

**UNIVERSITY OF KERALA**



**LEARNING OUTCOMES-BASED CURRICULUM  
FRAMEWORK (LOCF) FOR THE FIRST DEGREE (UG)  
PROGRAMME FOR DOUBLE MAIN - ANCIENT INDIAN  
HISTORY AND ARCHAEOLOGY UNDER THE CHOICE BASED  
CREDIT AND SEMESTER SYSTEM (CBCS) IN AFFILIATED  
COLLEGES**

**EFFECTIVE FROM 2020 ADMISSIONS ONWARDS**

## BOARD OF STUDIES – HISTORY (PASS)

- Dr. Greeshmalatha A P  
Chairman BoS History (Pass) Associate Professor & HoD(Former)  
S. N. College, Chempazhanthy,  
Thiruvananthapuram  
Mobile:9446396698  
[greeshmalathaap@gmail.com](mailto:greeshmalathaap@gmail.com)
- Dr. V Satish, Member Professor & HoD,  
Dept. of History,  
University of Kerala,  
Kariavattom, Thiruvananthapuram  
Mobile:9446533386  
[drsathishvasudevan@gmail.com](mailto:drsathishvasudevan@gmail.com)
- Dr. Sivadasan P, Member Associate Professor,  
Dept. of History,  
University of Calicut  
Mobile:9447101158  
[sivadasan@live.in](mailto:sivadasan@live.in)
- Dr. Jinimon, Member Assistant Professor,  
Dept. of History,  
University of Kerala,  
Kariavattom,  
Thiruvananthapuram  
Mobile:8547584458  
[jnimon@gmail.com](mailto:jnimon@gmail.com)
- Sri. Sakharia T, Member Assistant Professor,  
University College,  
Thiruvananthapuram  
Mobile:9446854406  
[sakhariya2009@gmail.com](mailto:sakhariya2009@gmail.com)
- Dr. Swapnakumar K, Member Assistant Professor,  
Govt. College, Nedumangad  
Thiruvananthapuram  
Mobile:9497060147  
[swapnakumarkamal@gmail.com](mailto:swapnakumarkamal@gmail.com)

Dr. Vijayakumari K, Member Assistant Professor,  
All Saints College,  
Thiruvananthapuram  
Mobile:9495990933  
[vijayahistory@gmail.com](mailto:vijayahistory@gmail.com)

Dr. O C Pramod, Member Assistant Professor,  
St. Cyril's College, Adoor  
Mobile:9446071421  
[ocpramod@gmail.com](mailto:ocpramod@gmail.com)

### **BOARD OF STUDIES ARCHAEOLOGY**

Dr. Preeta Nayar  
Chairman, Board of Studies  
Archaeology  
Reader and Head  
Department of Archaeology,  
University of Kerala  
Kariavattom, 695 581  
Thiruvananthapuram  
Phone : 9495626707  
Email : [preetanayar@yahoo.co.in](mailto:preetanayar@yahoo.co.in)

Dr. Rajesh S. V.  
Member, Board of Studies  
Archaeology  
Assistant Professor  
Department of Archaeology,  
University of Kerala  
Kariavattom, 695 581  
Thiruvananthapuram  
Phone  
: 9426536305 Email: [rajeshkeraliyan@yahoo.co.in](mailto:rajeshkeraliyan@yahoo.co.in)

Dr. Abhayan G. S.  
Member, Board of Studies  
Archaeology  
Assistant Professor  
Department of Archaeology,  
University of Kerala  
Kariavattom, 695 581  
Thiruvananthapuram  
Phone : 9846276539  
Email : [abhayangs@gmail.com](mailto:abhayangs@gmail.com)

## EXPERT COMMITTEE

Dr. Sobhanan

Professor & Head (Former)  
Department of History  
University of Kerala  
Mobile: 9895016968  
Email : [dr.bsobhanan@yahoo.com](mailto:dr.bsobhanan@yahoo.com)

Dr. MT Narayanan

Associate Professor & Head  
Department of History  
Sree Sankaracharya Sanskrit University  
Regional Centre, Payyannur, Kannur  
Mobile: 9544593207  
Email : [yemtee2003@yahoo.co.in](mailto:yemtee2003@yahoo.co.in)

Dr. Pratheep PS

Associate Professor & Head  
PG Department of History  
Catholicate College  
Pathanamthitta  
Mobile: 8075696621  
Email : [drpspratheep@gmail.com](mailto:drpspratheep@gmail.com)

## **TABLE OF CONTENTS**

REGULATIONS .....	6
COURSE STRUCTURE.....	7-10
SYLLABUS – MAIN I .....	11-41
SYLLABUS– MAIN II .....	43-68
PATTERN OF QUESTION PAPER .....	69

## **REGULATIONS**

### **ELIGIBILITY FOR ADMISSION AND EQUIVALENCY**

1. The eligibility criteria for the Double Main course would be as follows:  
A pass in Higher Secondary Examination of the State Board or an Examination accepted by the University as equivalent thereto.
2. Calculation of index mark, for preparing rank list for admission to the course shall be as follows:  
Calculation of Index Marks: Total marks in Higher Secondary + Marks scored by the candidate for History/ Archaeology and an additional weightage of 25% marks for History/Archaeology. In the event a candidate has studied both Archaeology and History in Higher Secondary, marks of either subject, whichever is higher, shall be taken into account.
3. B.A Ancient Indian History & Archaeology shall be treated as equivalent to both B.A History and B. A. Archaeology for academic and professional purpose

**B. A. DEGREE PROGRAMME**  
**UNIVERSITY OF KERALA**  
**B.A. - ANCIENT INDIAN HISTORY & ARCHAEOLOGY (DOUBLE MAIN**  
**COURSE)**

**COURSE STRUCTURE**

Semester	Course Code	Course Title	Instruction Hours	Credits
Semester I	AHA 1111 (Part-I Language I)	English I	5	3
	AHA 1111 (Part-II Additional Language )	H/M	5	3
	AHA 1121 <b>Foundation-I (II Main)</b>	<b>Environmental Studies</b>	3	2
	AHA 1131 <b>[Core 1 (I Main)]</b>	Methodology Perspectives of Social Sciences	6	4
	AHA 1141 <b>[Core 1 (II Main)]</b>	Principles & Methods in Archaeology	6	4
	Total			25
Semester II	AHA 1211 [(Part-I Language I)]	English II	5	3
	AHA 1211 [(Part-II Additional Language )]	H/M	5	3
	AHA 1221 <b>Foundation-II (I Main )</b>	Informatics	3	3
	AHA 1231 <b>[Core 2 (I Main)]</b>	Early History of India: Pre-History to Early Civilization& Urbanization	5	4
	AHA 1241 <b>[Core 2 (II Main)]</b>	Indian Pre-History	3	3
	AHA 1242 <b>[Core 3 (II Main)]</b>	Indian Proto-History	4	4
	Total			25

Semester III	AHA 1311 [(Part-I Language I)]	English III	5	3
	AHA 1331 [Core 3 (I Main)]	Discovery of Ancient India	3	3
	AHA 1332 [Core 4 (I Main)]	Cultural Transition: Vedic Age & Eastward Movement	3	3
	AHA 1333 [Core 5 (I Main)]	State & Social Formations in Ancient India	4	4
	AHA 1341 [Core 4 (II Main)]	Archaeology of Kerala	5	4
	AHA 1342 [Core 5 (II Main)]	Iron Age in India	5	4
	Total		25	21
Semester IV	AHA 1411 [Part-I Language I]	English IV	5	3
	AHA 1431 [Core 6 (I Main)]	Major Trends in Historical Thought & Writings	4	4
	AHA 1432 [Core 7 (I Main)]	Writing Pre-Modern Kerala History	3	3
	AHA 1433 [Core 8 (I Main)]	Ancient Tamilakam	3	3
	AHA 1441 [Core 6 (II Main)]	Ancient Indian Architecture	5	4
	AHA 1442 [Core 7 (II Main)]	Museum Methods	5	4
	Total		25	21
Semester V	AHA 1531 [Core 9 (I Main)]	Major Trends in Indian Historical Thought & Writings	5	4



	AHA 1532 <b>[Core 10 (I Main)]</b>	History of Pre-Modern Kerala	4	4
	AHA 1533 <b>[Project/Dissertation (I Main)]</b>		2	2
	AHA Open Course <b>(II Main)]</b>	Empowerment of Women with special reference to India	3	2
	AHA 1541 <b>[Core 8 (II Main)]</b>	Ancient Indian Numismatics	4	4
	AHA 1542 <b>[Core 9 (II Main)]</b>	Palaeography & Epigraphy	4	3
	AHA 1543 <b>[Core 10 (II Main)]</b>	Science in Archaeology	3	3
	Field Study Visit to Historically and Archaeologically important sites			
	Total		25	22
Semester VI				
	AHA 1631 <b>[Core 11 (I Main)]</b>	Science & Technology in Ancient India	5	4
	AHA 1632 <b>Core 12 (I Main)</b>	Maritime History of Pre-Colonial India	5	3
	AHA 1633 <b>[Core 13 (I Main)]</b>	Women in Ancient India	5	3
	AHA 1641 <b>[Core 11 (II Main)]</b>	Antiquarian Laws	4	4
	AHA 1642 <b>[Core 12 (II Main)]</b>	Pottery & Ceramics in Archaeology	4	4
	AHA 1643 <b>[Project/Dissertation (II Main)]</b>		2	2
	Total		25	20
Grand Total			150	120
Social Service Extension Activities			0	1



Main	Hours				Credits				Papers			
	Core	FC	OC	Total	Core	FC	OC	Total	Core	FC	OC	Total
Ancient Indian History	57	3	-	60	48	3	-	51	13 + Project	1	-	15
Archaeology	54	3	3	60	47	2	2	51	12 + Project	1	1	15
English	20				12				4			
Additional Language	10				6				2			
<b>Total Papers: 36</b>												

\* FC – Foundation Course

OC- Open Course

## Syllabus – Main I

### B. A. Degree Programme

#### B.A. - Ancient Indian History & Archaeology (Double Main Course)

<b>SEMESTER I</b>	<b>Course Code: AHA 1131</b>	<b>Credits: 4</b> <b>Hour: 6</b>
-------------------	------------------------------	-------------------------------------

#### Core Paper I: AHA 1131 Methodology and Perspectives of Social Sciences

The paper intends to make students acquaint with the broad contours of social sciences and its methodology.

#### Objectives:

1. To familiarize students with the main concerns of social science discipline.
2. To articulate the basic terminologies and theories prevalent in the concerned disciplines.
3. To critically read popular and periodical literature from a social perspective.

#### Expected Outcome

1. Students learn the research methodology in social sciences.
2. Student acquires the skill of critical and analytic methodology followed in the study of Social Sciences.
3. Students get equipped with the skill to avoid bias and plagiarism to attain objectivity in Social Science writing
4. Student also understands the relevance of interdisciplinary methodology.

#### Syllabus

##### Module I

##### History: Nature and Practice

- a) What is history – Definitions - Carr, Karl Marx, Carlyle, Croce.
- b) Problems in the construction of history - Nationality and Bias – Objectivity - Plagiarism.
- c) Methodology of historians - DD Kosambi, RC Majumdar, Romila Thapar, Irfan Habib, Ranajith Guha, Ramachandra Guha
- d) History and Social Sciences – Need for interdisciplinary approach.

##### Module II

##### Introduction to Social Sciences

Social Sciences - Emergence and Nature - relevance of the social science in understanding and solving contemporary problems - discussions of basic principles and concepts.

### **Module III**

#### **Objectivity in Social Sciences**

Limits of Social Sciences and its practice – Sociology, Economics, Political Science - secular, communal and racial issues.

### **Module IV**

#### **Understanding Social Structure**

Caste, Class, Gender - Marxist and other sociological Perspectives.

### **Reading List**

Ali, B. Sheikh, *History: Its Theory and Method*, New Delhi, 1980.

Hunt, Elgin, *Social Science: An Introduction to the Study of Society*, Allyn & Bacon, 2008.

Omvedt, Gail, *Dalits and Democratic Revolutions, Dr. Ambedkar and Dalit Movements in Colonial India*, New Delhi, 1994

Patel, Sujata, et. al. (ed.), *Thinking Social Science in India*, New Delhi, 20002.

Perry, John, *Contemporary Society- An Introduction to Social Sciences*, Ally & Bacon, 2009.

Porta, DD & Keating, Michael, *Approaches and Methodologies in Social Sciences: Pluralistic Perspectives*, Delhi 2008.

Sreedharan, E, *A Textbook of Historiography*, Orient Longman, 2003.

Srinivas, M. N, *Caste in India and Other Essays*, Asia Publishing House, 1962.

