



Pt.Ravishankar Shukla University Raipur (C.G.)

CURRICULUM & SYLLABUS

(Based on CBCS & LOCF)

M.A. Ancient Indian History, Culture & Archaeology

Semester System

I-IV Semester

Session: 2025-27

Approved by:	Board of Studies	Academic Council
Date:		

M.A. AIHC, & Archaeology

MA. Ancient Indian History, Culture and Archeology is a two-year course divided into four semesters. This course has been designed in such a way that by studying it, the student will get information about various aspects of ancient Indian history like prehistory, Harappan civilization, Vedic period, political history, inscriptions and coins, temple architecture and sculpture etc. After doing this course, students can get employment in various fields like academic, administrative, archaeology department, research etc. Also, by doing this course, students become aware of their glorious past which makes them proud to be an Indian.

Program Out Come

PO-1	Knowledge- Demonstrate a deep Understanding of Advanced Historical Concepts, theories and Techniques in various Subfield of Ancient History
PO-2	Critical thinking & Reasoning – Exhibit Advance critical thinking skill by analyzing and evaluating historical arguments, theories and proofs and by making reasoned judgment about historical concept and their imprecation.
PO-3	Problem Solving- Formulation abstract historical problem and derive solustion using rigorous logical reasoning.
PO-4	Advanced Analytical and Computational Skill- Prossess advanced skills in historical analysis and computation including proficiency in using scientific dating method
PO-5	Effective Communication- communication complex historical ideas and results effectively to audiences, through writing reports, presentation and teaching.
PO-6	Social/Interdisciplinary interaction- Human being are studied under the subject of history and man is the creator of society, hence this subject has a deep connection with society and history is also related to other subject.
PO-7	Self-directed and life-long Learning- Recognized the importance of ongoing professional development and lifelong learning in the rapidly evolving field of history and will exhibit the ability to continue learning independently are in formal educational setting.
PO-8	Effective Citizenship Leadership and Innovation- Lead and innovate in various historical contexts, contributing to advancement in the field and applying historical insights to emerging challenges.
PO-9	Ethics- Maintain the highest ethical standards in research and professional conduct within the field of history.
PO-10	Further Education or Employment- PRSU for Ph.D Program and get Employment in Academic, Archaeological Survey of India, State Archaeology and Civil Services and other related Sectors.
PO-11	Global Perspective- Recognize the global nature of historical research and its Impact, appreciating diverse cultural perspectives in historical practices.

Programme Specific Outcome (PSOs)

PSO-1	Through completion of a combination of course, students become familiar with the political processes and structures, society and culture, political ideas and institutions, historical thought and historiography, economy and society in India, Chhattisgarh and world.
PSO-2	Understand background of the religions, customs, institution and administration and so on.
PSO-3	By analyzing relationship between the past and the present student will understand the social, political, religious and economic condition of the people. She/he will be capable of leading participate in discussion.
PSO-4	Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, Visit places of historical interest, archaeological sites, museums and archives, read historical maps, charts and write articles on historical topics.
PSO-5	Study of history help to impart moral and environmental education. History develops a feeling of patriotism in the heart of the pupils.

M.A. Ancient Indian History, Culture & Archaeology

Specification of Course	Semester No. of	No. of Courses	Credits
Core	I-IV	14	68
Elective	III-IV	06	30
Internship	II	01	02
Total		21	100
Additional Courses (Qualifying in nature, for Student admitted in School of Studies only)			
Generic Elective	II-III	02	06
Skill Enhancement (Value Added Courses)	I	01	02
Indian Knowledge System (IKS)	II	01	02

M.A. AIHCA

PROGRAMMERS STRUCTURE

Semester	Course Name	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
							CIA	ESE	Total
Semester-I	Core110	AIH-101	Pre historic India	T	5	5	30	70	100
	Core120	AIH-102	History of India Vedic age to 4 th Century B.C.	T	5	5	30	70	100
	Core130	AIH-103	Political History of India 4th Century B.C. to 319 A.D.	T	5	5	30	70	100
	Core140	AIH-104	Ancient Indian Art and Iconography Part-I	T	5	5	30	70	100
	Core150	AIH-105	Ancient Indian Architecture Part- I	T	5	5	30	70	100
	Core160	AIH-106	Indian Knowledge System (IKS)	T	4	2	30	70	100
Semester-II	Core210	AIH-201	Political History of India from 319 A.D. to 550 A.D.	T	5	5	30	70	100
	Core220	AIH-202	Political History of India From 550 A.D. to 1300 A.D.	T	5	5	30	70	100
	Core230	AIH-203	Ancient Indian Art and Iconography Part-II	T	5	5	30	70	100
	Core240	AIH-204	Ancient Indian Architecture Part- II	T	5	5	30	70	100
	Core250	AIH-205	Survey and Field Work	P	10	5			100
	Core260	AIH-206	Museology	T	4	2	30	70	100
Semester-III	Core310	AIH-301	Numismatics Part-I	T	5	5	30	70	100
	Core320	AIH-302	Epigraphy & Palaeography Part-I	T	5	5	30	70	100
	Core330	AIH-303	Historiography, Concept and Methods	T	5	5	30	70	100
	Core340	AIH-304	Political and Cultural History of Chhattisgarh Part-I	T	5	5	30	70	100
	Core350	AIH-305	Proto History of India	T	5	5	30	70	100
	Elective 1	AIH-306	Ancient Indian Social Institution	T	5	5	30	70	100
Semester-IV	Core410	AIH-401	Numismatics Part-II	T	5	5	30	70	100
	Core420	AIH-402	Epigraphy & Palaeography Part-II	T	5	5	30	70	100
	Core430	AIH-403	Political and Cultural History of Chhattisgarh Part-II	T	5	5	30	70	100
	Core440	AIH-404	Theory and Methods in Archaeology	T	5	5	30	70	100
	Core450	AIH-405	Survey and Field Work	P	10	5			100
	Elective 2	AIH-406	Cultural Heritage Management	T	5	5	30	70	100

Note:-

1. In place of Elective Courses Student can choose paper(s) from MOOC Courses (Swayam Portal) subject to the following conditions:

(a) The chosen paper will be other than the papers offered in the current course structure.

(b) The paper will be PG level with a minimum of 12 weeks' duration.

(c) The list of courses on SWAYAM keeps changing; the departmental committee will finalize the list of MOOC courses for each semester.

(d) The paper(s) may be chosen from Swayam Portal on the recommendation of Head of the Department.

2. The candidates who have joined the PG programme in School of Studies (University Teaching Department), shall under go Generic Elective course (only qualifying in nature) offered by the other department/SoS in II and Semester III.

3. The candidates, who have joined the PG Programme in School of Studies (University Teaching Department), shall Under go Skill Enhancement Course/Value Added Course Only qualifying in nature) in Semester I and Semester II.

General Elective Course

(Offered to PG Students of Other Department/SoS in AIHCA)

Sem ester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
II	AIH-501	Elements of Ancient Indian History & Archaeology	T	2	2	25	75	100
III	AIH-502	Elements of Ancient Indian Culture & Religion	T	2	2	25	75	100

Skill Enhancement/Value Added Course

(Offered to PG Students of SoS in AIHCA)

Sem ester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
I	AIH-106	IKS	T	2	2	25	75	100
II	AIH-206	Museology	T	2	2	25	75	100

Programme Articulation Matrix:

Following matrix depicts the correlation between all the courses of the programme and Programme Outcomes

CourseCode	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
AIH-101	√	√	√	√	√	√	√	×	√	√	√	√	√	√	×	√
AIH-102	√	√	√	√	√	√	×	√	×	√	√	√	√	×	√	√
AIH-103	√	√	√	√	×	√	√	√	√	√	√	√	√	√	×	√
AIH-104	√	√	√	√	√	√	×	×	×	√	√	√	√	√	×	√
AIH-105	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AIH-106	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AIH-201	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AIH-202	√	√	√	√	√	√	√	×	√	√	√	√	×	√	√	√
AIH-203	√	√	√	√	√	√	√	×	×	√	√	√	√	√	×	√
AIH-204	√	√	√	√	√	√	√	√	√	×	√	√	√	√	√	√
AIH-205	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AIH-206	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AIH-301	√	√	√	√	√	√	√	×	√	√	√	√	√	√	×	×
AIH-302	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	×
AIH-303	√	√	√	√	√	√	√	√	√	√	√	√	√	√	×	√
AIH-304	√	√	√	√	√	√	√	√	×	√	√	√	√	√	√	√
AIH-305	√	√	√	√	√	√	√	√	×	√	√	√	√	√	×	√
AIH-306	√	√	√	√	√	√	√	√	×	√	√	√	√	√	×	√
AIH-401	√	√	√	√	√	√	√	×	×	√	√	√	√	√	√	√
AIH-402	√	√	√	√	√	√	√	√	√	√	√	√	√	√	×	×
AIH-403	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	×
AIH-404	√	√	√	√	√	√	√	√	√	√	√	√	√	√	×	√

AIH-405	√	√	√	√	√	√	√	√	×	√	√	√	√	√	√	√
AIH-406	√	√	√	√	√	√	√	√	×	√	√	√	√	√	√	√
AIH501	√	√	√	√	√	√	√	√	×	√	√	√	√	×	√	√
AIH502	√	√	√	√	√	√	√	√	√	√	√	√	√	√	×	√
AIH601	√	√	√	√	√	√	×	√	√	√	√	√	√	√	√	√
AIH602	×	√	√	√	×	√	√	√	×	√	√	√	√	√	×	×
	23	24	24	24	22	24	21	18	15	23	24	24	23	22	13	19

M.A. AIHC & Archaeology Semester-I

Program	Subject	Year	Semester
M.A.	AIHCA	1	I
Course Code	Course Title		Course Type
AIH-101	Pre historic India		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	-	05	-
Maximum Marks		CIA	ESE
100	30		70

Learning Objective (LO):-

The objective of this course is to make the students aware of the origin, development of man and his oldest culture which is known as the Stone Age.

