Ancient Indian Glass: Archaeology & Technology,* Delhi, 2005. • Tripathi, Vibha. *The Age of Iron in South Asia: Legacy and Tradition*. Delhi. 2001.
Learning Outcomes (Not more than 100 words)	We know that ancient India's development in the fields of science and technology reached its peak in Gupta Age. The knowledge of mathematics and other scientific fields was greatly advanced by ancient Indians. In India, scientists were in vogue and advanced both mathematics and astronomy to the pinnacle of their respective fields. After the completion of this course the students will be able to know all the above aspects.

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Faculty of Arts

T	P	L	C	H

Course Title	**RM 701: Research Methodology**			
Category of Course[63]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[64]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The main objective of this course is to introduce the basic concepts in research methodology in social science. This course addresses the issues inherent in selecting a research problem and discuss the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals. To familiarize students with the concept of research and its various techniques and methodology and also to the design of a research project, its analysis and drafting.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction to the meaning and approaches of research.** 1. Meaning and significance of Research 2. Aims, objective and Types of Research 3. Research approaches 4. Trends	15
II	**Research Problems** 5. Identification and selection of research problems 6. Area of research and form of hypotheses 7. Preparation of synopsis 8. Usage of sources: Primary and secondary 9. Collection, Analysis and Evaluation of data	15
III	**Foot-Note, Appendices, Bibliography and Illustrations** 10. Understanding of conventional abbreviations like ibid. Op cite etc. 11. Abbreviation of books and journal 12. Methods of foot-notes, end-notes and references 13. Use of diacritical marks 14. Appendices	15

[63] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[64] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	15. Preparation of Bibliography 16. Arrangement of Illustration- Photography, Maps, and Line drawings	
IV	**Fieldwork and Documentation** 17. Nature and significance of field-work 18. Process of Pre-Field-work 19. Methods of Field-work (a) Archaeological Explorations and Excavations (b) Ethno-cultural studies 20. Documentation and analysis 21. Report writing	15

Texts / References	• Creswell, J. W. *Research design: Qualitative, quantitative, and mixed methods approaches,* Sage Publications. 2013. • Denscombe, Martyn. 1999.The Good Research Guide. London: Viva Books. • Gibaldi, Joseph. 2000. MLA Handbook for Writers of Research Papers. Delhi: Affiliated Publishers. • Jha, Nishikant. Research Methodology, Himalaya Publishing House, Mumbai, 2013 • Joglekar, P., *Research Methodology for Archaeology Students,* Gayatri Sahitya, Pune 2014 • Johnson, L. Amber. 2004. Processual Archaeology. London: Praeger. • Kothari, C. R. *Research methodology: Methods and techniques,* New Age International, 2004 • Sharma, Tejram, *Ithias me Shodh Vidhi,* New Delhi (In Hindi) 2001 • Sharma, Tejram, *Research Methodology in History,* New Delhi 2001 • Silverman, David. 2005. Doing Qualitative Research. London: Sage. • Singh, Arun Kumar, *Manovigyan Samajshastra Tatha Siksha me Shodh Vidhiyan,* Delhi, 2008 • Turabian. L. Kate. 1996. A Manuel for Writers of Term Papers, Thesis and Dissertation. London: Chicago Press.
Learning Outcomes (not more than 100 words)	Students who complete this course will be able to understand and comprehend the basics in research methodology and applying them in research/ project work. This course will help them to select an appropriate research design. With the help of this course, students will be able to take up and implement a research project/ study. The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education. The students will develop skills in qualitative and quantitative data analysis and presentation. Students will be able to demonstrate the ability to choose methods appropriate to research objectives

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Faculty of Arts

T	P	L	C	H

Course Title	**MJ 801: Ancient Indian Numismatics: (From Gupta to Early Medieval Period)**			
Category of Course[65]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[66]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**4**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	This paper aims to provide a detailed examination of the political dynamics and historical developments in North India from the 6th century to the 13th century CE. Students will delve into the histories of significant dynasties such as the Maukharīs, Puśyabhūtis, Pratīhāras, Pālas, Kalacuris, Chandellas and others, exploring their rise, political achievements, and impact. The course seeks to enhance understanding of regional politics, inter-dynastic conflicts, and the socio-political context that shaped the history of early medieval North India.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Gupta Coins** 1. Genesis of Gupta coinage 2. Coin types of Chandragupta I to Skandagupta 3. Brief survey of hoard, monetary system and metrology	15
II	**Post Gupta coins of Northern India** 4. Coins of Kashmir 5. Coins of Horseman & Bull Type coins with special reference to Hindu Shahis of Punjab and Tomars of Delhi 6. Coins of Gupta imitation with special reference to Maukharis and Pushyabhutis 7. Coins of Bengal Samachardeva and Saśānka	15

