



Nehru Gram Bharati (Deemed to be University)
Prayagraj, Uttar Pradesh , INDIA

Syllabus

[As per NEP-2020 Regulations]

Bachelor of Arts (Honours)/(Honours with Research)
in
Ancient History

[Department of Ancient History, Culture & Archaeology]

[Effective From 2023-24 Onwards]

Board of Studies

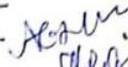
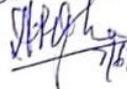
Dated: 07-06-2023

1	Dr. Birendra Mani Tripathi ,	HoD & Associate Professor, Department of Ancient History, Culture & Archeology, NGB(DU), Prayagraj
2	Dr. Mohd. Waquif	Assistant Professor, Department of Ancient History, Culture & Archeology, NGB(DU), Prayagraj
3	Dr. Abhijaat Ojha	Assistant Professor, Department of Ancient History, Culture & Archeology, NGB(DU), Prayagraj
4	Prof. A.P. Ojha (External Expert)	Professor & Ex-Head, Department of Ancient History, Culture & Archeology, University of Allahabad
5	Prof. Raj Kumar Gupta (External Expert)	Professor & Head, Department of Ancient History, Culture & Archeology, Prof. Rajendra Singh (Rajju Bhaiyya) University, Prayagraj

Attendance Sheet & Minutes

Board of Studies (BoS) of the department of Ancient History, Culture & Archaeology, Nehru Gram Bharati (Deemed to be University), Prayagraj met on 07 day of June, 2023 at Shashi Campus, Jhuthi Tali, Prayagraj.

Members Attending (with signature & date):

1. Dr. Birendra Mani Tripathi —  7/6/23
2. Dr. Ms. Waquif —
3. Dr. Abhisat Ojha —  7/6/2023
4. Prof. A.P. Ojha —  7/6/23

Members Absent:

1. Prof. R.K. Gupta.
- 2.

The following resolutions were made during the meeting:

1. Decision of the Agenda No. 01 (with complete details –including the operational date/academic session, form, and form of acceptance of the proposal)
2. Decision of the Agenda No. 02 (with complete details –including the operational date/academic session, form, and form of acceptance of the proposal)
3. Decision of the Agenda No. 03 (with complete details –including the operational date/academic session, form, and form of acceptance of the proposal)

Enclosures:

1. Supportive documents (with signature of all attending members) to be presented agenda wise.

(IV) After discussion, Accepted and Finalized the Skill development course - Tourism & Management.

(V) After discussion, Accepted and Finalized the Value added course - Indian Heritage and culture.

 7/6/23
विभागाध्यक्ष
प्राचीन इतिहास संस्कृति एवं पुरातत्व
नेहरु ग्राम भारती मानित विश्वविद्यालय
प्रयागराज

Introduction of the Programme:

[a] Introduction:

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honours/Honours with Research) in Ancient History is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills, as well as to develop spirit of enquiry, problem solving skills and human and professional values which foster rational and critical thinking in students.

[b] Graduate Attributes:

Type of learning outcomes	The Learning Outcomes Descriptors
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	Disciplinary/ interdisciplinary Knowledge & Skills
Generic learning outcomes	<i>Critical Thinking & problem-solving Capacity</i>
	<i>Creativity</i>
	<i>Communication Skills:</i> The graduates should be able to demonstrate the skills that enable them to: <ul style="list-style-type: none">• listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences,• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,• confidently share views and express herself/himself,• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,• convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
	<i>Analytical reasoning/thinking:</i> The graduates should be able to demonstrate the capability to: <ul style="list-style-type: none">• evaluate the reliability and relevance of evidence;• identify logical flaws in the arguments of others;• analyze and synthesize data from a variety of sources;• draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Research-related skills: The graduates should be able to demonstrate:

- a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,
- the ability to problematize, synthesize and articulate issues and design research proposals,
- the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- the capacity to develop appropriate methodology and tools of data collection,
- the appropriate use of statistical and other analytical tools and techniques,
- the ability to plan, execute and report the results of an experiment or investigation,
- the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:

- work effectively and respectfully with diverse teams,
- facilitate cooperative or coordinated effort on the part of a group,
- act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:

- mapping out the tasks of a team or an organization and setting direction.
- formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.
- using management skills to guide people to the right destination.

'Learning how to learn' skills: The graduates should be able to demonstrate the ability to:

- acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,

- work independently, identify appropriate resources required for further learning,
- acquire organizational skills and time management to set self-defined goals and targets with timelines.
- inculcate a healthy attitude to be a lifelong learner,

Digital and technological skills: The graduates should be able to demonstrate the capability to:

- use ICT in a variety of learning and work situations,
- access, evaluate, and use a variety of relevant information sources,
- use appropriate software for analysis of data.

• **National & International Perspective considering the current perspective of a Global Village.**

Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:

- embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,
- practice responsible global citizenship required for responding to contemporary

<p>global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</p> <ul style="list-style-type: none"> • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development.
<p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion,
<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.</p>
<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

[c] Flexibility:

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. The Learner is given freedom of choice in selecting disciplines. Students may select his/her own stream. He/She may select three major disciplines from his/her own stream or two major disciplines from his own stream and one major discipline from any other stream. Along with major disciplines, a student can select minor disciplines from other streams, languages, generic electives, ability enhancement courses, Vocational/Skill Enhancement Courses (SEC) and Value added Courses including Extra Curricular activities.

Multiple Entry & Exit Options:

EXIT OPTIONS	Credits Required
Certificate upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme. [NSQF Level 5]	44
Diploma upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme. [NSQF Level 6]	88
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme.	136
Bachelor Degree with Honours/Honours with Research in a Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme.	180

Programme Educational Objectives (PEOs):

Programme Outcome (POs)	
PO 1	The students will be able to understand the importance of our glorious past.
PO 2	The students will be able to understand nature and scope of history.
PO 3	The students will be able to understand the meaning of nationalism and the respect of word great national personality.
PO 4	The students will be able to understand the political history of ancient India and civilization of ancient world.
PO 5	The students acquire in depth knowledge in the field of Ancient History, Culture & Archaeology which make them sensitive enough to solve the issues related with mankind.
PO 6	The programme also empowers the post graduates to appear for various competitive examinations or choose the any post graduate or research programme of their choice.
PO 7	The students will be ingnted enough through the knowledge of the special P.G. programmed to think and act over for the solution of various issues prevailed in the human life to make world better than ever.
PO 8	Students get knowledge of various research methods can realize importance of research to find solutions of the specific issue.
Programme Specific Outcome (PSOs)	
PSO 1	The students understand background of our religions, customs, institution, administration and so on.
PSO 2	The study of history to impart moral education.
PSO 3	Analyze relationship between past and present is lively presented in the history.
PSO 4	The students will be able to understand the social, political, religious and economic conditions of the ancient people.
PSO 5	The students will be able to analyze relationship between the past and present in lively presented in the history.
PSO 6	The students will be able to develop practical skills helpful in the study and understanding of historical events.

**Department of Ancient History, Culture & Archaeology
B.A.(Honours/Honours with Research) in Ancient History
SYLLABUS STRUCTURE OVER-All (Based on NEP – 2020)**

BA (Honours/Honours with Research) in Ancient History										
Year	Semester	Nomenclature of the Courses/Title	Com/Ele.	Credit	Credit Distribution			Teaching Hours		
					L	T	P	L	T	P
First Year	I	Political History of Ancient India (C. 600 B.C. – C. 319 A.D.) (Major-I)	Compulsory	4	3	1	0	45	15	0
		Introduction to IKS (Major-I)	Compulsory	3	2	1	0	30	15	0
		Minor	Pool Elective	2	2	0	0	30	0	0
		SEC-1	Pool Elective	3	1	0	2	15	0	60
		VAC-1	Pool Elective	2	2	0	0	30	0	0
		Other 02 Major	Pool Elective	8	6	2	0	90	30	0
				22				0	0	0

	II	Political History of Ancient India (C. 319 A.D. – C. 550 A.D.) (Major-I)	Compulsory	5	4	1	0	60	15	0	
		Minor	Pool Elective	2	2	0	0	30	0	0	
		SEC-2	Pool Elective	3	1	0	0	15	0	0	
		VAC-2	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	10	8	2	0	120	30	0	
				22				0	0	0	
Exit Option : Certificate in Field of Learning/discipline								0	0	0	
Second Year	III	Political History of Ancient India (C. 550 A.D. – C. 1200 A.D.) (Major-I)	Compulsory	4	3	1	0	45	15	0	
		Applied IKS-I : Ancient History (Major-I)	Compulsory	3	2	1	0	30	15	0	
		Minor Paper for other discipline i. Ancient Indian Religion and Philosophy- P-I	Pool Elective	2	2	0	0	30	0	0	
		SEC-3	Pool Elective	3	1	0	2	15	0	60	
		VAC-3	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	8	6	2	0	90	30	0	
					22				0	0	0
	IV	Early Culture and Civilization of India (Major-I)	Compulsory	5	4	1	0	60	15	0	
		Minor Paper for other discipline i. Ancient Indian Religion and Philosophy- P-2	Pool Elective	2	2	0	0	30	0	0	
		SEC-4	Pool Elective	3	1	0	2	15	0	60	
		VAC-4	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	10	8	2	0	120	30	0	
					22				0	0	0
Exit Option : Diploma in Field of Learning/discipline								0	0	0	
Third Year	V	Outline of Ancient World Civilization (Major-I)	Compulsory	4	3	1	0	45	15	0	
		Applied IKS-II : Ancient History (Major-I)	Compulsory	3	2	1	0	30	15	0	
		Minor	Pool Elective	2	2	0	0	30	0	0	
		Note: Choose any one Paper i. Aspects of Ancient Indian Culture ii. Main Currents of World History	Elective	3	3	0	0	45	0	0	
		VAC-5	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	8	6	2	0	90	30	0	
					22				0	0	0
VI	Indian Culture (Major-I)	Compulsory	5	4	1	0	60	15	0		

		Note: Choose any one Paper (Major-I) i. Concept and Current History	Elective	3	3	0	0	45	0	0
		ii. Historical Archaeology of India (Indian Iron Age)								
		Minor	Pool Elective	2	2	0	0	30	0	0
		VAC	Pool Elective	2	1	1	0	15	15	0
		Internship/Apprenticeship (Major-I)	Compulsory	4	0	0	4	0	0	120
	Other 02 Major	Pool Elective	10	8	2	0	120	30	0	
				26				0	0	0
Exit Option : Basic UG degree in Field of Learning/discipline								0	0	0
Fourth Year	VII	1. Ancient Art and Architecture (Major-I)	Compulsory	6	5	1	0	75	15	0
		2. Research Methodology (Hons. with Research) /Alternate Paper (Honours)	Compulsory	4	4	0	0	60	0	0
		Note: Choose any Two Paper (4+4) i. Indian Paleography ii. Indian Numismatics iii. Modern Indian Culture	Elective	8	8	0	0	120	0	0
		Minor Paper From other discipline	Pool Elective	4	4	0	0	60	0	0
				22				0	0	0
	VIII	Elements of Indian Archaeology	Compulsory	6	5	1	0	75	15	0
		Note: Choose any two papers: (4+4) i. Social History of India (From Earliest Time of Circa 6th Century A.D.) ii. Economic History of India (From Earliest time of 6th Century A.D.) iii. Social Life of Ancient India-II	Elective	8	8	0	0	120	0	0
		Dissertation/Research Project & Viva Voce (Hons. with Research) or Field Visit/Tour & Viva Voce (Honours)	Compulsory	8	0	0	8	0	0	240
				22						
	Completion : UG (Hons./Hons. with Research) degree in Field of Learning/discipline									
		Total Credits		180						