Course Outcomes (CO):-

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Students will have knowledge of the entire environment which has an impact on human life.	U
2	Students will be aware of the origin, development and prehistoric cultures of	R

	humans.	
3	The earliest culture of the Stone Age: There will be knowledge of various aspects of the Paleolithic period and the area expansion of this culture.	U
4	The characteristics of the Mesolithic period and various aspects of Neolithic culture will be highlighted.	An
5	Information will be obtained about the cultural deposits of various river valleys important for prehistoric studies.	An

CL:Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	1	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.ofL ecture s	CO No.
I	Geoarchaeology: Palaeontology & Palaeo Botony भू-पुरातत्त्व : जीवाश्म विज्ञान एवं पुरा वनस्पतिशास्त्र Paleo- Environment and Changing Culture पुरा-पर्यावरण एवं परिवर्तित संस्कृति	17	1
II	Origin and development of human. मानव का उद्भव एवं उसका विकास Prehistoric stone tools, types and its manufacturing technology. प्रागैतिहासिक प्रस्तर उपकरण, प्रकार एवं निर्माण तकनीक	19	2
III	Geochronology of India and Paleolithic cultures: Lower Paleolithic culture, Middle Paleolithic culture & Upper Paleolithic culture. भारत का भू-कालानुक्रम एवं पाषाण कालीन संस्कृतियाँ : निम्न पुरापाषाण संस्कृति, मध्य पुरापाषाण संस्कृति एवं उच्च पुरापाषाण संस्कृति	20	3
IV	Mesolithic culture of India: tool types, ecological adaptations and distribution pattern' Alluvial plains, Horse Shoe Lake, sand dunes, plateau regions and rock shelters भारत की मध्यपाषाणिक संस्कृति: उपकरण प्रकार, परिस्थितिकी अनुकूलन एवं वितरण प्रतिमान कछारी मैदान, घुडनाल झीले, रेत के टीले, पठारी क्षेत्र एवं शैलाश्रय स्थल	19	4

	<p>Neolithic Cultures of the Indian Subcontinent: Early Grain Producing Communities of Baluchistan भारतीय उपमहाद्वीप की नवपाषाण संस्कृति : बलूचिस्तान के प्रारंभिक अन्न उत्पादक समुदाय Neolithic Culture of North India उत्तर भारत की नवपाषाण संस्कृति Early agricultural culture of Vindhyan and Central Gangetic region विन्ध्य और मध्य गंगेय क्षेत्र की प्रारंभिक कृषि उत्पादक संस्कृति Neolithic Culture of North Eastern India उत्तर पूर्वी भारत की नवपाषाण संस्कृति Neolithic Culture of South India दक्षिण भारत की नवपाषाण संस्कृति</p>		
V	<p>Quaternary deposits and associated cultures- Sohan, Belan, Narmada, Mahanadi and Son river valleys क्वार्टनरी जमाव एवं सम्बद्ध संस्कृतियाँ—सोहन, बेलन, नर्मदा, महानदी एवं सोन नदी घाटियाँ</p>	20	5

Books Recommended:-

1. D.P.Agrawal 1984 The Archaeology Of India, New Delhi
2. B. Allchin and F.R.Allchin 1983 The Rise of Civilization in India and Pakistan, Delhi
3. D.K.Chakravarty 2006 The Oxford Companion to Indian Archaeology, New Delhi
4. R.P.Pandy Pre historic Archaeology of Madhya Pradesh
5. K.Paddaya and Sushma Deo 2017 Pre history of South Asia The Lower Palaeolithic Formative Era of Hunting Gathering, The Mythic Society Bangalore
6. Vidul aJaiswal 1987 Bhartiya Itihas Ke Aadi Charan ki Rooprekha, Delhi
7. Vidula Jaiswal 1989 Bhartiya Itihas Ka Madhya Prastar Yuga, Delhi
8. Vidula Jaiswal 1989 Bhartiya Itihas Ka Nav Prastar Yuga, Delhi
9. Pushp Lata Singh 2011 Vindhya evam Madhya Gangeya Kshetra Ka Puratattva, Swati Publication, New Delhi
10. A.Ghosh 1989 An Encyclopaedia of Indian Archaeology, Vol1&II, New Delhi
11. P.C.Pant 1982 Pre historic Uttar Pradesh, Delhi
12. M.Burkit 1955 The Old Stone Age, London
13. D.K.Bhattacharya Pre historic Archaeology Delhi
14. S.Settar, Ravi Korisettar, 2004 Pre history-Archaeology of South Asia ICHR, New Delhi
15. Ravi Korisettar, 2017 Beyond Stones and More Stones ,Defining Indian Prehistoric Archaeology, Mythic Society, Bangalore
16. H.D Sankalia 1974 Pre history and Proto history of India and Pakistan, Deccan College Pune
17. Jai Narayan Pandey 1983 Puratattva Vimarsh, Allahabad
18. V.D. Mishra and J.N.Pal 2002 ed. Mesolithic India, Allahabad
19. J.D.Clark and G.R. Sharma eds. Palaeo environment and Prehistory in the Middle Son Valley Madhya Pradesh ,North Central India, Allahabad

M.A. AIHC & Archaeology Semester-I

Program	Subject	Year	Semester
M.A.	AIHCA	1	I
CourseCode	CourseTitle		CourseType
AIH-102	History of India Vedic age to 4th Cent. B.C.		Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks	CIA		ESE
100	30		70

Learning Objective (LO):

The objective of this course is to tell students about various aspects of history from the Indus Valley Civilization to the fourth century BC, with special emphasis on the Harappan Civilization, Vedic period, Mahajanapada period, Jainism and Buddhism.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	The sources of ancient Indian history, archaeological and literary sources will be studied.	U
2	Students will get knowledge about Aryans, especially various aspects of the Vedic period.	R
3	The political situation of the sixth century BC and Sixteen Mahajanapadas will be highlighted.	U
4	Study of Emargence of New religion Expansion and spread of Jainism & Buddhism in Indian Subcontinent Knowledge of Various Budhisatva and Tirthankara	An
5	The rise of Magadha and Alexander's invasion of India and its effects will be analysed.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.ofL ecture s	CO No.
I	प्राचीन भारतीय इतिहास के अध्ययन के स्रोत: साहित्यिक एवं पुरातात्विक स्रोत Sources of Ancient Indian History : Archaeological and Literary sources	17	1
II	वैदिक काल-आर्य कौन थे? उनके मूल स्थान Vedic age-who were the Aryans? Their original place. ऋग्वैदिक कालीन एवं राजनीतिक, सामाजिक, धार्मिक एवं आर्थिक स्थितियाँ Political, social, religious and economic conditions of Rigvedic Vedic period उत्तर वैदिक कालीन राजनीतिक, सामाजिक, धार्मिक एवं आर्थिक स्थितियाँ Political, social, religious and economic conditions of the letter Vedic period	19	2
III	छठवीं शताब्दी ई. पूर्व में भारत की राजनीतिक परिस्थितियाँ- महाजनपद, गणराज्य और शहरी केन्द्रों का विकास Political conditions of India in the 6th century B.C. - Development of Mahajanapadas, Republics and Urban Centres	20	3
IV	जैन धर्म Jainism बौद्ध धर्म Buddhism अन्य समकालीन धर्म-दर्शन Other contemporary religion and philosophies	19	4
V	नन्दवंश के शासन काल से मगध साम्राज्य के उत्कर्ष तक का राजनीतिक इतिहास Political History from the Relign of the Namda dynasty to the Rise of the Magadha Empire. सिकन्दर का भारत पर आक्रमण और इसका भारतीय संस्कृति एवं समाज पर प्रभाव Alexander's Invasion of India and its impact on Indian Culture and Society	20	5

Books Recommended:-

- Rai Chaudhry, H.C., Edited by Mukherjee B.N.: Political History of Ancient India
- Wheeler, M.: The Indus Civilization
- Narayan, A.K.: The Indo-Greeks.
- Pandey, Vimal Chandra: Prachin Bharat ka Rajneetik evam Sanskritik Itihas.
- Thapliyal, K.K. & Shukla, Sankata Prasad: Sindhu Sabhyata.
- The Cambridge History of India Vol.-I, Ancient India, edited by E.J. Rapson
- Majumdar, R.C. and Pusalkar, A.D. (edited): The History and culture of Indian People, Vol.-I, Vedic Age
- Singh, Upinder: A History of Ancient and Early Medieval India, From Stone Age to Early Medieval India

M.A. AIHC & Archaeology Semester-I

Program	Subject	Year	Semester
M.A.	AIHCA	1	I
CourseCode		CourseTitle	CourseType
AIH-103		Political History of India 4th Century B.C. to 319 A.D.	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective (LO):

The main objective of this course is to make the students aware of the political history from 4th century BC to 319 AD. Mainly in this, the major dynasties and states of Northern India before the rise of Gupta period like, Sunga, Satavahana, Kalinga king Kharavela, Indo-Greeks, western Shaka Kshatrapas, Kushanas will be studied.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Under this, the rise of the Mauryan as a political power and the founder of the Mauryan Empire, Chandragupta Maurya, will be studied.	U
2	In this, Chandragupta Mauryan's successor Bindusara and the revenue period of the great emperor Ashoka and the fall of the Mauryans will be studied.	R
3	Under this, information will be given about Shunga, Satavahana and Kalinga King Kharavela who ruled after Mauryans.	U
4	Under this, information will be given about the foreign kings who ruled India, such as the Indo-Greek and Shaka Kshatrapas.	An
5	Under this, light will be thrown on the rise and fall of the Kushana Empire and the political situation of Northern India before the rise of the Guptas.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.ofL ecture s	CO No.
I	राजनीतिक शक्ति के रूप में मौर्यों का उत्कर्ष Rise of Mauryans as the Political power चन्द्रगुप्त मौर्य और उनका साम्राज्य विस्तार Chandragupta Mauryan and expansion of his Empire.	17	1
II	बिन्दुसार एवं अशोक का राजत्व काल एवं अशोक का धम्म The reign of Bindusara and Ashoka and Ashoka's Dhamma मौर्य साम्राज्य का पतन Decline of the Mauryan Empire	19	2
III	शुंग राजवंश Sunga Dynasty सातवाहन वंश Satavahan Dynasty कलिंग नरेश खारवेल Kalinge King Kharvela	20	3
IV	हिन्द-यूनानी शासक Indo-Greek Rulers पश्चिम भारत के शक क्षत्रप Shaka Kshatraps of Western	19	4
V	कुषाण साम्राज्य का उत्कर्ष एवं पतन Rise and decline of Kushan Dynasty गुप्त साम्राज्य के उदय से पूर्व उत्तर भारत की राजनीतिक स्थिति Political condition of Northern India before the Rise of Gupta	20	5

Books Recommended:-

- Rai Chaudhy, H.C., Edited by Mukherjee B.N.: Political History of Ancient India
- Narayan, A.K.: The Indo-Greeks.
- Pandey, Vimal Chandra: Prachin Bharat ka Rajneetik evam Sanskritik Itihas.
- Thapliyal, K.K. & Shukla, Sankata Prasad: Sindhu Sabhyata.
- The Cambridge History of India Vol.-I, Ancient India, edited by E.J. Rapson
- Singh, Upinder: A History of Ancient and Early Medieval India, From Stone Age to Early Medieval India
- Shrivastava, K.C.: Prachin Bharat ka Itihas evam Sanskriti.
- Pandey, Rajbali: Prachin Bharat

M.A. AIHC & Archaeology Semester-I

Program	Subject	Year	Semester
M.A.	AIHCA	1	I
Course Code	CourseTitle	CourseType	
AIH-104	Ancient Indian Art & Iconography Part-I	Core	
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks	CIA	ESE	
100	30	70	

Learning Objective (LO):

India has a very rich tradition of art and this question paper has been structured keeping in mind its study. In this, the specialty of Indian art which starts from prehistoric art and its development in different periods like Indus Valley, art of Shishunag and Nanda era, Mauryan art, Sunga art, Kushana & Gupta art is studied in depth Will be done.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Under this, Indian art tradition, especially prehistoric art and the art of Indus Valley, will be studied.	U
2	In this, along with the art of Shishunag and Nanda-yug and the famous Mauryan art will be studied.	R
3	Under this, the art of different periods like Shunga and Satavahana period will be studied. In this, along with the Yaksha-Yakshinis and the art of Sanchi, Bharhut, Bodh-Gaya, Amravati, light will be thrown on the origin and development of Buddha statue.	U
4	Under this, the main styles of statue making like Gandhara and Mathura style as well as various aspects of Gupta art will be studied.	An

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.ofL ecture s	CO No.
I	भारतीय कला की परम्परा एवं इसकी प्रमुख विशेषताएँ Art tradition of India and its salient feature भारत की प्रागैतिहासिक कला Pre-historic art of India.	17	1
II	प्राचीन भारत में मूर्ति पूजा की उत्पत्ति एवं प्राचीनता Origin and Ancientness of idol worship in ancient India प्रतिमा विज्ञान-प्रतीक, आयुध, वाहन, आसन और मुद्रा के संदर्भ में Iconography-In context of symbols, Aayudh, Vahan, Aashan and Mudra	19	2
III	सिन्धु घाटी-मूर्तिकला, मृण्मय और मुहरें Indus Valley- Sculptures, Terracotta & Seal. पूर्व मौर्य कालीन कला Pre-Mauryan art मौर्य कला Mauryan art	20	3
IV	शुंग कालीन कला-यक्ष एवं यक्षिणी मूर्तियाँ Art of the Sunga period-Yaksha & Yakshini Images. सांची, भरहुत, बोध गया, अमरावती की कला Art of Sanchi, Bharhut, Bodhyaya and Amaravati बुद्ध प्रतिमा की उत्पत्ति एवं विकास Origin and Development of Buddha Image.	19	4
V	कुषाण कला के केन्द्र Main centre of Art in the Kshanapd. <ul style="list-style-type: none"> गांधार कला केन्द्र Gandhara School of Art. मथुरा कला केन्द्र Mathura School of Art. गुप्त कला Art of Gupta. गुप्त मूर्तिकला Gupta Sculptures अजन्ता एवं बाघ की चित्रकला Paintings of Ajanta & Bagh 	19	4

BOOKS RECOMMENDED :

- Agrawal, V. S. -Indian Art
- Ray, Nihar Ranjan—Maurayn and Sunga art.
- Kumar swami, A.K.- Early Indian Iconography
- Banergee,J. N. -Development of Hindu Iconography.
- Singh, A K - Bhartiya Vastukala tatha Kala ke mool tatwa
- Rai, Udaya Narayan—Bhartiya Kala.