[65] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[66] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	**Early Medieval Coins of North India** 8. Indo-Sasanian and Gandhara coins 9. Coins of Kalchuris of Tripuri and Ratnapur 10. Coins of Gahadwals, Chandellas, Parmaras and Kachchapghats, Chalukyas of Gujarat	15
IV	**Early Medieval Coins of South India** 11. Salient features of South Indian coins - Mint and Metrology 12. Coinage and history of South Indian coins with special reference to Chalukyas and Pallavas 13. South Indian coins of Cholas, Pandyas, and Cheras	15

Texts / References	• Ray, P.C., *Coins of Northern India*, Delhi, 1980 • Gopal, Lallanji, *Early Medieval Coin Types of Northern India*, Varanasi, • Prakash, Vidya, *Coinage of South India.* NSI, Varanasi, 1968. • Chattopadhyaya, B.D., *Coins and Currency Systems in South India, C. A.D. 225-1300*, Delhi, 1977. • Gupta, P.L., *Prācīna Bhāratīya Mudrāyem*, Varanasi, 2003. • Kosambi, D.D., *Indian Numismatics*, Delhi, 1981. • Rapson, E.J., *Catalogue of the Coins of India*, Delhi, 1975. • Singh, Onkar Nath, *Guptottarata Uttara Bharatiya Mudrayen*, Varanasi, 1997. • Singh, Onkar Nath, *Guptottarata Dakshin Bharatiya Mudrayen*, Varanasi, 2010. • Upadhyaya, Basudeo, *Bhāratīya Sikke,* Varanasi, 1971. • Wood, Allen, *The Gold Coin-types of the Great Kushānas*, Varanasi, 1957. • Upadhyaya, Amit Kumar, and Singh, Devendra Bhadur, *Prachin Bharat me Vinimay Pranali*, Varanasi, 2009.
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to nderstand the political history and contributions of the Maukharīs and Puśyabhūti dynasties. Analyze the rise and significance of the Pratīhāras and Pālas, focusing on key rulers such as Vatsarāja, Nāgabhatta II, Mihira Bhoja, and Devapāla. Explore the historical developments in Kashmir, West, and North-West India, including the Karkota, Utpala, and Lohara dynasties. Assess the political history of Sindh and the Caulukyas of Gujarat. Examine the histories of the Kalacuris, Candellas, and Paramāras, with attention to notable rulers like Laksmīkarna, Dhang, Vidyādhar, and Bhoja. Detail the rise and impact of the Gāhadavālas and Cāhamānas, with a focus on prominent figures such as Jayacandra and Prithvīrāja III.

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T	P	L	C	H

Course Title	**MJ 802: Art & Architecture of Early Medieval period**			
Category of Course[67]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[68]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The art and architecture of early medieval India is characterized by the development of different temple forms. The first unit of the course introduces the students to the intricacies of main styles of temples, namely Nāgara, Drāvida and Vesara, and also talks about post-Gupta temples. Temples of North India along with Khajuraho and Orissan temples are discussed in the second unit. Temples of South India which includes within its fold Cālukyan, Rāstrakūta, Pallava and Cola temples form the subject matter of the third unit whereas the fourth unit describes the temples of Western India.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Origins and Development of Early Temples** 1. Sources of Ancient Indian temple architecture 2. Terminology, Medium and Techniques 3. Forms of Temples: Nāgara, Drāvida and Vesara and their salient features 4. Salient features of post-Gupta Temples	15
II	**Temple and Sculptures of North India** 5. Temple Architecture of Khajuraho 6. Sculptures of Khajuraho	15
III	**Temples and Sculptures of South India** 7. Early Cālukyan Temples of Aihole, Badami and Pattadakal 8. Rāstrakūta Temples: Kailāśanātha Temple of Ellora 9. Pallava Rathas and Structural Temples of Mahabalipuram and Kanchipuram 10. Cola Temples with special reference to Thanjavur 11. Hoysala Temples (Halebid)	15