Srinivas, M. N, *Social Transition in Modern India*, New Delhi, 2003.

**Syllabus– Main I**  
**B.A.Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER II</b>	<b>Course Code: AHA 1231</b>	<b>Credits: 4</b> <b>Hour: 5</b>
--------------------	------------------------------	-------------------------------------

**Core Paper II: AHA 1231 Early History of India: Pre-History to Early Civilization & Urbanization**

This paper is intended to create a general awareness among students regarding the early history of India upto the first urbanization. The student has to acquire the ability to understand and study the birth of human civilization in ancient India in a scientific and critical line.

**Objectives**

1. Equipping students to understand the geographical condition of India suitable for human settlement
2. Creating awareness about the necessity of evidences to study history of the early period
3. The syllabus enables the student to relate knowledge of society with the help of archaeological evidences
4. The student understands the importance of literary and field level evidences to understand formation of social living

**Expected outcome**

1. The syllabus creates awareness about the scientific evidences for the study of ancient India
2. It creates understanding of the interdisciplinary investigation in history
3. Creates ability to look at evidences in a critical way
4. Understanding of the importance of protecting and preserving historical evidences

**Syllabus**

**Module I**

**Main Physiographic Zones**

Influence of mountains, rivers, plains, hills, ghats, plateau, and coastal plains in shaping the history of India – Ecology – Environment and Human Advance

**Module II**

**Geological Ages &Hominid Evolution**

Geological and biological evolutionary theories – *The Origin of Species* of Charles Robert Darwin – *Principles of Geology* of Charles Lyell- *Evidence as to Man's Place in Nature* of Thomas Henry Huxley- Pleistocene and Holocene–Homo sapiens- Australopithecus.

### **Module III**

#### **Stone & Metal Ages**

Palaeolithic, Mesolithic, Microlithic, Bhimbetka rock shelter paintings, Neolithic Revolution, Chalcolithic

### **Module IV**

#### **Bronze Age**

Harappan Civilization – Settlement Patterns and Town Planning- Agrarian Base- Technology – Craft and Trade- Belief System- Network of trade & urbanization

### **Reading List**

Allchin, Raymond and Bridget, *The Rise of Civilisation in India and Pakistan*, New Delhi: Cambridge University Press, 1982.

Allchin, Raymond and Bridget, *Origins of a Civilisation: The Prehistory and Early Archaeology of South Asia*, New Delhi: Penguin, 1997.

Basham, A.L., *The Wonder that Was India*, OUP, 1953.

Basham, A.L., *Cultural History of India*, OUP, 1975.

Bhattacharya, D.K., *Ecology and Social Formation in Ancient History*, Calcutta, 1990.

Childe, V. Gordon, *Man Makes Himself*, London: Watt, 1948.

Childe, V. Gordon., *What Happened in History*, Pelican Books, 1942.

Gadgil. M and R. Guha (eds.), *The Fissured Land: An Ecological History of India*, New Delhi: OUP, 1992

Kosambi D. D., *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan, 1956.

Kosambi D. D., *The Culture and Civilisation in Ancient India: A Historical Outline*, New Delhi: Vikas, 1976.

Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus valley*, New Delhi, 2001

Sharma R.S., *India's Ancient Past*, OUP, 2005.

Sankalia, H.D., *Prehistory and Protohistory of India and Pakistan*, Poona, 1974.

Thapar, Romila, *History of India*, Vol. I, Penguin Books, 1966.

Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson Longman, 2008.

**Syllabus– Main I**  
**B.A Degree Programme**  
**B.A Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER III</b>	<b>Course Code: AHA 1331</b>	<b>Credits: 3</b> <b>Hour: 3</b>
---------------------	------------------------------	-------------------------------------

**Core Paper III: AHA 1331 Discovery of Ancient India**

This paper is intended to create a general awareness among students regarding the understanding of early history of India. The student has to acquire the ability to understand and study the evolution of the understanding of Indian history in a scientific way.

**Objectives**

1. Creating awareness about the beginning of the study of ancient history of India
2. Equipping students to understand various approaches in exploring ancient Indian history.
3. The syllabus enables the student to examine the role of state and colonialism in exploring Indian history
4. The student understands the role of nationalism and other factors in the study of Indian history in nineteenth and twentieth centuries

**Expected outcome**

1. The syllabus creates awareness about the various schools of thought in the study of ancient India
2. It equips student to understand the politics behind the writing of Indian history
3. It creates understanding of the interdisciplinary investigation in history
4. Creates ability to look at evidences in a critical way
5. Understand the importance space and time in the writing of history

**Syllabus**

**Module I**

**Ancient Indian Literature-Documentation and Translation**

Orientalism and Imperialism-*Veda*, *Purana* and Epic texts- Buddhist literature- *Tripitaka* and Jatakas- Jain literature- *anga* and *upanga*- Literary developments in Gupta age- Sangam literature- *Ettuthogai-Pattupattu*- Tamil Epics- foreign writers- Fa-hien, HuanTasng, Itsing, Pliny, Albiruni, *Periplus of the Erythrean Sea*

**Module II**



## Understanding India through Epigraphy

Archaeological Survey of India-surveys, explorations and Mapping- Sir John Marshall, R D Banerjee, D R Sahni, Inscriptions- Allahabad Pillar, Aihole, Junagarh, Asoka Pillar- edicts of Asoka - James Princep and Numismatics, Palaeography

### Module III

#### Nationalist Understanding of ancient India

Western education and its impacts-development of Nationalism- Influence of Western historiography- myth of the golden age- nationalist response to communal division of Indian history

### Module IV

#### Scientific Understanding of ancient Indian society

Materialistic interpretation of history and geography-region and religion- State and emperor- trade and commerce

### Reading List:

- Basham, A.L., *Cultural History of India*, OUP, 1975
- Basham, A.L., *The Wonder that Was India*, Rupa& Co. N. Delhi, 1967
- Chakravarti Ranabir., *Exploring Early India up to C AD 1300*, Primus Books.2016
- Chandra, Bipan, *Essays on Colonialism*, Bertrams Publication, 2005
- Chandra, Bipan, *Nationalism and Colonialism in Modern India*, Orient Longman, 1979
- Dadabhai Naoroji, *Poverty and Un-British Rule in India*, Anmol Publication, 1991
- Desai, A.R, *Social Background of Indian Nationalism*, Popular Prakasham, Delhi, 1987
- Jha, D N., *Ancient India in Historical Outline*, Delhi,1999
- Kosambi D. D., *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan, 2004
- Kosambi, D D., *The Culture and Civilisation in Ancient India: A Historical Outline*, New Delhi. 1994
- Mittal, J P, *History of Ancient India: From 7300 BC to 4250 BC*, New Delhi. 2006
- Panikkar, K.N, *Culture, Ideology, Hegemony: Intellectual and Social Consciousness in Colonial India*, People's Publishing House, 2002
- Pargiter, F E., *Ancient Indian Historical Tradition*, Delhi. 1997
- Sen SailendraNath, *Ancient Indian History and Civilization*, New Delhi. 1999
- Sharma R.S, *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1996

- Sharma R.S, *India's Ancient Past*, OUP, 2005
- Sharma R.S., *Perspectives in Social and Economic History of Early India*, New Delhi 2003
- Thapar, Romila, *Cultural Past: Essays in Early Indian History*, New Delhi 2000
- Thapar, Romila, *Early India*, Penguin Books, 2002
- Thapar, Romila, *From Lineage to State*, OUP, 1984
- Thapar, Romila, *A History of India*, Vol. I, Penguin Books, 1990
- Thapar, Romila, *Recent Perspectives of Early Indian History*, Bombay, 2002
- Tripathi, Rama Sankar, *History of Ancient India*, Delhi, 1999
- Singh, Upinder, *The Discovery of Ancient India Early Archaeologists and the Beginnings of Archaeology*, Delhi, 2004
- Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, 2008.
- Singh, Upinder, *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*, Sage Publications India Pvt. Ltd. New Delhi. 2016

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER III</b>	<b>Course Code: AHA 1332</b>	<b>Credits: 3</b> <b>Hour: 3</b>
---------------------	------------------------------	-------------------------------------

**Core Paper IV: AHA 1332 Cultural Transitions: Vedic Age and Eastward Movements**

This paper is intended to familiarize students about the cultural transitions and the early history of India from the Vedic Period till the period of second urbanization.

**Objectives:**

1. Equip students to understand the use of sources in the learning of history.
2. To analyze relevant features of the society mentioned in the Vedic texts, the transition of society, spread of settlements and agriculture with the wide use of iron implements.
3. To analyze the impact of ideologies of upcoming heterodox religions on the society and economy.
4. To understand the shift from *jana* to *janapatha*, growth of Magadha, city life, trade and second urbanization.
5. Enabling students to learn ancient history by using both literary and archaeological evidences

**Expected Outcome:**

1. The syllabus creates awareness about the use of different sources for the study of ancient Indian society.
2. Student understands the merits of interdisciplinary investigation in history.
3. Acquire the ability to look at evidences from a critical point of view.
4. Understanding of the importance of protecting and preserving historical evidences.
5. Enables student to learn history of material culture beyond political history

**Syllabus**

**Module I**

**Perspectives from sources: Literary & Archaeological**  
Vedic Literature, Archaeological evidences, PGW sites.

**Module II**

**Early & Later Vedic Ages**

Society and Economy - Varna- Polity - Gavishti, Gana, Vidatha, Sabha, Samiti, Bali, Bhaga, Dana, Dakishina

### **Module III**

#### **Spread of settlements towards the east**

Eastward Movements of Vedic people - Later Vedic phases - Shift from copper to Iron and expansion of agriculture

### **Module IV**

#### **Age of Thinkers & Territorial States**

Ideologies of Buddhism, Jainism, and other heterodox religions - its impact on society and economy

Sixteen great settlements -growth of Magadha - Agrarian expansion - emergence of city life, trade and urbanization

### **Reading List**

Basham, A.L., *The Wonder that Was India*, OUP, 1953.

Basham, A.L., *Cultural History of India*, OUP, 1975.

Jha, D N., *Ancient India In Historical Outline*, Delhi,1997

Kosambi D. D., *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan, 1956.

Kosambi D. D., *The Culture and Civilisation in Ancient India: A Historical Outline*, New Delhi: Vikas, 1976.

Sharma R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1996

Sharma R.S., *Sudras in Ancient India: A social History of the Lower Order Down to circa A D 600*, Delhi 2002

Sharma R.S., *Perspectives in social and Economic History of Early India*, New Delhi 2003

Sharma R.S., *India's Ancient Past*, OUP, 2005.

Thapar, Romila, *History of India*, Vol. I, Penguin Books, 1966.

Thapar, Romila, *Ancient Indian Social History*, Hyderabad: Orient Longman, 1978

Thapar, Romila, *From Lineage to State*, OUP, 1984

Thapar, Romila, *Recent Interpretations of Early Indian History*, Bombay, 1995

Thapar, Romila, *Cultural Past: Essays in Early Indian History*, New Delhi 2000

Thapar, Romila, *Early India*, Penguin Books, 2002

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson Longman, 2008.

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER III</b>	<b>Course Code: AHA 1333</b>	<b>Credits: 4</b> <b>Hour: 4</b>
---------------------	------------------------------	-------------------------------------

**Core Paper V: AHA 1333 State and Social Formation in Ancient India**

This paper is intended to familiarize students about the process of the formation of state and society in ancient India in a scientific and critical line.