M.A. AIHC & Archaeology Semester-I

Program		Subject		Year		Semester	
M.A.		AIHCA		1		I	
Course Code		CourseTitle				CourseType	
AIH-106		Understanding India: Exploration of Indian Knowledge System (IKS)				Value added Course	
Credit		Hours Per Week(L-T-P)					
		L		T		P	
2		-		4		-	
MaximumMarks			CIA			ESE	
100			30			70	

Learning Objective (LO):

India is one of the few major Countries in the world which has a Rich Culture and knowledge tradition. The purpose of teaching this question Paper is to make Students aware of Indian Culture tradition and knowledge

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Under this unit, the definition scope and ancient knowledge will be analyzed.	U
2	Under this unit, Student are To be made Aware of the origin of Land, discovery of lost River Civilization, Indus – Saraswati Civilization as well as Vedas and Ancient Indian education system.	R
3	Under this unit, Knowledge is to be provided about various aspects of Ancient Indian art, music, dance as well as the life philosophy of Ancient Sages and Scholars etc.	U
4	Under this unit, Ancient indian Engineering and Technology and Architectural features of different periods will be highlighted.	An

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO\CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

Unit No.	Topics	No.of Lectures	CO No.
I	<p>भारतीय ज्ञान परम्परा का परिचय Introduction to Indian Knowledge System</p> <ol style="list-style-type: none"> 1. भारतीय ज्ञान परम्परा की परिभाषा और कार्यक्षेत्र Definition and Scope of the Indian Knowledge System 2. प्राचीन ज्ञान और योगदान का अवलोकन Overview of Ancient Wisdom and Contributions 	08	1
II	<p>भारतीय सभ्यता और ज्ञान परम्परा का विकास Bhāratiya Civilization and Development of Knowledge System</p> <ol style="list-style-type: none"> 1. भूमि की उत्पत्ति, सभ्यता की प्राचीनता, खोई हुई नदी की राह पर, सरस्वती नदी की खोज, सरस्वती सभ्यता, पारंपरिक ज्ञान प्रणाली, वेद, दर्शन के मुख्य विद्यालय, प्राचीन शिक्षा प्रणाली, तक्षशिला विश्वविद्यालय, नालंदा विश्वविद्यालय, भारत से ज्ञान निर्यात। Genesis of the land, ancientness of civilization, On the Trail of the Lost River, Discovery of the Saraswatī River, the Saraswatī-Sindhu Civilization, Traditional Knowledge System, The Vedas, Main Schools of Philosophy, Ancient Education System, the Takṣaśilā University, the Nālandā University, Knowledge Export from Bhārata. 	08	2
III	<p>कला, साहित्य और विद्वान Arts, Literature, and Scholars</p> <ol style="list-style-type: none"> 1. कला, संगीत और नृत्य, नटराज भारतीय कला की उत्कृष्ट कृति – अगस्त्य, लोपामुद्र, घोषा, वाल्मीकि, वेदव्यास, याजवल्क्य, गार्गी, मैत्रेयी, बोधायन, चरक, सुश्रुत, जीवक, नागार्जुन, कणाद, कौटिल्य, पाणिनी, आर्यभट्ट, वराहमिहिर, आदि शंकराचार्य, भास्कराचार्य, माधवाचार्य का जीवन एवं उनके द्वारा रचित ग्रंथों का अध्ययन। Art, Music and Dance, Nataraja-A Masterpieces of Bharatiya Art, Literature, Life and works of Agastya, Lopamudra, Ghosha, Valmiki, Vedavyasa, Yajnavalkya, Gargi, Maitreya, Bodhayana, Charaka, Susruta, Jivaka, Nagarjuna, Kanada, Kautilya, Panini, Aryabhata, Varahamihira, Adi Shankaracharya, Bhaskaracharya, Madhavacharya. 	08	3
IV	<p>इंजीनियरिंग, प्रौद्योगिकी और वास्तुकला Engineering, Technology, and Architecture</p> <ol style="list-style-type: none"> 1. प्राग-हड़प्पा और सिंधु-सरस्वती सभ्यता, प्रयोगशाला और उपकरण, रस, रंजक, पेंट और सीमेंट, कांच और मिट्टी के बर्तन, धातु विज्ञान, वैदिक युग में इंजीनियरिंग विज्ञान और प्रौद्योगिकी और वैदिक अभिलेख, दिल्ली का लौह स्तंभ, राखीगढ़ी, मेहरगढ़, सिंधु घाटी सभ्यता, समुद्री प्रौद्योगिकी और बेट-द्वारका। Pre-Harappan and Sindhu Valley Civilization, Laboratory and Apparatus, Juices, Dyes, Paints and Cements, Glass and Pottery, Metallurgy, Engineering Science and Technology in the Vedic Age and Post-Vedic Records, Iron Pillar of Delhi, Rakhigarhi, Mehrgarh, Sindhu Valley Civilization, Marine Technology, and Bet-Dwarka. 	08	4

Books Recommended:-

1. Text book on The Knowledge System of Bhārata by Bhag Chand Chauhan,
2. History of Science in India Volume-1, Part-I, Part-II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata (2014)
3. Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006).
4. Vedic Physics by Keshav Dev Verma, Motilal Banarsidas Publishers (2012).
5. India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).

M.A. AIHC & Archaeology Semester-I

Program	Subject	Year	Semester
M.A.	AIHCA	1	I
Course Code		Course Title	Course Type
AIH-205		Ancient Indian Architecture Part-I	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The objective of this course will be to study the evolution and development of temple architecture as well as the changes made in the upgradation of temples by different dynasties.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	There will be knowledge about the origin of temple architecture and its related styles.	U
2	There will be knowledge about the characteristics of Gupta period temples and the change and development from early Gupta period temples to later Gupta period temples.	R
3	There will be knowledge of the architectural aspects of early Chalukya temples and Orissa style temples.	U
4	Knowledge of temple architecture of Chandela, Kalchuri and Parmara period will be gained.	An
5	You will get knowledge about the rock-cut temple architecture of Elephanta and Ellora and the temples of Chola and Pallava period.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	प्राचीन भारतीय स्थापत्य के साहित्यिक पुरातात्विक स्रोत Literary and archaeological sources of ancient Indian architecture. प्राचीन भारतीय स्थापत्य कला का उद्भव Origin of Ancient Indian Architecture स्थापत्य कला के प्रकार : धर्मनिरपेक्ष, धार्मिक Types of Architecture: Secular, Religious	17	1
II	सिन्धु घाटी सभ्यता के स्थापत्य: मोहनजोदड़ो की नगर योजना, सभा-भवन, मोहनजोदड़ो का महास्नानागार एवं हड़प्पा का अन्नागार Architecture of the Indus Valley Civilization: Town planning assembly, hall, greatbath of Mohenjodaro, Granaries of Harappa. मौर्य कालीन कुम्रहार का राजप्रासाद Palace of Kumrahara during Mauryan period.	19	2
III	स्तूप वास्तु का उद्भव एवं विकास Origin and Development of stupa Architecture. स्तूप वास्तु के प्रकार एवं उसके अंग Types and main features of stupa Architecture.	20	3
IV	भरहुत, सांची, बोधगया एवं अमरावती का स्तूप वास्तु Stupa Architecture of Bharhut, Sanchi, Bodhgaya and Amaravati	19	4
V	गुहा वास्तु का उद्भव एवं विकास Origin and Development of Rock-Cut-Architecture पूर्वी भारत के गुहा वास्तु—उदयगिरि, खंडगिरि एवं बराबर Cave Architecture of eastern India- Udayagiri, Khandagiri and Barabar पश्चिमी घाट के गुहा वास्तु—भाजा, अंजता, एलोरा, कार्ले Cave Architecture of Western Ghat Vastu-Bhaja, Ajanta, Ellora and Karle	20	3

Books Recommended:-

- Agrawal, V.S.: Indian Art
- Rai, Nihar Ranjan: Mauryan and Sunga art.
- Kumar Swamy, Anand. K.: Early Indian Iconography
- Brown, Percy: Indian Painting
- Banerjee, J. N.: Development of Hindu Iconography.
- Fergusson, J.: History of Indian & Eastern Architecture.
- Singh, A. K.: Bhartiya Vastu kala tatha Kalakemooltatwa (Hindi)
- Rai, Uday Narayan: Bhartiya Kala.

M.A. AIHC & Archaeology Semester-II

Program	Subject	Year	Semester
M.A.	AIHCA	1	II
Course Code		CourseTitle	CourseType
AIH-201		Political History of India from 319 A.D. to 550 A.D.	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective (LO):

The purpose of this Course is to give information about ancient indian major dynasties like Gupta, Vakatakas, Vardan, Pallavas etc.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	From this unit information will be obtained about the rise of the ancient Gupta dynasty their place of origin and the initial rulers of this dynasty.	U
2	Light will be shed on the historicity and achievement of Gupta dynasty rulers Ramgupta, Chandragupt II, Kumargupta I and Skandgupta.	R
3	The history of the later Gupta rulers and the contemporary Vakataka King of the Guptas and their relations with the Guptas will shed light also their will be information about Hun dynasty.	U
4	Light will be shed on the History and achievements of the Maukhari dynasty, Megadha Gupta and Vardhan dynasty, Maikhari dynasty, Later Guptas of Magadha, Malawaraj Yashodharman.	An
5	This unit throws light on the important Sangam period of south india and the history of the early Chalukya dynasty and Pallava dynasty.	Ap

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	गुप्तराज वंश का अभ्युदय, जाति एवं मूल स्थान Rise, Last and Place of origin of Gupta Dynasty प्रारंभिक गुप्त नरेश – श्रीगुप्त और घटोत्कच। Early Gupta Rulers –Shri Gupta and Ghatotkatch चन्द्रगुप्त प्रथम Chandragupta- I, समुद्रगुप्त Samudragupta,	17	1
II	रामगुप्त Ramgupta, चन्द्रगुप्त द्वितीय Chandragupta- II, कुमार गुप्त प्रथम Kumar Gupta-I, स्कंद गुप्त Skanda Gupta.	19	2
III	स्कंद गुप्त के पश्चात् गुप्तवंश का अनुक्रम Sequence of Gupta dynasty after Skandgupta. वाकाटक वंश का इतिहास एवं गुप्त-वाकाटक सम्बन्ध History of Vakataka Dynasty & Relationship of Gupta and Vakataka Kings. हूण आक्रमण Invasion of Huns.	20	3
IV	गुप्तोत्तर कालीन उत्तर भारतीय राजवंश: वर्धन वंश, मौखरी, मगध के परवर्ती गुप्त, मालवराज, यशोधर्मन North Indian dynasties of the post-Gupta period: Vardhan dynasty, Maukhari, Later Guptas of Magadha, Malawraj, Yashodharman.	19	4
V	संगम युग Sangam age . प्रारंभिक चालुक्य वंश Early Chalukya Dynasty . आरंभिक पल्लव वंश Early Pallava Dynasty.	20	3