[67] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[68] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	12. Cola Bronzes	
IV	**Temples and Sculptures of Eastern and Western India** 13. Temples of Bhubaneswar, Puri and Konark 14. Pāla Sculptures 15. Sun Temple of Modhera 16. Abu Temples: Vimalavasahī and Lūnavasahī	15

Texts / References	• Agrawala, P.K., Guptakālīna Kalā evam Vāstu (Hindi), Varanasi, 1994. • Bajpai, K.D., Bhāratīya Vāstukalā kā Itihāsa (Hindi), Lucknow, 1972. • Brown, P., Indian Architecture (Buddhist and Hindu Periods) (relevant portions), Bombay, 1971. • Coomaraswamy, A.K., History of Indian and Indonesian Art, London, 1927. • Gupta, P.L., Bhāratīya Sthāpatya (Hindi), Varanasi, 1970. • Jauhari, M., Cola aura Unakī Kalā, Varanasi, 1968. • Krishna Dev, Temples of North India, New Delhi, 1969. • Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian People, Vols. III and V (relevant portions), Bombay, 1988, 1989. • Saraswati, S. K., A Survey of Indian Sculpture, Calcutta, 1956 (Reprint edn.). • Srinivasan, K. R., Temples of South India, New Delhi, 1972. • Majumdar,R.C.and A. D. Pusalker (eds.),The History and Culture of the Indian People,Vols.IIIandV(relevant portions),Bombay,1988,1989. • Saraswati, S. K., A Survey of Indian Sculpture,Calcutta,1956(Reprint edn.). • Srinivasan,K.., Temples of South India,New Delhi,1972.
Learning Outcomes (not more than 100 words)	After successful completion of this course, the student will be able to understand main styles of temples, namely Nāgara, Drāvida and Vesara, and also about post-Gupta temples. They can understand the basic concepts associated with the art and architecture of pan India.

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T	P	L	C	H

Course Title	**MJ 803: Paleography and Epigraphy of Early Medieval Period**
Category of Course[69]	**Major**
Credits[70]& Hour of Teaching	

	Theory	Practical	Cumulative
Credits	**4**		
Hour of Teaching (Total)	**60**		

Course Objectives (not more than 100 words)	Scripts and epigraphs provide valuable insights into the political, social, economic and cultural development of early medieval India. This course focuses on scripts and epigraphs Post Gupta and Early Medieval period. Historiography Materials of writing, General features of Post-Gupta and early Medieval Epigraphs, Technique and preservation of records and Dating methods and Eras are discussed in first two units. Origin and development of Kutila, Proto-Nagari and Nagari scripts and historical significance of some of Post-Gupta and Early Medieval epigraphs are analyzed in third and fourth unit respectively. Decipherment of above-mentioned inscriptions and methods of taking estampages are also incorporated in this course. The objective of this course is to learn about ancient scripts and their development through the period and the methods of the inscriptions.
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Historiography 2. A comparative assessment with other sources 3. The Materials of writing: medium and tools of writing 4. Techniques and preservation of records 5. General features of Post-Gupta and early Medieval Epigraphs	15
II	**Dating System and Eras** 6. Dating Methods 7. Eras used in inscriptions: Vikram, Saka, Gupta and Kalachuri Samvat	15
III	**Development of Scripts** 8. Kutila 9. Proto-Nagari 10. Nagari	15
IV		15

[69] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[70] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Decipherment and Historical Significance of Post-Gupta and early Medieval epigraphs 11. Haraha Inscription of Ishanavarman, E.I. XIV, No. 5. 12. Aphsad Inscription of Adityasena, CII, Vol. III, No. 42. 13. Mandsor Stone Pillar Inscription of Yasodharman C11, Vol. III, No. 33. 14. Banskhera Plates of Harsha, EI, IV, No. 1. 15. Aihole Inscription of Pulakesin II, E1. VI, No. 1. 16. Gwalior Inscription of Mihirbhoja, EI, XVIII, No. 13 17. Khalimpur Inscription of Dharmapala, E1, IV. No. 34 18. Sanjan copper plates of Amoghvarsha, E1, XVIII. No.26 19. Udaipur Prasasti of Udayaditya, El, I, No.28 ***Note:*** Students are required to decipher and transcribe the Brāhmi inscriptions and the knowledge of estampage of inscription.	

