Department of Ancient History, Culture and Archaeology
University of Allahabad, Prayagraj-211 002

LEARNING OUTCOMES DESCRIPTORS AND PROGRAMME OUTCOMES FOR A MASTER'S DEGREE (P.G. COURSE).

Master's degree (1 year/2 semesters of study): The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.

Master's Degree (2 years /4 semesters of study): The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
P.O. 2.	advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
P.O. 3.	procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning.
P.O. 5.	advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.

P.O. 6.	**specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.**
Descriptor	**Application of knowledge and skills: The graduates should be able to demonstrate the ability to:**
P.O. 7.	**apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning.**
P.O. 8.	**apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.**
Descriptor	**Generic learning outcomes: The graduates should be able to demonstrate the ability to:**
P.O. 9.	**listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,**
P.O. 10.	**communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,**
P.O. 11.	**present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.**
P.O. 12.	**evaluate the reliability and relevance of evidence; identify logical flaws and holes 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 addressing opposing viewpoints.**
P.O. 13.	**meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,**
P.O. 14.	**pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.**
P.O. 15.	**problematize, synthesize, and articulate issues and design research proposals,**



P.O. 16.	**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,**
P.O. 17.	**develop appropriate tools for data collection for research,**
P.O. 18.	**the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies,**
P.O. 19.	**plan, execute, and report the results of an investigation,**
P.O. 20.	**follow basic research ethics and skills in practicing/doing ethics in thefield/ in one's own research work.**
P.O. 21.	**make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.**
P.O. 22.	**make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.**
Descriptor	**Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:**
P.O. 23.	**embrace and practice constitutional, humanistic, ethical, and moral values in one's life,**
P.O. 24.	**adopt objective and unbiased actions in all aspects of work related tothe chosen fields/subfields of study and professional practice,**
P.O. 25.	**participate in actions to address environmental protection and sustainable development issues,**
P.O. 26.	**support relevant ethical and moral issues by formulating and presenting coherent arguments,**
P.O. 27.	**follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.**



Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.O. 28.	adapting to the future of work and responding to the demands ofthe fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to t h e transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
P.O. 29.	exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO CODE	PROGRAMME SPECIFIC OUTCOME
PSO1	Demonstrate advanced knowledge of ancient Indian history, culture, and archaeology.
PSO2	Critically interpret archaeological, epigraphic, numismatic, and literary evidence.
PSO3	Apply field and laboratory methods in archaeological exploration, excavation, and analysis.
PSO4	Develop skills in documentation, interpretation, and heritage conservation.
PSO5	Integrate interdisciplinary approaches from history, anthropology, and environmental studies.
PSO6	Exhibit ethical and professional responsibility in archaeological research and heritage management.
PSO7	Communicate research findings effectively in academic and heritage-related contexts.
PSO8	Engage in independent, lifelong learning and contribute to preservation and awareness of cultural heritage.

COURSE OUTCOMES (COS)

SEMESTER III

COURSE CODE	COURSE TITLE	COURSE OUTCOMES (COS)
ANC-601	*Political History of India (319 A.D.–750 A.D.)*	CO1: Describe the political developments during the Gupta and post-Gupta periods. CO2: Analyze administrative and socio-economic systems of Gupta rulers. CO3: Evaluate the regional powers and political fragmentation after the Guptas. CO4: Interpret inscriptions and numismatic data to

COURSE CODE	COURSE TITLE	COURSE OUTCOMES (COS)
		reconstruct the political history.
ANC-602	*Principles and Methods of Archaeology*	CO1: Explain key concepts and principles of archaeological research design. CO2: Apply exploration and excavation techniques with recording and stratigraphic methods. CO3: Evaluate dating methods and post-excavation analysis. CO4: Understand ethical, legal, and heritage management aspects of archaeology.
ANC-603	*Indian Epigraphy*	CO1: Understand the origin and development of epigraphic writing systems. CO2: Interpret inscriptions as historical documents. CO3: Analyze palaeographic features for dating and regional variation. CO4: Explain contribution of inscriptions to political, social, and cultural history.
ANC-651 (A)	*Cultural History of India (up to 750 A.D.)*	CO1: Explain evolution of religious and philosophical ideas in ancient India. CO2: Analyze literature, education, and art as cultural indicators. CO3: Assess cultural exchanges within and beyond India. CO4: Identify processes of continuity and change in Indian culture.
ANC-652 (B)	*Elements of Indian Archaeology: Proto-Historic and Early Historic Cultures*	CO1: Describe cultural sequences from Chalcolithic to Early Historic periods. CO2: Identify important archaeological sites and regional characteristics. CO3: Evaluate technological and social transformations. CO4: Interpret archaeological evidence for early urbanism and trade.

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SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE OUTCOMES (COS)
ANC-604	*Political History of India (750 A.D.–1200 A.D.)*	CO1: Analyze political developments and state formation in early medieval India. CO2: Examine regional dynasties and their administrative systems. CO3: Evaluate epigraphic and literary sources for this period. CO4: Discuss transition from early historic to medieval socio-political structures.
ANC-605	*Indian Art and Architecture*	CO1: Identify stylistic developments in Indian art and architecture from Mauryan to medieval periods. CO2: Interpret iconography and symbolism in sculpture and temple architecture. CO3: Assess regional variations in artistic traditions. CO4: Appreciate techniques of art preservation and conservation.
ANC-606	*Museology and Conservation*	CO1: Explain fundamentals of museology and collection management. CO2: Apply principles of conservation and preventive care of artifacts. CO3: Design basic display, documentation, and storage strategies. CO4: Evaluate the role of museums in heritage education and public archaeology.
ANC-653 (A)	*Field Archaeology*	CO1: Conduct exploration, survey, and excavation using standard techniques. CO2: Record field data accurately with maps, drawings, and photography. CO3: Analyze stratigraphy and prepare excavation reports. CO4: Understand site ethics, preservation, and community engagement.
ANC-654	*Dissertation / Project Work*	CO1: Identify a relevant archaeological or historical research problem.

COURSE CODE	COURSE TITLE	COURSE OUTCOMES (COS)
(B)		CO2: Apply field, analytical, or textual methods in research. CO3: Interpret data and draw original conclusions. CO4: Prepare a formal dissertation report and present findings effectively.

CO–PO MAPPING MATRIX

SEMESTER III

COURSE CODE	COURSE TITLE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
ANC-601	CO1	3	-	1	2	2	1	-	3
ANC-602	CO2	2	3	-	3	3	3	2	-
ANC-603	CO3	2	3	2	-	2	2	-	3
ANC-651 (A)	CO4	3	-	1	3	-	1	-	3
ANC-652 (B)	CO5	2	3	-	3	3	-	2	3

SEMESTER IV

COURSE CODE	COURSE TITLE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
ANC-604	CO1	3	3	1	2	2	1	2	3
ANC-605	CO2	3	2	2	3	2	2	3	3
ANC-606	CO3	2	2	3	3	3	3	3	3
ANC-653 (A)	CO4	2	3	3	3	3	3	2	3
ANC-654 (B)	C05	2	3	3	3	3	3	3	3



COURSE STRUCTUREWITH MARKS DISTRIBUTIONMONSOON *(SPRING)* SEMESTER

COURSE CODE		M.A. SEMESTER-III	MAXIMUM MARKS	MAXIMUM CREDITS
ANC-601	Core	Political History of Ancient India (FromA.D.319to550A.D.)	60 Marks	04 Credits
ANC-602	Core	Theory of History	60 Marks	04 Credits
ANC-603	Core	Main Currents of World History (From1789A.D.to1900A.D.)	60 Marks	04 Credits
ANC-651 ANC-652 ANC-653 ANC-654	Elective*	**Group-A:** Pre-History: Palaeolithic Culture(With Special Reference to India) **OR** **Group-B:** Ancient Indian Architecture–I **OR** **Group-C:** Social History of India (From Earliest Time to 6th Century A.D.) **OR** **Group-D:** Ancient Indian Religious and Philosophical Thoughts -I	60 Marks	04 Credits
ANC-655 ANC-656 ANC-657 ANC-658	Elective*	**Group-A :** Indian Proto-History **OR** **Group-B:**AncientIndianArtandAesthetics –I **OR** **Group-C:** Economic History of India (From Earliest to 6th Century A.D.) **OR** **Group-D:** Ancient Indian Religious and Philosophical Thoughts-II	60 Marks	04 Credits
*Student has to opt two Elective Papers either from Group-A ,B, C or D.				

Sessional Test/Exam(M.A. Semester-III)

SESSIONAL TEST/EXAM (40MARKS)	EXAM SCHEDULE		TOTAL CREDITS
Test-1*	Third week of September	20 Marks	-
Mid-Semester Exam	Third week of October	20 Marks	-
Test-2*	Third week of November *Best of the two test's marks(Test-1OrTest-2)will be posted	20 Marks	-
End Semester	First/Second Week of December	60 Marks	
	Semester–III :Total Maximum Marks/Credits	500 Marks	20 Credits

COURSE STRUCTURE WITH MARKS DISTRIBUTION WINTER(*AUTUMN*) SEMESTER

COURSE CODE		M.A. SEMESTER-IV	MAXIMUM MARKS	MAXIMUM CREDITS
ANC-604	Core	Political History of Ancient India (FromA.D.550to1200A.D.)	60 Marks	04 Credits
ANC-605	Core	Philosophy of History	60 Marks	04 Credits
ANC-606	Core	Main Currents of World History(From1900A.D.to1945AD)	60 Marks	04 Credits
ANC-659 ANC-660 ANC-661 ANC-662	Elective*	**Group-A:** Prehistory: Mesolithic and Neolithic Cultures (With Special Reference to India) **OR** **Group-B:** Ancient Indian Architecture–II **OR** **Group-C:** Social History of India(FromCirca7thCenturyA.D.to12th Century A.D.) **OR** **Group-D:** Ancient Indian Religious and Philosophical Thoughts-III	60 Marks	04 Credits
ANC-663 ANC-664 ANC-665 ANC-666	Elective*	**Group-A:**IndianIronAge/Historical Archaeology of India **OR** **Group-B:**AncientIndianArtandAesthetics –II **OR** **Group-C:** Economic History of India (From Circa 7th Century A.D. to 12th Century A.D.) **OR** **Group-D:** Ancient Indian Religious and Philosophical Thoughts-IV	60 Marks	04 Credits
*Student has to opt two Elective Papers either from Group-A, B, C or D.				