**Objectives:**

1. Equipping students to analyse sources of history.
2. Enabling students to critically evaluate the formation of empire and the measures undertaken by the state for the society and empire
3. Enabling students to trace the origin of the state
4. Enabling students to understand continuous changes in the society during the Post-Maurya and Gupta periods

**Expected Outcome:**

1. Students get the ability to scientific use of evidences.
2. Students understand the importance of interdisciplinary investigation in history.
3. Acquires the ability to differentiate myths and facts.
4. Understands the importance of epigraphy, numismatics, geography and paleography in the study of ancient history

**Syllabus**

**Module I**

**Sources & Historiography**

Arthasastra of Kautilya, Indica of Megasthenese, Inscriptions of Asoka, archaeological and numismatic evidences

**Module II**

**Emergence of Mauryan Empire**

Nature and structure of Mauryan State and Society - Dhamma of Asoka - sculpture and architecture

**Module III**

**Transition from Lineage to State**

Evolution of state from Lineage based society – Metropolitan – Core region – Peripheral region

**Module IV**

**Post- Maurya, Gupta & Post- Gupta developments**

Indo- Greeks, Shakas, Kushans, Gandhara and Mathura Schools of Art - Satavahanas - Land Grants - life in Gupta Age - growth of Bhagavatism; art, literature, science and technology -Harsha - Buddhism -Nalanda university

### **Reading List**

- Basham, A.L., *The Wonder that Was India*, OUP, 1953.
- Basham, A.L., *Cultural History of India*, OUP, 1975.
- Jha, D N, *Ancient India In Historical Outline*, Delhi,1997
- Kosambi D. D., *An Introduction to the study of Indian History*, Bombay: Popular Prakashan, 1956.
- Kosambi D. D., *The Culture and Civilisation in Ancient India: A Historical Outline*, New Delhi: Vikas, 1976.
- Sharma R.S, *Indian Feudalism*, Delhi, 1965.
- Sharma R.S, *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1996
- Sharma R.S, *Sudras in Ancient India:A social History of the Lower Order Down to circa A D 600*,Delhi, 2002
- Sharma R.S, *Perspectives in Social and Economic History of Early India*, New Delhi 2003
- Sharma R.S, *India's Ancient Past*, OUP, 2005.
- Stein,Burton, *A History of India*, OUP, 1998
- Thapar, Romila, *History of India*, Vol. I,Penguin Books, 1966.
- Thapar, Romila, *Ancient Indian Social History*, Hyderabad: Orient Longman,1978
- Thapar, Romila, *From Lineage to State*, OUP, 1984
- Thapar, Romila, *Recent Interpretations of Early Indian History*, Bombay, 1995
- Thapar, Romila, *Cultural Pasts: Essays in Early Indian History*, New Delhi 2000
- Thapar, Romila, *Early India*, Penguin Books, 2002
- Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson Longman, 2008.

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER IV</b>	<b>Course Code: AHA 1431</b>	<b>Credits: 4</b> <b>Hour: 4</b>
--------------------	------------------------------	-------------------------------------

**Core Paper VI: AHA 1431 Major Trends in Historical Thoughts and Writings**

This paper intends to enable students to understand the history of historical writings. It is also intended to equip them learn why history is to be written differently from time to time under conceptual presuppositions.

**Objective:**

1. To enable students to evaluate the works in the light of new theories and concepts.
2. To enable students to understand scientific mode of writing history
3. To enable students critically appreciate and evaluate evidences.
4. Students are sought to be made aware of differences in opinions and schools of thought amongst historians

**Expected Outcome:**

1. The paper attempts to develop in students an analytic and critical approach towards history.
2. Students are expected to learn scientific mode of writing of history based on evidence and thus distinguishing history from myth or story type narrations.

**Syllabus**

**Module I**

**Early Historical Writings**

Greece – Rome – Chinese – Arab – Church historiography – Herodotus – Thucydides – Livy – Tacitus – Su-ma-Chien – Ibn Khaldun – St. Augustin

**Module II**

**Renaissance, Impact of Scientific Revolution, Enlightenment, Romanticism**

Renaissance and its impact on historiography - Descartes - Vico – Cartesian and Anti-Cartesian Theory - Gibbon - Hegel

**Module III**

**Positivism & Historical Materialism**

Augustus Comte & Positivism – Ranke – Karl Marx & Materialistic interpretation of History

**Module IV**

**Twentieth Century Historiography**

**Reading List**

- Arthur Marwick, *The Nature of History*, New York, 1987
- Arthur Marwick, *The New Nature of History*, Palgrave Macmillan, 2001
- Carr, E.H., *What is History*, Vintage Publication, 1967
- Collingwood, R.G., *The Idea of History*, OUP, 1994
- George Glggers, et.al., *Global History of Modern Historiography*, Pearson Education Ltd, NewDelhi, 2010
- John Tosh(ed.), *Historians on History*, Pearson Education Ltd, England,2000
- Keith Jenkins, *Re-thinking History*, Routledge Publication, London, 2003
- Keith Jenkins, (ed.), *The Post Modern History Reader*, Routledge Publication, London, 2000
- Lemon, M.C., *Philosophy of History*, Routledge Publication, London, 2006
- Michael Bentley(ed.), *Companion to Historiography*, Routledge Publication, New York/London, 1997
- Michael Bentley(ed.),*Modern Historiography: An Introduction*, Routledge Publication, New York, 1999
- Robert M Burns(ed.), *Historiography, Critical Concepts in Historical Studies*, Routledge Publication, New York/London, 2006
- Satheesh K Bajaj, *Recent Trends in Historiography*, Anmol Publication, 1998



**Syllabus– Main I**  
**B.A.Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER IV</b>	<b>Course Code: AHA 1432</b>	<b>Credits: 3</b> <b>Hour: 3</b>
--------------------	------------------------------	-------------------------------------

**Core Paper VII: AHA 1432 Writing Pre Modern Kerala History**

This paper is intended to create a general awareness about the writing of Kerala history. This is to create a scientific attitude among students regarding the sources available about the study of early history of Kerala.

**Objectives**

1. Creating awareness about the writing of early history of Kerala
2. Equipping students to understand various approaches in the writing of Kerala history.
3. The syllabus enables the student to examine the role of time and space in the creation of historical works
4. The student understands the role the author/creator in the evidences

**Expected outcome**

1. The syllabus enables the student to understand historiography of Kerala history
2. It equips student to understand chronology of historical works
3. It creates understanding of the interdisciplinary investigation in history
4. Creates ability to look at evidences in a critical way
5. Understand the importance space and time in the writing of history

**Syllabus**

**Module I**

**Kerala in Traditional Texts**

Tamilakam Literature- reference about Kerala in Puranic literature- *keralolpathi* and Kerala Mahatmyam- pre modern literature in medieval Kerala- knowledge about Kerala in Malayalam and Sanskrit literature-foreign accounts- Shaik *Zainudhin-granthavarikal*

**Module II**

**Colonialism and Kerala's Past**

Portuguese and Dutch understanding of Kerala- British rule and survey records- travelogues- gazetteers and manuals- settlement records- missionary writings- beginning of archaeological and epigraphical understanding- William Logan- criticism of traditional accounts about Kerala's past

### **Module III**

#### **Nationalist Understanding of Pre Modern Kerala**

Western education and its impacts-middle class and nationalism- Pachu Moothathu- Sangoonny Menon- KP Padmanabha Menon- Kerala Society Papers- Rama Varma research Bulletin- Archaeology in Kochi and Thiruvithamcore- District Manuals

### **Module IV**

#### **Research in Kerala History after 1947**

ElamkulamKunjan Pillai- M G S Narayanan- beginning of academic institutions and research- EMS Nambudirippad and K Damodaran- contributions of non-academic scholars

### **Reading List:**

- Ganesh, K.N., *Keralithinte Innelekkal*(Malayalam), Trivandrum: Kerala Basha Institute, 1915
- Ganesh, K.N., *Reflection on Pre Modern Kerala*, Thrissur: Cosmo Books, 2016.
- Gundert, Herman, *Kerala Pazhama*, Mangalapuram Basel Mission Press, Calicut, 1868.
- Joseph Skariya, *Thalasseryrekkakal*, Kottayam, 1994.
- Joseph, T.K., *Kerala Society Papers*, The Kerala Society and Kerala State Gazetteers, 1928.
- Kunjan Pillai, Elamkulam, *Studies in Kerala History*, Trivandrum, 1970.
- Elamkulathinte Samboorna Krithikal*, University of Kerala, 2005.
- Kurup K K N, (ed.)*Koodali Granthavari*, Calicut University, 1983.
- Kurup K K N, (ed.) *Kavalappara Papers*, Calicut University, 1984.
- Logan, William., *Malabar Manual*, 2 vols., reprint, 1989.
- Manmadhan, M R., (ed.) *Archaeology in Kerala*, Farook College Publication Division, Farook College, Calicut 2007.
- Matteer, Samuel, *Land of Charity*, London, 1871.
- Menon, C. Achutha., *Cochin State Manual*, Ernakulam, 1911.
- Menon, P Shangoony ., *A History of Travancore from the Earliest Times*, Madras: Higginbothams, 1878 .
- Menon, K P Padmanabha., *A History of Kerala*, IV vols., New Delhi:Asian Educational Services, 1924.
- Namboodirippad,E M S., *Kerala Charithram Marxist Veekshananthil*, 2<sup>nd</sup> Ed. Chinta Publishers, 1997.

Namboodirippad, E M S., *Keralam Malayalikalude Mathrubhoomi*, Chinta Publishers, 1948.

Narayanan, M G S, (ed.) *Vanjeri Granthvari*, Calicut University, 1983

Panikkasseri, Velayudhan, *Sancharikal Kanda Keralam*, D C Books, 2001

Pillai, T. K. Velu., *Travancore State Manual*, Government of Kerala, Kerala Gazetteers Department, 1940.

Raghava Varrier & Rajan Gurukkal, *Kerala Charithram*, II Vols, Vallathol Vidyapeetham, Sukapuaram, Edappal, 2012.

Raghava Varrier & Rajan Gurukkal, *Mithum Samoohavum (Studies in Myths and Legends)*, Jalakam Publications, Perambra, Kozhikode, 1994.

Raghava Varrier, (ed.) *Keralolpathi – Kolathunattuvazhakkangal*, Calicut University, 1983.

Raghava Varrier, (ed.) *Keralolpathi Granthavari (Traditional History)* NBS Thiruvananthapuram, 2013.

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER IV</b>	<b>Course Code: AHA 1433</b>	<b>Credits: 3</b> <b>Hour: 3</b>
--------------------	------------------------------	-------------------------------------

**Core Paper VIII: AHA 1433 Ancient Tamilakam**

This paper is introduced to create a sound understanding of the early history of South India. IT is focused on the study of various ecosystems, physiographic division of land, stratification of society and social formation in ancient Tamilakam.

**Objective:**

1. To enable students to understand various types of sources and their historical validity.
2. To enable students learn the uneven landscape and evolution of different forms of livelihood on the basis of resource availability.
3. To enable students appreciate mutual dependency of communities from different landscapes and social formation.
4. To enable students understand different levels of trade, exchange mechanism, forms of transactions, maritime relations.

**Expected Outcome:**

1. Students get familiarized with early social formation in ancient Tamilakam.
2. Student formulates idea about the forms of production and forces of change in shaping the ancient south Indian society.
3. Student understands the agrarian expansion took place in ancient Tamilakam by the use of literary and archaeological evidences
4. Student understands the importance of latest investigations in archaeology, epigraphy and ancient geography which played a vital role in the formation of south Indian society
5. Student also understands the merits and limitations of conventional historical understanding in the field.

**Syllabus**

**Module I**

**Historiography & Sources**

Early Writings\_ Discovery and publications of inscriptions\_ Nilakanta Sastri, Burton Stein, Noboru Karashima, Subbarayalu, \_ Archaeological and literary sources

**Module II**

### **Pre-historic evidences**

Early stone age sites\_ Pallavaram, Robert Bruce Foote\_ New Stone Age.

### **Module III**

#### **Megalithic and Iron Age**

The Iron Age societies and their remains - typology and extent - nature of social formation.

### **Module IV**

#### **Early Historic Period**

Sangam Polity - Muventar/Muvarasar - Cattle raid:different views - Forms of subsistence - Physiographic division of land - Tinai Concept - Eco-systems, features of social formation - Spread of Agrarian Settlements - Social Organisation - Umanar Organization - Kizhavam Organization - Koolavanikam(corn merchant) - Aruvai Vanikam (Textile Merchants) Pon Vanikam (Gold Merchant) Ulakaperumchetti, Padinenbhumi Tisai - Forms of exchange and transmarine contacts - Trade: local, long distance overland and overseas.

### **Reading List**

- Champakalakshmi, R, *Trade, Ideology and Urbanization South India 300 BC to AD1300*, OUP, 1996.
- Gurukkal, Rajan, *Social Formations of Early South India*, OUP, 2010.
- Kailasapathy R, *Tamil Heroic Poetry*, OUP, 1968.
- Kanakasabhai Pillai, V, *The Tamils Eighteen Hundred Years Ago*, Thirunelveli, 1966.
- Karashima, N, *South Indian History and Society, Studies from Inscriptions*, OUP, 1984.
- Mahalingam, T. V, *South Indian Polity*, Madras, 1955.
- Sastri, Nilakanta, *A History of South India: From Pre-historic Times to the Fall of Vijayanagar*, OUP, 1955.
- Subbarayalu, Y, *Political Geography of the Chola Country*, Madras, 1973.
- Subrahmanian, N, *Sangam Polity: The Administration and Social Lives of the Sangam Tamils*, Bombay, 1966.
- Warmington, E.H, *The Commerce Between the Roman Empire and India*, Delhi, 1974.
- Zvelebil, Kamil, *The Smile of Murugan on the Tamil Literature of South India*, Leiden, 1973.