Department of Ancient History, Culture & Archaeology
B.A.(Honours/Honours with Research) in Ancient History
SYLLABUS (Based on NEP – 2020)
Session 2023 – 24

YEAR	SEMESTER	Course TITLE	Course Code	MAJOR/MINOR	COM/EL	LECTURE (L)	TUTORIAL (T)	TOTAL CREDIT	TEACHING HOURS
1 ST	I ST	Political History of Ancient India (C. 600 B.C. – C. 319 A.D.)	AH-23101	Major	COM	03	01	04	60 (45 + 15)
		Introduction to IKS	AHKS-2301	Major	COM	02	01	03	45 (30+15)
	II ND	Political History of Ancient India (C. 319 A.D. – C. 550 A.D.)	AH-23102	Major	COM	04	01	05	75 (60 + 15)
2 ND	III RD	Political History of Ancient India (C. 550 A.D. – C. 1200 A.D.)	AH-23103	Major	COM	03	01	04	60 (45 + 15)
		Applied IKS-I	AHKS-2302	Major	COM	02	01	03	45 (30+15)
		Minor Course for other discipline i. Ancient Indian Religion and Philosophy-P-1	POOL B	Minor	EL	02	-	02	30
	IV TH	Early Culture and Civilization of India	AH-23104	Major	COM	04	01	05	75 (60 + 15)
		Minor Course for other discipline i. Ancient Indian Religion and Philosophy-P-2.	POOL B	Minor	EL	02	-	02	30
		Outline of Ancient World Civilization	AH-23105	Major	COM	03	01	04	60 (45 + 15)
3 RD	V TH	Applied IKS-2	AHKS-2303	Major	COM	02	01	03	45 (30+15)

		Note: Choose any one Course i. Aspects of Ancient Indian Culture ii. Main Currents of World History	AH-23106A/AH-23106B	Major	EL	03	-	03	45
	VI TH	Indian Culture	AH-23107	Major	COM	04	01	05	75 (60 + 15)
		Note: Choose any one Course i. Concept and Current History ii. Historical Archaeology of India (Indian Iron Age)	AH-23108A/AH-23108B	Major	EL	03	-	03	45
4 TH	VII TH	1. Ancient Indian Art and Architecture	AH-23109	Major	COM	05	01	06	90 (75 + 15)
		2. Research Methodology/Alternate Course	AH-23110A/AH-23110B	Major	COM	04	-	04	60
		Note: Choose any Two Course (4+4) i. Indian Paleography ii. Indian Numismatics iii. Modern Indian Culture	AH-23111A/AH-23111B/AH-23111C	Major	EL	08	-	08	120
		Minor Course for Other Discipline	POOL B	Minor	EL	04	-	04	60
	VIII TH	Elements of Indian Archaeology	AH-23112	Major	COM	05	01	06	90 (75 + 15)

		<p>Note: Choose any two Course: (4+4)</p> <p>i. Social History of India (From Earliest Time of Circa 6th Century A.D.)</p> <p>ii. Economic History of India (From Earliest time of 6th Century A.D.)</p> <p>iii. Social Life of Ancient India</p> <p>iv.</p>	AH-23113A/ AH-23113B/ AH-23113C	Major	EL	08	-	08	120
		<p>Dissertation/Research Project</p> <p>Vivo Voce/Field Visit,</p> <p>Educational Tour & Viva Voce</p>	AH-214A/AH-214B	Major	COM	-	-	08	240

B.A. (Honours/Honours with Research) in Ancient History

SEMESTER-I

Programme: B.A. (Honours/Honours with Research) in Ancient History	Year: B.A. 1st Year	Semester: Ist
Pedagogy:		
Course Code: AH – 23101	Course/Paper Title:	Political History of Ancient India (C. 600 B.C. to C. 319 A.D.)
Course Outcomes: After completing this course, the students will be able to -		
CO 1: explain the sources and approaches of Political History of India.		
CO 2: explain the rise of Magadha empire (From Bimbisara to Nanda).		
CO 3: acquire the knowledge of Pre Mauryan and Mauryan Period.		
CO 4: gain knowledge about the political history of Sunga, Shakas, Satwahanas and Kushanas.		
CO 5: explain the Indo Greeks.		
Credit: 04		Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 20 + 80		
Total Number of Lectures (Lecture – Tutorials – Practical): 3 + 1+ 0 (45 + 15)		
Units:	Topics:	No. of Lectures
I	Sources : Literary Indian and Foreign Sources Epigraphic Numismatic Archaeological sources	08
II	Early State Formation The Mahajanapadas; Rise of Magadha from Bimbisara to Mahapadma Nanda, Persian Invasion, Alexander’s Invasion, bases and features of monarchical states; Nature of Republics	10
III	Mauryan Empire and Its Decline Magadhan Expansion in the time of Chandragupta Maruya – administration Asoka and his Dhamma; Decline of the Mauryan Empire.	10
IV	Political Fragmentation C. 200 BC – AD 300 Early History of Sungas and Satavahanas – Achievements of Pushyamitra Sunga nad Gautamiputra Satkarni Saka-Satavahana Struggle, Decline of Satavahana dynasty	9
V	Foreign Invasions and Dynasties: Indo-Greeks, Sakas, Pahlavas and Kusanas : Kaniska – I, date and achievements	8
Suggested Readings:		
1. Antonova, K, Bongard – Levin, G & Kotovasky, G		: <i>A History of India</i>
2. Basak, R.G.		: <i>History of North Eastern India</i>
3. Chattopadhyay, S		: <i>Early History of Northern India</i>
4. Jha, D. N.		: <i>Ancient India</i>
5. Jha D.N. and Shrimali, K.M.		: <i>प्राचीन भारत का इतिहास</i>
6. Kulke, H. and Rothermund, D		: <i>A History of India</i>
7. Majumdar, R.C. and others		: <i>The Age of Imperial Unity</i>
8. Raychaudhari, H.C.		: <i>Political History of Ancient India</i>
9. Thapar, Romila		: <i>A History of India</i> : <i>Early India from the Origins to AD 1300</i>
10. Sharma, R.S.		: <i>प्रारम्भिक भारत का परिचय</i>

11. Srivastava, K.C.	: प्राचीन भारत का इतिहास भाग-1
12. Yazdani, G. (Ed.)	: <i>Early History of the Deccan</i> (Hindi Version : दकन का प्राचीन इतिहास)

This course can be opted as an elective by the students of following subjects –

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (i) Internal Class Test – 10%.
- (ii) Assignment/Project/Practical – 5%
- (iii) Attendance/Behavior – 5%.

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 1st Year	Semester: Ist
Pedagogy:			
Course Code: AHIKS – 2301		Course/Paper Title:	Introduction to Indian Knowledge System
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 03		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 02 + 1 + 0			
Units:	Topics:		No. of Lectures
I	Introduction to Indian Knowledge System <ul style="list-style-type: none"> • Definition, Concepts and Scope of IKS • IKS based approach on Indian Knowledge System & Role of Guru (teacher) • Understanding the concepts of dharma, karma, and the four purusharthas (goals of life) 		06
II	Vedic Knowledge and Philosophy <ul style="list-style-type: none"> • Study of the Vedas, including the Rigveda, Yajurveda, Samaveda, and Atharvaveda • Introduction to Upanishads and their metaphysical and philosophical teachings • Analysis of the six orthodox (astika) schools of Indian philosophy (e.g., Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta) 		06
III	Unit 3: Spiritual and Mystical Traditions <ul style="list-style-type: none"> • Exploration of Hindu spiritual traditions, including Bhakti, Karma, Jnana, and Raja Yoga 		06

IV	<ul style="list-style-type: none"> • Study of Advaita Vedanta and its nondualistic philosophy • Introduction to other spiritual paths like Tantra and Sufism in the Indian context <p>Scientific and Technological Advancements</p> <ul style="list-style-type: none"> • Examination of ancient Indian contributions to mathematics, astronomy, and medicine • Study of scientific treatises such as Aryabhatiya, Sushruta Samhita, and Charaka Samhita • Exploration of the Indian concept of time, measurement, and cosmology 	06
V	<p>Indian Arts, Literature, and Aesthetics</p> <ul style="list-style-type: none"> • Analysis of Indian classical music, dance, and theater traditions • Study of classical Sanskrit literature, including the works of Kalidasa and Valmiki • Understanding the concept of rasa (aesthetic experience) and its manifestations in Indian arts • Modern Interpretation and Contemporary Relevance 	06

Suggested Readings:

- "Indian Philosophy: A Very Short Introduction" by Sue Hamilton
- "A History of Indian Philosophy" by Surendranath Dasgupta
- "Indian Philosophy: A Critical Survey" by Chandradhar Sharma
- "India: A History" by John Keay
- "The Wonder That Was India" by A.L. Basham
- "Ancient India" by R.S. Sharma
- "The Oxford History of India" edited by Percival Spear
- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (iv) Internal Class Test – 10%.
- (v) Assignment/Project/Practical – 5%
- (vi) Attendance/Behavior – 5%.

Other Courses:

Minor : To be Chosed from POOL B

Skill Enhancement Course (SEC) : To be Chosed from POOL C

Value Added Course : To be Chosed from POOL D

SEMESTER-II

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 1st Year	Semester: IInd
Pedagogy:			
Course Code: AH – 23102		Course/Paper Title:	Political History of Ancient India (From A.D. 319 to 550 A.D.)
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the Literary and Archaeological sources.			
CO 2: explain the early Guptas.			
CO 3: explain the Samudragupta's campaigns of Aryavarta, Dakshinapatha and Frontier states etc.			
CO 4: explain the Chandragupta's, Kumargupta's and Skandagupta's achievements.			
CO 5: explain the later Gupta and Huna's invasion and its impact.			
Credit:			Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical):			
Units:	Topics:		No. of Lectures
I	Sources : (a) Literary: (i) Indigenous (ii) Foreign Accounts (b) Archaeological: (i) Inscriptions (ii) Numismatics (iii) Architecture (iv) Other Archaeologica materials (explored, excavated seals sealings etc.)		10
II	Early Guptas (a) Political conditions of northern India on the eve of the rise of the Gupta empire (b) Origin and original home of the Guptas (c) Early history of the Guptas (upto Chandragupta I)		10
III	Samudragutpa (a) Accession of Samudragupta, Kacha Problem (b) Samudragupta's campaigns of Aryavarta, Dakshinpatha and of frontier states, etc. (c) Extent of the empire (d) Estimate (e) Historically		10
IV	Chandragupta II (a) Identification of Chandra of Meharauli Pillar Inscription (b) Chandragupta II (career and achievements) (c) Relation with sales and Vakatakas (d) Kumargupta I (i) Career nad achievements		15