Head
प्राचीन इतिहास संस्कृति एवं पुरातत्व विभाग
Dept. of Ancient History Culture & Archaeology
इलाहाबाद विश्वविद्यालय
University of Allahabad
उत्तर प्रदेश भारत
Uttar Pradesh India-211002

Sessional Test/Exam(M.A. Semester-IV)			
Sessional Test/Exam(40Marks)	**Exam Schedule**		**Total Credits**
Test-1*	Third week of January	**20 Marks**	-
Mid-SemesterExam	Last week of February	**20 Marks**	-
Test-2*	Third week of March ***Best of the two test's marks(Test-1OrTest-2)will be posted**	**20 Marks**	-
End Semester	Third week of April	**60 Marks**	-
	Semester-IV :Total Maximum Marks/Credits	**500 Marks**	**20 Credits**



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(CBCS Syllabus-2023-24)

M. A. III SEMESTER

COURSE CODE: ANC-601(CORE)

Political History of Ancient India (from A.D. 319 to 550 A.D.)

COURSE OBJECTIVES:

This course is based on the achievements and role of the Gupta rulers in Indian history. After study of this course, students can:

CO 1	Familiarize with the sources of reconstruction of Gupta history.
CO 2	Understand the general background to the rise of the Guptas and its glorious phase through the contributions of Chandragupta I, Samudragupta, etc.
CO 3	Analyze the reigns of Skandagupta, Buddhagupta, etc. during the declining phase of the Imperial Guptas.
CO 4	Analyze the Huna Invasion and its impact on Indian History.
CO 5	Analyze the importance of the Gupta epigraphs for the study of political history.

UNIT-I: SOURCES

a) Literary:

(i) Indigenous

(ii) Foreign Accounts

b) Archaeological;

i) Inscriptions

ii) Coins, Seals and Sealings

iii) Architecture

iv) Other Archaeological Material

UNIT-II: History of Early Guptas up to the emergence of Samudragupta

a) Origin and original home of the Guptas

b) Early history of the Guptas (up to Chandragupta–I)

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(CBCS Syllabus-2023-24)

M. A. III SEMESTER

COURSE CODE: ANC-601(CORE)

Political History of Ancient India (from A.D. 319 to 550 A.D.)

UNIT III: GLORIOUS PHASE OF THE IMPERIAL GUPTAS

a) Samudragupta and his campaigns of Aryavarta, Dakshinapatha and of frontier states, etc.
b) Extent of the Empire & Estimate
c) Historicity of Ramagupta
d) Chandragupta II [Career and Achievements]
e) Identification of Chandra of Mehrauli Pillar Inscription.
f) Relation with Sakas and Vakatakas

UNIT-IV: CONTINUITY AND DECLINE OF THE IMPERIAL GUPTAS

a) Kumaragupta I: Career and Achievements; Skandgupta (Achievements)
b) Later Descendants of the Imperial Guptas: Buddhagupta, Narsinghagupta Baladitya, Bhangupta, etc.
c) Causes of the disintegration of the Gupta Empire
d) Huna's Invasion and its impact

UNIT-V: HISTORICAL SIGNIFICANCE OF EPIGRAPHIC STUDY

a) Allahabad Pillar Inscription
b) Udayagiri undated cave Inscription
c) Junagarh inscription of Skandagupta
d) Bhitari Pillar inscription of Skandagupta
e) Mandsor inscription of Kumargupta–I
f) Eran inscription of Bhanugupta
g) Poona Copper Plate of Prabhavatigupta

Books Recommended

Basak R.G.	-	History of North Eastern India
Biswas, Atreyi	-	Political History of Hunas in India
Chattopadyay, S		Early History of Northern India
Goel, S.R.	-	*Gupta- Sanmrajya*
Majumdar,R.C.& Altekar,A.S.(ED)	-	History of the Imperial Guptas
Majumdar,R.C. and others	-	The Vakataka-Gupta Age
Majumdar,R.C. and others		The Classical Age
Mirashi V.V	-	*Vakataka Rajavansha Aur Usaka Yuga*
Raychaudhuri, H.C.	-	Political History of Ancient India
Roy, U.N.	-	*Gupta–Samrat aur Unaka-Kala*
Sinha, B.P.	-	Decline of the Kingdom of Magadha
Tripathi, R.S.	-	History of Kannuaj

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M. A. III SEMESTER

COURSE CODE: ANC-602(CORE)

Theory of History

The objective of the paper is to inculcate in the learners a basic understanding of history through its definitions, nature, scope, and relations to other social sciences. The course will further introduce the students to various strands and styles of history writing traditions in ancient India and the ancient world. After the study of the course, students can:

CO 1	With familiarize the meaning and scope of History.
CO 2	Identify the major historical traditions and their impact on history writing
CO 3	Evaluate the contribution of Islamic and Chinese historiography.
CO 4	Learn about the sources and types of ancient Indian historical writings.
CO 5	Analyse the traditional Indian history writing and identify basic ideological and mythological issues that impacted Indian history

UNIT-I: MEANING AND SCOPE OF HISTORY

a. Definition of History and its scope
b. The subject matter of History
c. Relation with Other Social Sciences

UNIT-II: ELEMENTS OF MODERN HISTORY WRITING

a. Problem of Objectivity in History
b. History: Science or Art
c. Causation in History
d. Historical Explanation

UNIT-III: ANCIENT TRADITIONS OF HISTORIOGRAPHY

a. Greeco -Roman
b. Christian
c. Chinese
d. Arabic

UNIT-IV: ANCIENT INDIAN TRADITIONSOF HISTORIOGRAPHY

a. Vedic tradition(Gatha-Narashamshi, Dananstuti, Akhayan)
b. Epic & Pauranika tradition
c. Buddhist tradition(With special reference to Dipvamsha & Mahavamsha)
d. Jaina tradition(A General Survey)

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M. A. III SEMESTER

COURSE CODE: ANC-602(CORE)

Theory of History

UNIT-V: HISTORICAL TRADITIONS OF CHARITA LITERATURE & CHRONICLES

a. Harsha Charita
b. Vikramankadev Charita
c. Historical Chronicle: Rajatarangini
d. Problems related to ancient Indian Historical traditions

RECOMMENDED READINGS:

Buddha Prakash, *Itihāsa Darśana*, Varanasi,1962.

Carr, E.H. - What is History, London, 1962, (Hindi Translation Available).

Choubey, Jharkhande, *Itihāsa Darśana* (Hindi), Varanasi, 2001.

Collingwood, R. G., The Idea of History, Oxford, 1961.

Ghoshal, U.N. - Studies in Indian History and Culture, Bombay, 1965.

Jenkins, Keith - Rethinking History, New york, 1991.

Marwick, Arthur - The New Nature of History, Newyork, 1970.

Om Prakash - Conceptualization and History

Pandey, G. C., *Itihasa: Svarupa Evam Siddhanta*, Jaipur, 1993.

Pathak, V. S., Ancient Historians of India, Gorakhpur, 1984.

Philips, C. H. (ed.), Historians of India, Pakistan and Ceylon, London, 1961.

Sreedharan, E. - A Textbook of Historiography: 500 B.C. to A.D. 2000, New Delhi, 2004, (Hindi Translation Available).

Wardar, A.K. - An Introduction to Indian Historiography, Bombay, 1972 (Hindi Translation Available).

Winternitz, M., History of Indian Literature, 2 Vols., Calcutta, 1933.

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M. A. III SEMESTER
COURSE CODE: ANC-603(CORE)

Main Currents of World History (from 1789 A.D. to 1900 A.D.)

The basic thrust of this course is to establish the relevance and significance of the Main currents of World History. The Age of Revolution and Progress, Napoleonic Era, Rise of Nationalism, Eastern Question and the Turks and For East: 19thCentury will be studied to:

COURSE OUTCOME:

CO 1	Familiarize with the significance of the Main currents of World History in the history of the World.
CO 2	To gain knowledge about the Renaissance's impaction society.
CO 3	Familiarize with the Causes and Consequences of the French Revolution and The Industrial Revolution
CO 4	Know about the Rise of Nationalism in the World.
CO 5	Know the role of Mustafa Kemal Ataturk in the making of Modern Turkey.
CO 6	Familiarize with the Meiji Restoration in Japan and the Opium war in China

UNIT-I: AGE OF REVOLUTION AND PROGRESS

a) Renaissance: Social Roots
b) French Revolution(1789-1795A.D.): Aims and Nature, Causes and Consequences
c) The Industrial Revolution in Britain and other Countries, Causes and Consequences

UNIT-II:NAPOLEONIC ERA

a) Rise of Napoleon, Achievement, and Downfall
b) Vienna Congress–Aims, Nature and Consequence

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M. A. III SEMESTER
COURSE CODE: ANC-603(CORE)
Main Currents of World History (from 1789 A.D. to 1900 A.D.)

UNIT-III: RISE OF NATIONALISM

a) General trends and causes for the rise of Nationalism
b) Unificationof Italy
c) Unification of Germany

UNIT-IV: EASTERN QUESTION AND THE TURKS

a) Crimean War(1853-56A.D.) Russo–Turkish War(1877-1878A.D.)
b) Berlin Congress
c) Making of Modern Turkey-Mustafa Kemal Ataturk

UNIT-V: FOR EAST: 19TH CENTURY

a) Meiji Restoration in Japan, Japanese Imperialism
b) China – Opium War, Boxer Rebellion

BOOKSRECOMMENDED

Albjergand Albjerg	-	Europe From 1914 to The Present Day
Benns, F.F.	-	Europe 1870-1914
	-	Europe 1914 since in the World Setting
Bury, J.T. P.	-	The New Cambridge Modern History (Relevant Volumes)
Ferdinand Schevill	-	A History of Modern Europe
Gershoy, L.	-	The French Revolution and Napoleon
H.L.Singh & R.B.Singh:	-	*Aadhunik Europe ka Itihas* 1453-1789
H.A.L Fisher	-	A History of Europe
J.R.Hale	-	Renaissance Europe :The Individual and Society 1480-1520
Parth Sarthi Gupta (ed.)		*Aadhunik Paschim ka Uday*
Roberts, F.M.	-	The Origins of Second World War
Rudy, George	-	Revolutionary Europe
Seman, L.B.	-	From Vienna to Versailles
Taylor, A.J.P.	-	The Struggle for the mastery in Europe
Thomson, David	-	Europe since Napoleon
Vinacke, H.M.	-	History of the Far East in Modern Time
Schapiro, J. Salwyn	-	Modern and Contemporary European History, 1815-1952

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M. A. III SEMESTER

COURSE CODE: ANC-651(Elective)

Group-A

Pre-History: Palaeolithic Culture (With Special Reference to India)

INTRODUCTION:

The present paper incorporates back ground and major paleolithic findings of the world, However, the findings of India have been discussed in detail. After pursuing the course, the student will get to know:

OUTCOME:

CO 1	Students will get to know the back ground of prehistoric study vividly
CO 2	The primary data of the prehistoric study are stone tools and the stone tool typology and technology with special reference to Palaeolithic age.
CO 3	A background of the world's important Palaeolithic findings.
CO 4	The important Lower, Middle, and Upper Palaeolithic evidence found from different parts of India.
CO 5	Major excavated Palaeolithic sites of India and their findings.