Books Recommended:-

- Raichaudhary, H.C., Edited by Mukherjee B.N.: Political History of Ancient India
- Pandey, V.C.: Pracin Bharat ka Itihaas.
- Gopalachari, R.S.: History of Pallavas of Kanchi.
- Goyal, Shriram: Gupta kaaleen Bharat.
- Upadhyaya, Vasudev: Gupta Rajvansh ka itihaas
- Shastri, Neelkanth: A History of South India: From Prehistoric Times to the fall of Vijayanagar
- Majumdar, R.C. & Pusalkar, A.D. edited : History and Culture of Indian People, Vol. – II, Age of Imperial Units
- Chaudhary, H.C. (Edited): The History and Culture of Indian People, Vol.-III, The Classical Age
- Chattopadhyay, Sudhakar: Early History of North India. 200 B.C.-A.D. 650

M.A. AIHC & Archaeology Semester-II

Program	Subject	Year	Semester
M.A.	AIHCA	1	II
Course Code	CourseTitle		CourseType
AIH-202	Political History of India From 550 A.D. to 1300 A.D.		Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The objective of this course provide knowledge is to about the various Rajputa dynastyies and major dynastyies of western India that ruled India from 550-1300 AD

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	In this unit there will be information about the Political history and Cultural history of Gurjar Pratihara and Pal dynasty along with the origin of the Rajputa in North India.	U
2	Political history and Cultural history of various braches of Kalchuri dynasty and Chandela, Parmara dynasty will be highlight.	R
3	There will knowledge of the Cultural history of Chahamana or Chauhan and Gahadwal dynasty.	U
4	Among the dynasty of South India the focus will be on Rashtrakuta and Later Chalukya dynasties.	An
5	This unit will shed light on the major south Indian dynasties Chola, Pandya and Vijaynagar Empire.	Ap

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO\CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO05	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	नई शक्तियों का उदय और राजनैतिक विकेन्द्रीकरण का युग, राजपूतों की उत्पत्ति Emergence of new powers and age of decentralisation, Origin of Rajputa. गुर्जर प्रतिहार Gurjar Pratihar Dynasty. पाल वंश Pala Dynasty	17	1
II	त्रिकोणात्मक संघर्ष Tripartite Struggle चंदेल वंश Chandela Dynasty. कश्मीर और सिंध के प्रमुख राजवंश Major dynasties of Kashmir & Sindh अरब आक्रमण Arab Invasion	19	2
III	परमार वंश Parmara Dynasty कलचुरि वंश Kalchuri Dynasty चाहमान वंश Chahamana Dynasty. गहड़वाल वंश Gahadawal Dynasty	20	3
IV	राष्ट्रकूट वंश Rastrakuta Dynasty. परवर्ती चालुक्य, वंश Later Chalukya Dynasty. होयसल राजवंश Hoysala Dynasty	19	4
V	चोल वंश Chola Dynasty . पांड्य वंश Pandya Dynasty दक्षिण भारतीय अन्य राजवंश : चेर, काकतीय, गंग, कदम्ब, सिंहल की परिचायात्मक पृष्ठभूमि Other South Indian Dynasties: Cheras, Kakatiyas, Gangas, Kadambas, Introductory background of Sinhala	20	3

Books Recommended:-

- Raichaudhary, H.C., Edited by Mukherjee B.N.: Political History of Ancient India
- Pandey, V.C.: Prachin Bharat ka Itihaas.
- Gopalachari, R.S. : History of Pallavas of Kanchi.
- Pathak, Vishudhhanand: Uttar Bharat ka Rajnaitik Itihaas
- Vaidya, C.V.: History of Medieval Hindu India
- Shastri, Neelkanth: A History of South India: From Prehistoric Times to the fall of Vijayanagar
- Majumdar, R.C. & Pusalkar, A.D. edited : History of Culture of Indian People, Vol. – IV, The Age of Imperial Kannauj, Vol. -V, The Struggle of Empire
- Yazdani: The Early History of Deccan

M.A. AIHC & Archaeology Semester-II

Program	Subject	Year	Semester
M.A.	AIHCA	1	II
Course Code	Course Title		Course Type
AIH-203	Ancient Indian Art and Iconography Part-II		Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The objective of this course will be to study the antiquity of sculpture, the iconography of various Gods and Goddesses and the form and development of sculpture during the rule of different rulers as well as regional styles.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Information will be given about the origin and antiquity of idol worship, combat postures and postures of the idols, characteristics of Shaiva idols and characteristics of Vaishnav idols.	U
2	You will get knowledge about the statues and their characteristics of Orissa, South Kosala (Chhattisgarh) and Rashtrakuta period.	R
3	Study about art and sculpture of medieval Pallava period, Chalukya period and Chola period.	U
4	There will be knowledge of the art and sculpture characteristics of Pala period, Chandela period, Kalchuri period and Parmar period.	An
5	You will get knowledge about the deities related to Brahmin religion and the characteristics of Buddhist and Jain statues.	Ap

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO05	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo.	Topics	No.ofLectures	CO No.
I	शैव प्रतिमा विज्ञान Iconography of Shaiva. वैष्णव प्रतिमा विज्ञान Iconography of Vaishnav.	17	1
II	ब्राह्मण धर्म के देवी-देवताओं का प्रतिमा विज्ञान—ब्रम्हा, विष्णु, सूर्य, नवग्रह एवं शाक्त Brahminical god and goddess—Brahma, Vishnu, surya, navagrah, Shakt. बुद्ध एवं बोधिसत्व का प्रतिमा विज्ञान Iconography of Buddha and Bodhisatva . जैन प्रतिमा विज्ञान— ऋषभनाथ, पार्श्वनाथ एवं महावीर के विशेष संदर्भ में। Iconography of Jain- Rishabhnaath, Parshovnaath and Mahavir.	19	2
III	पूर्व मध्य कालीन मूर्तिकला एवं क्षेत्रीय शैलियों Regional Art styles in Early Medieval period पल्लव कालीन कला एवं मूर्तिशिल्प Art and Iconography of Pallava Prriod. चालुक्य कालीन कला एवं मूर्तिशिल्प Art and Iconography of Chalukyas Prriod. चोल कालीन कला एवं मूर्तिकला Art and Iconography of Chola Prriod.	20	3
IV	पाल कालीन कला एवं मूर्तिकला Art and Iconography of Pala Prriod. चंदेल कालीन कला एवं मूर्तिकला Art and Iconography of Chandela Prriod. कलचुरि कालीन कला एवं मूर्तिकला Art and Iconography of Kalachuris Prriod. परमार कालीन कला एवं मूर्तिकला Art and Iconography of Parmars Prriod.	19	4
V	उड़ीसा की मूर्तिकला एवं शिल्प Iconography and Sculpture of Orrisa. दक्षिण कोसल की मूर्तिकला एवं शिल्प Iconography and Sculpture of South Kosala. राष्ट्रकूट कालीन मूर्तिकला एवं शिल्प Iconography and Sculpture of Rastrakuta Prriod	20	3

Books Recommended:-

- Agrawal,V.S.: Indian Art
- Ray,Nihar Ranjan: Maurayn and Sungart.
- Coomarswami A.K: Early Indian Iconography
- Banerjee, J.N.:Development of Hindu Iconography.
- Singh,AK:BhartiyaVastu kala तथा Kala ke Mooltatva
- Ray,Udaya Narayan: Bhartiya Kala.
- Coomarswami, A.K:The Origin of The Buddha image.
- Coomarswami, A.K:Elements of Buddhist Iconography
- Srinivasan,K.R.:Temples of South India
- Deva,Krishna:Temples of India
- Kramrisch,Stella:Indian sSculptures

M.A. AIHC & Archaeology Semester-II

Program	Subject	Year	Semester
M.A.	AIHCA	1	II
Course Code		CourseTitle	CourseType
AIH-204		Ancient Indian Architecture Part- II	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

LearningObjective(LO):

The objective of this course will be to study the evolution and development of temple architecture as well as the changes made in the upgradation of temples by different dynasties.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	There will be knowledge about the origin of temple architecture and its related styles.	U
2	There will be knowledge about the characteristics of Gupta period temples and the change and development from early Gupta period temples to later Gupta period temples.	R
3	There will be knowledge of the architectural aspects of early Chalukya temples and Orissa style temples.	U
4	Knowledge of temple architecture of Chandela, Kalchuri and Parmara period will be gained.	An
5	You will get knowledge about the rock-cut temple architecture of Elephanta and Ellora and the temples of Chola and Pallava period.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	मंदिर वास्तु का उद्भव Origin of Temple Architecture . मंदिर वास्तु का प्रमुख शैली Main Styles of Temple Architecture .	17	1
II	गुप्तकालीन मंदिर वास्तु की विशेषतायें Specific Features of Gupta Temple Architecture. प्रारंभिक गुप्त कालीन मंदिर Early Gupta Temple. प्रारंभिक ईष्टिका निर्मित मंदिर वास्तु भीतरगांव एवं सिरपुर Early Brick Temples of Bhitar Gao and Sirpur.	19	2
III	प्रारंभिक चालुक्य मंदिर वास्तु Early Chalukya Temple Architecture. उड़ीसा का मंदिर वास्तु, लिंगराज एवं कोणार्क के विशेषतम संदर्भ में। Temple Architecture of Orissa with special reference to Lingaraj and Konark Temple .	20	3
IV	चंदेल कालीन मंदिर वास्तु—खजुराहों Chandela Temple Architecture Khajuraho. कलचुरि एवं परमार कालीन मंदिर वास्तु Temple Architecture of Kalchuri and Parmara.	19	4
V	शैलोत्खात मंदिर वास्तु—एलिफेन्टा एवं एलोरा Rock Cut Temple Architecture Elephanta and Elora. चोल व पल्लव कालीन मंदिर वास्तु Temple Architecture of Cholas and Pallavas	20	3

Books Recommended:-

- Agrawal, V. S. – Indian Art
- Ray, Nihar Ranjan—Maurayn and Sunga art.
- Brown, Percy—Indian Architecture Buddist and hindu.
- Coomarswami, A.K.—Early Indian architecture.
- Agrawal, P.K. – Gupta Temple Architecture.
- Ray, U N. –Prachin Bhartiya Nagar evam nagrik Jeewan.
- Vajpayee K.D. –Vastukala Ka Itihaas.
- Upadhyaya Vasudeva— Prachin Bhartiya Guha Stup and Mandir.
- Kramirisch, S. – Hindu Temples.
- Krishnadev—Uttar Bharat ke Mandir.
- Srinivasan K.R.—Temples of South India. Dharamrajarath & its Sculptures.
- Deheja V.: Early Buddist Rock Temple.