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code: AHA 1531</b>	<b>Credits: 4</b> <b>Hour: 5</b>
-------------------	------------------------------	-------------------------------------

**Core Paper IX: AHA 1531 Major Trends in Indian Historical Thought and Writings**

**Objectives:**

1. To enable students understand the origin and development of historical writings in India.
2. To locate major historical works in Indian history.
3. To create an awareness among the students about the influence of ideas and theories, trends and concepts in Indian historical writings.

**Module I**

**Early Historical Perceptions and Writings**

Historicity of Ithihasa, Purana traditions – Jain and Buddhist Traditions – Harsha Charita – Rajatarangini.

**Module II**

**Medieval Historiography**

Characteristic features of Sultanate and Mughal writings – Bharani – Abul Fazl.

**Module III**

**Colonial Historiography and Nationalist Responses**

Orientalists – William Jones- Max Muller – Utilitarian and Imperialist Approaches – James Mill – Vincent Smith.

Naitonalist Response - KP Jayswal – JN Sarkar- RC Majumdar - KAN Sastri – KM Panikkar.

**Module IV**

**Post Independence Trends in Historical Writing**

DD Kosambi – RS Sharma – Romila Thapar – Irfan Habib – Bipan Chandra – Ranajith Guha – Ramachandra Guha.

**Reading List**

1. Ali, Sheikh, B. *History: Its Theory and Method*, Macmillam, New Delhi, 1980.
2. Ganguli, D. K, *History and Historians of Ancient India*, Abhinav Publications, New Delhi, 1987.
3. Guha, Ranajith (ed.), *Subaltern Studies, Vol I*, OUP, Delhi, 1982.

4. Hardy, Peter, *Studies in Indo Muslim Historical Writings*, Munshiram Manoharlal Publications, London, 1960.
5. Jha, D.N., *Ancient India : An Introductory Outline*, People's Publishing House, New Delhi, 1977.
6. Majumdar, RC, *Historiography in Modern India*, Asia Publishing House, New Delhi, 1970.
7. Pathak, V.S, *Ancient Historians of India*, Asia Publishing House, New Delhi, 1963.
8. Philp, CH, (ed.) *Historians of India, Pakistan and Ceylon*, OUP, 1961.
9. Sarkar, J. N, *History of History: Writings in Medieval India*, Calcutta, 1977.
10. Sen, SP (ed.) , *History and Historians of Modern India*.
11. Sreedharan, E, *A Textbook of Historiography*, Orient Longman, 2003.

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code: AHA 1532</b>	<b>Credits: 4</b> <b>Hour: 4</b>
-------------------	------------------------------	-------------------------------------

**Core Paper X: AHA 1532 History of Pre- Modern Kerala**

This paper intends to make students acquainted with early history of Kerala, lifestyles based on ecology, waves of settlements and social formation. Further, students are enabled to appreciate the method of historical writing using evidences.

**Objective:**

1. To familiarize students with the ancient history of Kerala.
2. To make students understand the landscape and ecosystems of early Kerala.
3. To enable students appreciate the different sources and early works on early Kerala.
4. To enable students understand the transformation stages of early Kerala.

**Expected Outcome:**

1. Students form a sound understanding of history of early Kerala, differentiating myth from history, based upon appreciation of different sources used in historical writing.
2. Students understand how changes in landscape and ecosystems leads to transformation in lifestyles of people, and social formation therewith.
3. Student realizes the facts behind the formation of a multi-cultural society in Kerala

**Syllabus**

**Module I**

**Sources of Kerala History & Geographical features**

Sources and Historiography - Eco-system and Landscape.

**Module II**

**Prehistory**

Pre-historic cultures – stone tools – rock paintings – microliths –Early Iron Age & Megalithic Culture – pattern of distribution of Megaliths – society, economy and belief system as revealed from the study of remains.

**Module III**

**Early Historic Kerala**

Evidence for early chiefs and kings –Sangam- polity, society, cattle raid - different views, Ay, Ezhimala, Cheras in *Patittuppattu*.



## Module IV

### Transformation of Kerala

Brahmana Settlements, Agricultural Expansion and Formation of State.

### Reading List

Champakalakshmy, Kesavan Veluthat and Venu(eds.), *State in Pre-Modern South India*, Thrissur: Current Books, 2008

Ganesh, K.N., *Keralithinte Innelekkal*(Malayalam), Trivandrum: Kerala Basha Institute, 1915

Ganesh, K.N., *Reflection on Pre Modern Kerala*, Thrissur: Cosmo Books, 2016

Kesavan Veluthat, *Brahmins Settlements in Kerala*, Calicut, 1978

Kesavan Veluthat, *The Early Medieval in South India*, OUP, 2009

Kunjanpillai, Elamkulam P.N., *Studies in Kerala History*, Kottayam: NBS, 1970

Narayanan, M.G.S., *Cultural Symbiosis in Kerala*, Trivandrum, 1972

Narayanan, M.G.S., *Aspects of Aryanisation in Kerala*, Trivandrum, 1976

Narayanan, M.G.S., *Reinterpretations in South Indian History*, Trivandrum, 1977

Rajan Gurukkal, Raghava Varrier, *Cultural History of Kerala* (eds.), Vol.I, Trivandrum, 1999

Rajan Gurukkal, Raghava Varrier, *Kerala Charitram*(Malayalam), Sukapuram, 1991.

Rajan Gurukkal, Raghava Varrier, *History of Kerala Prehistoric to the Present*, Orient Blackswan, 2018

Rajan Gurukkal, *Social Formations of Early South India*, Oxford Publications, New Delhi, 2012

Sreedhara Menon, A, *A Survey of Kerala History*, Kottayam: DC Books, 2008

## **FIELD STUDY VISIT**

Field Study Visit to historically and archaeologically important sites shall be conducted during V<sup>th</sup> Semester as part of the curriculum, in accordance with Govt. Order promulgated by the Directorate of Collegiate Education. Students are expected to submit a detailed report of the same for the Core Course: AHA 1532 History of Pre-Modern Kerala.

**Syllabus– Main I**  
**B.A Degree Programme**  
**B.A Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code: AHA 1533</b>	<b>Credits: NIL</b> <b>Hour: 2</b>
-------------------	------------------------------	---------------------------------------

**AHA 1533 Mechanics of Project Writing**

**Instructions**

1. This paper is to be taught during the 2 instructional hours allotted for the Project Work Guidance in Semester –I&II, for Project Work to be submitted at the end of Semester V for Main I and Semester VI for Main II.
2. There is no end semester examination for this paper.

**Objectives**

1. To enable students to understand the method of historical writing.
2. To make aware of the various tools pertaining to the writing of history.
3. To familiarize the new theories and concepts of historical method.

**Expected Outcome**

1. To equip students successfully complete Project Work to be submitted at the end of Semester V for Main I and Semester VI for Main II.
2. To equip students systematically and scientifically research and write historical works.
3. To familiarize students with the technique of data interpretation and report writing.
4. To make students aware of the steps in selection of research topic.

**Syllabus**

**Module I**

- a) Preliminaries  
Selection of a theme – criteria – framing of the topic – hypothesis –preparation of bibliography – data collection – note taking - card system.
- b) Primary & Secondary Sources – Documentary & Non- Documentary – Oral History Sources – Interviews – Newspaper Reports – Internet sources.

**Module II**

Methods of citation – Footnotes – Endnotes (MLA, APA, Chicago Styles) – Quotations : direct, indirect, short quote, long quote, quote within quote.

**Module III**

Tentative Chapterization – writing the first draft – acknowledgment – glossary – list of abbreviations – introduction – contents – conclusion – appendices – bibliography – primary – secondary.

## Reading List

1. Ali, B. Sheikh, *History: Its Theory and Method*, Macmillan, New Delhi, 1980.
2. Anderson, Jonathan, et. al, *Thesis and Assignment Writing*, John Wiley & Sons Inc.
3. Berry, Ralph, *How to Write a Research Paper*, Pergamon Press, Oxford.
4. Carr, E.H, *What is History*, Vintage Publications, 1967.
5. Gibaldi, Joseph, *MLA Handbook for the Writers of Research Papers*, New York, Modern Language Association, America, 1999.
6. Sreedharan, E, *A Textbook of Historiography*, Orient Longman, 2003.
7. Turabin, Kate L., *A Manuel for Writers of Term Papers, Thesis and Dissertation*, University of Chicago Press, London.

## Syllabus– Main I

### B. A. Degree Programme

#### B.A. - Ancient Indian History & Archaeology (Double Main Course)

<b>SEMESTER VI</b>	<b>Course Code: AHA 1631</b>	<b>Credits: 4</b> <b>Hour: 5</b>
--------------------	------------------------------	-------------------------------------

#### **Core Paper XI: AHA 1631 Science and Technology in Ancient India**

This paper is intended to familiarize the students about the underplay of science and technology in the formation of Indian culture. This help students to understand the importance of interaction and sharing of knowledge between different communities since the appearance of human life in India.

#### **Objectives:**

1. Creating awareness about science and technology in ancient India
2. Identify the evolution and growth of medicines and practices
3. Analyse the of knowledge about space, time, climate etc
4. Assess the development of engineering, agriculture and craft technology

#### **Expected Outcome:**

1. Students become familiarized with the role science and technology in history
2. Students understand the contributions of Ancient Indian societies in the field of science and technology
3. Acquires knowledge about the sharing of knowledge required for everyday life between different communities beyond caste and religious differences

### **Syllabus**

#### **Module I**

Neolithic Revolution-Invention of Wheel-Pottery making-bronze age-Urbanization-Indus Valley Civilization-Technology and Engineering Skills-Town Planning-Great bath- granary –Drainage system- metallurgy and clay crafts

#### **Module II**

Evidences of iron use in early India- effect upon politics, agriculture, social life and trade contacts- warfare and clearing of forests- medicines and astronomy- mathematics- logic- astronomy-medicine- shared spaces of knowledge

#### **Module III**

State formation and consolidation of knowledge- caste system and science- short and long distance trade contacts- contact with Greeks and Arabs- large scale use of iron and other metals- changes in shipping and navigation- calender system and knowledge

about agriculture- Aryabhata Brahmagupta, Varahmihira, Bhaskara-Buddhist stupas and viharas - architecture- development of Ayurveda.

#### **Module IV**

Iron Age in South India- megaliths- contact with Rome and North India- Indian ocean trade- pottery and architecture- warfare and medicinal practices

#### **Reading List**

Bose,D.M.,Sen,S.N and Subbarayappa,B.V., (Eds),*A Concise History of Science in India*.National Science Academy,New Delhi,1971

Chatterji, Sunm Kumar (E d.), *The Cultural Heritage o f India*, Vol. V, The Ramakrishna Mission Institute of Culture, Calcutta, 1978.

Chattopadhyaya, Debiprasad (Ed.), *Studies in the History o f Science in India*, (2 Vols.), Editorial Enterprises, New Delhi, 1982.

Dampier, W. C., *History of Science and its Relations with Philosophy and Religion*, 4th Edn. Cambridge, 1961.

Forbes, George ,*History of Astronomy*, Watts & Co., London, 1909

Forbes , R . J., *Metallurgy in Antiquity*, Leyden, 1950

Haldane, J . B. S., *Science and Indian Culture*, New Age Publishers Pvt. Ltd., Calcutta, 1965.

George G Joseph, *Crest of the Peacock, Non-European roots of Mathematics*, III edition, Princeton University Press, Princeton, 2011.

**Syllabus– Main I**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER VI</b>	<b>Course Code: AHA 1632</b>	<b>Credits: 3</b> <b>Hour: 5</b>
--------------------	------------------------------	-------------------------------------

**Core Paper XII: AHA 1632 Maritime History of Pre- Colonial India**

The paper expects to develop in students the skill of comparative analysis of various maritime activities and related changes happened in different periods of ancient Indian history.

**Objective**

1. To equip the Students to have an idea on the Maritime Activities in early India.
2. To understand the Maritime trade between India and other countries in ancient period.
3. To develop the cognitive skills to synthesize the significance of maritime history of ancient India and thereby develop interest and able to do more enquiries on the significant events and changes happened due to overseas trade and maritime activities.

**Expected Outcome:**

1. The course enables the students to conceptualize the Maritime Activities in early India.
2. Students would able to understand the economic activities in ancient India.
3. Develop the skill of comprehend and evaluate the Maritime contacts between India and other countries in ancient period.

**Module: 1**

**Oceanic world and the Indus**

Trade relations of Indus & West Asia – Lothal - Makan – Dilmun – Meluha - Shortugai – Mesopotamian records – seals – script.

**Module: II**

**Long Distance Trade & Urbanisation**

Trans-regional and trans-continental trade – Silk route – Chinese and Roman trade – Taxila, Ujjain – Mathura – Kausambi – Vaishali – Pataliputra – Varanasi – coins of Satavahana Kushan, Gupta.