UNIT-I: INTRODUCTION

a) Prehistory : Definition, Scope, association with allied disciplines
b) Palaeolithic tool Technology and Typology

UNIT-II: OUT LINES OF PREHISTORIC CULTURES OF WORLD

a) Europe-with special reference to St. Acheul and Le Moustier
b) Africa-with special reference to Old uvai Gorge
c) Asia-with special reference to Chaukoutien, Petjitinean and Anyathian Culture
d) Upper Palaeolithic art of Lescaux, Altamira

UNIT-III: LOWER PALAEOLITHIC CULTURE OF INDIA

a) General Features of Lower Palaeolithic Culture
b) Sohan Valley
c) Belan Valley
d) Son Valley
e) Kortallayar Valley
f) Excavated Primary sites : Hunsagi-Isampur, Bhimbetka, Paisara, Maihar, Didwana.

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M. A. III SEMESTER
COURSE CODE: ANC-651(Elective)
Group-A

Pre-History: Palaeolithic Culture (With Special Reference to India)

UNIT-IV: MIDDLE PALAEOLITHIC CULTURE OF INDIA

a) General Features of Middle Palaeolithic Culture
b) Belan Valley
c) Son Valley
d) Excavated Primary Sites: Chirki-Nevasa, Jwalapuram, Dhaba

UNIT-V: UPPER PALAEOLITHIC CULTURE AND ART OF INDIA

a) General Features of the Upper Palaeolithic Culture
b) Belan Valley
c) Son Valley
d) Excavated Primary Sites : Mehtakheri, Patne, Kurnool

BOOKS RECOMMENDED:

Agarwal, D.P.and Ghosh, A.(ed.)	-	Radiocarbon and Indian Archaeology
Bhattacharya, D.K.	-	An Outline of Indian Prehistory
Bordes ,F.	-	Old Stone Age
Clark, Grahmme and Piggott ,S.	-	Prehistoric Societies
Daniel, G.	-	150 Years of Archeology
deTerra,H.and Patterson,T.T.	-	Studies on the Ice Age
Hawkes, J. and Wolley, L.(Ed.)	-	History of Mankind Vol.-I(UNESCO pub.)
Jaiswal, V.	-	Palaeohistory of India
Leakey, L.S.B.	-	The Old uvai Gorge
Misra, V.D.	-	Some Aspects of Indian Archaeology
Misra,V.D.,Pal,J.N.(Ed.)	-	Indian Prehistory:1980
Misra, V.N.and Mate, M.S.(Ed.)	-	Indian Prehistory:1964
Pal, J.N.	-	Archaeology of Southern Uttar Pradesh
Pandey, J.N.	-	*Puratattava Vimarsha*
Sankalia, H.D.	-	Stone Age Tools
	-	Prehistory and Protohistory of India and Pakistan
Varma, R.K.	-	*Bhartiya Pragitihas, Vol.-I*
	-	*Bhartiya Pragiatihasika Sanskritiyan*
Varma, R.K.	-	*Puratattava Anusheelan*
Wadia, D.N.	-	Geology of India

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(CBCS Syllabus-2023-24)

M. A. III SEMESTER
COURSE CODE: ANC-652(Elective)
Group-B

Ancient Indian Architecture-I

COURSE OBJECTIVES:

The objective of the paper is to inculcate in the learners to understanding of ancient Indian architecture. After study of the course, students can:

C O 1	Learn about the architectural texts of ancient India.
C O 2	Develop an understanding of the Art & Architecture of the Indus Valley Civilization
C O 3	Learn about Mauryan art and architecture.
CO 4	Develop an understanding of the stupa architecture of ancient India
CO 5	Develop an understanding of the rock-cut architecture of ancient India

UNIT-I: **INTRODUCTION**

a) Brief Overview of Legislations on Conservation of Art Heritage

b) Patronage in Ancient Indian Art

UNIT-II: **LITERARY SOURCES**

a) Non-technical Text – Brihat Samhita

b) Technical Text - Manasara, Samaranganasutradhara, Aparajitaprichha

UNIT-III: **EARLY PHASE-I**

a) Harappan town planning: Mohenjodaro, Harappa, Dholavira, Lothal And Rakhigarhi

b) Residential and Public Utility buildings/Centers

UNIT-IV: **EARLY PHASE-II**

a) Mauryan Town planning with special reference to Arthashastra

b) Asokan Pillars- Form, Technique and Symbology

c) Rock-Cut Architecture

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(CBCS Syllabus-2023-24)
M. A. III SEMESTER
COURSE CODE: ANC-652(Elective)
Group-B

Ancient Indian Architecture-I

UNIT-V: EARLY PHASE-III

a) Stupa Architecture- Bharahut, Sanchi

b) Stupa Architecture- Amaravati and Nagarjunkonda

c) Rock-cut Architecture- Bhaja, Karle, Udaygiri, Khandagiri

BOOKS RECOMMENDED :

Sarkar,H.	-	Museums and Protection of Monuments and Antiquities in India, 1981
Agrawal,V.S.	-	Evolution of Hindu Temples and Other Essays;
	-	Indian Art/*Bharatiya Kala;*
	-	Gupta Art.
Anand, Mulk Raj	-	The Hindu View of Art
Bhattacharya, Tarapada	-	Canons of Indian Art
Boner, Alice and Sharma, S.R.	-	New Light on the Sun Temple of Konarka
Bose, Nirmal Kumar	-	Canons of Orissan Architecture
Coomaraswamy, A.K.	-	Symbolism of Indian Architecture
	-	History of Indian and Indonesian Art (Symbolism and General History)
Dehejia, Vidya	-	Early Stone Temples of Orissa
Dhaky, Meister, & Krishna Deva(Ed.)	-	Encyclopedia of Temple Architecture-Vol.-I (North India 5 pts.)
Gangoli, O.C.	-	The Art of the Rashtrakutas
Krishna Deva	-	Temples of North India
	-	Khajuraho- 2 Vols.
Michell, George	-	The Hindu Temple: An Introduction to its Meaning and Forms.
	-	Splendours of the Vijayanagar Empire–Hampi (Marg. Pub.)
Mitra, Debala	-	Buddhist Monuments
Pandey, J.N.	-	*Bharatiya Kala*
Panigrahi, K.C.	-	Archaeological Remainsat Bhubaneswara.
Pramod Chandra	-	Studies in Temple Architecture
Ray, Niharranjan	-	Maurya–Sunga Art.
Roy, G.N.	-	*Bharatiya Kala*,Allahabad
Rowland, Benjamen	-	The Art and Architecture of India
Shula, D.N.	-	*Vastushastra*, Vol.-I Hindu Science of Architecture.
Soundara Rajan , K.V.	-	Indian Temple Styles: The personality of Hindu Architecture.
Srinivasan, K.R.	-	Temples of South India
Suson, L. Huntington	-	The Art of Ancient India

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M. A. III SEMESTER
COURSE CODE: ANC-653(Elective)
Group-C

Social History of India (From Earliest Time to 6th Century A.D.)

COURSE OBJECTIVES:

This course is based on the understanding of social structures, patterns, and institutions of Ancient India. After study of this course, the students can:

CO 1	will be familiarized with Sources for the reconstruction of social history in Ancient India
CO 2	will be able to understand social stratification in Ancient India.
CO 3	will learn about the position of women and gender relations in Ancient India.
CO 4	will learn about the evolution and growth of education in Ancient India.
CO 5	will be familiarized with the labour relations in Ancient India.

UNIT-I: **SOURCES**

a) **Literary sources**

i) Indigenous-religious and secular

ii) Foreign Accounts

b) **Archaeological Sources**

i) Epigraphic

ii) Numismatic

iii) Excavation/exploration reports

UNIT-II: **MARRIAGE AND FAMILY**

a) Meaning, aim, and objectives of marriage

b) Types of marriages and their significance

c) Concept and component of family

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M. A. III SEMESTER
COURSE CODE: ANC-653(Elective)
Group-C

Social History of India (From Earliest Time to 6th Century A.D.)

UNIT-III: HISTORICAL STUDY OF SOCIAL INSTITUTIONS

a) Varna and Ashram system –origin, evolution and significance

b) Caste system –origin and nature

c) Sanskras

d) Purusartha

UNIT-IV: STUDY OF OTHER SOCIAL INSTITUTIONS:

Position of Women:

a) Their abilities and disabilities

b) Their proprietary right

c) Right to education

d) Position of widows

e) Sati custom

Role and contribution of women to society

Educational Institutions:

a) Taxila, Kashi and Vallabhi

b) Curriculum

UNIT-V: STUDY OF LABOUR AND OUTCASTES

a) Slavery: Types, its use

b) Visti: origin, evolution and its use

c) Antyaj

Books Recommended:

Adhya, G.L.	-	Early Indian Economics
Allchin, B. and F.R.	-	Birth of Indian Civilization
Altekar, A.S.	-	Position of Women in Hindu Civilization
Altekar, A.S.	-	Education in Ancient India
Aiyangar, K.V.R.	-	Aspect of ancient Indian Economic thought

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M. A. III SEMESTER
COURSE CODE: ANC-653(Elective)
Group-C

Social History of India (From Earliest Time to 6th Century A.D.)

Bajpai, K.D.	-	*Bhartiya Vyapara Ka Itihasa*
Bandyopadhaya, N.C.	-	Economic Life and Progress in Ancient India
Bhattacharya, S.C.	-	Some Aspects of Indian Society (2nd century B.C. to 4th Century A.D.)
Bose, A.N.	-	Social and Rural Economy of Northern India 2 Volumes.
Buhler, G.	-	Laws of Manu
Chanan, D.	-	Slavery in Ancient India
Derrett, J.D.M.	-	Religion, Law and State in India
Dutt, N.K.	-	Origin and Growth of Caste in India
Ghose, A.	-	The City in Early Historical India
Ghoshal, U.N.	-	Hindu Revenue System
Hutton, J.	-	Caste in India
Kangle, R.P.	-	Kautillya Arthasastra
Kane, P.V.	-	History of Dharmasastra Vol. II (Hindi Version Vol. II)
Kapadia, K.M.	-	Marriage and Family in India
Macdonell and Keith	-	Vedic Index, 2 Vols.
Majumdar, R.C.	-	Corporate Life in Ancient India
Mishra, J.S.	-	*Prachina Bharat Ka Samajik Itihas*
Mukerjee, Sandhya	-	Some Aspect of Social Life in Ancient India
Ojha, A.P.	-	*Prachina Bharat Mein Samajik Starikaran*
Om Prakash	-	*Prachina Bharat Ka Samajik Evam Arthik Itihas*
Prabhu, P.N.	-	Hindu Social Organization
Thapar, Romila	-	Ancient Indian Social History : Some Interpretation

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M. A. III SEMESTER
COURSE CODE: ANC-654(Elective)
Group-D