M.A. AIHC & Archaeology Semester-II

Program	Subject	Year	Semester
M.A.	AIHCA	1	II
Course Code	CourseTitle	CourseType	
AIH-205	Survey and Field Work	Core	
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	-	-
MaximumMarks	CIA	ESE	
100	100	100s	

M.A. AIHC & Archaeology Semester-III

Program	Subject	Year	Semester
M.A.	AIHCA	2	III
Course Code		CourseTitle	CourseType
AIH-301		Numismatics Part-I	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective (LO):

The objective of this course is to make students familiar with the history and importance of the ancient Indian coins. Through this course students will become familiar with the origin its ancientness symbols, Coin hoards, techniques of coin making in ancient Indian and coins of various Janapadas, republics Indo-Greek, Shaka-Kshtrapas and Parthian rulers.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	By studying this Unit the students will gain knowledge about the definition on numismatics, its importance as a source of history, origin of coin, ancientness, coin hoards and authorities of currency circulation in ancient india.	U
2	The study of this Unit will throw light on the method of coin minting punch marked coin and their classification etc.	R
3	By studying this unit, students will get knowledge about the local coins of Panchala, Kaushami, Mathura, Ujjain, Takshshila etc.	U
4	By studying this Unit, students will gain knowledge about the city stat coins, Negama coin and republican or tribal coin of ancient India.	An
5	By students this Unit, students will get information about the coin of Indo-Greek rulers, Shal-Kshatrapa rulers and Parthian reulers.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"—Strong; "2"—Moderate; "1"—Low; "-"—NoCorrelation

Detailed Syllabus

UnitNo	Topics	No.ofLectures	CO No.
I	मुद्राशास्त्र की परिभाषा इतिहास के स्रोत के रूप में मुद्राओं का महत्व Definition of numismatics, importance of coins as a source of history मुद्रा की उत्पत्ति एवं प्राचीनता Origin and oldness of coins. मुद्रानिधि, चिन्हांकन, मुद्रा प्रचलन का अधिकार Coin Hoard, Symbols, right to issue of coins.	17	1
II	मुद्रा निर्माण पद्धति—ढलित एवं स्ट्राइकिंग Techniques of minting the casting striking and their. आहत मुद्राएँ एवं वर्गीकरण Classification of Punchmark coins.	19	2
III	जनपदीय मुद्राएँ—पांचाल, कौशाम्बी, मथुरा, उज्जैनी, तक्षशिला Coins of janpadas Panchal, Kausambi, Mathura, Ujjini and Taxila.	20	3
IV	नगर राज्य एवं निगम की मुद्राएँ Coins of City state and Nigam. गणराज्यों की मुद्राएँ — मालव, यौधेय, आर्जुनायन, औदुम्बर Republican state coins—Malav, Yavdheya, Arjunayan and Audumbar.	19	4
V	इंडो-ग्रीक मुद्राएँ Indo-Greek Coins. शक-क्षत्रपों की मुद्राएँ Coins of Shaka-Kshatrapas. पहलव मुद्राएँ Parthian Coins.	20	3

Books Recommended:-

- Cunningham, A— Coins Of Ancient India.
- Altekar, A.S. - Ancient Indian Coins. Catalogue of Indian coins.
- Gupta, P.L.— Mudrayen
- Chakravarty, S.K. - Ancient Indian Numismatics
- Narayan, A.K.—The Indo Greek coins.
- Sarkar, D.C.—Study of the Indian Coins.
- Rao, Rajwant & Rao, Pradeep Kumar: Prachin Bhartiya Mudrayen
- Rapson, E.J. : Indian Coins
- Gupta, P.L. & Hadeker, T.R.: Punchmark Coin age of the Indian Sub-Continent
- Sharma, I.K.: Coin age of the Satavahana Empire
- Gupta, P.L. : Bharat ke Poorv Kaalik Sikke
- Altekar, A.S.: Origin and Early History of Coin age in Ancient India
- Shrivastava, Prashant: Aspects of Ancient Indian Numismatics

M.A. AIHC & Archaeology Semester-III

Program	Subject	Year	Semester
M.A.	AIHCA	2	III
Course Code		CourseTitle	CourseType
AIH-302		Epigraphy & Palaeography Part-I	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The Object of this course is to enable students to study the origin development and significance of ancient writing along with the medium and types of inscription etc.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Understand and explain the significance of inscriptions as primary sources for reconstruction historical events, Social structure and Cultural Practices.	U
2	Students will identify and describe various types ancient Indian inscriptions. Understand and analyze the different mediums used for inscription including stone, Metal, terracotta and palm leaves they will learn basic form of Ashokan and Gupta Brahmi.	R
3	Students will gain knowledgge about Pre-Ashokan inscription like Sohgaure copper plate, Mahasthan and Piparahawa inscriptions. They will also know the 12 th and 13 th Rock edict of Ashoka.	U
4	Historical and Cultural study of Basenagar pillar inscription and Shinkot casket inscription of Minander.	An
5	Historical and Cultural study of Hathigumpha inscription of Kharvela, Junagarh inscription of Rudradaman and Nasik inscription of Gautami Balshri.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"NoCorrelation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	इतिहास के स्रोत के रूप में अभिलेखों का महत्व Importance of Inscriptions as a source of history. प्राचीन भारत में लेखन कला का उद्भव एवं विकास Origin and development of writing in Ancient India. प्राचीन भारतीय अभिलेखों का माध्यम एवं प्रकार Types and Medium of Ancient Indian inscriptions	17	1
II	सिंधु लिपि: पढ़ने की समस्या Indus Script: Problem of Decipherment ब्राह्मी लिपि का उद्भव: विभिन्न सिद्धांत Origin of Brahmi Script: Various Theory अशोक कालीन ब्राह्मी लिपि का स्वरूप, Form of Brahmi script during Ashokan period. गुप्तकालीन ब्राह्मी लिपि का स्वरूप Form of Brahmi script of Gupta period.	19	2
III	निम्न अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन. Historical and cultural study of the following inscriptions. 1. अशोक के पूर्व के अभिलेख-सौहगौरा ताम्रपत्र, महास्थान, पिपहरवां अभिलेख Pre-Ashokan inscriptions- Sauhgaura copper plate, Mahasthan, Piparahwa inscription 2. अशोक की 12 वाँ शिलालेख 12 th Rock Edict of Ashoka. 3. अशोक की 13 वाँ शिलालेख 13 th Rock Edict of Ashoka.	20	3
IV	निम्न अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन Historical and cultural study of the following inscriptions. 1. बेसनगर का गरुड़ स्तंभ अभिलेख Basenagar Pillar Inscription. 2. कनिष्क द्वारा अपने 41वें राज्य वर्ष में जारी आरा अभिलेख Aara Inscriptions issued by Kaniskha in his 41 th regnal year. 3. मिनांडर का शिनकोट अस्थि मंजूषा अभिलेख Shinkot Cosket Inscription of Minander.	19	4
V	निम्न अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन. Historical and cultural study of the following inscriptions. 1. खारवेल का हाथीगुम्फा अभिलेख Hathigumpha Inscription of Kharvel. 2. रुद्रदामन का जूनागढ़ अभिलेख Junagarh Inscription of Rudradaman.. 3. गौतमी बलश्री का नासिक अभिलेख Nasik Inscription of Gautami Balshri.	20	3

Books Recommended:-

- Ojha, G H.—Prachin Bhartiya Lipi mala.
- Rajbali Pandey— Indian Paleography.
- Hultzsch, E.- Corpus Inscription Indicarum. Vol-1
- Upadhyay, Vasudev—Prachin Bhartiya Abhilekh Ka Adhyan.
- Vajpayee K.D. -Etihassik Bhartiya abhilekh.
- Parihar, Dinesh Nandini—Madhya Bharat ki Leekhan evam utkirnan Takneek ka udbhav evam vikas.
- Sarcar, D.C.-Indian Epigraphy
- Goyal,S.P-Prachin Bhartiya Abhilekh Sangrah
- Solmen, Rechard: Indian Epigraphy

M.A. AIHC & Archaeology Semester-III

Program	Subject	Year	Semester
M.A.	AIHCA	2	III
Course Code	CourseTitle		CourseType
AIH-303	Historiography, Concept and Methods		Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks	CIA		ESE
100	30		70

Learning Objective(LO):

In this course, there will be knowledge of the meaning, scope of history, its relation with other subjects, study of traditions and trends of history writing in India and other countries of the world as well as research techniques used in history.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	There will be knowledge about the meaning, scope of history and methods and precautions for selection of historical facts in history writing.	U
2	What is the relationship of history with other humanities and science subjects? Will have knowledge about.	R
3	There will be knowledge about the ancient Indian tradition of history writing and the traditions of western countries.	U
4	There will be knowledge about various streams of history writing prevalent in the world.	An
5	There will be knowledge about research techniques used in history writing.	Ap

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	इतिहास का अर्थ एवं कार्यक्षेत्र Meaning and Scope of History इतिहास क्या है? (साहित्य, पुरातत्त्व एवं समकालीन मौखिक परम्पराएँ) What is history? (Literature, Archaeology and contemporary oral tradition, Contemporary tradition etc.)	17	1
II	इतिहास का अन्य विषयों से संबंध : पुरातत्त्व, भूगोल, समाजशास्त्र, अर्थशास्त्र, दर्शनशास्त्र एवं मानव विज्ञान. Relationship of History with other disciplines: Archaeology, Geography, Sociology, Economics, Philosophy and Anthropology	19	2
III	इतिहास लेखन की भारतीय परंपरा : गाथा, नाराशंसी, इतिहास, पुराण Indian tradition of History writing: Gatha, Narashansi, Itihas, Puran. पाश्चात्य परंपरा – यूनानी-रोमन, चीनी एवं अरबी. Western Tradition: Greek-Roman, Chinese, Arabic.	20	3
IV	इतिहास लेखन की अवधारणाएं: प्राच्यविद्, राष्ट्रवादी, मार्क्सवादी, साम्राज्यवादी एवं अवर अथवा उपाश्रयी इतिहास लेखन Concept of History writing: Orientalist, Nationalist, Marxist, Imperialist and Subaltern.	19	4
V	ऐतिहासिक शोध प्रविधि: स्रोतों का संग्रह, शोध की तकनीक, अंतिम लेखन, संदर्भ ग्रंथ सूची, फुटनोट Historical research methodology: collection of sources, techniques of research, final writing, bibliography, footnote	20	3

Books Recommended:-

- Carr E.H.- What is History.
- Collingwood- The idea of History.
- Renier, G.J.- History its Purpose and Methods.
- Gardiner- Theories of History.
- Thompson- History of Historical Thinkings Social Research Council
Monographs : Theory in Historical Study.
- Pandey, G.C. Itihas, Svarupa Evam Siddhanta.
- Pathak, V.S.- Ancient Historians of India.
- Shrivastava, B.K.-Itihas Lekhan: Awdharna, Vidhayen Evam Sadhan
- Mishra, Ramendranath: Itihas Chintan: Padhyati Evam Itihas Lekhan

M.A. AIHC & Archaeology Semester-III

Program	Subject	Year	Semester
M.A.	AIHCA	2	III
Course Code	CourseTitle		CourseType
AIH-304	Political and Cultural History of Chhattisgarh Part-I		Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The objective of this course is to make students aware of the regional culture of Chhattisgarh especially in the context of ancient Chhattisgarh through this course students will become familiars with the History of Chhattisgarh.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	The study of this unit will throw light on the elemental structure geographical location of Chhattisgarh and its ancient name.	U
2	Helpful in knowing the history of Chhattisgarh, literary records, Inscriptions, coins, seal, monuments, oral tradition etc. study of source will give information about the antiquity of this region.	R
3	Through this unit the prehistoric history and archaeological site of this region. Will be know about the situation and history of this region during the Vedic Period, Nand-Mauryah, Kushana, Satavahan Period.	U
4	Will shed light on the Political situation of Chhattisgarh during the Gupta and Vakataka periods and political and cultural situation of the local dynasties Nalas, Rajarshitulyakul etc.	An
5	will have information about the history of the rich Sharabhpuriya dynasty and their culture in the local area.	Ap