Texts / References	***Recommended Readings :*** • Agrawala, P.K., *Imperial Gupta Epigraphs, Varanasi, 1983.* • Bajpai, K.D*., Aitihasika Bharatiya Abhilekha*, Jaipur, 1992. • Buhler G., *Indian Palaeography,* Calcutta, 1959. • Dani A.H., *Indian Palaeography,* London, 1963. • Ojha, G.H., *Bhartiya Prachin Lipimala* (Hindi) New Delhi, 1971 (Reprint) • Sircar, D.C., *Indian Epigraphy*, Varanasi, 1965. • Sircar D.C., *Select Inscriptions, Vol. II*, Calcutta, 1983. • Goyal S.R., *Maukhari-Pushyabhrti-Chalukya Yugeena Abhilekh (Hindi) Jodhpur,* 1993. • Bajpai, K.D. et.al., *Aitihasik Bhartiya Abhilekh,* Jaipur, 1992.
Learning Outcomes (not more than 100 words)	After studying this course students will have a familiarity with the reading and writing of various scripts such as Kutila, Proto Nagari and Nagari. The knowledge of scripts will help them in reading and interpreting the original inscriptions. They will learn to analyze inscriptions critically, including their content, purpose, palaeographic changes over the time and socio-political, economic and religious significance.

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T	P	L	C	H

Course Title	**MJ 804: Iconography & Sculptural Styles of Early Medieval India**			
Category of Course[71]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[72]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The objective of this courses is to train students in Medieval Indian Iconography & Sculptural Styles as a specialized field. The various aspects of the Medieval Indian, art and iconography are represented extensively in this course.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Sources 2. Understanding Art 3. Terminology of Iconography	15
II	**Iconography of Brahmanical, Buddhist & Jaina Deities** 4. Shiva: Linga, Uma Maheshwar, Anugrahamurtis (Ravananugraha & Chandeshanugraha), Samharamurtis (Yamantaka & Andhakasuravadh) 5. Vishnu: General features of Vishnu images, Vibhavas 6. Shakti Images: Mahishasuramardini & Saptamatrika 7. Dhyani Buddhas & Avalokiteshvara 8. Main features of the Tirthankara Images	15
III	**North and South Indian Sculptural Styles** 9. Pala, Kalachuri, Chandella and Paramara 10. Pallava, Early Chalukya, Rashtrakuta and Chola	15
IV	**Documentation** 11. Iconographical and Stylistic identification 12. Museum Visit (Bharat Kala Bhavan, BHU)	15

[71] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[72] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Texts / References	• Banerjea. J. N,. *Development of Hindu Iconography*, Calcutta, 1990. • Bhattacharya, B., *The Indian-Buddhist Iconography*, New Delhi • Bhattacharya, B.C., *Jain Iconography*, Delhi, 1974. Art, London, 1927. • Coomarswamy, A.K., *History of Indian and Indonesian Art*, New Delhi, 1985. • Gopinath Rao, T.A., *Elements of Hindu Iconography*, Madras, 1914 • Harle, J.C., *Art and Architecture of the Indian, Subcontinent,* Pelican Art History Series. London, 1994. • Joshi, N.P. *Prachin Bhartiya Murti Vigyan* (Hindi), Patna, 1934. • Ahirawar, M.P., *Tripuri ki Kalachuri Kalin Shaiva Pratimayen* (Hindi), New Delhi, 2003. • Gupta, S.P., Asthana, S.P., *Elements of Indian Art*, New Delhi, 1931. • Tiwari, M.N.P., *Elements of Jaina Iconography*, Varanasi, 1983. • Tiwari, M.N.P., *Purva Madhya Evam Madhyakalin Bhartiya Murtikala* (Hindi)*, Varanasi, 2020.* • Tiwari, M.N.P., (1981) *Jain Pratima Vigyan*, Varanasi • Gupte, R.S. *Iconography of the Hindus Buddhists and Jains*, Bombay, 1972. • Ray, Niharanjan, *An Approach to Indian Art*, Punjab University, 1972. • Srivastava,B.B., *Prachin Bhartiya Pratima-Vigyan evam Murtikala* (Hindi), Varanasi, 2015.	
Learning Outcomes (not more than 100 words)	After completion of this course, the student will be able to know about basics of iconography and iconometry, iconographic features of important Brahmanical, Buddhist & Jaina Deities and also he/she will have an idea of documenting these sculptures.	