Ancient Indian Religious and Philosophical Thoughts-I

This course introduces to the students the sources, primitive form of religion, and the ideas and features of ancient Indian religions as manifested through Vedas and Upanishads. Throughout the study of the course, students can:

CO 1	Define the various historical sources required for the study of ancient Indian religion
CO 2	Analyse the primitive and Indus religious traits
CO 3	Describe distinctive features of Vedic religious tradition.
CO 4	Inculcate the Upanisadic vision of spirituality.
CO 5	Familiarize students with the knowledge of Vedic metaphysics

UNIT-I: **SOURCES:**

a) Literary sources
b) Archaeological
c) Concept of religion

UNIT-II: **FOUNDATIONS OF INDIAN RELIGION:**

a) Primitive form of religion
b) Salient features of Indus religion

UNIT-III: **EARLY VEDIC RELIGION**

a) Rigvedic gods and goddess
b) Ethical Ideas in Rigveda
c) Monotheistic and Monistic trends in Rigveda

UNIT-IV: **LATER VEDIC RELIGION**

a) Salient feature of later Vedic religion
b) Yagna: Agnistoma, Vajapeya, Rajasuya, and Asvamedha
c) Educational rites

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M. A. III SEMESTER
COURSE CODE: ANC-654(Elective)
Group-D

Ancient Indian Religious and Philosophical Thoughts-I

UNIT-V: **SPIRITUAL VISION OF UPANISHADS:**

a) Problem of Interpretation

b) Spiritual Life-Non attachment (Vairagya)

c) Knowledge (Gyan)

BOOKS RECOMMENDED:

Agrawala, V.S.	-	*Prachin Bhartiya Lokdharma, Varanasi, 1964*
Barth. A	-	*A Religions of India, Varanasi,1985*
Bhattacharya, H.D.(ed.)	-	*Cultural Heritage of India, Vol. I, Calcutta, 1958*
Bhandarkar, R.G.	-	*Vaishnavism, Saivism, and Minor Religious Systems (also in Hindi), Varanasi,1965*
Goyal, S.R.	-	*Religious History of India, Meerut*
Pandey, G.C.	-	*Vaidika Sanskriti, Allahabad,2001*
Kane, P.V.	-	*History of Dharmasastra, Volume II, IV&V(Also in Hindi)*
Keith, A.B.	-	*The Religion and Philosophy of Veda and Upanishads, Vol. I & II New edition, New Delhi,2007*
Upadhyaya, Baldev	-	*Vaidika Sahitya aur Sanskriti,Varanasi,1978*

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M. A. III SEMESTER
COURSE CODE: ANC-655(Elective)
Group-A

Indian Proto-History

INTRODUCTION:

The present paper deals with the background of the Protohistoric study along with the major protohistoric findings of India with special reference to important excavated sites of the Harappan Civilization and Chalcolithic Culture.

OUTCOME

CO1	The students will be familiarized with a detailed background of protohistoric study has familiarized the students
CO2	Different aspects of Harappan civilization have been critically deal with
CO3	The major excavated Harappan sites and their findings have been incorporated
CO4	The origin and early Chalcolithic cultures have been included
CO5	The later extension of Chalcolithic culture and its associated cultures of the Indian subcontinent are covered

UNIT-I: **INTRODUCTION**

a) Definition of Protohistory and its Scope
b) Emergence and main features of Early Harappan cultures:
   i) Mehrgarh,
   ii) Kil-i-ghul Mohammad, Rana Ghundai, Nausero, Mundigak, Rakhi

UNIT-II: **HARAPPANCIVILIZATION**

a) Characteristic features
b) Origin and extent
c) Decline
d) Legacy of Harappan Civilization : Cemetery Hculture; Harappan-Vedic relations

UNIT-III: **IMPORTANT HARAPPAN SITES:**

a) Harappa, Mohenjo-daro, Lothal,
b) Surkotda, Kalibangan, Dholavira, Rakhigarhi

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M. A. III SEMESTER
COURSE CODE: ANC-655(Elective)
Group-A

Indian Proto-History

UNIT-IV: **CHALCOLITHIC CULTURES OF WESTERN-CENTRAL INDIA AND DECCAN**

a) Kayatha Culture
b) Ahar Culture; Sites Ahar, Gilund, Balathal
c) Malwa Culture; Sites: Maheswar, Navdatoli, Nagda, Chandoli
d) Nasik-Jorwe Culture; Sites: Nevasa ,Inamgaon, Prakash, Daymabad

UNIT-V: **CHALCOLITHIC CULTURES OF NORTHERN INDIA**

a) Middle Ganga Valley, Sites : Chirand, Senuwar, Taradih, Narhan, Jhusi, Kausambi,
Sringverpura
b) Copper Hoards and O.C.P. Culture of Upper Ganga Valley ; Sites: Saipai, Atranjikhera, Jakhera, Hastinapur, Ahichhatra, Sinauli
c) Vindhyan Chalcolithic ; Sites : Kakoria, Koldihwa,Tokwa, Malhar,RajaNal KaTila

BOOKS RECOMMENDED:

Agrawal, D.P.	-	*Archaeology of India*
Allchin, B. and F.R.	-	*The Rise of Civilization in India and Pakistan*
Chakrabarti, D.K.	-	*India–An Archaeological History–Palaeolithic Beginnings to Early Historical Formations*
Dhavalikar, M.K.	-	*Historical Archaeology of India*
Fairservics, W.A. Jr.	-	*Roots of Ancient India*
Ghosh,A.(ed)	-	*Encyclopaedia of India Archaeology,* 2 vols.
Misra, V.D, and Pal, J.N.(eds.)	-	*Indian Prehistory:1980*
Pal, J.N.	-	*Archaeology of Southern Uttar Pradesh*
Pandey, J.N.	-	*Puratattva Vimarsh*
	-	*Sindhu Sabhyata*
Possehl. G.L.	-	*Indus Age:The Beginnings*
Sankalia, H.D.	-	*Prehistory and Protohistory of India and Pakistan*
Sharma, G.R.	-	*Bhartiya Sanskritika Puratattvik Adhar*
Tripathi, Vibha	-	*Age of Iron in South Asia*
Thapalyal, K.K.	-	*Sindhu Sabhyata*
Varma, R .K.	-	*Puratattva Anusheelan, Bhag I,II*
Wheeler, R.E.M.	-	*The Indus Civilization, 3rd edition*

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M. A. III SEMESTER
COURSE CODE: ANC-656(Elective)
Group-B

Ancient Indian Art and Aesthetics-I

This paper seeks to make students aware of various dimensions of ancient Indian art and aesthetics to develop a comprehensive understanding of the essence real meaning and the Indianness of Indian Art.

COURSE OUTCOME:

CO 1	Introduces various sources, historiography, and approaches to the study of Indian Art.
CO 2	Familiarized with Indian thinkers like Bharata, Abhinavagupta and western thinkers like Kant and Hegel to have a fuller understanding of art
CO 3	To understand and analyze Mauryan, Sunga, and Satavahana Art.
CO 4	Learn about Kushana and Gupta Art.
CO 5	Able to analyze Buddhist and Jaina iconography.

UNIT-1: **SOURCES:**

a) Concept of Indian Art
b) Historiography
c) Approaches

UNIT-II: **INDIAN THINKERS:**

a) Bharata
b) Abhinavagupta
c) Western thinkers: Kant, Hegel

UNIT-III: **DYNASTIC ART-I**

a) Mauryan
b) Sunga
c) Satavahana

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M. A. III SEMESTER

COURSE CODE: ANC-656(Elective)

Group-B

Ancient Indian Art and Aesthetics-I

UNIT-IV: **DYNASTIC ART-II**

a) Kushana

b) Gupta

UNIT-V: **BUDDHIST AND JAINA ICONOGRAPHY:**

a) Buddha, Bodhisattva (Amitabh, Akshobhya)

b) Adinath, Parsvanath, Mahavira

BOOKS RECOMMENDED:

Agrawal, V.S. -	Indian Art/Bharatiya Kala
Ananad, Mulkraj -	Hindu View of Art
Bachoffer, L.-	Early Indian Sculpture, II vols.
Banerjee, J.N.-	Development of Hindu Iconography
Coomarswamy, A.K. -	History of Indian and Indonesian Art
Gnoli, Raniero -	The Aesthetic Experience according to abhinavagupta
Harle, J.C. -	The Art and Architecture of Indian subcontinent
Kramrisch, Stella -	Indian Sculpture
Mishra, Indumati -	Pratima Vigyan
Mishra, R.N. -	Murtikala ka Itihasa
Mitter, Partha -	Indian Art
Pandey, K.C. -	Comparative Aesthetics
	Vol. I: Indian Aesthetics
	Vol. II: Western Aesthetics
Roy, Anamika -	Amaravati Stupa: A Critical Camparison of Epigraphic, Architectural and Sculptural Evidence-Vol. I
Rao, T.A.G. -	Elements of Hindu Iconography, IV vols.
Shivramamurti, C. -	South Indian Bronzes
Tomory, Edith-	A History of Fine Arts in India and the West
Vatsyayan, K. -	Natya Sastra

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M. A. III SEMESTER
COURSE CODE: ANC-657(Elective)
Group-C

Economic History of India (From Earliest to 6th Century A.D.)

COURSE OBJECTIVES:

This course is based on the understanding of economic dynamics, structures, patterns and institutions of Ancient India. After study of this course, the students:

CO 1	will be familiarized with Sources, trends and approaches for reconstruction of economic history in Ancient India.
CO 2	will be able to understand about the historical and chronological development of economic life in Ancient India.
CO 3	will learn about the emergence and growth of agrarian structure and relations and animal husbandry in Ancient India
CO 4	will learn about the dynamics of trade and commerce, development of trade routes and corporate life in Ancient India
CO 5	will be familiarized with the revenue and currency system in Ancient India

UNIT-I: SOURCES:

a) Literary sources
Indigenous-Dharmashashtra, Secular and Religious and Foreign Accounts
b) Archaeological Sources Epigraphic, Numismatic and Excavation/Exploration Reports
c) Trends and Approaches to the study of Ancient Indian Economy

UNIT-II: HISTORICAL STUDY OF ECONOMY: ECONOMIC LIFE

a) Indus Valley civilization economy
b) Vedic economy
c) Economic condition during sixth century B.C.
d) Economic condition after Buddhist period – Mauryan, Post-Mauryan and Gupta

UNIT-III: STUDY OF HISTORY OF AGRICULTURE:

a) Land Ownership and land Possession
b) Irrigation System
c) Crops, Cultivation and Manuring
d) Agricultural Implements and Labour: Slavery and Vishti
e) Animal Husbandry

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(CBCS Syllabus-2023-24)

M. A. III SEMESTER
COURSE CODE: ANC-657(Elective)
Group-C

Economic History of India (From Earliest to 6th Century A.D.)