CL: Cognitive Levels(R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"—Strong; "2"—Moderate; "1"—Low; "-"—No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	छत्तीसगढ़ का भू-तात्विक संरचना एवं भौगोलिक स्थिति Geological condition and Geographical location of Chhattisgarh region. छत्तीसगढ़ क्षेत्र का परिचय एवं नामकरण Naming and introduction of Chhattisgarh region	17	1
II	छत्तीसगढ़ के इतिहास के स्रोत—मौखिक परम्परा, साहित्य, अभिलेख, सिक्के एवं मुद्रायें, स्मारक एवं मूर्तियाँ Sources if History of Chhattisgarh region- Oral Tradition, Literature, Inscriptions, Coins of Monuments and Sculptures.	19	2
III	छत्तीसगढ़ का प्राग एवं आद्य इतिहास— महत्वपूर्ण स्थल, शैलचित्र कला एवं महापाषाणीय स्मारक, Pre and Proto History- of Chhattisgarh important site, Rock Paintings & Megaliths. वैदिक काल से चौथी शताब्दी ई. तक का इतिहास History of Chhattisgarh from Vedic Period to 400 A.D.	20	3
IV	गुप्त और वाकाटक वंश का छत्तीसगढ़ से संबंध एवं प्रभाव Relation and influence of Gupta and Vakataka dynasty with Chhattisgarh. नल वंश एवं राजर्षितुल्य कुल का इतिहास एवं वंशक्रम History and Geneology of Nalas and Rajarshitulyakul dynasty.	19	4
V	शरभपुरीय राजवंश का उद्भव, विकास एवं पतन तथा छत्तीसगढ़ के इतिहास में उनका स्थान Origin, development and dawnfall of Sharabhpuriya dynasty and its place in the History of Chhattisgarh.	20	3

Books Recommended:-

- Goyal, Shriram—Gupta kaleen Bharat.
- Mirashi, V.V.— Kalchuri naresh evam unka kaal.
- Nema, S.R.—Political History of Surya Yanshi of South kosal and Orrisa.
- Pyarelal Gupata—Prachin Chhattisgarh.
- Parihar, Dinesh Nandini,- Dakshin Kosal ka itihaas,
- Parihar, Dinesh Nandini,- Prachin Chhattisgarh ka samajik evam arthik itihis.
- Singhdev, J.P.—Cultural Profile of South kosal.
- Jain, V.C. —Utkeerna lekh (hindi).
- Pandey, Shyam Kumar—Dakshin Kosal ka Itihis.
- Nigam, L.S. —Dakshin kosal ka itihis

M.A. AIHC & Archaeology Semester-III

Program	Subject	Year	Semester
M.A.	AIHCA	2	III
Course Code		CourseTitle	CourseType
AIH-305		Proto History of India	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective (LO):

Studying these Paper will provide students with a comprehensive understanding of early human society in the Indian subcontinent. They will gain insights into the development of urbanization, technological advancement, social structures and cultural practices from the Harappan civilization to the Iron age and Megalithic Cultures.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Students will analyze the socio-economic structure, urban planning of Harappan cities. Evaluate the significance of trade and agriculture in Harappan society and the factors leading to the decline of the Harappan civilization	U
2	Students will identify and describe the various Chalcolithic cultures of India, such as the Ahar, Kaytha, Malwa, Jorwe culture and explain their geographic distribution and regional characteristics.	R
3	Students will identify and describe the defining Characteristics of OCP, copper Hoard culture and B.R.W. culture including their geographic distribution material culture and distinctive artifacts.	U
4	Students will identify and describe the distinctive features of PGW and NBPW, including its geographic distribution, typology and Characteristic decorative motives etc.	An
5	Students will identify and describe the distinctive features of Iron age and Megalithic Culture in Indian sub continent.	Ap

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO05	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"—Strong;"2"—Moderate;"1"—Low;"—"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	1. हड़प्पा संस्कृति : Harappan Culture : (i) हड़प्पा संस्कृति के रचनात्मक चरण Formative stages of the Harappan Culture (ii) प्रारंभिक हड़प्पीय संस्कृति Early Harappan Culture (iii) प्रौढ़ हड़प्पीय संस्कृति Mature Harappan Culture (iv) उत्तर हड़प्पीय संस्कृति Late Harappan Culture	17	1
II	ताम्र पाषाणिक संस्कृतियाँ Chalcolithic Culture 1. कायथा संस्कृति Kayatha Culture 2. अहाड़ संस्कृति Ahar Culture 3. मालवा संस्कृति Malwa Culture 4. जोर्वे संस्कृति Jorwe Culture	19	2
III	1. गैरिक मृद्भाण्ड एवं ताम्रनिधियाँ Ochre Coloured Pottery (OCP) and Copper hoards 2. कृष्ण-लोहित मृद्भाण्ड संस्कृति Black and Red Ware Culture (BRW).	20	3
IV	1. भारत में लोहे की प्राचीनता Ancientness of Iron in India 2. महापाषाणिक संस्कृतियाँ Megalithic Cultures	19	4
V	चित्रित धूसर मृद्भाण्ड संस्कृति Painted Grey ware Culture (PGW). उत्तरी काली चमकीली मृद्भाण्ड संस्कृति Northern Black Polished ware culture (NBPW).	20	3

Books Recommended:-

1. D. P. Agrawal 1984 The Archaeology Of India, New Delhi
2. B. Allchin and F.R. Allchin 1983 The Rise of Civilization in India and Pakistan, Delhi
3. D. K. Chakravarty 2006 The Oxford Companion to Indian Archaeology, New Delhi
4. A.Ghosh 1989 An Encyclopedia of Indian Archaeology, Vol 1& II ,New Delhi
5. H.D Sankalia 1974 Pre history and Protohistory of India and Pakistan ,Deccan College Pune
6. Jai Narayan Pandey 1983 Puratattva Vimarsh, Allahabad
7. D.P. Agrawal and J.S.Kharakwal, 2003 Bronze and Iron Ages in South Asia ,New Delhi
8. D.P.Agrawal and D.K. Chakrabarty 1979(eds) Essays in Indian Protohistory, New Delhi
9. M.K. Dhawlikar 1990 First Farmers of the Deccan,Pune
10. M.K. Dhawlikar 1997 Indian Protohistory ,New Delhi
11. S.P.Gupta 1996 The Indus Saraswati Civilization;Origin,Problems, and Issues ,Delhi
12. B.B. Lal and S.P. Gupta 1984 eds. Frontiers of Indus Civilization ,Delhi
13. T. N. Roy 1983 The Ganges Civilization New Delhi
14. Vibha Tripathi 2001 The Age of Iron in South Asia ; Legacy and Tradition, Delhi
15. Vibha Tripathi 1976 The Painted Grey Ware An Iron Age Culture of Northern India, Delhi

M.A. AIHC & Archaeology Semester-III

Program	Subject	Year	Semester
M.A.	AIHCA	2	III
Course Code		CourseTitle	CourseType
AIH-306		Ancient Indian Social Institution	Elective-I
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective (LO):

By the end of this paper students will be able to understand the structure and evolution of ancient Indian Social Institution such as varna, Ashrama, Family, marriage and cast. They will also learn about number and purpose of Hindu Sanskara, Ancient Indian education system and educational centers like Nalanda, Vikaramshila, Vallabhi etc. Position of women and evaluate the impact of these institutions on ancient Indian Society.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	By studying this unit, students will get to know the sources of Ancient Indian Social history. They will get acquainted with various concepts of Society and Social thinking. They will get to know about the cast system prevalent in ancient Indian Society.	U
2	By studying this unit, the students will gain detailed knowledge of the cast system, Ashram system and Purushartha in ancient India.	R
3	By studying this unit, students will get detailed information about the nature of the family in ancient India, the place of son in the family. Rights to Property and the place of woman in the family and society.	U
4	By studying this unit, Students will get detailed Knowledge about the 16 sanskaras prevalent in Hindu religion in ancient India, their meaning and purpose and ancient Indian marriage rites and their importance.	An

5	By studying this unit, students will gain knowledge about the education system prevalent in ancient India and major educational centers like Nalanda, Vikramshila and Vallabhi.	Ap
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CL:Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO05	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	प्राचीन भारतीय सामाजिक इतिहास के स्रोत। Sources of Ancient Indian Social History. प्राचीन भारतीय सामाजिक चिंतन की अवधारणा। Concept of Ancient Indian Social Thought. वर्ण व्यवस्था का उद्भव एवं विकास। Origin and Development of Varna System.	17	1
II	प्राचीन भारतीय जाति व्यवस्था का उद्भव एवं विकास। Origin and development of ancient Indian caste system. आश्रम व्यवस्था Ashram System. पुरुषार्थ Purushartha.	19	2
III	प्राचीन भारतीय परिवार का स्वरूप एवं विकास। Nature and Development of Ancient Indian Family परिवार की सम्पत्ति में उत्तराधिकार एवं पुत्र का स्थान। Inheritance of Family property and the position of son. परिवार एवं समाज में स्त्रियों का स्थान Position of woman in family and society.	20	3
IV	हिन्दू संस्कार का अर्थ एवं प्रयोजन। Meaning and purpose of Hindu Sanskar संस्कारों की संख्या एवं मुख्य संस्कार। Number of Sanskara and main Sanskara	19	4

V	<p>प्राचीन भारतीय शिक्षा पद्धति । Ancient Indian education system प्राचीन भारत के प्रमुख शिक्षा केन्द्र—नालंदा विश्वविद्यालय, विक्रमशिला विश्वविद्यालय, वल्लभी विश्वविद्यालय । Main educational centers of Ancient India-Nalanda, Vikramshila and Vallabhi</p>	20	3
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Books Recommended:-

- Altekar, A. S. –Education in Ancient India,, Position of Women in Ancient India.
- Kane, P.V. –History of Dharmashastra. Vol-2,3
- Majumdar ,R.C.—Corporate Life of Ancient India.
- Sarkar, D.C.—Study in the social and Economic History.
- Prabhu P.N.—Hindu Social organization
- Pandey R.V.—Hindu Sanskar.
- Parihar, Dinesh Nandini—Chhattisgarh ka samajik arthik Itihaas.