V	<p>(ii) The problem of succession between Skandgupta and Purugupta</p> <p>History of Late Gupta Period</p> <p>(a) Skandgupta of the Guptas Kumargupta II, Buddhagupta, Narsinghagupta Bladitya, Bhanugupta, etc.</p> <p>(b) Descendents of the Guptas : Kumargupta II, Buddhagupta, Narsinghagupta Bladitya, Bhanugupta, etc.</p> <p>(c) Causes of the disintegration of the Gupta Empire</p> <p>(d) Huna's Invasion and its impact</p>	15																								
Suggested Readings:																										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. Basak, R.G.</td> <td style="width: 40%; text-align: right;">: <i>History of North Eastern India</i></td> </tr> <tr> <td>2. Biswas, Atreyi</td> <td style="text-align: right;">: <i>Political History of Hunas in India</i></td> </tr> <tr> <td>3. Chattopadhyay's</td> <td style="text-align: right;">: <i>Early of Northern India</i></td> </tr> <tr> <td>4. Goel, S.R.</td> <td style="text-align: right;">: <i>Gupta Samrajya</i></td> </tr> <tr> <td>5. Majumdar, R.C. & Altekar, A.S. (Ed.)</td> <td style="text-align: right;">: <i>History of the Imperial Guptas</i></td> </tr> <tr> <td>6. Majumdar, R.C. and Others</td> <td style="text-align: right;">: <i>The Vakataka-Gupta Age</i></td> </tr> <tr> <td></td> <td style="text-align: right;">: <i>The Classical Age</i></td> </tr> <tr> <td>7. Mirashi, V.V.</td> <td style="text-align: right;">: <i>Vakataka Rajavansha aur uska yuga</i></td> </tr> <tr> <td>8. Raychaudhuri, H.C.</td> <td style="text-align: right;">: <i>Political History of Ancient India</i></td> </tr> <tr> <td>9. Roy, U.N.</td> <td style="text-align: right;">: <i>Gupta-Samrat aur Unaka-Kala</i></td> </tr> <tr> <td>10. Sinha, B.P.</td> <td style="text-align: right;">: <i>Decline of the Kingdom of Magadha</i></td> </tr> <tr> <td>11. Tripathis, R.S.</td> <td style="text-align: right;">: <i>History of Kannauj</i></td> </tr> </table>			1. Basak, R.G.	: <i>History of North Eastern India</i>	2. Biswas, Atreyi	: <i>Political History of Hunas in India</i>	3. Chattopadhyay's	: <i>Early of Northern India</i>	4. Goel, S.R.	: <i>Gupta Samrajya</i>	5. Majumdar, R.C. & Altekar, A.S. (Ed.)	: <i>History of the Imperial Guptas</i>	6. Majumdar, R.C. and Others	: <i>The Vakataka-Gupta Age</i>		: <i>The Classical Age</i>	7. Mirashi, V.V.	: <i>Vakataka Rajavansha aur uska yuga</i>	8. Raychaudhuri, H.C.	: <i>Political History of Ancient India</i>	9. Roy, U.N.	: <i>Gupta-Samrat aur Unaka-Kala</i>	10. Sinha, B.P.	: <i>Decline of the Kingdom of Magadha</i>	11. Tripathis, R.S.	: <i>History of Kannauj</i>
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<u>Suggested continuous E-Valuation Methods –</u>																										
<p>Continuous Internal Evaluation (CIL)</p> <p>Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:</p> <p>(vii) Internal Class Test – 10%.</p> <p>(viii) Assignment/Project/Practical – 5%</p> <p>(ix) Attendance/Behavior – 5%.</p>																										

Other Courses:

Minor : To be Chosed from POOL B

Skill Enhancement Course (SEC) : To be Chosed from POOL C

Value Added Course : To be Chosed from POOL D

Exit Option: Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (two semesters) of the undergraduate programme. (Programme duration: first year or two semesters of the undergraduate programme) [NSQF Level 5]

SEMESTER-II

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 2nd Year	Semester: IIIrd
Pedagogy:			
Course Code: AH – 23103		Course/Paper Title:	Political History of Ancient India (From A.D. 550 to 1200 A.D.)
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the Literary (Indigenous and Foreign) and Archaeological sources.			
CO 2: explain the Later Guptas, Maukheris, Vakatakas and Pallavas.			
CO 3: explain the Political history of Harsha, Chalukyas, Gurjar, Pratihar and Pala.			
CO 4: explain the Political history of Rashtrakutas, Chandellas and Chahmanas.			
CO 5: explain the Foreign invasion, Ghazanavis and Turks.			
Credit: 04		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 03+01+0 (45+15)			
Units:	Topics:	No. of Lectures	
I	Sources : (a) Literary: (i) Indigenous (ii) Foreign Accounts (b) Archaeological: (i) Inscriptions (ii) Numismatics (iii) Architecture Others	8	
II	History of Post-Gupta Period (a) Later Guptas (b) Maukharis (c) Vakatakas (d) Pallavas	9	
III	History of Pushyabhauti dynasty (a) Harsha's campaign and chronology (b) Extent of the Empire (i) Relation with contemporary kingdoms with special reference to the chalukyas of Badami (ii) Estimate	9	
IV	Chalukyas of Badami (a) Origin and early history of Chalukyas (b) Pulkesin II and his achievements (c) Chalukya – Pallava relations	9	
V	Political History (i) Gurjar – Pratihar – with special reference to achievements of Mihirabhoj (ii) Palas – with special reference of achievements of Dharmpal (iii) Rashtrakutas – with special reference to achievements of Dhruva Dharavarsa or Govind III Tripartite struggle (iv) Chandellas (v) Chahmanas – with special reference to achievements of Prithviraja III	10	
Suggested Readings:			

- | | |
|-------------------|--|
| 1. Basak, R.G. | : <i>History of North Eastern India</i> |
| 2. Devhuti, D. | : <i>Harshavardhana</i> |
| 3. Mukerjee, R.V. | : <i>Harsha</i> |
| 4. Sinha, B.P. | : <i>Decline of the Kingdom of Magadha</i> |

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (x) Internal Class Test – 10%.
 (xi) Assignment/Project/Practical – 5%
 (xii) Attendance/Behavior – 5%.

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 2nd Year	Semester: IIIrd
Pedagogy:			
Course Code: AHKS – 2302		Course/Paper Title:	Applied IKS-1: Ancient History
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 03		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 2 + 1 + 0 (30 + 15)			
Units:	Topics:	No. of Lectures	
I	Introduction to Indian Knowledge System and Ancient History: <ul style="list-style-type: none"> Understanding the core principles of the Indian Knowledge System Introduction to major ancient Indian civilizations and their historical contexts 	06	
II	Ancient Indian Philosophies and Their Historical Development: <ol style="list-style-type: none"> Vedic Philosophy and Its Evolution <ul style="list-style-type: none"> Exploring the early Vedic thought and its connection to historical events Analyzing the transformation of Vedic ideas into classical philosophies Influence of Buddhism and Jainism <ul style="list-style-type: none"> The historical emergence and spread of Buddhism and Jainism Examining the impact of these religions on Indian knowledge and culture 	06	
III	Ancient Indian Sciences and Their Historical Origins: <ol style="list-style-type: none"> Mathematics, Astronomy, and Astrology <ul style="list-style-type: none"> Tracing the historical roots of Indian mathematical and astronomical knowledge Understanding the role of astrology in ancient Indian society Ayurveda and Traditional Medicine 	06	

IV	<ul style="list-style-type: none"> • Historical development of Ayurveda and its integration into Indian knowledge • Analyzing the relationship between Ayurveda and ancient medical practices <p>Literature and Language in Ancient India:</p> <p>1. Sanskrit Literature and Epics</p> <ul style="list-style-type: none"> • Examining the historical context of ancient Sanskrit texts and epics • Understanding the literary impact on Indian knowledge and culture <p>2. Pali and Prakrit Literature</p> <ul style="list-style-type: none"> • The significance of Pali and Prakrit languages in preserving ancient knowledge 	06
V	<p>Socio-Cultural Dynamics and Indian Knowledge System:</p> <p>1. Caste System and Ancient Indian Society</p> <ul style="list-style-type: none"> • Investigating the historical origins and evolution of the caste system • Understanding its influence on the dissemination of knowledge <p>2. Art, Architecture, and Symbolism</p> <ul style="list-style-type: none"> • Examining the historical context of ancient Indian art and architecture • Analyzing the symbolism and philosophical representations in art 	06

Suggested Readings:

- "Indian Philosophy: A Very Short Introduction" by Sue Hamilton
- "A History of Indian Philosophy" by Surendranath Dasgupta
- "Indian Philosophy: A Critical Survey" by Chandradhar Sharma
- "India: A History" by John Keay
- "The Wonder That Was India" by A.L. Basham
- "Ancient India" by R.S. Sharma
- "The Oxford History of India" edited by Percival Spear
- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xiii) Internal Class Test – 10%.
- (xiv) Assignment/Project/Practical – 5%
- (xv) Attendance/Behavior – 5%.

MINOR ELECTIVE: To be Chosed by Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 2nd Year	Semester: IIIrd
Pedagogy:			
Course Code: To be selected from POOL B		Course/Paper Title:	Ancient Indian Religion and Philosophy P-I
Course Outcomes: After completing this course, the students will be able to -			
CO 1: familiar with the origin and development of Shaivism and Vaishnavism.			
CO 2: explain the antiquity of Jainism, Life and Teachings of Parsvanatha and Mahavira.			
CO 3: explain the Buddhism – Origin and development.			
CO 4: explain Bhakti movements in Ancient India.			
CO 5:			
Credit: 02		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 2+0+0			
Units:	Topics:		No. of Lectures
I	Saivism – Antiquity of Saivism Origin & development		5
II	Vaisnavism Sects – Their general history nad characteristic, doctrines.		5
III	Jainism: i. Antiquity of Jainism ii. Life and Teachings of Parsvanatha and Mahavira.		5
IV	Buddhism – Origin and Development		5
V	1. Bhakti Movement in Ancient India. 2. Sankaracharya		10
Suggested Readings:			
1. Mishra, J.S.		:	प्राचीन भारत का सामाजिक इतिहास
2. Srivastava, K.C.		:	भारत की संस्कृति
3. Pandey, J.C.		:	शंकराचार्य : विचार और सन्दर्भ
4. Basham, A.L.		:	The wonder that has India. Hindi Version – अद्भुत भारत
This course can be opted as an Minor by the students of other streams			
<u>Suggested continuous E-Valuation Methods –</u>			
Continuous Internal Evaluation (CIL)			
Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:			
(xvi)	Internal Class Test – 10%.		
(xvii)	Assignment/Project/Practical – 5%		
(xviii)	Attendance/Behavior – 5%.		