UNIT-IV: **STUDY OF HISTORY OF TRADE AND COMMERCE: INTERNATIONAL EXTERNAL TRADE AND CORPORATE ACTIVITIES:**

a) Trade routes (Land and water) and Means of Transport
b) Ports and Towns (Trade Centers)
c) Items of Import and Export
d) Trade Relations with other Countries, Rome, Southeast Asia and China

Corporate Activities, Currency System

a) Industrial and Traders' Guilds: Definition, Organization and Functions
b) Nigam, Definition Organization and Functions
c) Carvan Trade, with Indigenous and Other Countries

UNIT-V: **REVENUE SYSTEM, MONEY LENDING AND CURRENCY SYSTEM:**

a) Agricultural and Trade Taxes
b) Fines, Principle and practice of Taxation
c) Definition and Types of Lending
d) Rate of Interest
e) Monetary Condition: State of Coined Money

Books Recommended:

Achche Lal	-	Prachin Bharat Mein Krishi
Adhya, G.L.	-	Early Indian Economics
Allchin, B. and F.R.	-	Birth of Indian Civilization
Altekar, A.S.	-	Position of Women in Hindu Civilization
Altekar, A.S.	-	Education in Ancient India
Aiyangar, K.V.R.	-	Aspect of ancient Indian Economic thought
Bajpai, K.D.	-	BhartiyaVyaparaKaltihasa
Bandyopadhaya, N.C.	-	Economic Life and Progress in Ancient India
Bhattacharya, S.C.	-	Some Aspects of Indian Society (2nd century B.C. to 4th Century A.D.)
Bose, A.N.	-	Social and Rural Economy of Northern India 2 Volumes.
Buhler, G.	-	Laws of Manu

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M. A. III SEMESTER
COURSE CODE: ANC-657(Elective)
Group-C

Economic History of India (From Earliest to 6th Century A.D.)

Chanana, D.	-	Slavery in Ancient India
Derrett, J.D.M.	-	Religion, Law and State in India
Ghose, A.	-	The City in Early Historical India
Ghoshal, U.N.	-	Hindu Revenue System Hutton, J. – Caste in India
Kangle, R.P.	-	Kautilya Arthasastra
Kane, P.V.	-	History of Dharmasastra Vol. II (Hindi Version Vol. II)
Kapadia, K.M.	-	Marriage and Family in India
Macdonell and Keith	-	Vedic Index, 2 Vols.
Maity, S.K.	-	Economic Life in Northern India in the Gupta Period : 300 A.D.-550A.D.
Majumdar, R.C.	-	Corporate Life in Ancient India
Mukerjee, Sandhya	-	Some Aspect of Social Life in Ancient India
Ojha, A.P.	-	Prachina Bharat Mein Samajik Starikaran
Om Prakash	-	Conceptualization and History
Om Prakash	-	Prachina Bharat Ka Samajik Evam Arthikl tihas
Pran Nath	-	Economic Life in Ancient India
Raj, Bharti	-	Prachin Bharat Me Samajika Gatishilta Ka Addhyayan
Saletore, R.N.	-	Early Indian Economic History
Sharma, R.S. -	-	Studies in Ancient India: Light on Early Indian Economy and Society
Sharma, R.S. -	-	Indian Feudalism
	-	Material Culture and Social Formations in Ancient India
	-	Prarambhika Bharat Ka Arthik Aur Samajik Itihas
Thakur, V.K.	-	Urbanization in Ancient India.

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M. A. III SEMESTER
COURSE CODE: ANC-658 (Elective)
Group-D

Ancient Indian Religious and Philosophical Thoughts-II

This course introduces to the students the religious ideas manifested in Puranas and later religious and philosophical literature. Through the study of the course, students can:

CO 1	Define the various historical and religious sources required for the study of ancient Indian religion
CO 2	Analyse the religious ideas present in Puranas
CO 3	Describe distinctive features of different Cults present in ancient India
CO 4	Analyse the presence of tantrik traits in Ancient India.
CO 5	Familiarize students with the knowledge of Vedanta philosophical traditions.

UNIT-I: **SOURCES:**

a) Survey of Literature: Sources
b) Principal Puranas and its religion
c) Panchdevopasna, Vrata and Dana

UNIT-II: **RELIGIOUS SYSTEM: I**

a) Saiva Cult
b) Vaisnava Cult

UNIT-III: **RELIGIOUS SYSTEM: II**

a) Saktism
b) Tantric tradition

UNIT-IV: **MINOR RELIGIOUS SYSTEMS:**

a) Sun Cult
b) Ganesa Cult

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M. A. III SEMESTER
COURSE CODE: ANC-658 (Elective)
Group-D

Ancient Indian Religious and Philosophical Thoughts-II

UNIT-V: **PHILOSOPHICAL THOUGHTS:**

a) Six schools of Indian Philosophy

b) Role of Sankaracharya in Indian life and thought

Books Recommended:

Bharati, Agehanand	-	*The Tantric Tradition*
Chattopadhyaya, S.	-	*Evolution of Theistic Sects in Ancient India*
Chaturvedi, Giridhar Sharma		*Purana-Parisheelan*
Dwivedi, Hajari Prasad	-	*Madhyakalin Dharm Sadhana*
Goyal, S.R.	-	*Religious History of India, 2 Vols.*
Mitra, R.C.	-	*Decline of Buddhism*
Nandi, R.N.	-	*Social roots of religion in Ancient India*
Pandey, L.P.	-	*Sun-worship in India*
Pathak, V.S.	-	*Shiva Cults in Northern India: Smarta Religious Tradition*
Sharma, C.D.	-	*Indian Philosophy*
Sircar, D.C.	-	*Saktipithas*
Upadhyaya, Baldeva	-	*Purana- Vimarsha*

विभागाध्यक्ष / Head
प्राचीन इतिहास संस्कृति एवं पुरातत्वविभाग
Deptt. of Ancient History Culture & Archaeology
इलाहाबाद विश्वविद्यालय
University of Allahabad
उत्तर प्रदेश, भारत
Uttar Pradesh, India-211002

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M. A. IV SEMESTER
COURSE CODE: ANC-604(CORE)
Political History of Ancient India (from A.D. 550 to 1200 A.D.)

COURSE OBJECTIVES:

Political history prepares the base of all history and this paper introduces to the students about the key concepts of Indian polity from the end of the Gupta rule till the year 1200 AD. After studying the course the student will :

CO 1	Be familiarized with sources being indispensable for the reconstruction of history, both literary and archaeological.
CO 2	Lear about the later Guptas, Maukharis, Vakatakas, and Pallavas
CO 3	Understand the general background to the rise of the Pusyabhuti dynasty and other contemporary dynasties like the Chalukayas of Badami.
CO 4	Be acquainted with the major military conquests by the different rulers of the dynasties.The major dynasties included are the Gurjara-Pratiharas, the Palas, the Rashtrakutas, the Chandellas, and the Chahamanas.
CO 5	Familiarized with the deals with the Arab, Ghaznavid, and the Ghurid invasions. Alongside brings forth the importance of epigraphic study in understanding political history.

UNIT-I: SOURCES:

a) Literary Sources- Indigenous and foreign accounts.
b) Inscriptions
c) Numismatic
d) Architecture and others

UNIT-II: HISTORY OF POST-GUPTA PERIOD

a) Later Guptas '
b) Maukharis
c) Vakatakas
d) Pallavas
e) Maitrakas

UNIT-III A: HISTORY OF PUSHYABHUTI DYNASTY AND CHALUKYAS OF BADAMI

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

B. Chalukyas of Badami

a) Origin and Early History of Chalukyas
b) Pulkesin II and his Achievements
c) Chalukya-Pallava Relations

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(CBCS Syllabus-2023-24)

M. A. III SEMESTER

COURSE CODE: ANC-604(CORE)

Political History of Ancient India (from A.D. 550 to 1200 A.D.)

UNIT- IV: **A- POLITICAL HISTORY**

a) History of Kashmir
b) Yashovarman of Kannauj.
c) Rashtrakutas with special reference to achievements of Dhruva Dharavarsa, Govind III
d) Chandellas
e) Chahmanas-with special reference to achievements of Prithviraja-III

B- Foreign Invasions: Causes for the Indian failures

a) Arab invasion under Mohammad bin Qasim.
b) Mahmud Ghaznavi's invasion.
c) Mohammad Ghori's invasion of India.
d) Causes for the failure of Indian powers.

UNIT-V: **HISTORICAL IMPORTANCE OF EPIGRAPHIC STUDY.**

a) Banskhera Inscription of Harsha
b) Haraha Inscription of Ishanavaraman
c) Aihole Inscription of Pulakeshina-II
d) Aphasada Inscription of Adityasena
e) Mandasore Inscription of Yashodharman

BOOKS RECOMMENDED:

Basak R.G.	-	History of North Eastern India
Devahuti, D	-	Harshavardhana
Mukerjee, R.V.	-	Harsha
Sinha, B.P.	-	Decline of the Kingdom of Magadha
Pathak, Visuddhanand	-	*Uttar Bharat Ka Rajnitik Itihasa* (550 esvi se 1200 esvi)

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M. A. IV SEMESTER

COURSE CODE: ANC-605(CORE)

Philosophy of History

The objective of the paper is to familiarize the learners with the modern philosophers of history and their ideas. Through this paper, the learners will also understand the conceptualization of history as a modern subject and changes in historical writing patterns over different epochs and ages. After study of this course, students can:

CO 1	Learn about the contribution of the positivist and idealist historical tradition.
CO 2	Identify the historiographical and Ideological debate and its contribution to historical explanation.
CO 3	Familiarize with the Marxist and post-Marxist tradition of history writing
CO 4	Learn about the development of imperialist, nationalist, and Marxist traditions of Indian history writing.
CO 5	Analyse the contributions of select modern Indian historians whose writings significantly influenced modern Indian history writing

UNIT-I: MODERN HISTORIOGRAPHY (A)

a. Positivist: with special reference to August Comte and Ranke
b. Idealist: with special reference to Hegel and Collingwood

UNIT-II: MODERN HISTORIOGRAPHY (B)

a. Marxism: Karl Marx and his theories
b. Post-Marxist Historiography: with special reference to Spengler and Toynbee

UNIT-III: MODERN HISTORICAL WRITING IN INDIAN CONTEXT

a. Imperialist
b. Nationalist
c. Marxist

UNIT-IV: POST-MODERN HISTORIOGRAPHY

a. Subaltern Historiography : Its Nature and Significance
b. Post-modernism: Its Nature and Significance

UNIT-V: MODERN HISTORIANS OF ANCIENT INDIA

a. K.P Jaiswal
b. R.G. Bhandarkar
c. R.C Majumdar
d. D.D. Kosambi
e. G.C. Pandey

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M. A. IV SEMESTER

COURSE CODE: ANC-605(CORE)

Philosophy of History

RECOMMENDED READINGS:

Carr, E.H. - What is History, London, 1962, (Hindi Translation Available).