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Course Title	**MN 801: India's Cultural Contact with Outside World**				
Category of Course[73]	Major / **Minor** / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)				
Credits[74]& Hour of Teaching		Theory	Practical	Cumulative	
	Credits	**04**			
	Hour of Teaching (Total)	**60**			
Course Objectives (Not more than 100 words)	Since 1st century CE upto 12th century CE countries laying in the north west of India like Afghanistan, Central Asia, China, Tibet, and Nepal accepted Buddhism,among them China, Tibet and Nepal are still following the same religion. Alongwith religion Philosophy, language and literature and art and architecture also reached in this area. Indian missionaries propagated Buddhism in this area and the people of this area also visited India to know the religion deeply. Everyone knows about Fa-hsien, Hiuen-tsang and I-tsing of China and Dharmaswami, Buston and Lama Taranath of Tibet who wrote				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				

[73] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[74] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Units	Course Content	Hr. of Teaching
I	**Introduction: South and South-East Asia and Central Asia** 1. Sources 2. Ancient routes 3. Process and Causes of Indianization	15
II	**Elements of Indian Culture in South and South-East Asia** 4. Hinduism in South and South-East Asian countries 5. Buddhism in South and South-East Asian countries 6. Architecture of Angkor Vat and Borobudur 7. Indo-Javanese Literature	15
III	**Elements of Indian Culture in Central Asia and Afghanistan** 8. A brief survey of archaeological remains in Central Asia and Afghanistan 9. Introduction and expansion of Buddhism in Central Asia and Afghanistan	15
IV	**Indian Culture in China, Tibet and Nepal** 10. Introduction and expansion of Buddhism in China 11. Introduction and expansion of Buddhism in Tibet 12. Introduction and expansion of Hinduism and Buddhism in Nepal 13. Contribution of Thonmi Sambhotato Tibetan language and literature	15

Texts / References	• Majumdar, R.C., *Hindu Colonies in The Far East,* Calcutta, 1963. • Majumdar, R.C., *India and South-East Asia,* Delhi, 1979. • Puri, B.N., *Madhya Asia Me Bharatiya Samskriti,* New Delhi, 1994. • Puri, B.N., *Sudura Purva me Bharatiya Samskriti Aur Usaka Itihas,* • Lucknow, 1965. • Sankrityayana, Rahul, *History of Central Asia,* New Delhi, 1964. • Vidyalankara, S., *Madhya Asia Evam China Mem Bharatiya Samskriti* Mussoorie, 1980. • Vidyalankara, S., *Dakshina Evam Dakshina Purva Asia Ka Sanskritika Itihas,* Mussoorie, 1984. • Lama, G.K., *Tibet Mem Bauddha Dharma Ka Itihasa* (Hindi), New Delhi, 2004. • Lama, G.K., *Cultural Heritage of South East Asia,* Varanasi, 2009. • Lama, G.K., *Indian Culture through the Ages,* K.R. Publishers and Distributors, New Delhi, 2021
Learning Outcomes (Not more than 100 words)	The student will learn ample about the greatness of Indian Culture. In this paper, students will learn about India's ancient glory. This paper aims to give students a comprehensive understanding of the dynamic interactions between India and other civilizations. Upon completion, students should be able to learn the significant aspects of this topic, especially if they get a strong understanding of the historical and geographical context of India and its neighbouring regions. They understand the various forms of cultural exchange, including trade, religion, art, philosophy, and technology.