**Module: III**

**Impact of Maritime Trade upon Society**

Social practice of maritime technology – boat building and sailing techniques, shipping and sailing communities and traders.

**Module: IV**

## **The world of Indian Ocean Trade**

Roman – Arab – Chinese – Arikamedu – Kaveripattanam – Pattanam – Excavation Reports – Sangam Anthologies – Classical accounts of Pliny, Ptolemy, Periplus – Discovery of the monsoon winds by Hippalus.

### **Reading List**

1. Appadorai.A, *Economic Conditions in Southern India*, Madras, 1936.
2. Champakalakshmi, R, *Trade Ideology and Urbanization South India 300 BC to AD 1300*, OUP, 1996.
3. Das.S.K, *Economic History of Ancient India*, Calcutta, 1925.
4. Mukherjee, Radha Kumud, *Indian Shipping: A History of Seaborne Trade and Maritime Activity of the Indians from the Earliest Times*, Longmans, Bombay, 1912.
5. Mukherjee, Radha Kumud, *Ancient Indian Education: Brahmanical and Buddhist*, Bombay, 1947
6. Mukherjee, Radha Kumud, *The Fundamental Unity of India*, New Delhi BharatiyaVidya Bhavan Books, Bombay, 1985.
7. Nilakanta Sastry. K.A, *Foreign Notices of South India*, Madras , 2015.
8. Sharma R.S., *India's Ancient Past*, OUP, Delhi, 2005.
9. Sharma R.S., *Urban decay in India (c. 300–c. 1000)*, New Delhi: Munshiram Manoharlal, 1987.
10. Swamy, L.N ,*Maritime Contacts of Ancient India*, Harman Publishers, Delhi, 2001.
11. Y. Subbarayalu, *South India under the Cholas*, OUP, Delhi, 2011.



**Syllabus– Main I**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER VI</b>	<b>Course Code: AHA 1633</b>	<b>Credits: 3</b> <b>Hour: 5</b>
--------------------	------------------------------	-------------------------------------

**Core Paper XIII: AHA 1633 Women in Ancient India**

This paper is intended to create a general awareness among students regarding the life of women in early India. The student has to the history of social life in ancient Indian society with particular reference to the women. This enables the student to learn reasons for the stratified society and the lower position of women in the society.

**Objectives**

1. Understand the history of women in ancient India
2. Critically understand the changing position of women in various periods and its reasons
3. Realise the impact of gender disparity in the social life
4. Critically read the representation of women in literature, art, religion and political treatises

**Expected Outcome:**

1. Enable the student to understand the requirement of gender equality
2. Student acquires the skill to understand various historical forces which determined the lower status of women in the Indian society
3. Student realises the non visibility of ordinary women in hegemonic literature and the reasons for her absence.

**Syllabus**

**Module I**

**From Primitive Community to settled life:**

Women in the Stone and Bronze ages in India – evidences for the study of women in Harappan culture- the statue of dancing girl - Dress and Ornaments.

**Module II**

**Women in Vedic Period**

Development of Brahminical patriarchy in India - status of women- education- Garhi, Maithri and Lopamudra- special institutions- *anuloma*, *prathiloma* and *swayamvara* marriages- Later vedic women- *gurukula* system and women- Women in Buddhism and Jainism

**Module III**

## **From Mahajanapadas to Gupta period**

Status of women- Language and Literature- Prakrit and Sanskrit- Women and work, Women in art and sculpture- Education

### **Module IV**

#### **Women in Early South India**

Women in Sangam literature – Ovvayar and Nachellaiyar –*aimperunkulu* and *emperayam* – Women in Post Sangam literature- Kannaki and Manimekhalai

#### **Reading List:**

- Neera Desai and Maithreyi Krishnaraj, *Women and Society in India*, Ajanta Publication, New Delhi, 1987.
- Kumkum Roy (Ed.), *The Power of Gender and the Gender of Power: Explorations of Early Indian History*, Oxford, 2010.
- Altekar, A S, *The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day*, III Edition, Motilal Banarsidas, New Delhi, 1962.
- Horner, I B, *Women under Primitive Buddhism*, Laywomen and Almswomen, Motilal Banarsidas Publishers, New Delhi, 1930/1975.
- Thomas, P, *Indian Women through the Ages*, Asia Publishing House, New York, 1964.
- LK Tripathi, *The Position and Status of women in Ancient India*, II. Vols, Varanasi, 1988.
- Kosambi, D D, *The Culture and Civilization in Ancient India: A Historical Outline*, London, 1965.
- Kumkum Roy (Ed.), *Women in Early Indian Societies*, Oxford, New Delhi, 2000.

## Syllabus– Main II

### B.A Degree Programme B.A. - Ancient Indian History & Archaeology (Double Main Course)

<b>SEMESTER I</b>	<b>Course Code: AHA 1141</b>	<b>Credits: 4 Hour: 6</b>
-------------------	----------------------------------	-------------------------------

#### **CORE I : AHA 1141 Principles And Methods In Archaeology**

#### **AIMS AND OBJECTIVES**

**AIM:** To familiarize students with the concept of Archaeology and also to acquainted with the basic principles and methodology within the subject.

#### **OBJECTIVES:**

- To develop an understanding of the subject Archaeology.
- To get a basic exposure of its definition, aim, scope and evolution.
- To learn the basic relationship of archaeology with Social and Natural sciences.
- To familiarize the techniques of exploration and excavations; post excavation analysis and interpretation of data and learn how to prepare the reports.

#### **COURSE OUTCOMES:**

- CO1. Familiarize the aim, scope, and evolution of Archaeology
- CO2. Understand the history of Indian Archaeology
- CO3. Identify the relationship between archaeology and other disciplines
- CO4. Understand the data retrieval techniques in archaeology
- CO5. Demonstrate Post excavation analysis, recording and interpretation of data
- CO6. Evaluate the dating methods in Archaeology
- CO7. Analyse the conservation and preservation methods in Archaeology

#### **Module I:**

Archaeology- Definition, aim, scope and evolution.

#### **Module II:**

History of Indian archaeology.

Relationship of Archaeology with Social and Natural Sciences.

#### **Module III:**

Retrieval of Archaeological data: techniques of exploration, excavation, Experimental Archaeology, Ethnography and Ethno-archaeology and Simulation.

#### **Module IV:**

Post excavation analysis and interpretation of data, Preparation of reports, Dating in Archaeology, Aims of conservation and preservation of archaeological remains.

#### **Essential Readings**

- Agrawal, D. P. and M. D. Yadava. 1995. *Dating the Human Past*. Pune: Indian Society for Prehistoric and Quaternary Studies.
- Agrawal, O. P. 1993. *Preservation of Art Objects and Library Materials*. New Delhi: National Book Trust India.
- Balme, Jane and Alistair Paterson. 2014. *Archaeology in Practice (A Student Guide to Archaeological Analyses)*. West Sussex: John Wiley and Sons Inc.
- Chakrabarti, D. K. 1988. *History of Indian Archaeology*. Delhi: MunshiramManoharlalPvt. Ltd.
- Fagan, Brian M. and Nadia Durrani. 2016. *Archaeology A Brief Introduction*. London and New York: Routledge Taylor and Francis Group.
- Fagan, Brian.1994. *In the Beginning: An Introduction to Archaeology*. New York: Harper Collins.
- Gamble, Clive. 2008. *Archaeology the Basics*. New York: Routledge Taylor and Francis Group.
- Grant, Jim, Sam Gorin and Neil Fleming. 2002. *The Archaeology Coursebook: An Introduction to Study, Skills, Topics and Methods*. London and New York: Routledge.
- Hodder, Ian. 2012. *Archaeological Theory Today*. Cambridge: Polity Press.
- McIntosh, Joyce. 2011. *Preservation and Archiving Challenges and Solutions*. Oakville: Apple Academic Press.
- Metcalf, Peter. 2005. *Anthropology the Basics*. London and New York: Routledge Taylor and Francis Group.
- Miller, Heather Margaret-Louise. 2009. *Archaeological Approaches to Technology*. Walnut Creek: Left Coast Press Inc.
- Nair, S. M. 2011. *Bio-deterioration of Museum Materials*. Delhi: Agam Kala Prakashan.
- Pollard, A. Mark, Catherine M. Batt, Ben Stern and Suzanne M. M. Young. 2007. *Analytical Chemistry in Archaeology (Cambridge Manuals in Archaeology)*. Cambridge: Cambridge University Press.
- Renfrew, Colin and Paul Bahn. (Eds.). 2005. *Archaeology the Key Concepts*. London and New York: Routledge Taylor and Francis Group.
- Shaw, Ian, and Robert Jameson (Eds.).1999. *A Dictionary of Archaeology*. Oxford: Blackwell Publishers Limited.
- Walker, Mike. 2005. *Quaternary Dating Methods*. West Sussex: John Wiley and Sons Limited.

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER II</b>	<b>Course Code:</b> <b>AHA 1241</b>	<b>Credits: 3</b> <b>Hour: 3</b>
--------------------	--	-------------------------------------

**CORE II: AHA 1241 Indian Prehistory**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students with the concept of prehistoric India, the settings – climate, environment, flora and fauna and also make aware about the Prehistoric culture and art.

**OBJECTIVES**

- To get a basic knowledge of Paleo-environment during Stone Age in India
- To familiarize with the Lower, Middle and Upper Paleolithic, Mesolithic and Neolithic cultures of India
- To understand the Prehistoric art

**COURSE OUTCOMES:**

CO1: Get basic knowledge about the Paleo-environment during Stone Age in India.

CO2: Acquire an idea about the typo-technology and raw materials of prehistoric tools.

CO3: Understand the Lower, Middle and Upper Paleolithic, Mesolithic and Neolithic cultures of India.

CO4: Analyze the Prehistoric Art in India

CO5: Acquire basic knowledge about the important excavated prehistoric sites in India

**Module I:**

Paleo-environment during Stone Age in India

**Module II:**

Typo-technology and raw materials of prehistoric tools.

**Module III:**

A brief introduction to Lower Paleolithic, Middle Paleolithic, Upper Paleolithic, Mesolithic and Neolithic cultures of India

**Module IV:**

Prehistoric Art in India - Typology, nature, techniques and main sites

**Essential Readings**

- Agrawal, D.P .1972. *Man and Environment through the Ages*. New Delhi: Books and Books.
- Allchin, B and Allchin, F.R.1982. *Rise of Civilization in India and Pakistan*. Cambridge: University Press.

- Setter, S and Ravi Korisettar. 2002. *Indian Archaeology in Retrospect- Prehistory Archaeology of South Asia*. Delhi: ICHR and Manohar.
- Singh, P. 1974. *Neolithic Cultures of Western Asia*. Vol.1.London: Seminar Press.
- Ghosh, A. 1989. *An Encyclopedia of Indian Archaeology Vol. I &2*. Delhi: MunshiramManoharlal.
- Jain, V.K. 2014. *Prehistory and Protohistory of India. An appraisal*. New Delhi: DK Print world.
- Jain, K.C. 2019. *Prehistory and Protohistory of India*. New Delhi: Agam Kala prakasham.
- Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology, The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press
- Korisetter, Ravi and S. Setter. 2001. *Prehistory Archaeology of South Asia (Vol.I)*. New Delhi: Manohar Publishers and Distributers.
- Chakrabarti, Dilip K. Makkhanlal. 2014. *Prehistoric Roots*. New Delhi: Vivekananda International Foundation and Aryan Books International

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER II</b>	<b>Course Code:</b> <b>AHA 1242</b>	<b>Credits: 4</b> <b>Hour: 4</b>
--------------------	--	-------------------------------------

**CORE III: AHA 1242 Indian Proto History**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students about the settings of Proto historic India, especially the Harappan and associated cultures and also various regional Chalcolithic cultures across India.

**OBJECTIVES**

- To understand the Pre and Early Harappan village cultures of North-Western India.
- To familiarize the Harappan Culture -Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- To gain knowledge of Post Urban Harappan and Regional Chalcolithic cultures in India

**COURSE OUTCOMES:**

- CO1. Understand the first urbanization in Indian subcontinent
- CO2. Categorize Classical Harappan and Regional Chalcolithic Cultures in Greater Indus Region
- CO3. Apply material culture for the construction of Indian History during Indus Age
- CO4. Analyse the features of Harappan town planning
- CO5. Familiarize the Harappan trade, script, religion, arts and craft, and burials
- CO6. Evaluate the Harappan and regional Chalcolithic artefacts and arrive at logical interpretations
- CO7. Understand the factors of decline of Indus Civilization and its Legacy

**Module I**

Indus Civilization- Terminology, History of Discovery, Origin, extent, chronology.