Choubey, Jharkhande: *Itihāsa Darśana* (Hindi), Varanasi, 2001.

Collingwood, R. G., The Idea of History, Oxford, 1961.

Gardiner, P. (Ed.) - Theories of History, London, 1959.

Gooch, G.P. - History and Historians in the Nineteenth Century, Newyork, 1913.

Jenkins, Keith - Rethinking History, Newyork, 1991.

Marwick, Arthur - The New Nature of History, Newyork, 1970.

Om Prakash - Conceptualization and History

Philips, C. H. (ed.), Historians of India, Pakistan and Ceylon, London, 1961.

Renier, G. J. - History: Its Purpose and Methods, London, 1950.

Sreedharan, E. - A Textbook of Historiography: 500 B.C. to A.D. 2000, New Delhi, 2004, (Hindi Translation Available).

Walsh, W.H. –Philosophy of History, 1960.

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M. A. IV SEMESTER
COURSE CODE: ANC-606 (CORE)
Main Currents of World History (From 1900 A.D. to 1945 A.D.)

The basic thrust of this course is to establish the relevance and significance of the Main currents of World History in the History of the World. In this, World War–I, Communism and Revolution, Militarism, the Chinese Revolution of 1911, Nazism, Fascism, World War- II, UNO, and the Cold War (Origins), have been kept.

COURSE OUTCOME:

CO1	Familiarize with the significance of the Main currents of World History.
CO2	To gain knowledge about World War-I and The League of Nations.
CO3	Familiarize with the Causes and Consequences of the Russian Revolution (1917) and the Chinese Revolution.
CO4	To know about the Rise of Communism in the World.
CO5	To know the main Causes behind the Rise of Nazism in Germany and Fascism in Italy.
CO6	Familiarize with World War II, the United Nations Organization, and the Origin of the Cold War.

UNIT-I: WORLD WAR–I AND AFTER

a) Causes of World War-Including Balkan war, Pains law Movement, Militarism, Imperialism, Central Alliance etc.

b) Consequences of World War–I

c) The Paris Conference: Versailles Settlement

d) The League of Nations

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M. A. IV SEMESTER
COURSE CODE: ANC-606 (CORE)
Main Currents of World History (From 1900 A.D. to 1945 A.D.)

UNIT-II: COMMUNISM AND REVOLUTION

a) Rise and Spread of Communism :Karl Marx

b) Russian Revolution(1917): Causes and Consequences

UNIT-III: FAR EAST: 20TH CENTURY

a) Japanese Militarism

b) Chinese Revolution of 1911

UNIT-IV: RISE OF DICTATOR SHIP

a) Nazismin Germany :Rise of Hitler

b) Rise of Fascism in Italy :Mussolini

UNIT-V: WORLD WAR–II AND AFTER

a) Causes and Consequences of World War–II

b) United Nation Organization(UNO)

c) Cold War

BOOKSRECOMMENDED

Albjergand Albjerg	-	Europe From 1914 to The Present Day
Benns, F.F.	-	Europe1870-1914
	-	Europe 1914 since in the World Setting
Bury, J.T. P.	-	The New Cambridge Modern History (Relevant Volumes)
Ferdinand Schevill	-	A History of Modern Europe
Gershoy, L.	-	The French Revolution and Napoleon
H.L. Singh & R.B. Singh:	-	Aadhunik Europe ka Itihas1453-1789
H.A.L Fisher	-	A History of Europe
J. R. Hale	-	Renaissance Europe : The Individual and Society 1480-1520
Parth Sarthi Gupta (ed.)		*Aadhunik Paschim ka Udaya*
Roberts,F.M.	-	The Origins of Second World War
Rudy, George	-	Revolutionary Europe
Seman,L.B.	-	From Vienna to Versailles
Taylor,A.J.P.	-	The Struggle for the mastery in Europe
Thomson,David	-	Europesince Napoleon
Vinacke, H.M.	-	History of the Far Eastin Modern Time
Schapiro, J. Salwyn	-	Modern and Contemporary European History, 1815-1952

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M. A. IV SEMESTER

COURSE CODE: ANC-661(Elective)

Group-C

Social History of India (From Circa 7th Century A.D. to 12th Century A.D.)

COURSE OBJECTIVES:

This course is based on the understanding of social structures, patterns and institutions of Early Mediaeval India. After study of this course, the students :

CO 1	will be familiarized with Sources, trends and approaches for reconstruction of social history in Early Mediaeval India
CO 2	will be able to understand social stratification in Early Mediaeval India
CO 3	will learn about the position and status of slaves, untouchables and weaker sections of the society in Early Mediaeval India.
CO 4	will learn about the evolution and growth of education in Early Mediaeval India.
CO 5	will be familiarized with the position of women and gender relations in Early Mediaeval India

UNIT-I: SOURCES, TRENDS AND APPROACHES

a) Literary sources
   i) Indigenous-Religious and secular
   ii) Foreign Accounts
b) Archaeological Sources: inscriptions, numismatic and others

Trends and approaches to study of ancient Indian society (Transitional Phase from Ancient to Early Medieval Period):

a) Transition from ancient to Early Medieval period
b) Origin of feudal system and its main characteristics

Socio-economic changes during the early medieval period

UNIT-II: HISTORICAL STUDY OF SOCIETY (VERTICAL):

a) Position of Brahmanas, Kshatriyas, Vaishyas and Shudras
b) Sanskara
c) Purushartha

UNIT-III: HISTORICAL STUDY OF SOCIAL INSTITUTIONS:

a) Mixed Castes (Varnasamkaras) and Untouchables (Antyajas)
b) Changes in the institution of slavery
c) Changes in the Institution of Vishti
d) Agrarian relations

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M. A. IV SEMESTER

COURSE CODE: ANC-661(Elective)

Group-C

Social History of India (From Circa 7th Century A.D. to 12th Century A.D.)

UNIT-IV: HISTORICAL STUDY OF POSITION OF WOMEN:

a) Position and status of women
b) Abilities and disabilities
c) Property rights
d) Right to education

UNIT-V: HISTORICAL STUDY OF EDUCATION:

a) Aims and objectives of Education
b) Centres of learning: Nalanda, Vikramshila, Odantpuri
c) Royal and other Patronage to educational institutions

BOOKS RECOMMENDED:

Allchin, B. and F.R.	-	Birth of Indian Civilization
Altekar, A.S.	-	Position of Women in Hindu Civilization
Altekar, A.S.	-	Education in Ancient Indian
Chanana, D.	-	Slavery in Ancient India
Derrett, J.D.M.	-	Religion, Law and State in India
Gopal, L	-	Economic Life in Northern India
Ghose, A.	-	The City in Early Historical India
Hutton, J.	-	Caste in India
Kane, P.V.	-	History of Dharmasastra (Hindi Version)
Majumdar, B.P.	-	Socio-Economic History of Northern India (11th – 12th Century A.D.)
Majumdar, R.C.	-	Corporate Life in Ancient India
Mukerjee, Sandhya	-	Some Aspect of Social Life in Ancient India
Niyogi, Pushpa	-	Contribution to the Economic Life of Northern India
Rai, G.K.	-	Involuntary Labour in Ancient India
Sharma, B.N.	-	Social Life in Northern India (C. 600-1000 A.D.)
Sharma, R.S.	-	Social Changes in Early Medieval India
	-	Indian Feudalism
Upadhyaya, V	-	The Socio-Religious Conditions of Northern India
Yadava, B.N.S.	-	Society and Culture in Northern India in the Twelfth Century A.D.

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M. A. IV SEMESTER

COURSE CODE: ANC-662 (Elective)

Group-D

Ancient Indian Religious and Philosophical Thoughts-III

This course introduces to the students the origin and development of Buddhism in India. This course also analyzes the philosophical and doctrinal aspects of Indian Buddhism. After the study of this course, students can:

CO1	Identify the relevance of various types of Buddhist historical sources
CO2	Recognize distinctive features of Buddhist religious tradition.
CO3	Inculcate the understanding of the development of Buddhism
CO4	Develop the knowledge of Buddhist metaphysics and epistemology.
CO5	Develop an understanding of the causes of the decline of Buddhism in India

UNIT-I: **INTRODUCTION:**

a) Survey of Literature, Sources
b) Antiquity of Sramana tradition and its characteristics
c) Proliferation of Sramanas in the age of Buddha and Mahaveera

UNIT-II: **LIFE AND TEACHINGS OF GAUTAMA BUDDHA:**

a) Sources of Buddha's teachings and problem of the origin of Buddhism
b) Principal events of Buddha's life
c) Noble Truths-concept of Dukkha, Pratitya-samutpada, Nirvana and Anatma and Spiritual discipline (mārga)

UNIT-III: **EARLY HISTORY AND GROWTH OF BUDDHISM:**

a) Buddhist Councils
b) Development of early sects: Theravada, Sarvastivada, Mahasanghika and Vatsiputriya ; doctrinal evolution of the Buddhist thoughts.
c) Growth of Buddhism, legend, and cult: distinction of Arhat, Pratyeka-Buddha, and Samyak-Sambuddha.
d) Buddhist sangha: Historical development and Socio-economic implications.

UNIT-IV: **MAHAYANA BUDDHISM:**

a) Evolution of Mahayana
b) Principal features: Bodhisattva as a spiritual ideal and practice of Paramita discipline, Development of Trikaya doctrine.
c) Philosophical developments. Madhyamika – Sunyavada and Yogacharya Vigyanvada,

UNIT-V: **TANTRIC BUDDHISM AND DECLINE OF BUDDHISM:**

a) Tantric Buddhism – evolution and characteristics
b) Decline of Buddhism

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M. A. IV SEMESTER

COURSE CODE: ANC-662 (Elective)

Group-D

Ancient Indian Religious and Philosophical Thoughts-III

Books Recommended:

Bapat, P.V.	-	2500 years of Buddhism,(also in Hindi) Delhi, reprint, 1987
Chakravarty, Uma,	-	The Social Dimensions of Early Buddhism, Delhi, 1987
Conze, E.	-	Buddhism-Its Essence and Development, Oxford, 1951
Conze, E.	-	Buddhist Thought in India, London,1962
Conze, E.	-	A Short History of Buddhism, Bombay, 1960
Coomaraswamy, A.K.	-	Hinduism and Buddhism, New Delhi, 1996
Dev, Narendra	-	*Baudha Dharma Darsan*, Patna, reprint, 1994
Dubey, Sitaram	-	*Baudha Sangha Ka Prarambhika Vikas*, Gorakhpur, 1988
Dutta, N.	-	Mahayana Buddhism, Calcutta, 1976
Dutta, N.	-	Early Monastic Buddhism, Calcutta. 1960
Dutta, N.	-	Buddhist Sects in India, Calcutta, 1977
Kern, H.	-	Manual of Indian Buddhism, Strasburg, 1896
Pandey, G.C.	-	Studies in the Origins of Buddhism, Delhi, 1983
Pande, G.C.	-	*Buddha Dharma Ke Vikasa Ka Itihasa* (Hindi), Lucknow, 1987
Pande, G.C.	-	Mahayana, Sarnath, 1995
Pande, G.C.	-	Sramana Tradition: Its History and Contribution to Indian Culture, Ahemdabad, 1977
Ray, Himanshu Prabha,	-	Monastery and Guild: Commerce Under Satavahanas, Delhi, 1986
Rhys Davids, T.W.	-	History of Indian Buddhism, London, 1897
Thomas, E.J.	-	Life of Buddha as Legend and History, London, 1957
Thomas, E.J.	-	History of Buddhist Thought, London, 1923
Upadhyaya, B.	-	*Buddha Dharma-Darsana* (Hindi), Varanasi, 1978
Warder, A.K.	-	Indian Buddhism, Varanasi, 1970
Conze, E.	-	A Short History of Buddhism, Bombay, 1960
Robinson, Richard R.	-	The Buddhist Religion, Calcutta, 1970
Murti, T.R.V.	-	The Central Philosophy of Buddhism-The Madhyamika System, London, 1955.
Sankrityayana, Rahula,	-	*Buddha-Charya* (Hindi), Varanasi, 1952
Winternitz, M.	-	History of Indian Literature, Vol. II, Delhi, 1983

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M. A. IV SEMESTER

COURSE CODE: ANC-663(Elective)

Group-A

Indian Iron Age/Historical Archaeology of India

OBJECTIVE:

The purpose of this course is to familiarize students with social, economic, and cultural development in India from the Iron Age up to the Second Urbanization. After study of this course, students can:

COURSE OUTCOME:

CO 1	Identify the significance of the Iron Age in Indian history.
CO 2	Analyse the widespread use of iron implements to unprecedented developments in agriculture, warfare, trade, and craftsmanship.
CO 3	Understand the process and factors responsible for the second urbanization
CO 4	Analyze the role of iron in the formation large of territorial states.
CO 5	Identify the importance of megalithic culture in South Indian material culture.

UNIT-I: INTRODUCTION:

A) General Features of Iron Age
B) Emergence of Iron in India

UNIT-II: ANTIQUITY OF IRON:

(a) Literature Sources and Archaeological Sources

(b) Early Historical Archaeology of India

UNIT-III: IRON AGE CULTURES:

a) Black and Red Ware Culture:

b) Painted Grey Ware Culture; Sites: Atranjikhera, Ahichhatra, Hastinapur etc.

c) Northern Black Polished Ware Culture; Sites: Kaushambi, Jhusi, Narhan, etc.

UNIT-IV: SECOND URBANIZATION:

a) General Features of Urbanization

b) Second Urbanization in the Middle Ganga Plain

c) Indo-Roman Contacts; Arikamedu

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M. A. IV SEMESTER
COURSE CODE: ANC-663(Elective)
Group-A

Indian Iron Age/Historical Archaeology of India

UNIT-V: MEGALITHIC CULTURE

a) General Features of Megalithic Culture
b) Megalithic Culture of Northern Vindhyas; Sites: Magha, Kotia, Kakoria.
c) Megalithic Cultures of South India; Sites: Khapa, Naikund, Nagarjunkonda, Mahurjhari, Hire Benakal, Kadebakle.

BOOKS RECOMMENDED:

Agrawal, D.P.	Archaeology of India
Allchin, B. and F.R.,	The Rise of Civilization in India and Pakistan
Chakrabarti, D. K	India- An Archaeological History – Palaeolithic Beginnings to Early Historical Formations
Dhavalikar, M.K.	Historical Archaeology of India
Fairservics, W.A., Jr	Roots of Ancient India
Ghosh, A. (ed.)	Encyclopaedia of Indian Archaeology, vols 2
Ghosh, A.	The City in Early Historical India
Misra, V.D. and Pal, J.N. (eds.)	Indian Prehistory: 1980
Pal, J.N.	Archaeology of Southern Uttar Pradesh
Pandey, J.N.	*Puratattva Vimarsh*
Sankalia, H. D	Prehistory and Protohistory of India and Pakistan
Sharma, G.R.	*Bhartiya Sanskriti Ka Puratattvik Adhar*
Tripathi, Vibha	Age of Iron in South Asia
Varma, R.K.	*Puratattva Anusheelan*, Bhag I, II

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M. A. IV SEMESTER
COURSE CODE: ANC-664(Elective)
Group-B

Ancient Indian Art and Aesthetics-II

This paper seeks not only to develop a comprehensive understanding of ancient Indian art but also to show how art is linked with society culture and religion. After pursuing the course students will be:

COURSE OUTCOME:

CO 1	Familiarized with the Chandella, the Rashtrakuta, the Pallava, and the Chola art.
CO 2	Able to understand Hindu iconography associated with Vishnu, Shiva, Shakta, and Surya.
CO 3	Able to analyzed the terracotta traditions that developed through the ages, right from the Indus to the early medieval times
CO 4	Familiarized with the painting traditions that developed in ancient India.
CO 5	Learn about the social base and context of those who produced the various forms of art and hence will underlines the different ways in which art is linked with society.

UNIT-I: **DYNASTIC ART:**

a) Chandella
b) Rashtrakuta
c) Orissa
d) Pallava
e) Chola

UNIT-II: **HINDU ICONOGRAPHY:**

a) Vishnu- Hari Hara, Sri Ram
b) Shiva- Natraj and Gangadhar
c) Sakta- Mahishasur Mardini, Parvati
d) Surya

UNIT-III: **TERRACOTTA TRADITIONS:**

a) Indus
b) Mauryan and Sunga
c) Kushana and Gupta
d) Early Medieval Regional Traditions

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M. A. IV SEMESTER
COURSE CODE: ANC-664(Elective)
Group-B

Ancient Indian Art and Aesthetics-II

UNIT-IV: **PAINTING TRADITIONS:**

a) Forms and Techniques
b) Prehistoric Paintings
c) Classical Painting Tradition, Ajanta and Bagh

UNIT-V: **SOCIAL DIMENSION OF ART:**

a) Society and Art
b) Gender and Art
c) Religion and Art
d) Tantrik and Art

Books Recommended:

Agrawal, V.S.:	Indian Art/Bharatiya Kala
Ananad, Mulkraj :	Hindu View of Art
Bachoffer, L.:	Early Indian Sculpture, 2 vols.
Banerjee, J.N.:	Development of Hindu iconography
Coomarswamy, A.K.:	History of Indian and Indonesian Art
Gnoli, Raniero:	The Aesthetic Experience According to Abhinavagupta
Harle, J.C.:	The Art and Architecture of Indian Subcontinent
Kramrisch, Stella:	Indian Sculpture
Misra, Indumati:	*Pratima Vigyan*
Mishra, R.N.:	*Murtikala ka Itihasa*
Mitter, Partha :	Indian Art
Pandey, K.C.:	Comparative Aesthetics
	Vol. I: Indian Aesthetics
	Vol. II: Western Aesthetics
Roy, Anamika :	64 Yoginis Cult, Icons and Goddesses
Rao, T.A.G.:	Elements of Hindu iconography, 4 vols.
Shivramamurti, C.:	South Indian Bronzes
Tomory, Edith:	A History of Fine Arts in India and the West
Vatsyayan, K.:	*Natya Sastra*

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M. A. IV SEMESTER

COURSE CODE: ANC-659 (Elective)

Group-A

Prehistory: Mesolithic and Neolithic Cultures (With Special Reference to India)

OBJECTIVE:

The course is essentially designed to introduce students of history to the fundamentals of the Stone Age. It refers to five distinct periods that show step-by-step human environment processes during the Mesolithic to Neolithic periods broadly. This paper covers existing artworks, pottery tools, miniature sculptures incised designs, reliefs on cave walls, and paintings. Especially, the beginning of farming, domestication processes, and community sustainability with scientific approaches. After study of this course, students can:

CO 1	Identify the sustainable community development in the Stone Age.
CO 2	Understand the scientific approach of agriculture & domestication in the Stone Age
CO 3	Identify the Science of human–environment interaction and understanding.
CO 4	familiarize with grinding and polishing of stone tools and manufacture of pottery
CO 5	Analyse the facts and types of primitive artworks and structures.

UNIT-I:

a) Palaeo-Environment of Holocene

b) Mesolithic and Neolithic Tool Technology and Typology

UNIT-II: **MESOLITHIC CULTURES IN INDIA:**

A) Origin and Chronology of the Mesolithic Cultures in India

B) Mesolithic Cultures of the Vindhyas and the Ganga Valley

UNIT-III: **Excavated sites** – Birbhanpur, Langhnaj, Bagor,

Chopani-Mando, Baghaikhor,

Baghor II, Damdama

UNIT-IV: **NEOLITHIC CULTURES IN INDIA:**

A) Definition and General Features

B) Domestication of crop/plant and Animals

C) Regional Study of Neolithic Culture:

a) Neolithic in North India

b) Neolithic in the Vindhyas & Ganga Valley

c) Neolithic in the South India

d) Neolithic in the Eastern India

UNIT-V: Rock art: Definition, General Features

a) Type of Rock Art
b) Historiography and rock art
c) Key sites : Bhimbetka, Badami, kaimur Region

Books Recommended:

Bordes, F.	Ole Stone Age
Clark, Grahmme and Piggott, S.	Prehistoric Societies
Daniel, G.	150 Years of Archaeology
Hawkes, J. and Wolley, L. (ed.)	History of Mankind Vol. I (UNESCO pub.)
Misra, V.D.	Some Aspects of Indian Archaeology
Misra, V.D. and Pal, J.N. (ed.)	Indian Prehistory: 1980
Misra, V.D. and Pal, J.N. (ed.)	Mesolithic India
Misra, V.N. and Mate, M.S. (ed.)	Indian Prehistory: 1964
Pal, J.N.	Archaeology of Southern Uttar Pradesh
Pandey, J.N.	*Puratattva Vimarsha*
Sankalia, H.D.	Stone Age Tool & Prehistory and Protohistory of India and Pakistan
Varma, R.K.	*Bhartiya Pragitihas, Bhag I -* *& Puratattava Anusheelan,* *Bhartiya Pragiatihasika Sanskritiyan*
Wadia, D.N.	Ancient India, Bulletin of the Archaeological Survey

	of India; Indian Archaeology – A Review, New Delhi; Puratattva – Published by Archaeological Society of India.