Other Courses:

Minor : To be Chosed from POOL B

Skill Enhancement Course (SEC) : To be Chosed from POOL C

Value Added Course : To be Chosed from POOL D

SEMESTER-IV

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 2nd Year	Semester: IVth
Pedagogy:			
Course Code: AH – 23104		Course/Paper Title:	Early culture and civilization of India
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the Archaeology definitions, scope, and relationship with natural and social science.			
CO 2: explain the Paleolithic culture, Belan and Son Valley.			
CO 3: learn about the Mesolithic culture of Ganga Valley and Vindhya region culture.			
CO 4: learn about the Neolithic culture of South India, Vindhya region and Ganga Valley.			
CO 5: gain knowledge about the origin and characteristics of the Harappan culture and its decline.			
Credit: 05			Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 04+01+0			
Units:	Topics:	No. of Lectures	
I	A Archaeology : Definitions, Scope, Relationship with Natural and Social Science	15	
II	Palaeolithic Cultures : Salient Features, Geographical Distribution, Belan Valley, Son Valley	15	
III	Mesolithic Cultures : Salient Features, Geographical Distribution, Vindhya, Ganga Plains	10	
IV	Neolithic Cultures : Salient Features, Geographical Distribution, South India, Vindhya, Ganga Plains	10	
V	Harappan Civilization : Origin and extent, Salient features, chronology and decline	10	
Suggested Readings:			
5.	Agrawal, D.P.	:	<i>Archaeology of India</i>
6.	Agrawal, D.P. & Kharkwal J.S.	:	<i>South Asian Pre-History</i>
7.	Allchin, B. and F.R.	:	<i>The Rise of Civilizations in India and Pakistan</i>
8.	Bhattacharya, D.K.	:	<i>An Outline of Indian Archaeology</i>
9.	Chakraborty, D.K.	:	<i>The Oxford Companion to India Archaeology: The Archaeological Foundation of Ancient India.</i>
		:	<i>India – An Archaeological History Palaeolithic beginning to early Historical Formations.</i>
10.	Dhavalikar, M.K.	:	<i>Historical Archaeology of India</i>
11.	Fairservis, W.A. Jr.	:	<i>Roots of Ancient India</i>
12.	Chosh, A. (ed)	:	<i>Encyclopaedia of Indian Archaeology 2 vols</i>
13.	Habib, Irfan	:	<i>Prehistoric India Indus Civilization</i>
14.	Mishra, V.D. and Pal, J.N.	:	<i>Indian prehistoric: 1980</i>
15.	Pal, J.N.	:	<i>Archaeology of Southern Uttar Pradesh</i>
16.	Pandey, J.N.	:	<i>पुरातत्व विमर्श</i>
		:	<i>सिन्धु सभ्यता</i>
17.	Possehi, G.L.	:	<i>India Age : The Beginnings</i>
18.	Sankalia, H.D.	:	<i>Prehistoric and Protohistory of India and Pakistan</i>
19.	Sharma, G.R.	:	<i>भारतीय संस्कृति का पुरातात्विक आधार</i>
20.	Tripathi, Vibha	:	<i>Age of Iron in South Asia</i>
21.	Thapalyal, K.K.	:	<i>सिन्धु सभ्यता</i>
22.	Verma, R.K.	:	<i>भारतीय प्रागैतिहासिक संस्कृतियाँ, पुरातत्व अनुशीलन भाग – I व II</i>
23.	Wheeler, R.E.M.	:	<i>The India Civilization, 3rd Edition</i>

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xix) Internal Class Test – 10%.
- (xx) Assignment/Project/Practical – 5%
- (xxi) Attendance/Behavior – 5%.

MINOR ELECTIVE: To be Chosed by Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Ancient History	Year: B.A. 2nd Year	Semester: IVth
Pedagogy:		
Course Code: To be selected from POOL B	Course/Paper Title:	Ancient Indian Religion and Philosophy P-2
Course Outcomes: After completing this course, the students will be able to -		
CO 1: gain knowledge of Indus Valley Religion		
CO 2: gain knowledge of Vedic Religion.		
CO 3: gain knowledge of Siva cult and Ardhnareeshwar cult.		
CO 4: gain knowledge of Durga cult.		
CO 5: gain knowledge of alwar and Naynar and Ramanuja Philosophy of Visistadvaita.		
Credit: 02	Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80		
Total Number of Lectures (Lecture – Tutorials – Practical): 2+0+0		
Units:	Topics:	No. of Lectures
I	i.indus Religion ii. Vedic Religion	5
II	Siva Cult, Ardha Nareeshwar Cult	5
III	Sun Cult, Skand Kartikeya Cult, Ganesa Cult	5
IV	Durga Cult, Mahisasurmardini Cult, Astbhuje Cult	5
V	Alwar and naynar (9th CAD Bhakti Movement) Ramanuja Visistadvaita	10
Suggested Readings:		
1. Bharti Agehanand : The Tantric Tradition 2. Chattopadhyay, S: Evolution of Theistic seet in Ancient India. 3. Dwivedi, Hajari Prasad : MAdhyakalin Dharma Sadhana 4. Goyal, S.R.: Religious History of India (2 Vols) 5. Goyal, S. R.: <i>Religious History of India (2 Vols)</i> 6. Nandi, R. N.: <i>Social Roots of Religion in Ancient India</i> 7. Pandey, L. P.: <i>Sun – worship in India</i> 8.Pathak, V. S.: <i>Shiva Cults in Northern India: Smarta Religious Tradition</i> 9. Sarkar, D. C.: <i>Saktipitha</i>		
This course can be opted as an Minor by the students of other discipline		
<u>Suggested continuous E-Valuation Methods –</u>		

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xxii) Internal Class Test – 10%.
- (xxiii) Assignment/Project/Practical – 5%
- (xxiv) Attendance/Behavior – 5%.

Other Courses:

Minor : To be Chosed from POOL B

Skill Enhancement Course (SEC) : To be Chosed from POOL C

Value Added Course : To be Chosed from POOL D

Exit Option: Undergraduate Diploma (in the field of learning/discipline)for those who exit after two years (four semesters) of the undergraduate programme (Programme duration: First twoyears or four semesters of the undergraduate programme) [NSQF Level 6]

SEMESTER-V

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 3rd Year	Semester: Vth
Pedagogy:			
Course Code: AH-23105		Course/Paper Title:	Outline of Ancient World Civilizations
Course Outcomes: After completing this course, the students will be able to -			
CO 1: understand the Ancient World Civilization’s glorious past.			
CO 2: get information about civilization, art, religion and culture of Egypt.			
CO 3: gain knowledge of Ancient Greek Culture.			
CO 4: gain knowledge of the Political and cultural history of Ancient Rome.			
CO 5: gain knowledge of the Political and cultural history of Ancient Iran and China.			
Credit: 4		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 03+01+00 (45+15)			
Units:	Topics:		No. of Lectures
I	Earliest Civilizations – I: (a) Egyptian Civilization: Political development under the Pharaohs; Egyptian Religion, Art and Intellectual Achievements. (b) Aegean Civilization: Salient features		8
II	Earliest Civilizations-II: Mesopotamian Civilizations: Salient Features (a) Sumerian Civilization (b) Babylonian Civilization (c) Assyrian Civilization (d) Chaldean Renaissance		10
III	Greek Civilizations (a) Homeric Age (b) Periclean Age: Contribution of Pericles (c) Salient features of Hellenic and Hellenistic civilizations		8
IV	Roman Civilizations		9

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 3rd Year	Semester: Vth
Pedagogy:			
Course Code: AHIKS – 2303		Course/Paper Title:	Applied IKS-2: Ancient History
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 03			Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 2 + 1 + 0 (30 + 15)			
Units:	Topics:		No. of Lectures
I	Political and Economic History-I: <ul style="list-style-type: none"> • Ancient Indian Polity and Governance • Historical analysis of ancient Indian states and their political system • Understanding the interplay between politics and knowledge transmission 		06
II	Political and Economic History-II: <ul style="list-style-type: none"> • Trade and Cultural Contacts • Exploring ancient Indian trade routes and their impact on knowledge exchange • Understanding the cultural interactions with other civilizations 		06
III	Integration and Synthesis: <ul style="list-style-type: none"> • Identifying the intersection of Ancient History and Indian Knowledge System • Case studies showcasing the application of ancient historical insights on Indian knowledge traditions 		06
IV	Relevance in the Modern World: <ul style="list-style-type: none"> • Reflecting on the relevance of ancient history and Indian knowledge in contemporary society • Discussing the potential implications for solving current challenges 		06
V	Protection, Preservation, conservation and Management of Indian Knowledge System: <ul style="list-style-type: none"> • Documentation and Preservation of IKS • Approaches for conservation and Management of nature and bio-resources. • Approaches and strategies to protection and conservation of IKS 		06
Suggested Readings:			
<ul style="list-style-type: none"> • "Indian Philosophy: A Very Short Introduction" by Sue Hamilton • "A History of Indian Philosophy" by Surendranath Dasgupta • "Indian Philosophy: A Critical Survey" by Chandradhar Sharma • "India: A History" by John Keay • "The Wonder That Was India" by A.L. Basham • "Ancient India" by R.S. Sharma • "The Oxford History of India" edited by Percival Spear 			

- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda
- "**Traditional Ecological Knowledge: Concepts and Cases**" edited by Julian Inglis and Norman Mercado

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xxviii) Internal Class Test – 10%.
 (xxix) Assignment/Project/Practical – 5%
 (xxx) Attendance/Behavior – 5%.

Major (Elective): Choose any one Course

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 3rd Year	Semester: Vth
Pedagogy:			
Course Code: AH – 23106 A		Course/Paper Title:	Aspects of Ancient Indian Culture
Course Outcomes: After completing this course, the students will be able to -			
CO 1: understand of the main features of Indian Culture, civilization and heritage.			
CO 2: gain knowledge of Indus Valley Religion and Vedic Religion.			
CO 3: gain knowledge of the origin and developments of Saivism, Vaishnavism, Jainism and Buddhism.			
CO 4: explain historical significance of the Ramayana and Mahabharata.			
CO 5: gain knowledge of ancient Indian education system.			
Credit: 03			Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 03+00+00			
Units:	Topics:	No. of Lectures	
I	(1) Foundation of Indian Culture (2) Sources of Study (3) Features of Indian Culture (4) Unity in diversity.	05	
II	(i) Indus Valley Religion (ii) Vedic Religion	10	
III	(1) Buddhism (2) Jainism (3) Bhagavat Gita	10	

IV	(4) Vedanta (1) Vaisnavism (2) Saivism – Pashupat, Lingayat (3) Date authorship, Nature, Content and Historical significance of the texts: Ramayana and Mahabharata	10
V	(1) Education system in Ancient India (2) Educational institution: Nalanda, Vikramshila, Taxila, Valabhi	10
Suggested Readings:		
1. Bashan, A.L.	:	<i>The Wonder That was India (Hindi Version: अद्भुत भारत)</i>
2. Dev Raj, N.K.	:	भारतीय संस्कृति
3. Dubey, H.N.	:	भारतीय संस्कृति
4. Mishra, Jaishankar	:	प्राचीन भारत का सामाजिक इतिहास
5. Pandey, J.N.	:	सिन्धु सभ्यता
6. Luniya, B.N.	:	<i>Evaluation of Indian Culture</i>
7. Pandey, G.C.	:	शंकराचार्य विचार और सन्दर्भ
	:	भारतीय संस्कृति
8. Srivastava, K.C.	:	भारत की संस्कृति
This course can be opted as an elective by the students of following subjects –		
Suggested continuous E-Valuation Methods –		
Continuous Internal Evaluation (CIL)		
Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:		
(xxxi)	Internal Class Test – 10%.	
(xxxii)	Assignment/Project/Practical – 5%	
(xxxiii)	Attendance/Behavior – 5%.	

Or

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 3rd Year	Semester: Vth
Pedagogy:			
Course Code: AH – 23106B		Course/Paper Title:	Main Currents of World History
Course Outcomes: After completing this course, the students will be able to -			
CO 1: gain knowledge of the History of Europe from 1789.			
CO 2: explain the aims, achievements and characters of French revolution 1789.			
CO 3: explain the significance of Napoleon Era.			
CO 4: explain the Japanese Industrial Revolution.			
CO 5: gain knowledge of first world war and second world war.			
Credit: 03		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 03+0+0			
Units:	Topics:		No. of Lectures
I	(1) Europe in 1789 AD (2) Aims, achievements and characters of French Revolution 1789		10
II	(1) Significance of Napoleonic era (2) Social and Economic Cases of French Revolution		10

III	(1) Far-East China and Japan in 19 th Century (2) 19 th Century Japanese Industrial Revolutions (3) Chinese Revolution of 1971	10
IV	(1) Origin and Consequences of First world war (2) The Russian Revolution of 1917	10
V	(1) The Versailles settlement (2) Causes and consequences of World War II (3) Nazism in Germany	05

Suggested Readings:

1. L. B. Verma	:	<i>यूरोप का इतिहास</i>
2. D. N. Verma	:	<i>यूरोप का इतिहास</i>
3. A. K. Mittal	:	<i>आधुनिक यूरोप का इतिहास</i>
4. Gershoy, L.	:	<i>The French revolution and Napoleon</i>
5. Roberts, F.M.	:	<i>The origins fo Second World War</i>
6. Rudy, George	:	<i>Revolutionary Europe</i>
7. Jaylor, A.J.P.	:	
8. Thomson, David	:	<i>The Struggle for the mastery in Europe Europe since Napoleon</i>

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xxxiv) Internal Class Test – 10%.
- (xxxv) Assignment/Project/Practical – 5%
- (xxxvi) Attendance/Behavior – 5%.

Other Courses:

Minor : To be Choosed from POOL B

Value Added Course : To be Choosed from POOL D

SEMESTER-VI

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: 3rd	Semester: VIth
Pedagogy:			
Course Code: AH – 23107		Course/Paper	Indian Culture
		Title:	
Course Outcomes: After completing this course, the students will be able to -			
CO 1: gain knowledge of the history of Vedic Civilization and Harrappan civilization along with the specialty of Ancient Indian Culture.			
CO 2: gain knowledge about Ancient Indian Social System and ancient Indian educational institutions – Taxila, Nalanda and Vikramshila.			
CO 3: gain knowledge of the origin and development of Saivism, Vaisnavism, Jainism and Buddhism.			
CO 4: acquire knowledge of interaction between Islam and Indian Society.			
CO 5: acquire knowledge and interpret about the social and religious movement in Nineteenth century, Indian Nationalism and the Ideology of Ahinsa and Nehru’s socialism and secularism.			
Credit: 05			Paper (Core Compulsory / Elective): Compulsory
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 04+01+0			
Units:	Topics:		No. of Lectures
I	Foundation of Indian Culture Source of Study Definition and Characteristics Harappan Civilization Vedic Culture		10
II	Main Features of Ancient Indian Society Varnasrama System Ancient Indian Education System, Taxila, nalanda and Vikramashila Position of Women Guilds and their roles		15
III	Ancient Indian Religions Saivism Vaisnavism Jainism Buddhism		15
IV	Socio-Spiritual Streams Sankaracharya Bhakti Movement Interaction between Islam and Indian Society with special reference to impact on Indian society		10
V	Social and Religious Movements in Nineteenth Century		10
Suggested Readings:			
1.	Basham, A.L.	: <i>The Wonder That Was India</i> (Hindi Version: अद्भुत भारत)	
2.	Bhattacharya, H. (ed)	: <i>The Cultural Heritage of India (Rama Krishna Mission : All Vols)</i>	
3.	Chandra, Bipin et al	: <i>India’s Struggle for Independence</i>	
4.	Dev Raj, N.K.	: भारतीय संस्कृति	
5.	Dubey, H.N.	: भारतीय संस्कृति	
6.	Gordon, L.A. & Miller, B.S.	: <i>A Syllabus of Indian Civilization</i>	
7.	Luniya, B.N.	: <i>Evolution of Indian Culture</i>	
8.	Michaels, Alex	: <i>Induism</i>	
9.	Mishra, G.S.P.	: प्राचीन भारतीय समाज एवं अर्थव्यवस्था	
10.	Misra, Jai Shankar	: प्राचीन भारत का सामाजिक इतिहास	
11.	Pande, G.C.	: <i>The Meaning and Process of Culture;</i> : <i>Foundations of Indian Culture 2 Vols.</i>	

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| 12. Pandey, J.N. | : शंकराचार्य : विचार और सन्दर्भ |
| 13. Srivastava, K.C. | : वैदिक संस्कृति |
| 14. Yadava, B.N.S. | : भारतीय संस्कृति (with Sushmita Pande) |
| | : सिन्धु सभ्यता |
| | : भारत की संस्कृति |
| | : Society and Culture in Northern Indian in the Twelfth Century A.D. |

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIE)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xxxvii) Internal Class Test – 10%.
(xxxviii) Assignment/Project/Practical – 5%
(xxxix) Attendance/Behavior – 5%.

Major (Elective) : Choose any one Course

Programme: Degree		Year: B.A. 3rd Year	Semester: VIth
Pedagogy:			
Course Code: AH – 23108A		Course/Paper Title:	Concepts and Currents History
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain Nature and Characteristics of History and Objectivity and Subjectivity in History.			
CO 2: aware of Trends and approaches to the modern Historiography.			
CO 3: explain Philosophy of History with special reference to Hegal, Ranke, Marx, Spengler, Toyanbee.			
CO 4: explain the Nationalism of Germany, Italy, and India.			
CO 5: explain the Revolutions of Russian and Chinese.			
Credit: 03			Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 03+0+0			
Units:	Topics:	No. of Lectures	
I	Nature and characteristics of history, objectivity and subjectivity in history, causation in history, history in science or art, bias in history.	10	
II	Introduction to approaches of history – theological, Oriental, Idealistic, Marxist, Imperialistic, Nationalist, Subaltern, Post-modernist; Linguistic turn in historical theory.	10	
III	Philosophy of history with special reference to Hegal, Ranke, Karl Marx, Spengler, Toyanbee.	10	
IV	Nationalism: Germany, Italy, India.	10	
V	Imperialism and colonialism: World War-II and Revolutions – Russian and Chinese.	05	
Suggested Readings:			
1.	Ali, B. Sheikh	:	<i>History: Its Theory and Method. Macmillan India Ltd.</i>
2.	Buddhaprakash	:	<i>इतिहास दर्शन</i>
3.	Burns, E.M. & others	:	<i>World Civilization vol. A</i>
4.	Carr, E.H.	:	<i>What is History, London: Macmillan</i>
5.	Chaubey, Jharkhand	:	<i>इतिहास दर्शन</i>
6.	Collingwood, R.G.	:	<i>The Idea of History. Oxford: Oxford University Press</i>
7.	Evans, J. Richard	:	<i>In Defence of History. London: Granta Books</i>
8.	Guha Ranjit (ed.)	:	<i>Subaltern Studies, Vol. I-IV: Oxford University Press, Delhi</i>
9.	Hazen	:	<i>Europe Since 1815</i>
10.	Jankins, Keith	:	<i>Re-thinking History</i>
11.	Kaushik	:	<i>इतिहास दर्शन</i>
12.	Majumdar, R.K. & Srivastava, A.N.	:	<i>Historiography</i>
13.	Marwick, Arthur	:	<i>The New Nature of History</i>
14.	Pathak, V.S.	:	<i>Ancient Indian Historians. London: Asia Publishing House</i>
15.	Pandey, G.C.	:	<i>इतिहास: स्वरूप एवं सिद्धान्त</i>
16.	Rai, S.K. & S Shekhar	:	<i>आधुनिक विश्व: एक अध्ययन</i>
17.	Sreedharan, E.	:	<i>A Textbook of Historiography. 500 BC to AD 2000 (Orient Longman, Hyderabad)</i>
18.	Thomson, David	:	<i>Europe Since Napoleon</i>
19.	Toynbee, Arnold Joseph	:	<i>A Study of History. 2 vols.</i>
20.	Verma, Devaki Nandan	:	<i>यूरोप का इतिहास</i>
21.	Verma, L.B.	:	<i>उतिहास के बारे में</i>
22.	Walsh, E.	:	<i>Philosophy of History</i>
23.	Webster, John C.B.	:	<i>An Introduction to History</i>
		:	<i>Metahistory</i>

24. White, Hayden :

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIE)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xl) Internal Class Test – 10%.
- (xli) Assignment/Project/Practical – 5%
- (xlii) Attendance/Behavior – 5%.

Or

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 3rd Year	Semester: VIth
Pedagogy:			
Course Code: AH – 23108B		Course/Paper Title: Historical Archaeology of India (Indian Iron Age)	
Course Outcomes: After completing this course, the students will be able to -			
CO 1: gain in depth knowledge of General features of Iron Age, Early Historical Archaeology of India, Emergence of Iron in India and Origin and antiquity of Iron.			
CO 2: aware the various early Iron age cultures, Northern Black Polished ware culture and sites.			
CO 3: explain the Northern ware culture.			
CO 4: have knowledge about second urbanization, Indo-Roman Contacts.			
CO 5: explain the various megalithic culture.			
Credit: 03			Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 03+0+0			
Units:	Topics:	No. of Lectures	
I	1. Introduction: General Features of Iron Age/Early Historical Archaeology of India Emergence of Iron in India..	05	
II	2. Origin and Antiquity of Iron. Early Iron Age Cultures : Black and Red Ware Culture. Painted Grey Ware Culture, Sites, Atranjikhhera, Ahichhatra, Hastinapur.	10	
III	Northern Black Polished Ware Culture, Sites: (i) Hastinapur, (ii) Kaushambi, (iii) Jhansi, (iv) Pataliputra (v) Narhan, etc.	10	
IV	1. Second Urbanization 2. Indo-Roman Contacts; Arikamedu	10	
V	1. Megalithic Culture of Northern Vindhya, Sites: Magha, Kotia, Kakoria, Khajuri 2. Megalithic Culture of Vidarbha and South India: Sites: Maski, Khapa, Naikund, Sangakallu, Nagarjankonda Hallur, Takalghat, Mahurjhari	10	
Suggested Readings:			

1. Agrawal, D.P.	:	<i>Archaeology of India</i>
2. Alichin, B. and F.R.	:	<i>The Rise of Civilization in India and Pakistan</i>
3. Chakrabarti, D.K.	:	<i>India – An Archaeology History – Palaeolithic Beginnings of Early Historical Formations.</i>
4. Dhavalikar, M.K.	:	<i>Historical Archaeology of India</i>
5. Pandey, J.N.	:	<i>Puratattva Vimarsh</i>
6. Sankalia, H.D.	:	<i>Pre history and Proto history of India and Pakistan</i>
7. Sharma, G.R.	:	<i>Bhartiya Sanskriti ka Puratattvik Adhar</i>

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xliii) Internal Class Test – 10%.
 (xliv) Assignment/Project/Practical – 5%
 (xlv) Attendance/Behavior – 5%.