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T	P	L	C	H

Course Title	**MJ 805: Literature as a Source of Ancient Indian History and Culture**			
Category of Course[75]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[76]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**04**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The primary objective of this paper is to examine and evaluate the primary sources used to reconstruct the history and culture of ancient India**.** This involves analyzing the strengths, weaknesses, and limitations of both literary and archaeological evidence, identifying and categorizing the primary sources available for studying ancient India. By achieving these objectives, the paper can provide a comprehensive understanding of how literary knowledge about ancient India, highlighting the importance of critical source evaluation.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Introduction** 1. Problem of historical reconstruction, Classification of sources and Problem of dating of literary sources with special reference to Kautilya's Arthaśāstras 2. Comparison of ancient literature with medieval and modern literary sources	15
II	**Brahmanical Literature** 3. Nature and Classification of Vedic Literature 4. Politico-Cultural importance of Vedic literature 5. Nature and historical importance of Epic literature 6. Nature and classification of Dharmaśāstras and their historical significance with special reference to Manu and Yagyavalkya 7. Nature and classification of Purānās 8. Historical evolution of Purānās-Matsya and Vāyu Purān	15
III	**Buddhist, Jain and Sangam Literature** 9. Nature and classification of Buddhist literature	15

[75] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[76] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	10. Pāli Tripitaka and Sanskrit Literature with special reference to Divyāvadān and Manjuśrimulkalpa 11. Nature and classification of Jaina literature: Jaina Agamas and Puranic Literature with special reference to Harivanśapurāna 12. Historical values of Sangam Literature	
IV	**Dramas, Biographies and others** 13. Nature of historical Drama Literature, historical values of Mudrārākśas and Mālvikāgnimitram 14. Nature and historical importance of Charitkāvya with special reference to Navasahasānkacharita and Kumārpālacharita 15. Historical values of the accounts of foreign travellers	15

Texts / References	• Ghosal, U. N., *Studies in Indian History and Culture*, New Delhi, 1965. • Majumdar, R. C. & Pusalker, A. D. (eds.), *The History and Culture of The Indian People*, Vols. I-(Relevant portions), Bombay, 1951-1957. • Pargiter, F.E., *Ancient Indian Historical Tradition,* Delhi, 1922. • Pargiter, F.E., *The Purana Text of the Dynasties of the Kali Age,* Oxford, 1913. • Upadhyay, Bharat Singh, *Pāli Sāhitya kā Itihāsa*, Allahabad, 1994. • Winternitz, M., *History of Indian Literature,* 2 Vols., Calcutta, 1933
Learning Outcomes (not more than 100 words)	A course on Sources of Ancient Indian History and Culture aims to equip students with a critical understanding of the primary sources used to reconstruct the past. This paper will provide a comprehensive understanding of the different types of literary and archaeological sources available for studying ancient India. Students will understand the strengths, weaknesses, and limitations of each type of source. They will establish the relationship between literary and archaeological evidence in reconstructing historical narratives.

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Course Title	**MN 805: Material Remains as a Source of Ancient Indian History and Culture**			
Category of Course[77]	Major / **Minor** / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[78]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**4**		
	Hour of Teaching (Total)	**60**		
Course Objectives (not more than 100 words)	The primary objective of studying material remains as a source of ancient Indian history and culture is to reconstruct the past through tangible evidence. By examining artifacts, architecture, and other material remains, historians and archaeologists can gain valuable insights into the lives, beliefs, and technologies of ancient Indian civilizations. Determining the sequence of events and cultural developments through the analysis of artifacts and their stratigraphic context. To reconstructing the economic structure of ancient India by studying tools, agricultural implements, and trade goods. Understanding the daily lives, beliefs, and rituals of ancient people through the analysis of artifacts, art, and architecture. Identifying and tracing the development of various technologies over time.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	Course Content	Hr. of Teaching
I	**Prehistoric to Early Historic Excavated remains** Reconstruction of Socio-Economic and religious life based on the following- 1. Tools 2. Pottery 3. Beads, metal, Terracotta, stone and glass objects 4. Botanical and Zoological remains	15
II	**Coins, Seals , Sealings and Epigraphs of the Historical Period** 5. Historical importance of coins, seals and sealings 6. Reconstruction of Political and Cultural History from coins 7. Reconstruction of Political and Cultural History from Inscriptions 8. Significance of Palaeography in dating	15
III	**Sculptures and Paintings** 9. Reconstruction of history based on the following: a) Stone, Terracotta and Metal sculptures b) Pre-historic Rock paintings and Murals of Ajanta	15