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M. A. IV SEMESTER
COURSE CODE: ANC-660 (Elective)
Group-B

Ancient Indian Architecture-II

COURSE OBJECTIVES:

The objective of the paper is to inculcate in the learners the understanding of ancient Indian architecture. After study of the course, students can:

C O 1	Learn about the sources of temple architecture in ancient India.
C O 2	Develop understanding of Gupta architecture in ancient India.
C O 3	Learn about temple architecture of Nagara style (Northern India).
CO 4	Develop understanding of temple architecture of Dravid style (Southern India).
CO 5	Develop an understanding of the legacy of architectural journey of ancient India

UNIT-I: **TEMPLE ARCHITECTURE & STYLES:**

a) Origin and growth of Temple Architecture

b) Principles of Vastu Vidya: Cosmology

c) Nagara, Dravida, Vesara & Origin of Bhumija Style

UNIT-II: **GUPTA TEMPLES**

a) Distinctive Features; Form and Technique
b) Nachna kuthar, Bhumra,
c) Bhitargon , Devgarh

UNIT-III: **EARLY MEDIEVAL ARCHITECTURE: NORTH INDIA**

a) Temples of Orissa-

- Lingaraj temple
- Surya temple Konark
- Rajarani temple
- Ananta vasudev temple

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M. A. IV SEMESTER
COURSE CODE: ANC-660 (Elective)
Group-B

Ancient Indian Architecture-II

b) Temples of Khajuraho
- Duladev Temple
- Laxman temple
- Kandariya Mahadev temple
- Vishvanath Temple

UNIT-IV: (A) EARLY MEDIEVAL ARCHITECTURE: SOUTH INDIA

a) Pallava Temples: Cave & Monoliths

b) Pallava Temples: Structural: Shore temple, Kailashanath temple

c) Chalukyan Temples: Aihole And Pattadakal

UNIT-V: (B) EARLY MEDIEVAL ARCHITECTURE: SOUTH INDIA

a) Chola Temples: Rajrajeshwar temple Tanjavur, Brihdeshvara temple, Gangaikondcholpuram

b) Hoyasala Temples: Chennakesava temple, Belur, Hoysaleswar temple, Halebid

c) Rashtrakuta Monoliths/Cave Temples - Ellora

BOOKS RECOMMENDED:

Agrawal,V.S.	-	Evolution of Hindu Temples and Other Essays;
	-	Indian Art/Bharatiya Kala;
	-	Gupta Art.
Anand, Mulk Raj	-	The Hindu View of Art
Bhattacharya, Tarapada	-	Canons of Indian Art
Boner, Aliceand Sharma,S.R.	-	New Light on the Sun Temple of Konarka
Bose, Nirmal Kumar	-	Carnons of Orissan Architecture
Coomaraswamy,A.K.	-	Symbolism of Indian Architecture
	-	History of Indian and Indonesian Art (Symbolism and General History)
Dehejia,Vidya	-	Early Stone Temples of Orissa
Dhaky, Meister, & Krishna Deva(ed)	-	Encyclopedia of Temple Architecture Vol.I (North India 3 pts)
Gangoli, O.C.	-	The Art of Rashtrakutas
Krishna Deva	-	Temples of North India
	-	Khajuraho–2 Vols.
Michell, George	-	The Hindu Temple : An Introduction to its Meaning and Forms
	-	Splendours of the Vijayanagar Empire-Hampi (Marg. Pub.)
Mitra, Debala	-	Buddhist Monuments
Pandey, J.N.	-	*Bharatiya Kala*
Panigrahi,K.C.	-	Archaeological Remains at Bhubaneswara
Pramod Chandra	-	Studies in Temple Architecture

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M. A. IV SEMESTER
COURSE CODE: ANC-660 (Elective)
Group-B

Ancient Indian Architecture-II

Ray, Niharranjan	-	Maurya-Sunga Art
Rowland,Benjamen	-	The Art and Architecture of India
Shukla,D.N.	-	Vastushastra, Vol. 1–Hindu Science of Architecture
Soundara Rajan, K.V.	-	Indian Temple Styles:The Personality of Hindu Architecture.
Srinivasan,K.R.	-	Temples of South India
Suson,L.Huntington	-	The Art of Ancient India

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M. A. IV SEMESTER

COURSE CODE: ANC-665(Elective)
Group-C
Economic History of India (From Circa 7th Century A.D. to 12th Century A.D.)

COURSE OBJECTIVES:

This course is based on the understanding of economic dynamics, structures, patterns and institutions of Early Mediaeval India. After study of this course, the students :

CO 1	will be familiarized with Sources, trends and approaches for reconstruction of economic history in Early Mediaeval India.
CO 2	will be able to understand agrarian structure and relations in Early Mediaeval India.
CO 3	will learn about the growth of trade and commerce in Early Mediaeval India.
CO 4	will learn about the dynamics of the secondary sector, development of industries and corporate life in Early Mediaeval India.
CO 5	will be familiarized with the settlement patterns, taxation system and process of debt and money lending in Early Mediaeval India.

UNIT-I: SOURCES, TRENDS AND APPROACHES

a) Literary sources
   i) Indigenous-Religious and secular
   ii) Foreign Accounts
b) Archaeological Sources: inscriptions, numismatic sources
c) Trends and approaches to study of Economic History

UNIT-II: HISTORY OF AGRICULTURE:

a) Land ownership and land possession
b) Irrigation system, flood and famine
c) Manuring and Types of Land
d) Agricultural implements and animal husbandry
e) Types of labour and their use in agriculture

UNIT-III: TRADE AND COMMERCE (INTERNAL AND EXTERNAL):

a) Trade routes – Land and water, indigenous and foreign
b) Means of transport
c) Centres and entrepots of trade: cities, towns and ports
d) Items of export and import
e) Means of exchange – barter, coins

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M. A. IV SEMESTER
COURSE CODE: ANC-665(Elective)
Group-C

Economic History of India (From Circa 7th Century A.D. to 12th Century A.D.)

UNIT-IV: INDUSTRIES AND CORPORATE LIFE:

a) Industries: Textile, Metal, Others: Salt, Wine, etc.
b) Guilds:
   i) Trade guilds- definition, organization and function
   ii) Industrial guilds – definition, organization and function
   iii) Carvan Trade – definition, organization and function

UNIT-V: HISTORY OF REVENUE SYSTEM, SETTLEMENT AND DEBTS:

a) **Taxation and Revenue System:**

   i) Principle and practice of taxation
   ii) Agricultural taxes
   iii) Trade taxes
   iv) Oppressive features of taxes

b) **Settlement**

   i) Urban Decay verses Urban Change (Features of Urban centers and their spatial distribution; the problem of de-urbanization)
   ii) Settlement patterns and overdependence on the village
   iii) Localization and Self-sufficiency of villages

c) **Debts and Money Lending**

   i) Definition and types of debts
   ii) Rates of interests
   iii) Implications of lending.

Books Recommended:

Agrawal, V.S.	-	*Harsh Charit – Ek Sankritik Addhyayan*
Altekar, A.S.	-	Position of Women in Hindu Civilization
Chanana, D.	-	Slavery in Ancient India
Gopal, L	-	Economic Life in Northern India
Ghose, A.	-	The City in Early Historical India
Majumdar, B.P.	-	Socio-Economic History of Northern India (11th – 12th Century A.D.)
Majumdar, R.C.	-	Corporate Life in Ancient India
Niyogi, Pushpa	-	Contribution to the Economic Life of Northern India
Rai, G.K.	-	Involuntary Labour in Ancient India
Sharma, R.S.	-	Social Changes in Early Medieval India
	-	Indian Feudalism
Upadhyaya, V	-	The Socio-Religious Conditions of Northern India
Yadava, B.N.S.	-	Society and Culture in Northern India in the Twelfth Century A.D.

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M. A. IV SEMESTER

COURSE CODE: ANC-666 (Elective)

Group-D

Ancient Indian Religious and Philosophical Thoughts-IV

This course introduces to the students about origin and development of Jainism in India. This course also analyzes the philosophical and doctrinal aspects of Jainism. After the study of this course, students can:

CO 1	Identify the relevance of various types of Jain historical sources
CO 2	Recognize distinctive features of Jain religious tradition
CO 3	Inculcate the understanding of the development of Jainism.
CO 4	Develop the knowledge of Jain metaphysics and epistemology.
CO 5	Develop an understanding of the spread of Jainism in India.

UNIT-I: **INTRODUCTION:**

a) Survey of Literatures; Sources
b) Antiquity of Jainism

UNIT-II: **PARSVANATHA AND MAHAVIRA:**

a) Life and teachings of Parsvanatha
b) Mahavira and MakkhaliGosala
c) Teachings of Mahavira
d) Jaina Sangha

UNIT-III: **JAINA SANGHA AFTER MAHAVIRA**

a) Division of Jaina Sangha into Svetambara and Digambara, their further history and main differences.
b) Formation of Jaina canon

UNIT-IV: **SPREAD OF JAINISM:**

a) Early Phase of Jainism
b) Jainism in Gujarat and Rajasthan
c) Jainism in the Deccan and South.

UNIT-V: **JAINA DOCTRINES:**

a) Jaina Metaphysics of Jiva and Ajiva
b) Jaina Epistemology : Pramana, Naya, Anekantavada & Syadvada
c) Spiritual discipline : Ideas of Karma, bondage & liberation, Jaina spiritual discipline
d) Cult of Tirthankaras

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M. A. IV SEMESTER

COURSE CODE: ANC-666 (Elective)

Group-D

Ancient Indian Religious and Philosophical Thoughts-IV

Books Recommended:

Basham, A.L.	-	The History and Doctrines of the Ajivikas, London, 1951
Basham, A.L.	-	A Vanished Religion, reprint, 2003
Buhler, G.	-	On the Indian Sect of the Jainas. With an outline of the Jaina Mythology
Chatterjee, Asim Kumar,	-	A comprehensive History of Jainism, Vol. I, New Delhi-2000, London, 1903
Deo, S.B.	-	The History of Jain Monastism, Poona, 1956
Jain, H.L.	-	*Bharatiya Samskriti men Jaina Dharma Ka Yogadana* (Hindi), Bhopal, 1962
Jaini, J.L.	-	An Outline of Jainism, Cambridge, 1916
Jain, K.C.	-	*Jain Dharma ka Itihasa*, 3 Vols, Delhi, 2005
Schubring, W.	-	The Doctrines of the Jainas, Delhi, 1962
Sen. A.C.	-	School and Sects in Jain Literature, Calcutta, 1931
Stevenson, S.	-	The Heart of Jainism, New Delhi, 1984
Premi, Nathuram	-	*Jaina Sahitya ka Itihasa* (Hindi), Bombay, 1956
Mehta, Mohan Lal,	-	*Jaina Dharma Aura Darsan*, Bangalore, 1990

Chairman / Head
प्राचीन इतिहास संस्कृति एवं पुरातत्वविभाग
Dept. of Ancient History Culture & Archaeology
इलाहाबाद विश्वविद्यालय
University of Allahabad
उत्तर प्रदेश, भारत
Uttar Pradesh, India-211002