Other Courses:

Minor : To be Chosed from POOL B

Value Added Course : To be Chosed from POOL D

Exit Option: Bachelor' Degree (Programme duration: Three years or six semesters) .

SEMESTER-VII

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIth
Pedagogy:			
Course Code: AH – 23109		Course/Paper Title:	Ancient Indian Art and Architecture
Course Outcomes: After completing this course, the students will be able to -			
CO 1: gain knowledge of prehistoric painting and architecture of Harappa.			
CO 2: explain the dynastic art: Mauryan, Sunga, Satavahana, Kushana and Gupta.			
CO 3: explain the brief survey of rock cut architecture.			
CO 4: aware of the distinctive features, forms and techniques of Gupta temples, Orissa temples, Chalukyan temples, Pallava monoliths (ratha) and Chola temples.			
Credit: 06			Paper (Core Compulsory / Elective): Compulsory
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 05+01+00			
Units:	Topics:	No. of Lectures	
I	Beginnings of Indian Art Characteristic Features of Ancient Indian Art Pre-historic Art	15	
II	Harappan Art & Architecture Mauryan, Sunga and Kusana Art: Asokan Pillars, Capital Figures, Folk Art,	15	

III	Stupa: Bharhut, Sanchi, Amrawati Rock-cut Cave Architecture (Chaitya/Vihara) – Karle, Bhaja Kusana Art : Evolution of Buddha Images Mathura Style Gandhara Style Gupta Art : Essential features Beginning of temple Architecture-Bhitargaon temple, Deogarh temple Ancient Indian Paintings with special reference to Ajanta Temple	15
IV	architectural styles : Nagara, Dravid, Besara Art & Architecture under : Chalukyas : Aihole, Pattadakal Chandela : Khajuraho temples	15
V	Orissan Temples : Lingaraja and Konark Art & Architecture under : Rashtrakutas : Kailash Temple of Elora Pallavas : Rathas of Mahabalipuram Cholas : Brihadishwara Temple of Tanjavur	15

Suggested Readings:

1. Agrawal, V.S.	:	भारतीय कला
2. Bajpayee, K.D.	:	प्राचीन भारतीय वास्तुकला
3. Coomaraswamy, A.K.	:	History of Indian and Indonesian Art
4. Dahejia, Vidya	:	Indian Art
5. Gupta, R.S.	:	Hindu, Buddhist and Jaina
6. Harle, J.C.	:	Iconography
7. Kramrisch, Stella	:	The Art and Architecture of the Indian Subcontinent
8. Krishna Deva	:	The Art of India
9. Mishra, I.	:	The Hindu Temple, 2 vols.
10. Pandey, J.N.	:	Temples of North India
11. Rowland, B.	:	भारतीय मूर्ति विज्ञान
12. Roy, U.N.	:	प्राचीन भारतीय कला
13. Srivastava, K.C.	:	The Art and Architecture of India
14. Tomori	:	भारतीय कला
15. Upadhyay, B.S.	:	कला तथा पुरातत्व
16. Zimmer, H.	:	A History of Fine Arts in India and the West
		भारतीय कला का इतिहास
		The Art of Indian Asia, 2 Vol

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIE)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xlv) Internal Class Test – 10%.
(xlvii) Assignment/Project/Practical – 5%
(xlviii) Attendance/Behavior – 5%.

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIth
Pedagogy:			
Course Code: AH – 23110A		Course/Paper Title:	Research Methodology
Course Outcomes: After completing this course, the students will be able to -			
CO 1: aware and understand the meaning and purpose of Research, Research Problem and its various phases and different methods.			
CO 2: differentiate Qualitative and Quantitative research.			
CO 3: select and formulate research problem, formulate a hypothesis.			
CO 4: aware and understand the methods of Exploration scientific.			
CO 5: understand methods and techniques of excavation and radio carbon method (C 14).			
Credit: 04		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 4+0+0			
Units:	Topics:	No. of Lectures	
I	Nature and need of historical research, qualitative and quantitative research.	8	
II	1. Selection and Formulation of Research Problems, guiding principles of Problem selection.	13	
III	2. Review of related literature and formulation of hypothesis.		
III	Methods of exploration : Traditional	13	
IV	1. Literary Sources		
IV	2. Village to village survey map.		
IV	Methods of exploration : Scientific	13	
V	1. Geological & aerial maps.		
V	2. Remote sensing		
V	3. Under water archaeology		
V	4. Application of scientific equipment in exploration		
V	Methods and techniques of excavation:	13	
V	1. Designing & layout of trenches, types of trenches, star & tools, kinds of excavation, vertical, horizontal, step excavation.		
V	2. Chronometric dating Methods: Radiocarbon method (C-14), Potassium-Argon dating technique, dendrochronology fission track.		
Suggested Readings:			
1. Alkinson, R. J.C. : <i>Field Archaeology (revised ed.), London</i>			
2. Alichin, B. : <i>Living Traditions: Studies in Ethno-Archaeology of South Asia</i>			
3. Binford, L.R. & Sally : <i>New Perspectives in Archaeology</i>			
4. Butzer, K.W. : <i>Environment and Archaeology</i>			
5. Clark, Grahme : <i>Archaeology and Society, London</i>			
6. Clark, W.Legros : <i>The Fossil Evidence Human Evolution, Chicago</i>			
7. Daniel, G. : <i>150 Years of Archaeology (2nd ed.), London</i>			
8. Kenyon, K.M. : <i>Beginnings in Archaeology, New York</i>			
9. Oakley, K.P. : <i>Man the Tool Maker (4th ed.), London</i>			
10. Pandey, J.N. : <i>Puratattva Vimarsh (Hindi)</i>			
11. Piggott, S. : <i>Approaches to Archaeology, Cambridge</i>			
12. Varma, R.K. : <i>Bhartiya Pragatihas (Methods and Techniques), Allahabad</i>			
: <i>Kshetriya Puratattva</i>			
13. Wheeler, R.E.M. : <i>Archaeology from the Earth, Baltimore.</i>			
Suggested continuous E-Valuation Methods –			

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (xlix) Internal Class Test – 10%.
 (l) Assignment/Project/Practical – 5%
 (li) Attendance/Behavior – 5%.

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIth
Pedagogy:			
Course Code: AH – 23110B		Course/Paper Title:	Social History of India (7th Century A.D. to 12th Century A.D.) [For Honours Students]
Course Outcomes: After completing this course, the students will be able to -			
CO 1: gain knowledge sources, trends and approaches related to social history of India from 7th Century A.D. to 12th Century A.D.			
CO 2: gain knowledge of Samanta System: Origin & Development			
CO 3: gain knowledge about historical study, position of Vernashrama System.			
CO 4: gain knowledge of historical study of social Institutions, Position of untouchability, Slavery and Vishti..			
CO 5: gain knowledge of historical study of position of women..			
Credit: 04		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 4+0+0			
Units:	Topics:	No. of Lectures	
I	Sources, Trends and Approaches: (a) Literary Sources (i) Indigenous religious and Secular (ii) Foreign accounts (b) Archaeological sources Sources: Inscriptions, Numismatic and Others	8	
II	(i) Transition from Antiquity to the early middle age (ii) The emergence of Feudal Complex (Samanta System) (iii) Socio-economic changes during the early medieval period.	13	
III	Historical Study of Society (Vertical) Position of Varnashrama System (i) Position of Brahmanas, Khatariyas, Vaishyas and Shudras (ii) Sanskara (iii) Family	13	
IV	Historical Study of Social Institutions: (i) Position of untouchables (Antyajas) (ii) Changes in the Institution of Slavery (iii) Changes in the Institution of Visti	13	
V	Historical Study of position of women: (i) Position of Women in General (ii) Abilities and disabilities (iii) Proprietary right (iv) Flight to education and (v) Place in the Family	13	
Suggested Readings:			

Agrawal , V.S. : Harsh Charit - Ek Sanskritic Adhhyan
Sharma, B.N. : Social Life in Northern India (C 600-1000 A.D)
Sharma R.S. : Social Changes in Early Medieval India; Indian Feudalism
Upadhyay, V : The Socio-Religious Conditions of Northern India
Yadava, B.N.S. : Society and Culture in Northern India in the Twelfth Century A.D.

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (ii) Internal Class Test – 10%.
- (liii) Assignment/Project/Practical – 5%
- (liv) Attendance/Behavior – 5%.

Major (Elective): Choose Any Two Courses

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIth
Pedagogy:			
Course Code: AH – 23111A		Course/Paper Title: Indian Palaeography	
Course Outcomes: After completing this course, the students will be able to -			
CO 1: aware of origin and antiquity of Indian Palaeography writing.			
CO 2: have the knowledge of various phases development of Brahmi script and features.			
CO 3: have knowledge of evolution of Brahmi from Kutila to Nagari Script and beginning of the southern alphabets.			
CO 4: explain the Saka Brahmi and Kushana Phase Brahmi.			
CO 5: the Gupta Phase and evolution of Brahmi from Kutla to Nagari Script.			
Credit: 04		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 04+0+0			
Units:	Topics:	No. of Lectures	
I	Origin and antiquity of writing in India (a) Indus script – its nature, problems of its decipherment (b) Kharoshthi – Origin and development	12	
II	Development of Brahmi through different phases (a) Origin and antiquity of Brahmi Script (b) Features of Mauryan Brahmi	12	
III	(a) Sunga Brahmi (b) Satvahana Brahmi	12	
IV	(a) Features of Saka Brahmi (b) Features of Kushana Phase Brahmi	12	
V	(a) Gupta Phase (b) Further evolution of Brahmi from Kutila to Nagari Script (c) Beginnings of the Southern alphabets	12	
Suggested Readings:			
1.	Butler, J.G.	:	<i>Indian Palaeography</i>
2.	Burnell, A.C.	:	<i>Elements of South Indian Palaeography</i>
3.	Dani, A.H.	:	<i>Indian Palaeography</i>
4.	Ojha, G.H.	:	<i>Prachin Bhartiya Lipimala</i>
5.	Pandey, R.B.	:	<i>Indian Palaeography, Part I</i>
6.	**ircar, D.C.	:	<i>Select Inscriptions 2 Vols</i>
7.	Roy, S.N.	:	<i>Bhartiya Puralipi Evam Abhilekh</i>
<u>Suggested continuous E-Valuation Methods –</u>			
Continuous Internal Evaluation (CIL)			
Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:			
(iv)	Internal Class Test – 10%.		
(lvi)	Assignment/Project/Practical – 5%		
(lvii)	Attendance/Behavior – 5%.		

Or

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIth
Pedagogy:			
Course Code: AH – 23111B		Course/Paper Title:	Indian Numismatics
Course Outcomes: After completing this course, the students will be able to -			
CO 1: attain in depth knowledge of origin and antiquity of coinage in Ancient India.			
CO 2: have knowledge of local ancient coins, Indo-Greek coins, Kushanas and Guptas coinage in ancient India.			
CO 3: explain the Indo-Greek, Satvahana & Saka-Pallava coins.			
CO 4: explain the Kushana coinage			
CO 5: explain the Gupta coinage (Gold, Silver & Copper Coin).			
Credit: 04		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 04+0+0			
Units:	Topics:	No. of Lectures	
I	(a) Origin and Antiquity of Coinage of Ancient India (b) Indigenous and foreign traditions and influence on coinage and currency systems. (c) Punch-Marked coins (d) Uninscribed cast copper coins	10	
II	(a) Yaudheya, coins (b) Arjunayana coins (c) Malaya coins (d) Kuninda coins (e) Coins from Taxila (f) Coins from Panchala (g) Coins from Mathura (h) Coins from Kaushambi (i) Coins from Ayodhya (j) Coins from Ujjaini	20	
III	(a) Indo-Greek coins (b) Satvahana coins (c) Saka-Pallava coins	10	
IV	Kushana Coinage: (a) Coins of Kujula Kadphises (b) Coins of Weimadphises (c) Coins of Kanishka I (d) Coins of Huvishka (e) Coins of Later Kushanas	10	
V	Gupta coinage: (i) Gold coins (ii) Chandragupta I (iii) Samudragupta (iv) Chandragupta II (v) Kumargupta I (vi) Skandagupta (vii) Gupta Silver coin (viii) Gupta copper coins – A general survey (ix) Early Medieval Coinage – A Study	10	
Suggested Readings:			
1. Chattopadhyay, B.D. : <i>Coins and Currency System of Southern India</i>			
2. Gupta, P.L. : <i>Bhartiya Sikke</i>			
3. Sircar, D.C. : <i>Studies in Indian Coins</i>			
4. Raizada, Ajit : <i>Bhartiya Sikkon ka Itihaas</i>			

5. Singh, A.S. : *Bharat ki Prachin mudrayen*
 6. Sharma, I.K. : *Coinage of the Satavahana Empire*

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (lviii) Internal Class Test – 10%.
 (lix) Assignment/Project/Practical – 5%
 (lx) Attendance/Behavior – 5%.

Or

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 2nd Year	Semester: VIIth
Pedagogy:			
Course Code: AH-23111C		Course/Paper Title:	Modern Indian Culture
Course Outcomes: After completing this course, the students will be able to -			
CO 1: have the knowledge of Social and Religious Movement in Nineteenth Century.			
CO 2: explain the Freedom Movements : Ideas and Ethos.			
CO 3: explain the Gandhi : The Edology of Ahinsa, It's Practical Application.			
CO 4: explain Indian Nationalism : Origin and Development			
CO 5: explain Tagore's Hinduism.			
Credit: 04		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 4+0+0			
Units:	Topics:	No. of Lectures	
I	Social and religious Movement in Nineteenth Century.	12	
II	i. Freedom Movement : Ideas and Ethos ii. Indian Nationalism : Origin and development	12	
III	Gandhi : The Ideology of Ahimsa, its practical application.	12	
IV	Pt. J. N. Nehru : Ideals of Socialism, secularism.	12	
V	1. Tagore's Humanism 2. Subhash Chandra Bose	12	
Suggested Readings:			
1. Chandra, B.		: <i>Indias struggle for Independence</i>	
2. Grover, B.L.		: <i>आधुनिक भारत का इतिहास</i>	
3. Jain, M.S.		: <i>आधुनिक भारत का इतिहास</i>	
<u>Suggested continuous E-Valuation Methods –</u>			
Continuous Internal Evaluation (CIL)			
Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:			
(lxi) Internal Class Test – 10%.			
(lxii) Assignment/Project/Practical – 5%			
(lxiii) Attendance/Behavior – 5%.			

Other Courses:

Minor : To be Choosed from POOL B

SEMESTER-VIII

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIIth
Pedagogy:			
Course Code: AH-23112		Course/Paper Title:	Elements of Indian Archaeology
Course Outcomes: After completing this course, the students will be able to -			
CO 1: understand Ethnographical and Archaeological Perspective of Elements of Indian Archaeology.			
CO 2: aware of various Palaeolithic, Mesolithic and Neolithic culture of India.			
CO 3: understand Chaleolithic culture, Aahar, Jorwe and Kaytha culture.			
CO 4: explain the N. B. P. ware culture.			
CO 5: explain the Megalithic Culture.			
Credit: 06		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 5+1+0			
Units:	Topics:	No. of Lectures	
I	Ethnographical and Archaeological perspective: (a) Archaeology and Ethnography – definition and relationship with allied disciplines. (b) The goals of archaeological inquiry: archaeological context and evidence (c) Archaeological field methods & techniques. (d) Archaeological analysis, description & reconstruction (e) Archaeological explanation & Evaluation.	15	
II	Prehistoric Cultures of India (a) Palaeolithic – Sohan, Belan, Son and Narmada (b) Mesolithic – General survey with special reference to the Vindhya and the Ganga Valley (c) Neolithic – Vindhya and Southern India, Kashmir Valley, Ganga Valley	15	
III	Harappan (a) Antecedents (b) Main features (c) Decline	15	
IV	Non Harappan Chalcolithic Cultures (a) Kayatha (b) Ahar (c) Navdatoli (Malwa) (d) Jorwe (e) O.C.P. and Copper-Hoards	15	
V	Iron Age Cultures (a) P.G.W. (b) N.B.P.W. (c) Megalithic (d) India's contact with the Roman world	15	
Suggested Readings:			
1. Agrawal, D.P. : <i>Archaeology of India</i> 2. Agrawal, D.P. & Kharakwal, J.S. : <i>South Asian Pre-History</i> 3. Allchin, B. and F.R. : <i>The Rise of Civilization in India and Pakistan</i> 4. Allchin, B. (ed.) : <i>Living Traditions: Studies in Ethno-Archaeology of South Asia</i> 5. Allching, F.R. (ed.) : <i>Archaeology of Early Historic South Asia: The emergence of City and State</i> 6. Chakrabarti, D.K. : <i>A History of Indian Archaeology from beginning to 1947</i> : <i>Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India</i>			

- | | | |
|---------------------------------------|---|---|
| 7. Dhavalikar, M.K. | : | <i>India – An Archaeological History : Palaeolithic beginnings to early historical of India</i> |
| 8. Fairsevis, W.A., JR. | : | <i>Historical Archaeology of India</i> |
| 9. Ghosh, A. | : | <i>Roots of Ancient India</i> |
| 10. Ghosh, A. (ed.) | : | <i>The City in Early Historical India</i> |
| 11. Lal, B.B. | : | <i>Encyclopaedia of Indian Archaeology, 2 vols</i> |
| 12. Misra, V.D. | : | <i>Early Civilization of South Asia</i> |
| 13. Misra, V.N. and Mate, S. (eds) | : | <i>Some Aspects of Indian Archaeology</i> |
| 14. Misra, V.D. and Pal, J.N. | : | <i>Indian Prehistory : 1964</i> |
| 15. Pal, J.N. | : | <i>Indian Prehistory : 1980</i> |
| 16. Pandey, J.N. | : | <i>Archaeology of Southern Uttar Pradesh</i>
<i>पुरातत्व विमर्श</i> |
| 17. Possehl, G.L. | : | <i>सिन्धु सभ्यता</i> |
| 18. Ratnagar, Shereen | : | <i>Indus Age: The Beginnings</i> |
| 19. Renfrew, Colin and Bahn, Paul | : | <i>Decline of Harappan Civilization</i> |
| 20. Sankalia, H.D. | : | <i>Archaeology: Theory, Method, Practice</i> |
| 21. Sharma. G.R. | : | <i>Pre-History and Proto-History of India and Pakistan</i>
<i>Excavations at Kausambi (1957-59)</i> |
| 22. Sharma, G.R., et al. | : | <i>K.C. Chattopadhyaya Memorial Volume</i> |
| 23. Sharma, G.R., & Clark, J.D. (ed.) | : | <i>Beginnings of Agriculture</i> |
| 24. Thapalyal, K.K. | : | <i>Palaeoenvironments and Prehistory in the Middle Son Valley</i> |
| 25. Trigger, Bruce | : | <i>सिन्धु सभ्यता</i> |
| 26. Tripathi, Vibha | : | <i>A History of Archaeological Thought</i>
<i>Printed Grey Work and Iron Age Cultures of Northern India</i> |
| 27. Varma, R.K. | : | <i>Age of Iron in South Asia</i>
<i>भारतीय प्रागैतिहासिक संस्कृतियाँ</i> |
| 28. Wheeler, R.E.M. | : | <i>पुरातत्व अनुशीलन भाग-I, II क्षेत्रीय पुरातत्व</i>
<i>भारतीय प्रागैतिहास (मूलभूत सिद्धान्त)</i>
<i>Indus Civilization, 3rd edition</i> |

Different Numbers of
Puratattva, Journal of Indian Archaeological Society, New Delhi
Ancient India, Bulletin of Archaeological Survey of India, New Delhi
Ancient India, Bulletin of Archaeological Survey of India, New Delhi
Man and Environment, Journal of Indian Society of Prehistoric and Quaternary Studies, Pune
Pragdhara, Journal of U.P. State Archaeology Department

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (lxiv) Internal Class Test – 10%.
(lxv) Assignment/Project/Practical – 5%
(lxvi) Attendance/Behavior – 5%.

Major (Elective) : Choose any Two Courses

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIIth
Pedagogy:			
Course Code: AH-23113A		Course/Paper Title:	Social History of India (From Earliest time to circa 6 th centuries AD)
Course Outcomes: After completing this course, the students will be able to -			
CO 1: attain in dept knowledge Ancient Indian Society and Ancient Social Institutions.			
CO 2: have knowledge about the Trends and approaches to the study of Indus Valley Civilization, Vedic, Mauryan and Gupta Period.			
CO 3: explain the historical study of Social Institutions.			
CO 4: explain the study of other social institutions (position of women) & Educational institution.			
CO 5: explain the study of labours and outcastes.			
Credit: 04			Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 4+0+0			
Units:	Topics:		No. of Lectures
I	Sources: (a) Literary sources: (i) Indigenous-Religious and secular (ii) Foreign accounts (b) Archaeological sources: (i) Epigraphic (ii) Numismatic and (iii) Excavation/exploration reports		10
II	Trends and Approaches to the study of Ancient Indian Society Historical Study of society (Horizontal) Social Life of Indus valley civilization Social life of Vedic period Social life of post Mauryan period		10
III	Historical Study of Social Institutions (i) Varna and Ashram system-origin and evolution (ii) Caste system-origin-nature (iii) Sanskaras (iv) Purusartha		15
IV	Study of other Social Institutions: (a) Position of women: (i) Their abilities and disabilities (ii) Their proprietary right (iii) Right to education (iv) Position of widows (v) Sati custom (b) Educational Institutions: Taxila, Kashi, Valabhi and Curriculum		15
V	Study of Labours and outcastes Slavery : types, its use Outcastes		10
Suggested Readings:			
1.	Alchin, B and F.R.	:	<i>Birth of Indian Civilization</i>
2.	Altekar, A.S.	:	<i>Position of Women in Hindu Civilization</i>
3.	Altekar, A.S.	:	<i>Education in Ancient India</i>
4.	Bhattacharya, S.C.	:	<i>Some Aspects of Indian Society (2nd Century B.C. to 4th Century A.D.)</i>

5. Buhler, G.	:	<i>Laws of Manu</i>
6. Chanan, D.	:	<i>Slavery in Ancient India</i>
7. Hutton, J.	:	<i>Caste in India</i>
8. Kangle, R.P.	:	<i>Kautilya Arthashastra</i>
9. Kane, P.V.	:	<i>History of Dharmashastra (Vol. II) (Hindi Version Vol. II)</i>
10. MacDonnel and Keith	:	<i>Vedic Index (2 Vols)</i>
11. Ojha, A.P.	:	<i>Prachina Bharat mein Samajik Starikaran</i>

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (lxvii) Internal Class Test – 10%.
- (lxviii) Assignment/Project/Practical – 5%
- (lxix) Attendance/Behavior – 5%.