M.A. AIHC & Archaeology Semester-IV

Program	Subject	Year	Semester
M.A.	AIHCA	2	IV
Course Code		CourseTitle	CourseType
AIH-401		Numismatics Part-II	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The objective of this course is to acquaint the students with the specialties of Kushana, Satvahana, Naga and Gupta dynasties coins that ruled the Indian region their manufacturing techniques etc.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Will gain knowledge of the general characteristics of kushana coins and coins of Kujul Kadphises vim Kadphises and his successors.	U
2	The coins of the satavahana rules who ruled in Maharashtra and Andhra region as well as the coins of the western Shaka-Kshatrapas the Maghaand Naga dynasty will be highlight.	R
3	Along with the general Characteristics of the Coins of the Gupta dynasty, detailed light will be thrown on the coins of Chandragupta. I, kach and Samudragupta.	U
4	Detailed light will be shed on the types of coins, symbols etc. of Ramgupta, Chandragupta II, Kumargupta I and Skandgupta.	An
5	Along with coins of the later Gupta rulers, the prevalent silver and copper coins of the gupta dynasty will be highlight.	Ap

CL:CognitiveLevels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	कुषाण मुद्राओं की सामान्य विशेषताएं General features of Kushan Coins. कनिष्क के पूर्व की मुद्राएं Coins of Pre-Kanishka. कनिष्क की मुद्राएं Coins of Kanishka. परवर्ती कुषाण मुद्राएं Coins of Post- Kanishka.	17	1
II	सातवाहन मुद्राएं Satavahana Coins. मगध एवं नाग मुद्राएं Magha & Naga Coins.	19	2
III	गुप्त मुद्राओं की सामान्य विशेषताएं General features of Gupta coins. चंद्रगुप्त-कुमारदेवी शैली की मुद्राएं Coins of Chandragupta Kumaradevi. काच की मुद्रा और समस्या Coins of kach and its problem. समुद्रगुप्त की मुद्राएं Coins of Samudragupta.	20	3
IV	रामगुप्त की मुद्राएं Coins of Ramgupta. चंद्रगुप्त द्वितीय की स्वर्ण मुद्राएं Gold Coins of Chandragupta- II. कुमारगुप्त प्रथम की स्वर्ण मुद्राएं Gold Coins of kumargupta-I. स्कंदगुप्त की स्वर्ण मुद्राएं Gold Coins of Skhandagupta.	19	4
V	स्कंदगुप्त के पश्चात् गुप्त शासकों की स्वर्ण मुद्राएं Gold Coins of Gupta ruler safter Skandagupta. गुप्तवंश की चांदी की मुद्राएं Silver Coins of Gupta Dynasty. गुप्तवंश की तांबे की मुद्राएं Copper Coins of Gupta Dynasty. गुप्तोत्तर कालीन मुद्राएं : हूण मुद्राएं, गधइया मुद्राएं, पुष्यभूति वंश की मुद्राएं Post Gupta Coins : Huna Coins, Gadhaiya Coins, Coins of Pushyabhuti Dynasty	20	3

Books Recommended:-

- Cunningham, A: Coins of Ancient India
- Altekar, A.S. : Ancient Indian Coins.
- Allan, J. : A catalogue of The Indian coins in the British Museum.
- Gupta, P.L.: Prachin Bhartiya Mudrayen
- Chakraborty, S.K. : Ancient Indian Numismatics
- Narayan, A.K.: The Indo-Greek coins.
- Sarkar, D.C.: Study of the Indian Coins.
- Altekar, A.S. : Gupta Kaalin Mudrayen
- Sanjeev Kumar : Treasures of the Gupta Empire
- Sharma, I.K. : Coinage of Satavahan Empire
- Shastri, Ajaymitra : Kausambi Hoard of Megha coins.

M.A. AIHC & Archaeology Semester-IV

Program	Subject	Year	Semester
M.A.	AIHCA	2	IV
Course Code		CourseTitle	CourseType
AIH-402		Epigraphy & Palaeography Part-II	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective(LO):

The objective of this course will be the historical and cultural study of the inscriptions related to the major rulers of the Gupta period, the copper plates of Vardhan dynasty, inscriptions of Chalukya, Rashtrakuta, Pala, Pratihara, Chandela rulers as well as some important inscriptions of Chhattisgarh.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	There will be historical and cultural study of Prayag Prashasti of Gupta period, Mehrauli Iron Pillar Inscription and Poona Copper Plate.	U
2	Along with the study of Mandsaur inscription and Bhitari inscription, historical and cultural study of Banskhera copper plate will be done.	R
3	Historical and cultural study of Aihole inscription of Chalukya period, Sanjan copper plate of Amoghavarsha of Rashtrakuta period will be done.	U
4	Historical and cultural study of Lakshman temple inscription of Sirpur, Khajuraho inscription of Chandela period and Khalimpur inscription of Pala period will be done.	An
5	Cultural and historical study of Gwalior inscription, Bilhari inscription and Ratanpur inscription will be done.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"-No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	निम्नलिखित अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन :- Historical and cultural study of the following inscriptions:- समुद्रगुप्त का प्रयाग स्तम्भ लेख Allahabad pillar inscription of Samudragupta चन्द्र का मेहरौली लौह स्तम्भ लेख Mehrauli Iron pillar inscription of Chandra. प्रभावती गुप्ता का पूना ताम्रपत्र Poona copperplate of Prabhavati Gupta.	17	1
II	निम्नलिखित अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन :- Historical and cultural study of the following inscriptions:- कुमारगुप्त एवं बन्धुवर्मन का मंदसौर अभिलेख Mandsaur inscription of Kumargupta and Bandhuvarman. स्कंदगुप्त का भितरी अभिलेख Bhitari inscription of Skandagupta. हर्ष का बांसखेडा ताम्रपत्र Banskheda copper plate of Harsha.	19	2
III	निम्नलिखित अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन :- Historical and cultural study of the following inscriptions:- पुलकेशिन द्वितीय का ऐहोल अभिलेख Aihole inscription of Pulakeshin II. अमोघवर्ष का संजन ताम्रपत्र Sanjan copper plate of Amoghvarsha.	20	3
IV	निम्नलिखित अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन :- Historical and cultural study of the following inscriptions:- महारानी वासटा का सिरपुर लक्ष्मण मंदिर अभिलेख Sirpur Lakshman temple inscription Queen Vasata धर्मपाल का खलिमपुर अभिलेख Khalimpur Inscription of Dharmapal.	19	4
V	निम्नलिखित अभिलेखों का ऐतिहासिक एवं सांस्कृतिक अध्ययन :- Historical and cultural study of the following inscriptions:- मिहिरभोज का ग्वालियर प्रशस्ति लेख Gwalior inscription of Mihirbhoja. युवराजदेव द्वितीय का बिलहरी अभिलेख Bilhari inscription of Yuvarajdev-II. जाजल्लदेव प्रथम का रतनपुर शिलालेख Ratanpur inscription of Jajalladev-I.	20	3

Books Recommended:-

- Goyal, S.R. :Maukhari, Pushyabhuti – Chalukya Yugeen Abhilekh
- Sarcar, D.C. : Select Inscription Vol. -II
- Bajpai, K.D. :Etihask Bhartiya Abhilekh
- Fleet, J.F. : Inscription of the early Gupta Kings and their successors, Corpus Inscription Indicarum Vol. III
- Goyal, S.R : Gupta Kaleen Abhilekh
- Upadhyay, Vasudev : Gupta Kaleen Abhilekh

M.A. AIHC & Archaeology Semester-IV

Program	Subject	Year	Semester
M.A.	AIHCA	2	IV
Course Code	CourseTitle		CourseType
AIH-403	Political and Cultural History of Chhattisgarh Part-II		Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

LearningObjective(LO):

The objective of this course is to publish the Political and Cultural History of various dynasties who ruled Chhattisgarh from the 4th C. AD. to 13th C.AD.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	There will be information about the Political and cultural history of the Pandu dynasty the ruledthe Mekal & South Kosal region.	U
2	Will throw light on the Kalchuri dynasty of Ratanpur and their relations with the Kalchuri of Tripuri.	R
3	Light will be shed on the Political and Cultural History of chhindak Naga dynasty of Bastar, Phaninagvanshi of Kawardha and Somvanshi's rulers of Kanker.	U
4	Will get knowledge of religious, social and economic history of Chhattisgarh from 6 th to 13 th Century AD.	An
5	Chhattisgarh and his ancient architecture and Sculpture will be highlighted.	Ap

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lecture s	CO No.
I	मेकल का पाण्डुवंश Pandu Dynasty of Mekal. दक्षिण कोसल के पाण्डुवंशी Pandu Dynasty of Kosala.	17	1
II	छत्तीसगढ़ के कलचुरि वंश का उद्भव एवं त्रिपुरी कलचुरि शासकों के साथ संबंध Origin of Kalchuri Dynasty of Chhattisgarh and Relations with Tripuri's Kalchuri Rulers. रतनपुर के कलचुरि शासक Kalchuri Rulers of Ratanpur	19	2
III	बस्तर के छिन्दक नागवंशी शासक Chhindaknaga rulers of Bastar कवर्धा के फणीनागवंशी शासक Phaninaga Rulers of Kawardha कांकर के सोमवंशीय शासक Somvanshi Rulers of Kanker	20	3
IV	छत्तीसगढ़ का धार्मिक, सामाजिक एवं आर्थिक इतिहास, Social, Economic and Religious History of Chhattisgarh	19	4
V	छत्तीसगढ़ की कला एवं स्थापत्य Art and Achitecture of Chhattisgarh	20	3

Books Recommended:-

- Goyal, Shriram :Gupta Kaleen Bharat.
- Mirashi,V.V. : Corpus Inscription Indicarum Vol-4 Part-1&2
- Mirashi,V.V.:Kalchuri Naresh evam Unka kaal.
- Nema,S.R.: Political History of Surya vanshi and South Kosal and Orissa.
- Pyarelal,Gupta :Prachin Chhattisgarh.
- Parihar,Dinesh Nandini: Dakshin Kosal ka Rajnaitik Itihas
- Parihar,Dinesh Nandini:Prachin Chhattisgarh ka samajikevamArthik Itihas.
- Singhdev, J.P.: Cultural Profile of South Kosal.
- Jain, B.C. :Utkeerna Lekh.
- Pandey,Shyam Kumar—Dakshin Kosal ka Itihas.

M.A. AIHC & Archaeology Semester-IV

Program	Subject	Year	Semester
M.A.	AIHCA	2	IV
Course Code		CourseTitle	CourseType
AIH-404		Theory and Methods in Archaeology	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks		CIA	ESE
100		30	70

Learning Objective (LO):

By studying this question paper, you will be introduced to various theories for the explanation of scientific methods and witnesses used in Archaeology

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	There will be information about the definition of Archaeology, initial discovery and development of archaeology	U
2	You will have Knowledge about the history of archaeology and the various scientific Instruments used in its study.	R
3	Learn about techniques related to archaeological survey and excavation.	U
4	There will be information about identification and recording of stratification, Cultural sequence, recording of archaeological remains, relative and absolute methods of dating.	An
5	There will be information about various branches of archaeology.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	<ol style="list-style-type: none"> पुरातत्व की परिभाषा एवं क्षेत्र Definition and scope of Archaeology प्रारंभिक खोज Early Discoveries :Diluvian and Antiquarian Age वैज्ञानिक दृष्टि से पुरातत्व के अध्ययन एवं विकास में परिवर्तन Changes in study and development of Archaeology from a Scientific point of view. (William Jones to M. Wheeler) भारतीय पुरातत्व का इतिहास (History of Indian Archaeology) 	17	1
II	<ol style="list-style-type: none"> भारत में पुरातत्व की अद्यतन प्रवृत्तियां एवं प्रयोग (3डी,मोजेक फोटोग्राफी, एरियल फोटोग्राफी, जी.पी.आर., जी.आई.एस., जी.पी.एस.) Recent Trends and their Application in Indian Archaeology. (3D, Mosaic Photography, Ariel Photography, GPR, GIS, GPS) त्रिकाल पद्धति (Three Age System) 	19	2
III	<ol style="list-style-type: none"> सर्वेक्षण का उद्देश्य एवं विधियां (Aims and Methods of Exploration) उत्खनन का उद्देश्य एवं विधियां (Aims and Methods of Excavation) 	20	3
IV	<ol style="list-style-type: none"> स्तरविन्यास : निर्माण, पहचान, अभिलेखीकरण एवं सांस्कृतिक अनुक्रम Stratigraphy: Formation, Identification, recording and Cultural sequence. उत्खनन से प्राप्त सामग्रियों का अभिलेखीकरण Method of recording of excavated findings तिथि निर्धारण विधियां : सापेक्ष (परंपरागत) एवं निरपेक्ष (वैज्ञानिक) Dating Methods :Relative (Traditional) and Absolute (scientific) 	19	4
V	<ol style="list-style-type: none"> समुद्री पुरातत्व Marine Archaeology नूतन पुरातत्व New Archaeology संज्ञानात्मक पुरातत्व Cognitive Archaeology प्रासंगिक पुरातत्व Contextual Archaeology पर्यावरणीय पुरातत्व Environmental Archaeology साइटकैचमेन्ट विश्लेषण Site Catchment Analysis नृ-पुरातत्व Ethnoarchaeology 	20	3

Books Recommended:-

- Pandey, J.N.—Puratatva Vimarsha. (Hindi)
- Sankalia, H.D.—Indian Archaeology Today.
- Sankalia, H.D.— An Introduction to Archaeology, 1965, Deccan College, Pune
- Kenyan, K.M.—Field Archaeology.
- Chapman, Henry — Landscape Archaeology and GIS, 2011
- Chakraborty, Dilip Ku. — A History of Indian Archaeology, 1988
- Renfrew, Colin & Bahn, Paul – Archaeology: Theories, Methods and Practice, 2012, Thames and Hudson, London
- Babits, Lawrence E. (Ed.) 1998, Maritime Archaeology : A Reader of substantive and theoretical Contribution, Plenum Press, New York.
- Green, Jerlmy, 2004, Maritime Archaeology: A Technical Hand Book, Elsevier Academic Press, U.K.
- Dikshit, K.N. – Archaeological Perspective of India since Independence. 1984, Indian Archaeological Society, New Delhi
- Gamble, Clive – Archaeology: The Basics, 2001, Routledge, London.