**Module II:**

Pre-Urban Harappan Village Cultures in North-Western India (5000-2600 BC)

**Module III:**

Urban Harappan Phase (2600-1900 BC): Factors of urbanization, Town Planning, trade, script, religion, Burials, arts and craft. Decline of Indus Civilization

**Module IV:**

Post Urban Harappan Phase (1900-1000 BC) in India  
Regional Chalcolithic Cultures in Western and Central India  
Legacy of Indus Civilization

### Essential Reading

- Agrawal, D. P. and J. S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia (Archaeology of South Asia II)*. New Delhi: Aryan Books International.
- Ajithprasad, P. 2008. Jaidak (Pithad): a Sorath Harappan site in Jamnagar district, Gujarat and its architectural features. In T. Osada and A. Uesugi (eds.). *Occasional Paper 4 (Linguistics, Archaeology and the Human Past- Indus Project)*: 83-99. Kyoto: Research Institute for Humanity and Nature.
- Allchin, B. and F. R. Allchin. 1982. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- Asthana, Sasi. 1985. *Pre-Harappan Cultures and Borderlands*. New Delhi: Books and Books.
- Dhavalikar, M. K. 1999. *Indian Protohistory*. Delhi: Books and Books.
- Krishnan, K. and S. V. Rajesh. 2014. Ceramics. *History of Ancient India II- Protohistoric Foundations*. D. K. Chakrabarti and Makkhan Lal (Eds.). Vivekananda International Foundation and Aryan Books International. New Delhi. 235-262.
- Kenoyer, J. M. 1998. *Ancient Cities of the Indus Valley Civilization*. Karachi: American Institute of Pakistan Studies, Oxford University Press.
- Possehl, G. L. 1999. *Indus Age: The Beginnings*. Philadelphia: University of Pennsylvania Press.
- Possehl, G. L. 1993. *Harappan Civilization*. Delhi: Oxford and IBH.
- Rajesh S.V. 2018. Indus Archaeology in Gujarat: An Expedition through Space, Time, Materials and Methods. *South Asian Archaeology Series 4: Current Research on Indus Archaeology*. (Ed. Akinori Uesugi). Pp. 87-168. Research Group for South Asian Archaeology, Archaeological Institute, Kansai University, Japan.
- S. Setter and R. Korisetter (eds.). 2002. *Indian Archaeology in Retrospect Volume II Protohistory- Archaeology of the Harappan Civilization*: 129-158. New Delhi: Manohar Publishers and distributors.
- Sankalia, H. D. 1974. *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College Postgraduate and Research Institute.



**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER III</b>	<b>Course Code:</b> <b>AHA 1341</b>	<b>Credits: 4</b> <b>Hour: 5</b>
---------------------	--	-------------------------------------

**CORE IV: AHA 1341 Archaeology Of Kerala**

**AIMS AND OBJECTIVES**

**AIM:** To make aware students about the geomorphological and archaeological settings in Kerala and also familiarize about the ancient sculptural and painting tradition in Kerala.

**OBJECTIVES**

- To understand the Geomorphology of Kerala.
- To familiarize with the Paleolithic period of Kerala and Megalithic culture of Kerala
- To understand the development of temple Architecture in Kerala. Sculptural Art of Kerala- stone, wood, metals. Painting tradition in Kerala.
- To know about the important Epigraphs of Kerala
- To acquainted with the Roman and other important coin finds from Kerala.
- To gain basic knowledge about the Church and Mosque architecture in Kerala.

**COURSE OUTCOMES:**

CO1: Understand the nature of archaeological remains and researches in Kerala

CO2: Understand and apply the geomorphology and environment of Kerala in archaeological perspective

CO3: Summarise the cultural developments in Kerala through artefacts, epigraphs, art and architecture

CO4: Implement the information to identify and describe the archaeological remains from Kerala

CO5: Analyse the archaeological remains of Kerala

CO6: Evaluate the archaeological researches in Kerala in a critical view point

**Module I:**

Geomorphology of Kerala- brief understanding of rock and soils, geological stratigraphy and land forms in Kerala.

Prehistory of Kerala- Palaeolithic, Mesolithic and Neolithic.

**Module II:**

Iron Age Culture of Kerala- Megalithic burial typology, artefacts and chronology.

Excavations in Kerala – Pattanam, Vizhinjam and Kottappuram fort.

**Module III:**

Temple architecture in Kerala- Introduction to temple elements and its development.

Sculptural art of Kerala - stone, wood and metals. Painting tradition in Kerala: rock art (Petrographs and Petroglyphs) and mural paintings.

#### **Module IV:**

Epigraphs of Kerala

Brief introduction to church and mosque architecture in Kerala.

Medieval monuments of Kerala – Forts, *Chumadutangi* (load relieving stones), and *vazhiyambalam*.

#### **Essential Readings**

- Abhayan, G.S. 2018. Iron Age Culture in Kerala, South India: An Appraisal, in *Iron Age in South Asia, South Asian Archaeology Series 2* (Ed. Akinori Uesugi), pp. 145-188, Osaka: Research Group for South Asian Archaeology, Archaeological Research Institute, Kansai University. (ISBN 978-4-9909150-1-8)
- Bernier, Ronald M. 1982. *Temple Arts of Kerala: A South Indian Tradition*, New Delhi: S. Chand and Company Ltd.
- Darsana, S.B., 2010. Megalithic Burials of Iron Age-Early Historic Kerala: An Overview. *Man and Environment* 35: 98–117.
- Gopinath Rao, T.A. 1908. *Travancore Archaeological Series Vol.I-V*. Trivandrum: Govt. Publication.
- Gurukul, Rajan and M.R. Raghava Varier 1999. *Cultural History of Kerala*. Trivandrum.
- Jayashankar, S. 1997. *Temples of Kerala*. Trivandrum: Directorate of Census Operations.
- Kramrisch, Stella 1999. *The Arts and Craft of Travancore*. Trivandrum: Govt of Kerala.
- Mathpal, Yashodhar 1998. *Rock Art in Kerala*. Aryan Books International, New Delhi.
- Menon, T. Madhava 2000. *A Handbook of Kerala Vol.1&2*. Trivandrum: ISDL.
- Rajendran, P. 1989. *The Prehistoric Cultures and Environment (A Case Study of Kerala)*. Classical Publishing Company, New Delhi.
- Ramachandran, A. 2011. *Painted Abode of Gods: Mural Traditions of Kerala*. New Delhi: Vadehra Art Gallery.
- Sam, N. 2006. *Keralthile Pracheena Lipimatrakal*. Trivandrum Archives, Govt. of Kerala.
- Sarkar, H. 1978. *An Architectural Survey of Temples of Kerala*. Delhi: ASI.
- Seth, Mira 2006. *Indian Painting- The great mural tradition*, Ahmedabad: Mapin.

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER III</b>	<b>Course Code:</b> <b>AHA 1342</b>	<b>Credits: 4</b> <b>Hour: 5</b>
---------------------	--	-------------------------------------

**CORE V: AHA 1342 Iron Age Of India**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students about the iron in India and also about the early historic sites and associated cultures.

**OBJECTIVES**

- To understand the Iron Age culture in India- its Origin, Chronology-cultural features.
- To know the Salient features of Painted Grey Ware culture and Megalithic Culture of India.
- To understand the salient features of NBPW culture.
- To know the various excavated early historic sites in India.

**COURSE OUTCOMES:**

CO1: Understand the Iron Age culture in India.

CO2: Learn about the Megalithic Cultures of India

CO3: Know the Salient features of Painted Grey Ware culture

CO4: Understand the salient features of NBPW culture.

CO5: Familiarize various excavated early historic sites in India

**Module I:**

Early occurrence of Iron: Chrono-cultural features.

**Module II:**

Megalithic Cultures of India: Distribution, Typology and Material remains

**Module III:**

Salient features of Painted Grey ware culture

Salient features of NBPW culture

**Module IV:**

Excavated early historic sites – Rajghat, Ujjain, Taxila, Sravasti, Pattanam, Kausambi, Sishupalgarh, Sringaverpura, Chandraketugarh, Arekamedu, Nagarjunakonda.

**Essential Readings**

Agrawal, D.P and D.K Chakrabarty. 1979. *Essays in Indian Protohistory*. Delhi: D.K.

- Dhavalikar, M.K. 1999. *Historical Archaeology of India*. Delhi: Books and Books.
- Narasimhaiah, B. 1980. *Neolithic and Megalithic cultures in Tamilnadu*. Delhi: Sundeep Prakashan.

- Rao, K.P.1988. *Deccan Megaliths*. Delhi: Sundeep Prakashan.
- Sengupta, Gautam and SharmiChakraborty. 2008. *Archaeologyof Early Historic South Asia*. New Delhi: Pragati Publications.
- Tripathi, Vibha. 2001. *TheAge of Iron in South Asia. Legacy and Tradition*. New Delhi: Aryan Book International.
- Tripathi, Vibha. 2012. *Raise of civilization in the Gangetic plain, The context of Painted Grey Ware*. New Delhi: Aryan Books International
- Agrawal, D.P. 2000. *Ancient Metal Technology and Archaeology of South Asia*. New Delhi: Aryan Books International.

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER IV</b>	<b>Course Code:</b> <b>AHA 1441</b>	<b>Credits: 4</b> <b>Hour: 5</b>
--------------------	--	-------------------------------------

**CORE VI: AHA 1441 Ancient Indian Architecture**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students about the ancient architecture prevails in the Indian sub-continent, especially religious in nature.

**OBJECTIVES**

- To understand about the Mauryan Architecture - Pillars, Caves, and Palaces
- To understand the main features of Stupa and Buddhist Architecture – Stupas and Monasteries, Pre-Mauryan, Mauryan and Post Mauryan evidences.
- To acquire knowledge about rock- cut caves of Western India (Maharashtra) and Eastern India (Orissa).
- To understand about the Architecture of Gupta, Vakataka(Caves at Ajanta), ChalukayaRashtrakuta, Chandela,Pallava, Chola, Hoysalaand VijayanagaratemplesandOrissan temple architecture.

**COURSE OUTCOMES:**

- CO1. Understand the history and development of religious and secular architecture in India
- CO2. Understand the Mauryan Architecture
- CO3. Gain knowledge about the Buddhist Architecture
- CO4. Acquire basic knowledge about the rock- cut caves of Western India and Eastern India
- CO5. Get an understanding about the temple architecture in India
- CO6. Obtain basic idea about the architecture of various dynasties

**Module I:**

History and development of Architecture in India- Religious and Secular. Mauryan Architecture - Pillars, Caves, and Palaces.

**Module II:**

Buddhist Architecture – Stupas, Chaityas, Monasteries, and Rock- cut caves of Western India (Maharashtra) and Eastern India (Orissa).

**Module III:**

Temple Architecture in India- Nagara, Vesara and Dravida.  
Gupta Architecture - Caves and Structural temples, Ajanta and Bagh Caves.

**Module IV:**

Chalukayan Architecture; Rashtrakuta-Vakataka-Architecture, Chandela temples at Khajuraho; Orissan temples at Bhuvaneswar and Puri; Evolution of temples under –Pallavas, Cholas, Hoysalas and Vijayanagara

**Essential Readings:**

- 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
- Gupta, S.P and S. Vijayakumar. 2010. *Temples in India Origin and Developmental Stages*. New Delhi: D.K. Print world
- Soundararajan, J. 2009. *Early Chalukyan Temples*. New Delhi: Sharada Publishing House

**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER IV</b>	<b>Course Code:</b> <b>AHA 1442</b>	<b>Credits: 4</b> <b>Hour: 5</b>
--------------------	--	-------------------------------------

**CORE VII: AHA 1442 Museum Methods**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students with the concept of Museum- its history, conservation, guidelines in setting a museum and conservation and preservation of different types of artifacts.

**OBJECTIVES**

- To know about Museums, its definition, development, function and organizations of museums.
- To understand Types of Museums and Museum buildings.
- To familiarize the collection of artifacts, documentation, conservation and exhibition.
- To familiarize with the History of Conservation and modern principles and guidelines, its approaches, attitude, professional ethics and scope of entrepreneurship.

**COURSE OUTCOMES:**

**CO1:** Acquire a basic knowledge about the Museums, its definition, development, function and organizations of museums

**CO2:** Understand different types of Museums and Museum buildings.

**CO3:** Understand the history of conservation and it as a multidisciplinary science

**CO4:** Get an idea about the conservation problems

**CO5:** Understand the collection, documentation, conservation and preservation of artifacts.

**CO6:** Learn about the Exhibition techniques.

**Module I:**

Museums – Importance, Definition, development, functions and organizations of museums, Types of Museums and Museum Buildings. Important Museums in India.

**Module II:**

Conservation and Preservations- Definitions. History, Basic Differences, As a multidisciplinary science, theories, modern principles and guidelines, conservation – approach, attitude, professional ethics and scope of entrepreneurship.

**Module III:**

Artifacts – Organic and inorganic, their collection, documentation, conservation and preservation.

**Module IV:**

Exhibition - Presentation exhibition technique, show cases, furniture, lighting.  
Museum Security.

### Essential Readings

- Banerjee, N.R. 1990. *Museums and Cultural Heritage of India*. Delhi: Agam Kala.
- Bhatnagar, Anupama. 1999. *Museum Museology and New Museology*. Delhi: Sundeep Prakashan.
- Biswas, S.S. 1999. *Protecting Cultural Heritage*. Delhi: Arya Books.
- Sarkar.H. 1981. *Museum and Protection of Monuments and Antiquities in India*. Delhi: Sundeep Prakashan.
- Singh, A.P. 1985. *Conservation and Museum Techniques*. Delhi: Agam Kala.
- Kumar Roy, Dileep. 2006. *Museology: Some Cute Points*. New Delhi: Kalpaz Publications.
- Ambrose, Timothy and Crispin Paine. 2012. *Museum Basics*. New York: Routledge Publications.
- Caple, Chris (ed). 2011. *Preventive Conservation in Museums*. New York: Routledge Publications.
- Agrawal, O.P. 2007. *Essentials of Conservation in Museology*. New Delhi: Sundeep Prakashan
- Szczepanowska, Hanna M. 2013. *Conservation of Cultural Heritage Key Principles and Approaches*. New York: Routledge Publications.
- Sharma, A K. 2019. *Archaeological Museums a Students Manual*. New Delhi: B R Publishing Corporation



**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code:</b> <b>AHA 1541</b>	<b>Credits:4</b> <b>Hour: 4</b>
-------------------	--	------------------------------------

**CORE VIII: AHA 1541 Ancient Indian Numismatics**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students about the origin and antiquity of coinage in India and also about the numismatic history of different dynasties.

**OBJECTIVES**

- To acquire knowledge about the origin and antiquity of coinage in Ancient India.
- To study the coins as a source of history.
- To understand the various techniques of manufacture and metrology.
- To get acquainted with various coins in India

**COURSE OUTCOMES:**

**CO1:** Get an outline about the origin and antiquity of coinage in Ancient India.

**CO2:** Acquire basic knowledge and study the coins as a source of Indian history.

**CO3:** Understand various manufacturing techniques and metrology of ancient Indian coinage.

**CO4:** Get acquainted with the coin series in India like, punch marked and cast coins, Local and Tribal coins, Indo-Greek coins, coins of Saka-Pahlavas and Coins of Western Kshatrapas.

**CO5:** Get an overview about the coinage of Kushan dynasty and Satavahana kingdom.

**CO6:** Understand about the Gupta coin.

**CO7:** Get basic knowledge about the coinage of Chola, Pandya and Chera kingdoms in South India.

**Module I:**

Origin, antiquity and general features of coinage in ancient India.

**Module II:**

Importance of Numismatics for the study of Ancient history – Socio-Cultural and Political, Religion and Economy, Scripts and language, Art and Iconography.

Technique of manufacture, metrology and metallurgy. Legends, Symbols, Monograms and other devices.

**Module III:**

Survey of Coins in India: Punch marked and cast coins, Local and Tribal coins, Satavahana coins, Indo-Greek coins, Kushana coins, Saka – Pahlava coins, and Coins of Western Kshatrapas

**Module IV:**

Imperial Gupta coins  
Coins of Cholas, Pandyas and Cheras

### Essential Readings

- Agrawal, Bhanu and Subas Rai. 1994. *Indian Punch marked Coins*. New Delhi: Kanishka Publishers.
- Allan, J. 1975. *Catalogue of coins in Ancient India*. Delhi: MunshiramManoharlal.
- Altekar, A.S. 1954. *The Gupta Gold Coins in the Bayana Hoard*. Bombay: NSI.
- Chattopadhyaya, Brajudalal. 1977. *Coins and currency systems in South India*. New Delhi: MunshiramManoharlal.
- Goyal, S. R. 1985. *The Coinage of Ancient India*. Meerut: Kusmanjali.
- Gupta,P,L. 1972.*Coins*. Delhi: NBT.
- Handa, Devendra. 2007. *Tribal Coins of Ancient India*. New Delhi: Aryan Books International..
- Jain, Rekha.1995. *Ancient Indian Coinage*. Delhi: D.K. Printworld.
- Sarasan, Beena. 2008. *Traversing Travancore through the ages on Coins*. Calicut: Poorna publications.
- Sharma, R. K. 2011. *Coinage of central India*. New Delhi: Aryan Books International..
- Sharma, Savita. 2016. *Imperial Punch Marked Coins of ancient India*. New Delhi: Aryan Books International.
- Singh, Manager Rajdeo and Uma Shankar Lal. 2019. *Scientific Investigations of ancient Indian coins and Metals*. New Delhi: Agam Kala Prakashan.
- Srivastava, Prashant. 2012. *Encyclopedia of Indian Coins (VOL I & II)*. New Delhi: Agam Kala Prakasham.
- Thaplyal, K.K, and Prashant, Srivastava. 1998. *Coins of Ancient India*. Lucknow: Bharat Book Center.

**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code:</b> <b>AHA 1542</b>	<b>Credits: 3</b> <b>Hour: 4</b>
-------------------	--	-------------------------------------

**CORE IX: AHA 1542 Palaeography And Epigraphy**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize students about the origin and evolution of ancient Indian scripts and language and various inscriptions found across India.

**OBJECTIVES**

- To understand the value of inscriptions for the reconstruction of history.
- To study the origin and antiquity of the art of writing in India and writing materials
- To understand various scripts like, Kharoshti and Brahmi
- To study the selected epigraphs

**COURSE OUTCOMES:**

CO1: Understand the antiquity and development of writing in India

CO2: Familiarize ancient scripts of Brahmi and Kharoshti

CO3: Categorize different types of inscriptions

CO4: Apply inscriptional information for historical reconstruction

CO5: Understand the inscriptions of early historic to medieval periods in India

CO6: Analyse the contents of inscriptions

CO7: Evaluate the inscriptions and arrive at cohesive historical interpretation

**Module I:**

Origin and antiquity of the art of writing in India. Value of inscriptions for historical reconstruction.

**Module II:**

Ancient writing materials. Types of inscriptions with special reference to *prashastis* and land grants.

**Module III:**

Palaeography – Introduction to Brahmi script and its evolution into Nagari script. Introduction to Kharoshti script.

**Module IV:**

Study of selected epigraphs - Ashokan Edicts- rock edicts X, XII, XIII, Lumbini inscription of Ashoka, Hathigumpha inscription of Kharavela, Junagarh inscription of Rudradaman, Allahabad pillar inscription of Samudragupta, Aihole inscription of Pulakesin II, Tiruvalangadu plates of Rajendra Chola.

### **Essential Readings**

- Buhler, G. 1959. *Indian Palaeography*. Calcutta: Indian Studies.
- Dhani, A.H. 1986. *Indian Palaeography*. Delhi: MunshiramManoharlal.
- *Epigraphia Indica*. Delhi: ASI.
- Hultzch, D. 1969. *Corpus InscriptionumIndicarum Vol. I*. Varanasi: Indological Studies.
- Pandey, R. 1957. *Indian Palaeography*. Delhi: Motilal Banarisidas.
- Sircar, D.C. 1965 *Indian Epigraphy*. Delhi: Motilal Banarasidas.
- *South Indian Inscriptions*. Archaeological Survey of India.

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code:</b> <b>AHA 1543</b>	<b>Credits: 3</b> <b>Hour: 3</b>
-------------------	--	-------------------------------------

**CORE X: AHA 1543 Science In Archaeology**

**AIMS AND OBJECTIVES**

**AIM:** To make the students acquainted with various scientific methods and aids used in Archaeology from various sciences- especially Geology, Zoology, Botany, Geography and Chemistry.

**OBJECTIVES**

- To understand the Rocks and minerals.
- To familiarize with the scope of Palaeontology and Archaeozoological studies.
- To identify the Human Bones, and archaeo-botanical samples.
- To understand topo-sheets.
- To familiarize with the chemical conservation of metal objects.

**COURSE OUTCOMES:**

CO1: Understand the role of science in archaeology

CO2: Familiarise with the scientific applications in archaeology

CO3: Identify the potential archaeological contexts and artefacts for scientific investigations

CO4: Analyse the scientific results and interpretations in archaeological reports and communicate with the experts/scientists

CO5: Evaluate the scientific approaches in archaeology in a critical viewpoint

**Module I:**

Science and archaeology: Scientific methodology and development of archaeological sciences.

**Module II:**

Geoarchaeology: Principles, methods and scope in archaeology, Identification of rocks and minerals.

**Module III:**

Paleontology and zooarchaeology: Principles, methods and scope in archaeology.

Physical Anthropology: Human osteology, identification of human bones and palaeopathology.

**Module IV:**

Archaeobotany and Palynology: Principles, methods and scope in archaeology.

Archaeological Chemistry: Principles, methods and scope in archaeology.

## Essential Readings

- Banning, E.B. 2000. *The Archaeologist's Laboratory, The Analysis of Archaeological Data*, New York: Kluwer Academic/Plenum Publishers.
- Bass, W.M. 1981. *Human Osteology: A Laboratory and Field Manual of the Human Skeleton*. Columbia: Missouri Archaeological society.
- Brothwell, D. and A.M. Pollard 2001. *Handbook of Archaeological Sciences*. England: Wiley.
- Brothwell, D. and E. Higgs (eds.) 1969. *Science in Archaeology*, 2nd Edition. London: Thames and Hudson.
- Cornwall, I M. 1974. *Bones for Archaeologist*. London: Dent and Sons.
- Fisher, W. (Ed.) 2012. *Encyclopaedia of Remote Sensing in Geomorphology*, USA: NYX Academics LLC.
- Goldberg, P., and R. I. Macphail 2006. *Practical and Theoretical Geoarchaeology*. Oxford: Blackwell.
- López Varela, Sandra L. (Ed.) 2019. *The Encyclopaedia of Archaeological Sciences, Volumes I to IV*. Malden, USA: Wiley Blackwell.
- Pollard, A.M. 2008. *Archaeological Chemistry*. RSC Publishing. 2nd Ed.
- Pollard, M., Batt, C., Stern, B. and Young, S.M.M. 2007. *Analytical Chemistry in Archaeology*, (Cambridge Manuals in Archaeology), Cambridge: Cambridge University Press.
- Reitz, Elizabeth J. and Wing, E.S. 1999. *Zooarchaeology (Cambridge Manuals in Archaeology)*, Cambridge: Cambridge University Press.

**Syllabus– Main II**  
**B. A. Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER V</b>	<b>Course Code: AHA 1551</b>	<b>Credits: 2</b> <b>Hour: 3</b>
-------------------	------------------------------	-------------------------------------

**Open Course I: AHA 1551 Empowerment of women with special reference to India**

The paper intends to help students understand the changing role and status of women in historical perspective.

**Objectives**

1. To analyze various theories of feminism and the dynamics and theories of Women movements in India
2. To develop the skill of evaluate through exploring Gender Studies- Important legislations for Women in India
3. To recognize and appreciate the role of important women personalities
4. To create awareness among students about the ideologies and social factors leading to marginalization of women.
5. To get knowledge on effective approaches, strategies and conceptual frameworks of empowerment of women
6. To develop the skill of comprehension and thus sensitized towards gender issues prevailing in the society and search for solutions

**Expected Outcome**

1. Students would able to understand the changing status of women and gain knowledge on approaches and conceptual frameworks of empowerment of women
2. Expose the students to cultural and socio-economic and legal dimensions in relation with gender equality
3. Students would able to aware and analyze the important legislations for Women in India
4. To recognize and appreciate the role of important women personalities
5. Students would able to develop critical and analytical thinking skills about the ideologies and social factors leading to marginalization of women.
6. Development of analytical and critical perspectives about movements in the society especially about the continuous injustice and cruelty towards women
7. Students become more sensitized towards gender issues prevailing in the society and search for solutions using historical tools, legislations and discussion of the obstacles to integrating and highlighting gender equality

**Syllabus**

### **Module-I**

Empowerment of Women - Concept and Relevance- Scope of Women Empowerment- Understanding Gender Studies- Important legislations for Women in India.

### **Module-II**

Feminism- Theories of feminism: Liberal, Marxist, Social, Radical, Post-Colonial and Eco-Feminisms.

### **Module-III**

Changing role and status of women in historical perspective: Indian Women-Dravidian, Aryan, Islamic, British and Post Independent periods.

### **Module-IV**

Important women personalities- Gargi- Lopamudra-Pancharatans-PrajapatiGautami-SanghamitraAmrapali Meerabai- Sultana Raziya- Noorjahan- Jahanara- Chandbibi- Rani of Jhansi- Raj Kumari Amarit Kaur- Sarojini Naidu- Kasturba Gandhi- Annie Besant- Bikaji Kama- ArunaAsif Ali- Captain Lakshmi- AkkammaCherian- AmmuSwaminathan- Anne Mascarene- Indira Gandhi- MedhaPatkarVandana Siva

### **Reading List:**

1. Bader, Clarisse. *Women in Ancient India*. Trubner's Oriental Series, Routledge, 2001
2. Kumar, Radha. *History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1900*. New Delhi: Kali for Women, 1993
3. Forbes, Geraldine. *Women in Modern India*, The New Cambridge History of India. Vol.4. Cambridge: Cambridge University Press, 1996
4. Sangari, Kumkum and SudeshVaid, (Ed.) *Recasting Women: Essays in India ColonialHistory*. New Jersey: Rutgers University Press, 1990
5. Offor, Evans. *Women Empowerment*. Snaap Press, 2000
6. Barber, Elizabeth Wayland. *Women's Work: The First 20,000 Years Women, Cloth and Society in Early Times*. USA: W.W. Norton, 1995
7. Asmat, Shamim and Chanda Devi (Ed.) *Women Empowerment in India*, Mittal Publications, 2012
8. Parpart, Jane L., Shirin M. Rai, Kathleen A. Staudt Taylor and Francis. *Rethinking Empowerment: Gender and Development in Global/Local World*. Routledge: Warwick Studies
9. Ahuja, Ram. *Indian Social System*. Jaipur: Ravatt Publications, 2002
10. Andal, N. *Women and Indian Society-Options and Constrains*. USA: WW Norton and Co., 2002
11. Kumar, Premjith T.B. *Keralathile Sthree Shaktheekaranavum London Missionary Prasthanavum*. (Mal.) Thiruvananthapuram: Raven Publications, 2014
12. Gopalakrishnan, Bismi. *Shakti: laws to Ensure Gender Justice*. Thiruvananthapuram: University of Kerala, 2013
13. Myneni S.R., (2nd Ed.) *Women and Law*. Hyderabad: Asia Law House, 2008



14. Andermahr, Sonya., Terry Lovell and Carol Wolkowitz. *A Glossary of feminist Theory*. New York: Oxford University Press, 2000
15. Singh S. Kans A.K. Singh. *OBC Women Status and Educational Empowerment*. Lucknow: New Royal Book Co., 2004
16. Singh, U.B. *Empowerment of Women in Urban Administration*. New Delhi: Serials Publications
17. Agarwal, Bina. *A Field of Ones Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press, 1994
18. ICSSR Advisory Committee on Women Studies. *Critical Issues on the Status of Women: Employment, Health, Education*. New Delhi: Indian Council of Social Science Research, 1977
19. Baluchamy. S., Empowerment of Women. New Delhi: Anmol Publications, 2010
20. Kumari, Sumitra. *Dynamics of Women Empowerment*. New Delhi: Alfa Publications, 2006
21. Anupama Rao, *The Caste Question: Dalits and the Politics of Modern India*, Permanent Black, Delhi, 2009
22. Gail Omvedt , *Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi, Sage, 2004.
23. Ishita-Banerjee Dube, (ed.), *Caste in History*, Delhi: Oxford University Press, 2008.
24. Rekha Pande, *Women's History, in Encyclopedia of Historians and Historical Writing*, in Fitzroy Dearborn Publishers, London, 1999.
25. Krishna Menon, Ranjana Subberwal, *Social Movements in Contemporary India*, SAGE Publications, 2019.
26. Gerald inforbes, *Women in Modern India , Women in colonial India: Essays on Politics, Medicine and Historiography* , Delhi: Chronicle Books, 2005
27. Ramachandra Guha, *India After Gandhi*, Delhi, 2007.
28. Gurcharan Das, *India Unbound: The Social and Economic Revolution from Independence to the Global Information Age*.

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER VI</b>	<b>Course Code:</b> <b>AHA 1641</b>	<b>Credits: 4</b> <b>Hour: 4</b>
--------------------	--	-------------------------------------

**CORE XI: AHA 1641 Antiquarian Laws**

**AIMS AND OBJECTIVES**

**AIM:** To familiarize the students with Indian antiquarian laws and its salient features.

**OBJECTIVES**

- To understand the history of Indian Antiquarian laws
- To understand various antiquarian laws of India
- To familiarize the safeguards against valuable antiquities being illegally exported
- To know the laws to protect and preserve archaeological sites, monuments and remains of historical and archaeological importance

**COURSE OUTCOMES:**

**CO1:** Understand the history of antiquarian laws in India.

**CO2:** Get an idea about various antiquarian laws in India.

**CO3:** Get acquainted with the laws to protect archaeological sites.

**CO4:** Learn about the Laws to prevent illegal export of antiquities.

**CO5:** Familiarize the rules and regulations to protect the cultural and natural heritage of world.

**Module I:**

A brief history of antiquarian laws in India  
Problems and implementation

**Module II:**

Indian Treasure Trove Act-1878  
The Ancient Monument Preservation Act- 1904

**Module III:**

The Ancient Monuments and Archaeological Sites and Remains Act 1951  
The Ancient Monuments and Archaeological Sites and Remains Act 1958  
The Ancient Monuments and Archaeological Sites and Remains Rules, 1959

**Module IV:**

Antiquities and Art Treasure Act 1972  
The Antiquities and Art Treasures Rules 1973  
UNESCO ‘Convention concerning the protection of the world cultural and Natural Heritage’  
- 1972

### Essential Readings

- Biswas.S.S, *Protecting the Cultural Heritage (National Legislations and International Conventions)*, Aryan Books International, New Delhi, 1999.
- Ghosh. A, “*Antiquarian Laws of India*”, Cultural Forum, Vol. IV, No. II, Ministry of Scientific Research and Cultural Affairs, New Delhi, 1961, pp. 59-61.
- Ghosh. A, “*Fifty Years of the Archaeological Survey of India*”, in Ancient India Bulletin of the Archaeological Survey of India, No.9, New Delhi, 1953, pp. 29-52.
- Ghosh.A, “*A Hundred Years of Indian Archaeology*”, Cultural Forum, Vol. IV, No. II, Ministry of Scientific Research and Cultural Affairs, New Delhi, 1961, pp. 4-13.
- Hari Manjhi and C. B. Patil, “*Commercialization and Illicit Trafficking of Antiquities*”, in C. Margabandhu, et.al (eds), *Puraratna Emerging Trends in Archaeology, Art, Anthropology, Conservation and History (in Honour of Shri JagatPati Joshi)*, Agam Kala Prakashan, Delhi, 2002, pp. 738-741.
- Sarkar.H, *Museums and Protection of Monuments and Antiquities in India*, Sundeep Prakashan, Delhi. 1981.
- *The Ancient Monuments and Archaeological Sites and Remains Act, 1958 with Rules and Notifications*, Vidhi Publishing (P) Ltd. Delhi. 2010.
- *The Ancient Monuments and Archaeological Sites and Remains Act, 1958 (24 of 1958)*, Universal Law Publishing Co. Pvt. Ltd., Delhi, 2010.
- *The Antiquities and Art Treasures Act, 1972*, Universal Law Publishing Co. Pvt. Ltd., Delhi, 2010.

**Syllabus– Main II**  
**B.A Degree Programme**  
**B.A. - Ancient Indian History & Archaeology (Double Main Course)**

<b>SEMESTER VI</b>	<b>Course Code:</b> <b>AHA 1642</b>	<b>Credits: 4</b> <b>Hour: 4</b>
--------------------	--	-------------------------------------

**CORE XII: AHA 1642 Pottery and Ceramics in Archaeology**

**AIMS AND OBJECTIVES**

**AIM:** To make the students acquainted with history of pottery and ceramics in India and to familiarize various techniques used in Archaeology to study, document and interpret pottery and ceramics.

**OBJECTIVES:**

- To learn the definition of pottery and ceramics.
- To familiarize the history of pottery and ceramic studies in India.
- To understand pottery manufacturing techniques.
- To understand typo-technological investigative techniques of pottery and ceramics.
- To develop an understanding of ceramic documentation techniques.

**COURSE OUTCOMES:**

- CO1. Understand the history of pottery and ceramics in India
- CO2. Familiarize the pottery studies in India
- CO3. Understand the pottery making techniques and stages of production
- CO4. Categorize pottery from various archaeological contexts
- CO5. Demonstrate pottery documentation methods
- CO6. Analyse the composition and structure of ceramics
- CO7. Evaluate the methods used to build the chronology

**COURSE CONTENT**

**Module I:**

Pottery and Ceramics: Definition  
History of use of Pottery and Ceramics in India  
Pottery Studies in India: Archaeological, Ethnoarchaeological and Ethnographic

**Module II:**

Raw Materials of Pottery Making  
Pottery Manufacturing: Techniques and Stages of Production

**Module III:**

Typological Studies: Classification, Quantification  
Technological Studies: Petrographic Characterization, X-Ray Diffraction, X-Ray Fluorescence Spectroscopy, Atomic Absorption Spectroscopy, Neutron Activation Analysis

## Module IV:

Documentation of Ceramics: Recording, Drawing and Photography of Ceramics

Dating of Ceramics: Relative Dating, Chronometric Dating

### Essential Readings

- Agrawal, D. P. and J. S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia (Archaeology of South Asia II)*. Aryan Books International. New Delhi.
- Dales, G. F. and J. M. Kenoyer 1986. Excavations at Mohenjodaro, Pakistan: The Pottery. With an account of the pottery from the 1950 excavation of Sir Mortimer Wheeler by Leslie Alcock. *The University Museum Monograph, No. 53*. Philadelphia.
- Dhavalikar, M. K. 1999. *Historical Archaeology of India*. Books and Books. New Delhi.
- March, B. 1934. *Standards of Pottery Description*. Michigan: University of Michigan Press.
- O'Brien, M. J. and R. L. Lyman. 2002. *Seriation, Stratigraphy, and Index Fossils The Backbone of Archaeological Dating*. Kluwer Academic Publishers. New York.
- Orton, C., P. Tyers and A. Vince. 1993. *Pottery in Archaeology. Cambridge Manual in Archaeology*. Cambridge University Press. Cambridge.
- Plog, S. 1980. *Stylistic Variation in Prehistoric Ceramics Design Analysis in the American Southwest*. Cambridge University Press. Cambridge.
- Pollard, A. M., C. M. Batt, B. Stern and S. M. M. Young. 2007. *Analytical Chemistry in Archaeology (Cambridge Manuals in Archaeology)*. Cambridge: Cambridge University Press.
- Possehl, G. L. 1999. *Indus Age: The Beginnings*. University of Pennsylvania Press. Philadelphia.
- Rice, P. M. (Ed.). 1984. *Pots and Potteries: Current Approaches in Ceramic Archaeology. Monograph XXIV*. University of California. Los Angeles.
- Rice, P. M. 1987. *Pottery Analysis – A Source Book*. The University of Chicago Press. Chicago.
- Sengupta, G. and K. Gangopadhyay. (Eds.). 2009. *Archaeology in India- Individuals, Ideas and Institutions*. Munshiram Manoharlal Publishers and CASTEI. New Delhi.
- Shepard, A. O. 1985 (Reprint). *Ceramics for the Archaeologist*. Carnegie Institution of Washington. Washington, D. C.
- Sinopoli, C. M. 1993. *Pots and Palaces: The Earthen Ware Ceramics of the Noblemen's Quarter of Vijayanagara*. Manohar Publishers and Distributors. New Delhi.
- Skibo, J. M. and G. M. Feinman (eds.). 1999. *Pottery and People A Dynamic Interaction*. The University of Utah Press. Salt Lake City.
- Walker, M. 2005. *Quaternary Dating Methods*. John Wiley and Sons Limited. West Sussex.

Question Type	Total number of Questions	Number of Questions to be answered	Marks for each questions	Total Marks
Very short answer type (one word to Maximum of two sentences) 1 to 10	10	10	1	$10 \times 1 = 10$
Short answer (not to exceed one paragraph) 11 to 22	12	8	2	$8 \times 2 = 16$
Short essays (not to exceed 120 words) 23 to 31	9	6	4	$6 \times 4 = 24$
Long essay 32 to 35	4	2	15	$2 \times 15 = 30$
Total	35	26		80