Or

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIIth
Pedagogy:			
Course Code: AH-23113B		Course/Paper Title:	Economic History of India (From Earlier time of 6 th A.D.)
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the Literary Sources: Indigenous Dharmashastra and Epigraphic.			
CO 2: explain the historical study of economy (Indus Valley to Gupta Period).			
CO 3: explain the study of History of Agriculture.			
CO 4: explain the study of History of Trade and Commerce: International Trade and Corporate Activities.			
CO 5: explain the study of labours and outcastes.			
Credit: 04		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 4+0+0			
Units:	Topics:		No. of Lectures
I	Sources: (a) Literary sources: (i) Indigenous-Dharmashastra, secular and religious (ii) Foreign accounts (b) Archaeological sources: (i) Epigraphic (ii) Numismatic and Excavation/exploration reports (c) Trends and Approaches to the study of Ancient Indian Economy		10
II	Historical Study of Economy: (i) Economic life in Indus valley civilization. (ii) Economic life in Vedic Period (iii) Economic life in Mauryan period (iv) Economic life in Post-Mauryan period (v) Economic life in Gupta period		15
III	Study of History of Agriculture: (i) Land ownership and land possession (ii) Irrigation system		15

CO 3: explain the Importance of Purushartha and Religious Cultures		
CO 4: explain the custom of marriage and condition of windows.		
CO 5: explain the condition of slave and kinds of slavery		
Credit: 04		Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80		
Total Number of Lectures (Lecture – Tutorials – Practical): 4+0+0		
Units:	Topics:	No. of Lectures
I	1. Social Life of Indus Valley Civilization 2. Social Life of Vedic Period	10
II	1. Social life of Mauryan Period 2. Social life of Gupta Period	15
III	1. Purushartha 2. Religious Life of Ancient India	15
IV	1. Kinds of Marriage 2. Position of widows	10
V	Slavery: types, its use Visti: Origin, evolution and its use.	10
Suggested Readings:		
<ol style="list-style-type: none"> "Ancient Indian Social History: Some Interpretations" by Romila Thapar This book by renowned historian Romila Thapar provides a comprehensive overview of ancient Indian social history, discussing various aspects of society, including caste, family, religion, and more. "The Hindus: An Alternative History" by Wendy Doniger Wendy Doniger explores the multifaceted aspects of Hinduism and the social life of ancient India, including discussions on myths, rituals, and cultural practices. "Ancient Indian Culture and Civilization" by Suniti Kumar Chatterji This book offers a broad perspective on various aspects of ancient Indian culture, including social organization, art, literature, and philosophy. "The Wonder That Was India" by A.L. Basham While not solely focused on social life, this classic work provides a comprehensive look at ancient Indian civilization, covering social, cultural, and historical aspects. "Social History of India" by S. N. Sadasivan This book provides insights into the social evolution of India from ancient times to the modern era, covering various periods and regions. "Aspects of Political Ideas and Institutions in Ancient India" by R. S. Sharma R. S. Sharma discusses political and social institutions in ancient India, providing a detailed analysis of their development and influence on society. "Caste in Indian Politics" by Rajni Kothari Focused on the concept of caste, this book explores its historical origins, transformations, and its role in shaping social and political dynamics in ancient and modern India. "Women in Ancient India" by Bhartiya Vidya Bhavan This book offers insights into the role and status of women in ancient Indian society, discussing their contributions, rights, and challenges. "The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day" by Devaki Jain and L. K. Jain This book takes an in-depth look at the status of women in Hindu civilization, tracing their roles and experiences through various historical periods. "Daily Life in Ancient India: From 200 BC to 700 AD" by Jeannine Auboyer Providing a glimpse into the everyday lives of people in ancient India, this book covers aspects such as food, clothing, housing, occupations, and more. 		
Suggested continuous E-Valuation Methods –		
Continuous Internal Evaluation (CIL)		
Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:		
(lxxiii)	Internal Class Test – 10%.	
(lxxiv)	Assignment/Project/Practical – 5%	
(lxxv)	Attendance/Behavior – 5%.	

Programme: B.A. (Honours/Honours with Research) in Ancient History		Year: B.A. 4th Year	Semester: VIIIth
Pedagogy:			
Course Code: AH-23114A		Course/Paper Title:	Dissertation/Research Project & Viva voce [For Hons. with Research Students]
Course Outcomes: After completing this course, the students will be able to -			
CO 1: acquire Research Skills and awareness about Methodology			
CO 2: develop critical thinking skills for evaluating existing literature and research gaps.			
CO 3: develop Communication Skills, Analytical and Problem-Solving abilities.			
CO 4: develop Project Management and will be able to contribute to existing knowledge			
CO 5: Collaborate in Interdisciplinary Skills.			
Credit: 08			Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 0+0+8			
Units:	Topics:		No. of Lectures
I	Dissertation/ Research Project & Viva Voce		240
Suggested Readings:			
<ol style="list-style-type: none"> "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell This book covers various research designs and approaches, helping you select the most appropriate one for your dissertation. It's suitable for both qualitative and quantitative research. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams This book is a comprehensive guide to the research process, from formulating research questions to presenting findings. It offers practical advice and strategies for effective research. "How to Write a Better Thesis" by David Evans, Paul Gruba, and Justin Zobel Geared towards graduate students, this book provides practical guidance on planning, writing, and revising a thesis or research project. It covers a range of disciplines and research methods. "Completing Your Qualitative Dissertation: A Roadmap from Beginning to End" by Linda Dale Bloomberg and Marie F. Volpe Focused on qualitative research, this book offers step-by-step guidance on the entire dissertation process, including choosing a topic, data collection, analysis, and writing. "Writing Your Dissertation in Fifteen Minutes a Day" by Joan Bolker This book offers practical strategies to help you overcome writer's block and procrastination while writing your dissertation. It emphasizes consistent writing habits. "The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation" by Carol M. Roberts This book provides a holistic approach to the dissertation process, covering topics such as time management, literature review, research design, and defense preparation. "How to Design, Write, and Present a Successful Dissertation Proposal" by Elizabeth A. Wentz Focusing on the proposal stage, this book offers guidance on crafting a clear and effective dissertation proposal, including outlining research questions and methodologies. "Writing the Successful Thesis and Dissertation: Entering the Conversation" by Irene L. Clark This book emphasizes the importance of contributing to the scholarly conversation in your field and provides practical advice on how to structure and present your research. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy A comprehensive guide to conducting a literature review, a crucial component of any research project or dissertation. "Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text" by Peg Boyle Single This book offers a straightforward and organized approach to the dissertation process, helping you break down the tasks and stay on track. 			
<u>Suggested continuous E-Valuation Methods –</u>			
Continuous Internal Evaluation (CIL)			

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (lxxvi) Internal Class Test – 10%.
 (lxxvii) Assignment/Project/Practical – 5%
 (lxxviii) Attendance/Behavior – 5%.

Or

Field Visit/ Educational Visit based Viva Voce [Course Code : AH-23114B] for (Hons. Students)

Completion of the Programme: Bachelor Degree with Honours/Honours with Research in Major Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme.

POOL-B

Minor Discipline Courses (For I & IIrd Semester)

Year	Semester	Nomenclature/Title of the Course	VAC Code	Credit
1st Year	I	Modern Indian language – Hindi P-I	MIN-001	2
		Modern Indian language – Sanskrit P-I	MIN-002	2
		Modern Indian language – English language P-I	MIN-003	2
1st Year	II	Modern Indian language – Hindi P-II	MIN-004	2
		Modern Indian language – Sanskrit P-II	MIN-005	2
		Modern Indian language – English language P-II	MIN-006	2

POOL- C

Skill Enhancement Courses

S.N.	SEC Code	Title of SEC / Vocational Courses	Level	COM./ELE	Credits (L/T+P)
1	SEC-001	Digital Marketing	NSQF 5	ELE.	1+2
2	SEC-002	Culinary Arts	NSQF 5	ELE.	1+2
3	SEC-003	Tourism & Travel Management	NSQF 5	ELE.	1+2
4	SEC-004	Early Childhood Education	NSQF 5	ELE.	1+2
5	SEC-005	Sports Coaching	NSQF 5	ELE.	1+2
6	SEC-006	Financial accounting & Taxation	NSQF 5	ELE.	1+2
7	SEC-007	Retail Management	NSQF 5	ELE.	1+2
8	SEC-008	Supply Chain Management	NSQF 5	ELE.	1+2

9	SEC-009	Digital Photography & Videography	NSQF 5	ELE.	1+2
10	SEC-010	Yoga and Nutrition Expert	NSQF 5	ELE.	1+2
11	SEC-011	Disaster Management	NSQF 5	ELE.	1+2
12	SEC-012	Digital Library Establishment	NSQF 5	ELE.	1+2
13	SEC-013	Computerized Accounting (Tally)ERP-9/Prime)	NSQF 5	ELE.	1+2
14	SEC-014	Apiculture	NSQF 5	ELE.	1+2
15	SEC-015	Aquaculture	NSQF 5	ELE.	1+2
16	SEC-016	Vermiculture	NSQF 5	ELE.	1+2
17	SEC-017	Sericulture	NSQF 5	ELE.	1+2
18	SEC-018	Horticulture	NSQF 5	ELE.	1+2
19	SEC-019	Mushroom Cultivation	NSQF 5	ELE.	1+2
20	SEC-020	Herbal Technology	NSQF 5	ELE.	1+2
21	SEC-021	Basic Instrumentation Skills	NSQF 5	ELE.	1+2
22	SEC-022	Digital Electronics	NSQF 5	ELE.	1+2
23	SEC-023	Organic Farming	NSQF 5	ELE.	1+2
24	SEC-024	Water Management (Ganges)	NSQF 5	ELE.	1+2
25	SEC-025	Computational Chemistry	NSQF 5	ELE.	1+2
26	SEC-026	Industrial Chemistry	NSQF 5	ELE.	1+2
27	SEC-027	Jyotish Shashtra and Karmakand	NSQF 5	ELE.	1+2
28	SEC-028	Vastushastra	NSQF 5	ELE.	1+2
29	SEC-029	Radio Jockey CCRJ	NSQF 5	ELE.	1+2

POOL-D
Value Added Courses

Year	Semester	Nomenclature/Title of the Course	VAC Code	Credit
1st Year	I	Understanding India	VAC-001	2
1st Year	II	Communication Skills and Personality development	VAC-002	2
2nd Year	III	Indian Heritage and Culture	VAC-003	2
2nd Year	IV	Food, Nutrition and Hygiene	VAC-004	2
3rd Year	V	Gram Pravas and Talking Hands	VAC-005	2
3rd Year	VI	Physical Education and Yoga	VAC-006	2