M.A. AIHC & Archaeology Semester-IV

Program	Subject	Year	Semester
M.A.	AIHCA	2	IV
Course Code		CourseTitle	CourseType
AIH-405		Survey and Field Work	Core
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	-	-
MaximumMarks		CIA	ESE
100		100	100s

M.A. AIHC & Archaeology Semester-IV

Program	Subject	Year	Semester
M.A.	AIHCA	2	IV
Course Code	CourseTitle	CourseType	
AIH-406	Culrural Heritage Management	Elective-II	
Credit	Hours Per Week(L-T-P)		
	L	T	P
5	-	5	-
MaximumMarks	CIA	ESE	
100	30	70	

Learning Objective(LO):

The objective of this course is to introduce students to the key concepts of Heritage management, including the definition and scope of the subject and its implementation in the Indian context.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Student will be able to define heritage and explain its broad scope, including tangible and intangible elements they will be able to distinguish between Cultural and Natural heritage, identify examples of each and understand the importance of Preserving and Conserving heritage for future generations, recognize threat to heritage and evaluate the role of policies institutions and communities in safeguarding heritage.	U
2	Student will understand the concept and significance of the world Heritage Movement including its origins and global relevance. Analyze the role of international organizations like UNESCO, ICOMS etc. They will study UNESCO world Heritage Monuments of India and other countries also.	R
3	Describe the History and evolution of cultural heritage in India, recognizing key periods, traditions and influences that have shaped its diverse heritage landscape. Explain the role of Government bodies Such as the ASI, National Monuments Authority etc. Analyze major Indian legislation related to cultural heritage different Acts. Evaluate the Role of non-government organization (NGOs) and Universities in heritage conservation, education and community engagement.	U
4	Understand the principles and practices of heritage management critically examine developmental issues, such as urbanization and infrastructure projects	An

	and their direct and indirect impacts on cultural heritage sites. Assess the impact of natural factors including natural disasters like earthquake, flood and climate change on the preservation of heritage. Identify and analyze the challenges posed by illegal trade, theft and smuggling of art objects.	
5	Recognize the importance of public participation in the preservation and conservation of cultural heritage. Evaluate methods of enhancing public awareness through both formal education (Schools, Universities) and informal means (Workshops, Media, Campaigns). Understand the relationship between tourism and cultural heritage, including the potential for heritage tourism to support conservation efforts while also identifying risks and management strategies.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO5	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong; "2"-Moderate; "1"-Low; "-"-No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	<p>विरासत: परिभाषा एवं क्षेत्र। Heritage: Definition and Scope. विरासत के प्रकार: सांस्कृतिक (मूर्त एवं अमूर्त) तथा प्राकृतिक। Types of heritage : Cultural (Tangible & Intangible) and Natural. विरासत के संरक्षण एवं संवर्धन की आवश्यकता। Need for preservation and conservation of heritage.</p>	17	1
II	<p>विश्व विरासत आंदोलन। World Heritage Movement. अंतर्राष्ट्रीय संगठनों की भूमिका। Role of International Organizations, e.g. यूनेस्को विश्व धरोहर स्मारक। UNESCO World Heritage Monuments. भारत में विश्व धरोहर स्मारक। World Heritage Monuments in India.</p>	19	2

III	भारत में सांस्कृतिक विरासत का इतिहास। History of Cultural Heritage in India. सरकारी निकायों की भूमिका। Role of Government bodies. सांस्कृतिक विरासत के बारे में भारतीय कानून। Indian Legislation about Cultural Heritage. गैर-सरकारी संगठनों और विश्वविद्यालयों की भूमिका। Role of Non-Government Organizations and Universities.	20	3
IV	विरासत प्रबंधन: नीति और अभ्यास। Heritage Management: Policy and Practice. विकासात्मक मुद्दे और उनके प्रभाव। Developmental issues and their impacts. प्राकृतिक कारकों का प्रभाव, जैसे- प्राकृतिक आपदाएं। Impact of natural factors, e.g. Natural Disasters. कला वस्तुओं का अवैध व्यापार और तस्करी। Illegal trade of art objects and smuggling.	19	4
V	सांस्कृतिक विरासत के संरक्षण में सार्वजनिक भागीदारी। Public participation in preservation of cultural heritage. सार्वजनिक जागरूकता बढ़ाना: औपचारिक और अनौपचारिक। Enhancing public awareness: formal and informal. शैक्षणिक पर्यटन और सांस्कृतिक विरासत। Educational Tourism and cultural heritage.	20	3

Recommended Reading:

- i. Batra, M. L. 1996. Conservation: Preservation and Restoration of Monuments. New Delhi: Aryan Books International.
- ii. Basham, A.L. 2007. The Illustrated Cultural History of India. Oxford University Press. Bhandari, N.K. 2007. Cultural Heritage of India. Delhi: Eastern Book Corporation. Bhowmik, S. K. 2004 Heritage Management: Care, Understanding and Appreciation of Cultural Heritage. Jaipur: Publication Scheme.
- iii. Biswas, Sachindra Sekhara. 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi: Aryan Books International.
- iv. Deshpande, M. N. 1994. Care of Cultural Heritage. New Delhi: National Museum Institute. Dhawan, Shashi. 1996. Recent Trends in Conservation of Art Heritage. Delhi: Agam Kala Prakashan.
- v. Ghoshmaulik, S. K. and K.K. Bass 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College.
- vi. Howard, Peter. 2003. Heritage: Management, Interpretation, Identity. London: Continuum. Paddayya, K. Paddayya, 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. Deccan Studies 1 (2): 7-24.
- vii. P.R.Rao 1988. Cultural Heritage of India. Delhi: Sterling.
- viii. Renfrew, C. 2000. Loot, Legitimacy and Ownership. London: Duckworth.
- ix. Singh, L.K. 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
- x. Thapar, B.K. 1989 Conservation of the Indian Heritage. New Delhi: Cosmo Publication.

M.A. AIHC & Archaeology Semester-I

Program	Subject	Year	Semester
M.A.	AIHCA	1	I
Course Code		CourseTitle	CourseType
AIH-206		Museology	Value added Course
Credit	Hours Per Week(L-T-P)		
	L	T	P
2	-	2	-
Maximum Marks		CIA	ESE
100		30	70

Learning Objective (LO):

Under this Syllabus, the importance of museums will be highlighted and Information will be provided about the history, classification of Museums and their Protection etc.

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1	Under this unit, will be told students- about the introduction Meaning, definition and types of Museums etc.	U
2	Under this Unit, the history and Development of the museums will be highlighted.	R
3	Under this unit, student will be provided information about how Museums are classified	U
4	Under this Unit the works of the museums will be highlighted.	An
5	Under this Unit, student will be made aware of how the Security and preservation of the museum is done.	

CL:CognitiveLevels(**R**-Remember;**U**-Understanding;**Ap**-Apply;**An**-Analyze;**E**-Evaluate;**C**-Create).

CO-PO/PSO Mapping for the course:

PO CO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	-	-	3	3	3	-	3	3	3	3	2	3	3
CO2	3	3	3	1	-	2	2	3	-	3	3	3	3	2	3	3
CO3	3	3	3	-	-	1	2	3	-	3	3	3	3	1	2	3
CO4	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2
CO05	3	3	3	-	-	2	2	3	-	3	3	3	3	1	2	2

"3"-Strong;"2"-Moderate;"1"-Low;"-"No Correlation

Detailed Syllabus

UnitNo	Topics	No.of Lectures	CO No.
I	संग्रहालय का परिचय Introduction to Museum. 1. संग्रहालय का अर्थ एवं परिभाषा Meaning and Definition of Museum. 2. संग्रहालय का उद्देश्य, कार्य और प्रासंगिकता Aim, Function and Relevance of Museum 3. संग्रहालय के प्रकार Types of Museum.	08	1
II	संग्रहालय का इतिहास एवं विकास History and Development of Museums. 1. प्रारंभिक चरण के संग्रहालय Early phase of Museum.(1798-1899) 2. द्वितीय चरण के संग्रहालय Second Phase of Museum (1899-1928) 3. तृतीय चरण के संग्रहालय Third Phase of Museum (1928-1947) 4. चतुर्थ चरण के संग्रहालय Fourth Phase of Museum (Post Independence era)(1947-2017)	08	2
III	संग्रहालय का वर्गीकरण Classification of Museums 1. प्रशासनिक आधार Administrative Basis 2. संग्रह की प्रकृति के आधार पर Nature of Collection	08	3
IV	संग्रहालय का कार्य Function of Museums. 1. प्रारंभिक कार्य (संग्रहण, पंजीकरण, दस्तावेजीकरण) Primary Work (Collection, Registration, Documentation.) 2. द्वितीयक कार्य (प्रबंधन, सुरक्षा और प्रकाशन) Secondary Work (Management, security and Publication)	08	4
v	संग्रहालय की सुरक्षा एवं परिरक्षा Security and Protection of Museums. 1. सुरक्षा (चोरी से बचाव, आग से बचाव, वस्तुओं के स्थानांतरण में सावधानियाँ) Security (Safety From theft Fire and Shifting) 2. परिरक्षा (आपेक्षित आर्द्रता, पर्यावरण, प्रकाश, कीड़े-मकोड़ों से बचाव) Precaution (Humidity, Environment, Light, protection from Insects)	08	5

Books Recommended:-

- Ghosh, D.P. : Studies in Museums and Museology in India.
- Kamal, Swarna : Technical studies in the field of Museums and Fine arts.
- Kamal, Swarna . : Protection and conservation of Museum collections.
- Chaudhary Rai A.D. , Rai Neelima—sangrahalayaanusheelan.
- Sahay, Shivswaroop : Sangrahalay ki Ore
- Anandvardhan : Arena of Indian Museum
- Jain, Sanjay : Museum evam Museology : Ek Parichay
- Grace, Marley : Museum and Museology : New Horizons
- Bhatnagar, Anupama : Museum, Museology and New Museology
- Nigam, M. L. : Museums in India