[77] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[78] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	**Historical Importance of Structure and Monuments** 10. Forts, Palaces, Tanks and wells 11. Stupa, Chaitya, Vihara and Rock-cut Caves 12. Temples	15

Texts / References	• Allchin B & F.R., *Rise of Civilization in India & Pakistan*, Delhi, 1983. • Agrawala, V.S., *Bharatiya Kala* (Hindi), Varanasi, 1965. • Bhattacharya, D.K., *Old Stone Age tools*, Calcutta, 1979. • Bhandarkar, D R., *Carmichael Lectures on Ancient Indian Numismatics*, Calcutta, 1917. • Brown, P., *Indian Architecture*, Vol. I, Bombay, 1985. • The Cultural Heritage of India, Vols 1&11 (Relevant portions), Calcutta, 1982 • Kanungo, A. and L. Dussubieux, Ancient Glass of South Asia: Archaeology, Ethnography and Global Connections, Singapore, 2021 • Pandey, R.B., *Indian Palaeography*, Varanasi, 1965. • Pal, J.N., *Archaeology of Southern Utter Pradesh: Ceramic Industries of Northern Vindhyas,* Allahabad, 1986. • Pant, PC & V. Jayaswal, *Ancient Ceramics Historic Enquiries and Scientific Approach*, Delhi, 1997 • Sankalia, H.D., Stone Tools, their Techniques & Functions, Poona, 1972 • Sinha, B. P., *Potteries in Ancient India*, Patna, 1968. • Singh, R.N., *Ancient Indian Glass: Archaeology & Technology,* Delhi, 2005. • Tripathi, Vibha, *The Age of Iron in South Asia: Legacy and Tradition*. Delhi. 2001. • Tripathi, Vibha and Prabhakar Upadhyay, *Archaeology of the Ganga Basin: Paradigm Shift*, Vol.1&2, Delhi, 2010. • Upadhyay, Prabhakar, *Minerals and Mining in Ancient India: From the Earliest Times to the Beginning of Christian Era,* Varanasi, 2007.
Learning Outcomes (not more than 100 words)	A course on Material Remains as a Source of Ancient Indian History and Culture aims to equip students with the ability to interpret and analyze material evidence to reconstruct the past. Upon completion, students should be able to demonstrate a strong understanding of the different types of material remains (architecture, artifacts, coins,inscriptions, etc.). Explain the methods and techniques used in archaeological exploration and excavation. Analyze the relationship between material culture and other aspects of ancient Indian life (religion, society,economy, politics). Compare and contrast material remains from different regions and periods of ancient India. Evaluate the limitations and potential of material evidence in historical reconstruction.

Head of the Department

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of AIHC & Archaeology

Faculty of Arts

T	P	L	C	H

Course Title	**RPD: 801 Research Project / Dissertation**			
Category of Course[79]	**Major** / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits[80]& Hour of Teaching		Theory	Practical	Cumulative
	Credits	**12**		
	Hour of Teaching (Total)			
Course Objectives (not more than 100 words)	This course is designed to equip students with the skills and methodologies necessary to conduct independent research in the field of ancient Indian history and related disciplines. It also guides students through the process of selecting a research topic, conducting a literature review, collecting and analyzing data, and presenting findings in a well-structured academic paper. The primary objective is to foster critical thinking, scholarly inquiry, and the ability to contribute original research to the academic community.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			

Units	**Course Content**	**Hr. of Teaching**
I		
II		
III		
IV		

Texts / References	
Learning Outcomes (not more than 100 words)	By the end of this course, students will be able to Identify and formulate a clear, researchable question or hypothesis in their chosen area of study. Conduct a thorough literature review and critically evaluate existing scholarship relevant to their research topic. Apply appropriate research methodologies and analytical techniques to gather and interpret data. Organize and present research findings in a coherent, logically structured, and academically rigorous dissertation. Demonstrate proficiency in academic writing, citation, and adherence to ethical research practices. Defend their research and conclusions effectively, demonstrating depth of understanding and the ability to engage in scholarly discourse.

Head of the Department

[79] SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

[80] 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours