



**SOMAIYA**  
VIDYAVIHAR UNIVERSITY

K J Somaiya Institute of Dharma Studies

## **Syllabus**

**BA (Indian History, Culture, Archaeology & Heritage Studies)  
Year I**

**From  
Academic Year 2024 – 25**

**Centre for Ancient Indian History, Culture & Archaeology  
K. J. Somaiya Institute of Dharma Studies  
(Constituent Academic Unit of SVU)**

## Preamble

In recognition of the rich and diverse heritage of India, the undergraduate program in Indian History, Culture, Archaeology, and Heritage Studies aims to provide students with a comprehensive understanding the history and culture of the Indian subcontinent.

This program is designed in such a way that it offers students the chance to specialise in various tracks such as Indian History, Archaeology, Art History, Museum Studies, Heritage Studies, and Religio-Philosophy as they progress through semesters. This allows students to tailor their studies to their interests or career aspirations. Additionally, students can choose to study ancient languages like Sanskrit, Prakrit, or Pali alongside other subjects to deepen their understanding of Indian cultural studies.

- **Specialisation in History:** Rooted in the exploration of historical texts, cultural artifacts, and archaeological evidence, this program seeks to illuminate the social, political, economic, and religious dimensions of ancient Indian societies. to inspire a lifelong passion for understanding the complexities of Indian history, culture, and its relevance to the contemporary world.
- **Specialisation in Archaeology:** An archaeology track aims to equip students with the knowledge and skills necessary to study past human societies through material remains. Graduates often develop expertise in excavation techniques, artifact analysis, dating methods, and cultural interpretation. They may also gain proficiency in research methodologies, fieldwork, and laboratory analysis.
- **Specialisation in Art History:** It enables students with a deep understanding of Indian art history. Exploring the evolution of art and architectural principles and their influence on contemporary design can provide valuable perspectives for art and architectural practice and preservation efforts. Students gain an understanding of art and architectural styles, materials, construction techniques, and the philosophical underpinnings that shaped images and monumental structures.
- **Specialisation in Museum and Heritage Studies:** It aims to provide students with a comprehensive understanding of heritage conservation, management, and interpretation. Students acquire skills in researching, preserving, and presenting cultural heritage sites, artifacts, and traditions. Students will gain expertise in areas such as museum management, curation, exhibition design, conservation, education, and outreach. The program also emphasises the importance of ethical and inclusive practices in museum work, preparing students for careers in diverse cultural settings.
- **Specialisation in Religio-Philosophy:** They also gain insights into the historical development of religious and philosophical thought, as well as contemporary.

Through a multidisciplinary approach that integrates historical analysis, archaeological methodologies, and cultural and heritage studies, students will engage with the complexities of

Indian history from the beginning. Emphasizing critical thinking, research skills, and ethical inquiry, the program fosters an appreciation for the diversity of ancient Indian cultures.

By combining rigorous academic study with practical fieldwork opportunities, students will develop the analytical and methodological expertise necessary for interpreting the past. Through seminars, workshops, site-based learning, and hands-on experiences, they will explore the processes of historical inquiry and archaeological investigation, gaining insight into the methods used to reconstruct ancient societies and cultures.

By fostering critical thinking and analytical skills it prepares students for further academic study and research, and professional careers.

**Eligibility:**

HSC or equivalent from any discipline with a minimum 55%.

**Duration:**

**4 Years**

**Programme Outcomes**

**PO 1 – Sound knowledge of Subject:**

Sound knowledge of the chosen subject with all its aspects, understanding of scope, relevance, and application of the knowledge of their subject, capacity to critically review and analyse primary as well secondary sources from social, philosophical, ethical, gender and other perspectives, ability to investigate correlations and synthesis leading to development of any knowledge system.

**PO 2 – Writing skills:**

The assessment mechanism ensures that students learn to articulate their thoughts in the form of academic writing that contains evidence-based arguments and reflects logical reasoning.

**PO 3 - Communication Skills:**

Ability to express thoughts and ideas effectively, communicate with others using appropriate media, demonstrate the ability to listen carefully, read and write analytically and present complex information in a clear and concise manner to different groups.

**PO 4 - Self-directed learning:**

Ability to work independently, to identify appropriate resources required for a project, and to manage a project till completion.

**PO 5 - Multicultural sensitivity:**

Possess knowledge of the values and beliefs of multiple cultures and a global perspective, capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**PO 6 - Information/digital literacy:**

Capability to use ICT in a variety of learning situations, ability to access, evaluate, and use a variety of relevant information sources, use appropriate software for analysis of data when required.

**Programme specific outcome**

1. Students will get a comprehensive understanding of ancient Indian History, including its social, political, economic, and cultural aspects. Proficiency in analysing and interpreting historical texts, artifacts, and archaeological findings related to ancient Indian societies
2. Students will develop skills and will be competent in conducting fieldwork, excavation, and documentation of archaeological sites and artifacts. Will be able to evaluate different theories, methodologies, and techniques in the field of Indian archaeology, Epigraphy, and Numismatics.
3. Provide students with a comprehensive understanding of heritage conservation, management, and interpretation. to equip students with the knowledge and skills necessary to work in museums and related cultural institutions.
4. Students will get a deep understanding of various religious traditions, philosophical perspectives, and their impacts on societies.
5. It aims to provide students with a deep understanding of various art and architecture forms, styles, influences, and significance in understanding Indian culture.

**Semester I**  
**Credit Scheme**

<b>Course Code</b>	<b>Course Name</b>	<b>Teaching Scheme (Hrs.) TH – W – TUT</b>	<b>Total (Hrs.)</b>	<b>Credits Assigned TH – W – TUT</b>	<b>Total Credits</b>
132U70C101	Cultural History of India - I	04-00-00	04	04-00-00	04
132U70C102	Introduction to Archaeology	04-00-00	04	04-00-00	04
132U70C103	Art History - I	04-00-00	04	04-00-00	04
132U70C104	Ancient Indian Knowledge Systems	04-00-00	04	04-00-00	04
132U70C105	Introduction to Museums	04-00-00	04	04-00-00	04
132U70V101	Value Added Course	04-00-00	04	04-00-00	04
132U70L101	Modern Indian Languages	04-00-00	04	04-00-00	04
<b>Total</b>					

**Semester I**  
**Examination Scheme**

<b>Course Code</b>	<b>Course Name</b>	<b>Examination Scheme</b>			
		<b>Marks</b>			
		<b>CA</b>	<b>TW</b>	<b>ESE</b>	<b>Total</b>
132U70C101	Cultural History of India – I	50	--	50	100
132U70C102	Introduction to Archaeology	50	--	50	100
132U70C103	Art History – I	50	--	50	100
132U70C104	Ancient Indian Knowledge Systems	50	--	50	100

132U70C105	Introduction to Museums	50	--	50	100
132U70V101	Value Added Course	--	--	--	--
132U70L101	Modern Indian Languages	--	--	--	--
<b>Total</b>					<b>500</b>

**Students can choose any one Ancient Language as a Value Added course**

**Table of Value Added Courses**

Course Code	Value added Course
132U70V101	Sanskrit: Language and Literature I
132U70V102	Pali Language and Literature I
132U70V103	Prakrit Language I

**Semester II**  
**Credit Scheme**

Course Code	Course Name	Teaching Scheme (Hrs.) TH – W – TUT	Total (Hrs.)	Credits Assigned TH – W – TUT	Total Credits
132U70C201	Cultural History of India - II	04-00-00	04	04-00-00	04
132U70C202	Archaeology: Theories and Practices	04-00-00	04	04-00-00	04
132U70C203	Art History - II	04-00-00	04	04-00-00	04
132U70C204	Indian Literature: Genres and Variety	04-00-00	04	04-00-00	04

132U70C205	Introduction to Collection Management	04-00-00	04	04-00-00	04
132U70V201	Value Added Course	04-00-00	04	04-00-00	04
132U70L201	Modern Indian Languages	04-00-00	04	04-00-00	04
<b>Total</b>					

**Students can choose any one Value Added course.  
Table of Value Added Courses**

Course Code	Value Added Course
132U70V201	Sanskrit: Language and Literature II
132U70V202	Pali Language and Literature II
132U70V203	Prakrit Language II

**Semester II  
Examination Scheme**

Course Code	Course Name	Examination Scheme			
		Marks			
		CA	TW	ESE	Total
132U70C201	Cultural History of India - II	50	--	50	100
132U70C202	Archaeology: Theories and Practices	50	--	50	100
132U70C203	Art History - II	50	--	50	100
132U70C204	Indian Literature: Genres and Variety	50	--	50	100
132U70C205	Introduction to Collection Management	50	--	50	100
132U70V201	Value Added Course	--	--	--	--
132U70L201	Modern Indian Languages	--	--	--	--
<b>Total</b>			--		500

## SEMESTER I

### Core 1: Cultural History of India - I

Course Code	Course Title			
132U70C101	Cultural History of India - I			
	<b>TH</b>	<b>P</b>	<b>TUT</b>	<b>Total</b>
<b>Teaching Scheme (Hrs.)</b>	<b>04</b>	<b>-</b>	<b>-</b>	<b>04</b>
<b>Credits Assigned</b>	<b>04</b>	<b>-</b>	<b>-</b>	<b>04</b>
<b>Examination Scheme</b>	<b>Marks</b>			
	<b>CA</b>	<b>TW</b>	<b>ESE</b>	<b>Total</b>
	<b>50</b>	<b>-</b>	<b>50</b>	<b>100</b>

#### Course Objectives

This paper will help students to understand the cultural background of India up to the age of Ashoka. During this period, it witnessed various foreign invasions. It will cover cultural history, political, social and economic life in ancient India. This paper will explore the various aspects related to foreign invasions and cross-cultural influences on each other.

#### Course Outcomes

- CO.1. Students will get elementary knowledge of the ancient history of India from prehistoric ages to the 2<sup>nd</sup> Century CE.
- CO.2. Students will be able to understand various aspects of politics, society, religion, and arts as were seen in ancient India.
- CO.3. Students will be familiar with the cultural history and the various trends that played an important role in its development.



<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>		<b>Introduction to the course</b>		CO.1, CO.2, CO.3
	1.1	Land, Environment, and People		
	1.2	Survey of sources: Archeological and Literary		
<b>2.0</b>		<b>Prehistoric cultures</b>		CO.2, CO.3
	2.1	Paleolithic Culture		
	2.2	Mesolithic Culture		
	2.3	Protohistoric Chalcolithic and Megalithic cultures		
<b>3.0</b>		<b>Harappan Civilization</b>		CO.1, CO.2, CO.3
	3.1	Origin, extent, urban planning		
	3.2	Social, economic, religious, and political conditions		
	3.3	Seals, script, and continuity of Harappan cultural elements		
	3.4	Decline		
<b>4.0</b>		<b>Rigvedic &amp; Later Vedic Period</b>		CO.1, CO.2, CO.3
	4.1	Polity as reflected in Rig Vedic and Later Vedic periods		
	4.2	Society as reflected in Rig Vedic and Later Vedic periods		
	4.3	Economy as reflected in Rig Vedic and Later Vedic periods		

	4.4	Religion as reflected in Rig Vedic and Later Vedic periods		
	4.5	Cultural values as reflected in Rig Vedic and Later Vedic periods		
<b>5.0</b>		<b>India in the 6th Century B.C</b>		CO.1, CO.2, CO.3
	5.1	The sixteen Mahajanapadas and the rise of Magadha		
	5.2	Persian conquest and its impact		
	5.3	Alexander's campaign and its impact		
	5.4	Jainism and Buddhism		
<b>6.0</b>		<b>The Mauryan Age</b>		CO.1, CO.2, CO.3
	6.1	Chandragupta Maurya and his achievements		
	6.2	Mauryan administration according to Megasthenes and Kautilya		
	6.3	Age of Asoka		

### Recommended Books:

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1	Chattopadhyaya, Brajadulal (Ed).	Combined Methods in Indology and Other Writings	Oxford University Press, India	2005
2	Majumdar, R.C. (Ed.)	The History and Culture of the Indian People. Vol. I to V.	Bharatiya Vidya Bhavan, Mumbai, India	1997
3	Pandey, V.C. & A. Pandey	Prachin Bharat ka Itihas (History of Ancient India)	S Chand & Company, New Delhi	2003

4	Raychoudhari, H.C.	Political History of Ancient India	Oxford University Press, India	1997
5	Sharma, R.S.	Perspectives in the Social and Economic History of Early India	Munshiram Manoharlal Publishers Pvt., Ltd., Delhi, India	2003
6	Singh, Upinder	A History of Ancient and Early Medieval India, from Stone Age to 12th Century	Pearson, London, UK	2008
7	Strong, John	The legend of King Asoka	Motilal Banarasidass Publishers Pvt., Ltd., New Delhi, India	2008
8	Thaplyal, Kiran Kumar	Rise & Fall of Asoka	Aryan Books International, New Delhi, India	2012

**Core 2: Introduction to Archaeology**

Course Code	Course Title			
132U70C102	<b>Introduction to Archaeology</b>			
	<b>TH</b>	<b>P</b>	<b>TUT</b>	<b>Total</b>
<b>Teaching Scheme (Hrs.)</b>	<b>04</b>	-	-	<b>04</b>
<b>Credits Assigned</b>	<b>04</b>	-	-	<b>04</b>
<b>Examination Scheme</b>	<b>Marks</b>			
	<b>CA</b>	<b>TW</b>	<b>ESE</b>	<b>Total</b>
	<b>50</b>	-	<b>50</b>	<b>100</b>

**Course Objectives**

Familiarize students with the definition, aims, and scope of Archaeology. The course will include the history and development of archeology as a structured discipline over a period of time including significant contributions of notable archaeologists of India. The course will also give insights into the linkages between archaeology and other sciences. On-site visits will give the students the necessary exposure to experience the different aspects of archeology.

**Course Outcomes**

**At the end of successful completion of the course the student will be able to:**

CO.1. The course will enable the students to understand the basics of archeology.

CO.2. It will help them to develop and strengthen the foundations of archeology for pursuing further higher studies.

CO 3. It will enhance knowledge about recent trends in the archaeology field.

<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>		<b>Introduction to Archaeology</b>		CO.1, CO.2
	1.1	Definition, nature, and scope		
	1.2	Archaeology and other sciences.		
	1.3	Branches of Archaeology		
	1.4	Archaeology as a Source of Ancient History		
<b>2.0</b>		<b>History of Indian Archaeology</b>		CO.1, CO.2
	2.1	Indian Archaeology		
	2.2	Prominent Archaeologists of India and their contribution		
<b>3.0</b>		<b>Methods of Data Collection</b>		CO.1, CO.2
	3.1	Introduction to Exploration & Excavation		
	3.2	Principle and Technique		

<b>4.0</b>		<b>Introduction to Chronology and Dating Methods</b>		CO.1, CO.2
	4.1	Stratigraphy		
	4.2	Relative Chronology		
	4.3	Absolute methods of dating		
<b>5.0</b>		<b>New Trends in Archaeology</b>		CO.1, CO.2 CO.3
	5.1	Marine Archaeology		
	5.2	Neo Archaeology		

**Recommended books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with Country</b>	<b>Edition and Year of Publication</b>
1.	Daniel, Glyn, E.	A Short History of Archaeology	London: Duckworth	1981
2.	Fagan, B.	In the Beginning: An Introduction to Archaeology	Glenview: Scott, Foresman and co.	1988
3.	Hodder, Ian	Theory and Practice in Archaeology	London: Routledge.	1992.
4.	Hurcombe Linda	Archaeological artefacts as material culture.	New York: Routledge	2007
5.	McHenry, Henry M.	Human Evolution Pp. 256-280 in Evolution: The First Four Billion Years, edited Cambridge, Massachusetts: Harvard University Press by M. Ruse and J. Travis	Cambridge, Massachusetts: Harvard University Press	2009.
6.	Renfrew, Colin and Paul Bahn	Archaeological: Theories and Methods and Practice.		2006
7.	Schiffer, M.B.	Behavioural Archaeology: First Principles.	Salt Lake City: University of Utah Press	1995

### Core 3: Art History – I

Course Code	Course Title			
132U70C103	Art History: I			
	<b>TH</b>	<b>P</b>	<b>TUT</b>	<b>Total</b>
Teaching Scheme (Hrs.)	<b>04</b>	-	-	<b>04</b>
Credits Assigned	<b>04</b>	-	-	<b>04</b>
Examination Scheme	Marks			
	<b>CA</b>	<b>TW</b>	<b>ESE</b>	<b>Total</b>
	<b>50</b>	-	<b>50</b>	<b>100</b>

**Course Objectives:** This course is aimed at providing a survey of sculpture, painting, and architecture in the Indian sub-continent from 2300 B.C. to the eighteenth century to explore the role of tradition in the broader history of art in India. The prehistoric and protohistoric phases are presented as background for the emergence of art activity in succeeding periods. The course surveys through phases of Indian art as well as various forms of art in ancient times. Lectures and discussions will cover various critical issues, including how art expresses political aspirations, populist traditions, religious ideals, and creative processes.

**Course Outcomes:**

CO.1. Students will gain familiarity with the rich and diverse visual traditions of the Indian subcontinent through exposure to various artistic media, including painting, sculpture, and architecture.

CO.2. Engage with key debates in the history of Indian art.

CO.3. Think critically about how museums, archaeological sites, and other institutions of learning form our interpretation of works of art in the present day.

<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>		<b>Introduction to the course</b>		CO.1, CO.2, CO.3
	1.1	Concepts and Terms		
	1.2	Art and Culture		
<b>2.0</b>		<b>Beginnings of Art History in India</b>		CO.1, CO.2
	2.1	Ananda Coomaraswamy		
	2.2	Stella Kramrisch		
	2.3	Abanindranath Tagore and Percy Brown		
<b>3.0</b>		<b>The Prehistoric and Protohistoric Periods</b>		CO.1, CO.2
	3.1	Stone Age Painting and Sculpture		
	3.2	Early Neolithic Art		
	3.3	The Indus Civilization		
	3.4	The Vedic and Upanishadic Periods		
<b>4.0</b>		<b>Early Indian Art</b>		CO.1, CO.2
	4.1	Imperial Art and Architecture under the Mauryans		
	4.2	Artistic Development Under the Sungas		
	4.3	Stupas and the Sangha: Popular Buddhism and Monastic Practice		

	4.4	Early Buddhist Narrative Art		
	4.5	'Foreign Influence': The Saka and Parthian Kingdoms		
	4.6	Development of the Buddha Image under the Kushans		

**Recommended Books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1	Romila Thapar	<i>The Penguin History of Early India from the Origins to AD 1300</i>	Penguin Books	2002
2	Vidya Dehejia	<i>Indian Art</i>	Phaidon Press, London	1997
3	George Michell	<i>The Hindu Temple: An Introduction to Its Meaning and Forms</i>	University of Chicago Press	1988
4	Benjamin Rowland	<i>The Art and Architecture of India: Buddhist, Hindu, Jain</i>	Puffin, New York	1971
5	Prasanna Kumar Acharya	<i>A Dictionary of Hindu Architecture: Treating of Sanskrit Architectural Terms with Illustrative Quotations</i>	Oxford University Press	1997



6	A.K. Coomaraswamy; Michael W. Meister	<i>Essays in Architectural Theory</i>	Indira Gandhi National Centre for the Arts, New Delhi	1995
7	Joanna Gottfried Williams	<i>The Art of Gupta India: Empire and Province</i>	Princeton University Press	1982
8	B.N. Goswamy	<i>Essence of India Art</i>	Asian Art Museum of San Francisco	1989
9	Heinrich Zimmer (ed. Joseph Campbell)	<i>Myths and Symbols in Indian Art and Civilization</i>	Princeton University Press, Bollingen Series VI	First published in 1946, and widely reprinted since, including Indian editions
10	Abanindranath Tagore	<i>Sadanga, or, The six limbs of painting</i>	Indian Society of Oriental Art	1921
10	Tapati Guha-Thakurta	<i>The Making of New Indian Art</i>	Cambridge University Press	2007

#### **Core 4: Ancient Indian Knowledge Systems**

##### **Course Objectives:**

1. to introduce students to the rich diversity of Indian knowledge systems
2. to introduce the life and works of important figures in the respective domains
3. to explore the underlying philosophical and cultural ethos that distinguishes Indian Knowledge Systems
4. To emphasise the continuity of the tradition into modern times, wherever applicable.

##### **Course Outcomes**

##### **At the end of the successful completion of the course, the student will:**

- CO1. Have a clear understanding of the different domains of Indian Knowledge Systems
- CO2. Have become aware of the contribution of great figures in the respective fields
- CO3. Have an understanding of how culture impacts the creation of knowledge
- CO4. Learn to investigate correlations and synthesis leading to the development of any knowledge system

<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours p</b>	<b>CO</b>
<b>1.0</b>		<b>Sources of Indian Knowledge Systems</b>		CO.1, CO.2, CO.3, CO4
	1.1	IKS - Concept, scope, relevance to our world today.	1	
	1.2	Textual sources, historical accounts, archaeological evidence, inscriptions, coins etc	3	
<b>2.0</b>		<b>Yoga: Basic Practices and Philosophy</b>		CO.1, CO4
	2.1	Maharshi Patanjali, Swami Satyananda Saraswati, B K S Iyengar, Swami Kuvalayananda, Sri Yogendra	2	
	2.2	Body loosening exercises Importance of breath, developing concentration Yoga for mind-body wellness	2	
<b>3.0</b>		<b>Genres of Ancient Literature</b>		CO.2, CO.3, CO4
	3.1	Religious: Vedic texts, Buddhist and Jain texts;	2	
	3.2	Epics, Puranas, Sangam literature	1	
	3.3	Poetry, Mathematics, and Scientific Literature	1	
<b>4.0.</b>		<b>Leadership and Ethical Values</b>		CO.2, CO4
	4.1	Selections from Shanti Parva of Mahabharata, Arthasastra, Panchatantra, Hitopadesha, Jataka tales, Bhagavadgita, Dhammapada and Thirukkural Lessons for Modern Leadership Challenges	2	
	4.2	Rama, Krishna, Bhishma, Mahavira, Buddha, Ashoka, Guru Nanak, Gandhi.	2	
<b>5.0.</b>		<b>Art and Architecture</b>		CO.1, CO.2, CO.3, CO4
	5.1	Paintings and Sculptures: Sanchi, Ajanta, Ellora, Hampi (any two sites can be used for detailed discussion)	2	
	5.2	Architecture: Rock-cut caves and temple architecture (any two sites can be used for detailed discussion) Ajanta, Ellora, Pattadakal, Konark Temple	2	

<b>6.0.</b>		<b>Indian Education System</b>		CO.1, CO.2, CO.3, CO4
	6.1	Gurukula system: Guru-Shishya parampara, Monastic Education Dialogue and debate (Vada) as a means of education and explorations: Yajnavalkya and Gargi, Nachiketa Reflections on respectful and peaceful engagement in dialogue.	2	
<b>7.0</b>		<b>Ancient Indian Mathematics</b>		CO.1, CO4
	7.1	Shulba Sutras, Bakshali Manuscript	2	
	7.2	Aryabhatiya: place value system, approximation of the value of $\pi$ , geometry	1	
	7.3	Bhaskaracharya: a different approach to teaching mathematics	1	
<b>8.0</b>		<b>Ancient Indian Astronomy</b>		CO.1, CO4
	8.1	Indian calendar system: Sayana-nirayana calendar, Panchanga	2	
	8.2	Spherical trigonometry, Eclipse computation	2	
		Total	30	

**Recommended Books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1.	Majumdar Giriya Prasanna, Banerji Sures Chandra	<i>Kris-Parasara</i>	Asiatic Society, Kolkata	1960

2.	Gupta, Swarajya Prakash, Asthana Shashi	Elements of Indian Art: Including Temple Architecture, Iconography & Iconometry	Indraprastha Museum of Art and Archeology	2007
3.	Kangale, R. P	Kautilya Arthashastra	University of Bombay, Bombay	1960
4.	Larson, G. J. (Ed.) and Bhattacharya, R. (Ed.)	Encyclopaedia of Indian Philosophies: Yoga: India's Philosophy of Meditation, Vol. XII	Motilal Banarasidas Publishers Pvt. Ltd., Delhi, 1st edi.,	2008
5.	Taimini, I. K.	<i>The Science of Yoga</i>	The Philosophical Publishing House, Adyar	1999
6.	Chatterjee, Satischandra & Datta, Dhirendra Mohan	<i>An Introduction to Indian Philosophy</i>	Rupa Publications India Pvt. Ltd., New Delhi, 7th edition	1968
7.	Chatterjee, Satischandra & Datta, Dhirendra Mohan	<i>An Introduction to Indian Philosophy</i>	Rupa Publications India Pvt. Ltd., New Delhi, 7th edition	1968
8.		Vālmikīyarāmāyaṇa	Nag Publishers, Delhi	1990
9.	Satwalekar S.D	<i>Mahabharata</i>	Svadhya Mandali, paradi	1968

10.	Radhakrishnan, S	<i>The Principal Upanisads</i>	Oxford University Press, Delhi	1992
11.	Sharma Sharmishtha	<i>Buddhist Avadanas, (Socio-political, Economic, and Cultural Study)</i>	Eastern book Linkers, Delhi	1985
12.	Coomaraswamy, Ananda K.	<i>Early Indian Architecture: Cities and City-Gates</i>	Munshiram Manoharlal Publishers	2002
13.	Vatasyayan, Kapila	<i>The Square and the Circle of the Indian Arts</i>	Abhinav Publication	1997

**Skill Development: Introduction to Museums**

Course Code	Course Title			
132U70C105	Introduction to Museums			
	TH/Week	P	TUT	Total
<b>Teaching Scheme(Hrs.)</b>	<b>04</b>	-	-	<b>04</b>
<b>Credits Assigned</b>	<b>04</b>	-	-	<b>04</b>
<b>Examination Scheme</b>	Marks			
	CA	TW	ESE	Total
	<b>50</b>	-	<b>50</b>	<b>100</b>

**Course Objectives:**

This course seeks to introduce students to the ethics and dynamics of working in a museum and familiarize them with concepts of collection development and management, educational and research services, exhibition, management structures, and liaising with visitors/ stakeholders. Make students recognise the value and importance of archival science and museology basics.

**Course Outcomes:**

CO.1. Students will be inspired and trained to benefit Indian and International museums with best practices.

CO.2. Will be able to contribute to the archival and museum communities.

	<b>Module No.</b>	<b>Unit No.</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>		<b>Introduction to Course</b>		CO.1, CO.2
	1.1	Definitions		
	1.2	Purposes and Social Relevance of Museums		
<b>2.0</b>		<b>Functions of museum</b>		CO.2
	2.1	Collection, documentation, conservation, research, exhibition and education.		
	2.2	The changing role of museums.		
<b>3.0</b>		<b>Types of museums</b>		CO.1, CO.2
	3.1	Classification of museums based on the nature of collections, governing body, and scope.		
	3.2	Specialized museums. Museums like structures and allied institutions		
	3.3	Specific purposes of different types of museums		

4.0		<b>Role of museum in tourism</b>		CO.1
		<b>Total</b>		

**Recommended Books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1	Adrian George	The Curator's Handbook	Penguin Random House, Canada	2015
2	Anna Johnson; Kimberly A. Huber; Nancy Cutler; Melissa Bingmann And Tim Grove	The Museum Educator's Manual	Rowman & Littlefield Publishers / AASLH	6 <sup>th</sup> Edn., 2020
3	Burdhan Anand	Museological Pedagogy	Research India	2016
4	Bhatnagar Anupama	Museum Museology and New Museology	South Asia Books, New Delhi.	1886
5	Daniels, Maygene F. and Walch Timothy (Eds)	A Modern archives reader: basic readings on archival theory and practice	University of Michigan Library National Archives and Records Service, United States	1984 1947
6	Malaro Marie C., Pogany DeAngelis, Ildiko	A Legal Primer on Managing Museum Collections	Smithsonian Books	3 <sup>rd</sup> Edn., 2012.
7	Cook, Terry	Controlling the Past: Documenting Society and Institutions - Essays in Honor of Helen Willa Samuels	Society of American Archivists	2011
8	Millar, Laura	Archives: Principles and Practices	Facet	2010

## SEMESTER-II

### Core 1: Cultural History of Ancient India: II

Course Code	Course Title			
132U70C201	Cultural History of Ancient India: II			
	TH/Week	P	TUT	Total
Teaching Scheme(Hrs.)	04	-	-	04
Credits Assigned	04	-	-	04
Examination Scheme	Marks			
	CA	TW	ESE	Total
	50	-	50	100

#### Course Objectives

This paper will help students to understand the cultural background of India from 1<sup>st</sup> Century BCE until 13<sup>th</sup> Century CE. This period witnessed the rise of various regional dynasties in ancient India. Along with Bactrian Greek, Kushana and Gupta-Vakatakas, it also witnessed the spread of Indian Culture in South and SouthEast Asia.

#### Course Outcomes

CO.1. Students will get elementary knowledge of ancient history from 1<sup>st</sup> Century BCE to 13<sup>th</sup> Century CE and India's foreign trade relations.

CO.2. Students will get the opportunity to learn the changes in political, social, economic and cultural scenarios happening during this chronological span. It will enhance their knowledge about prominent dynasties from ancient India.

CO.3. It will also enable the students to understand the cultural influence of these regions on Art and architecture.

	Module No.	Unit No.	Hours	CO
1.0		Connections:		CO 1



	1.1	Bactrian Greeks: trade routes		
	1.2	Menander		
2.0	2.1	Śakas and Pahlavas Legacy- Contributions to Art and Architecture Social Life Religious tolerance across a large swathe of the sub-continent		CO 2, CO 3
	2.2	Kushanas: Kanishka Art (Gandhara) Architecture Literature		
3.0	3.1	Guptas: Religious and Social life Literature & Science Art		CO 2, CO 3
	3.2	Vakatakas- State and administrative institutions, Social and economic changes Religion, Art and Architecture, Literature.		
4.0		South India: Changes in society, polity, economy and culture with special reference to-		CO 2, CO 3
	4.1	Early Chola		
	4.2	Ikshvaku		
	4.3	Sangam Age		
	4.4	Kalabhras		
		<b>Total</b>		

**Recommended books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1.	Dikshit, R.K.	Chandellas of Jejakabhukti	Abhinav Publications, New Delhi, India	1 <sup>st</sup> ed., 1977
2.	Ganguly, D.C.	History of Paramaras Dynasty in Malava, Arthuna and Chandravati	University of London, London, UK.	1930
3.	Goyal, S.R.	History of Vakataka- Gupta relations	Kusumanjali Book World, Jodhpur, India	1 <sup>st</sup> ed., 2006
4.	Maity, S.K.	The Imperial Guptas and their times	Munshiram Manoharlal Publishers Pvt., Ltd., Delhi, India	1 <sup>st</sup> ed., 1975
5.	Majumdar R.C (Ed.)	The History and Culture of the Indian People	Bharitiya Vidya Bhavan, Mumbai	1997

6.	Majumdar, A.K.	Chaulukyas of Gujarat: A survey of the history and culture of Gujarat from the middle of the tenth to the end of the thirteenth century	Bharatiya Vidya Bhavan, Bombay, India	1956
7.	Niyogi, Roma	The History of the Gahadavala Dynasty	Calcutta Oriental Book Agency, Calcutta	1959
8.	Yazdani  G. Yazdani, Ghulam	Early History of the Deccan Vol. 1 & 2	Oxford University Press	1961

**Core 2: Archaeology: Theories and Practices**

Course Code	Course Title			
132U70C202	<b>Archaeology: Theories and Practices</b>			
	<b>TH</b>	<b>P</b>	<b>TUT</b>	<b>Total</b>
<b>Teaching Scheme (Hrs.)</b>	<b>04</b>	-	-	<b>04</b>
<b>Credits Assigned</b>	<b>04</b>	-	-	<b>04</b>
<b>Examination Scheme</b>	<b>Marks</b>			
	<b>CA</b>	<b>TW</b>	<b>ESE</b>	<b>Total</b>
	<b>50</b>	-	<b>50</b>	<b>100</b>

**Course Objectives:**

This course introduces students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past through the study of materials. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology are explained.

**Course Outcomes**

At the end of successful completion of the course the student will be able to -

CO.1. Strengthen the foundation of Archaeology by understanding the methods and techniques that archaeologists use to reconstruct the past.

CO.2. It will enhance their ability of Data collection and exploration.

CO. 3 Explore and study the human past and societies through material remains.

<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>		<b>Introduction</b>		
	1.1	Understanding the site and its formations		CO 1
	1.2	Laws and Regulations in the matters of archaeological sites, monuments, antiquities, etc		
<b>2.0</b>		<b>Methods of Data Collection</b>		CO 2
	3.1	Types of Exploration & Excavation		
	3.2	Principles and Techniques		
<b>3.0</b>		<b>Survey and Excavation of Sites</b>		CO 2 CO 3
	3.1	Discovering Archaeological sites		
	3.2	Assessing the layout of the site and its features		

	3.3	Excavation		
4.0		Case Study		CO 2 CO 3

**Recommended books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with Country</b>	<b>Edition and Year of Publication</b>
1.	Daniel, Glyn, E.	A Short History of Archaeology	London: Duckworth	1981
2.	Fagan, B.	In the Beginning: An Introduction to Archaeology	Glenview: Scott, Foresman and co.	1988
3.	Hodder, Ian	Theory and Practice in Archaeology	London: Routledge.	1992.
4.	Hurcombe Linda	Archaeological artefacts as material culture.	New York: Routledge	2007
5.	McHenry, Henry M.	Human Evolution Pp. 256-280 in Evolution: The First Four Billion Years, edited Cambridge, Massachusetts: Harvard University Press by M. Ruse and J. Travis	Cambridge, Massachusetts: Harvard University Press	2009.
6.	Renfrew, Colin and Paul Bahn	Archaeological: Theories and Methods and Practice.		2006
7.	Schiffer, M.B.	Behavioural Archaeology: First Principles.	Salt Lake City: University of Utah Press	1995

**Core 3: Art History - II**

<b>Course Code</b>	<b>Course Title</b>
132U70C203	Art History: II

	TH/Week	P	TUT	Total
Teaching Scheme (Hrs.)	04	-	-	04
Credits Assigned	04	-	-	04
Examination Scheme	Marks			
	CA	TW	ESE	Total
	50	-	50	100

**Course Objectives:** The course is designed as an introduction to Art History. It is intended to familiarize the student with ancient Indian art traditions and stimulate an interest in the appraisal of ancient aesthetics. The prehistoric and protohistoric phases are presented as background for the emergence of art activity in succeeding periods. The course surveys through phases of Indian art as well as various forms of art in ancient times. The course covers ancient religious architectures- rock cut and structural, temples, sculptures, and the literature on painting from different regions of India from the given period. The course aims to introduce the students to ancient India art, related major sites, and structures.

**Course Outcomes:**

- CO 1: Students will gain familiarity with the rich and diverse visual traditions of the Indian subcontinent through exposure to various artistic media, including painting, sculpture, and architecture.
- CO 2: Engage with key debates in the history of Indian art
- CO 3: Gain knowledge about architectural trends in ancient India.

Module No.	Unit No.	Topics	Hours	CO
1.0		Early Rock-Cut Art and Architecture - Phase I		CO 1

<b>2.0</b>		<b>The Gupta Period</b>		CO 2
	<b>2.1</b>	Hindu Art of the Early Gupta Period		
	<b>2.2</b>	Buddhist Art of the Fifth Century: Sanchi, Mathura, and Sarnath		
	<b>2.3</b>	Terracotta Art		
	<b>2.4</b>	The Beginning of Hindu Temple Architecture		
<b>3.0</b>		<b>Development of Indian Art and Architecture (Fourth through Sixth centuries)</b>		CO 2
	<b>3.1</b>	The Disintegration of the Gupta Empire and its Aftermath: Regional Variations of the Gupta Idioms		
	<b>3.2</b>	Development of Rock-Cut Architecture: Buddhist, Jaina, and Hindu - Phase II & III		
	<b>3.3</b>	Late Buddhist Art: India, Nepal, and Tibet		
<b>4.0</b>		<b>Development of Temple Architecture</b>		CO 3
	4.1	The Nagara Temple and its Regional Variations		
	4.2	The Dravidian Temple		
	4.3	The Vesara Temple		
	4.4	Evolution of Provincial Temple architecture		

**Recommended Books:**

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1	Vidya Dehejia	<i>Indian Art</i>	Phaidon Press, London	1997
2	George Michell	<i>The Hindu Temple: An Introduction to Its Meaning and Forms</i>	University of Chicago Press	1988
3	Benjamin Rowland	<i>The Art and Architecture of India: Buddhist, Hindu, Jain</i>	Puffin, New York	1971
4	Adam Hardy	<i>The Temple Architecture of India</i>	Wiley, Chichester	2007
5	A.K. Coomaraswamy; Michael W. Meister	<i>Essays in Architectural Theory</i>	Indira Gandhi National Centre for the Arts, New Delhi	1995
6	K.R. Srinivasan	<i>Temples of South India</i>	National Book Trust, New Delhi	1972
7	Joanna Gottfried Williams	<i>The Art of Gupta India: Empire and Province</i>	Princeton University Press	1982
8	B.N. Goswamy	<i>Essence of India Art</i>	Asian Art Museum of San Francisco	1989
9	Heinrich Zimmer (ed. Joseph Campbell)	<i>Myths and Symbols in Indian Art and Civilization</i>	Princeton University Press, Bollingen Series VI	First published in 1946, and



				widely reprinted since, including Indian editions
10	Abanindranath Tagore	<i>Sadanga, or, The six limbs of painting</i>	Indian Society of Oriental Art	1921
11	W. Zwalf, (ed.)	<i>Buddhism: Art and Faith</i>	British Museum Publications	1985

**Core 4: Ancient Indian Literature - Genres and Variety**

Paper / Course Code	Paper / Course Title			
132U70C204	<b>Ancient Indian literature: Genres and variety</b>			
	<b>TH</b>	<b>W</b>	<b>TUT</b>	<b>Total</b>
<b>Teaching Scheme(Hrs.)</b>	<b>04</b>	<b>--</b>	<b>--</b>	<b>04</b>
<b>Credits Assigned</b>	<b>04</b>	<b>--</b>	<b>--</b>	<b>04</b>
<b>Examination Scheme</b>	<b>Marks</b>			
	<b>CA</b>	<b>ESE</b>		<b>Total</b>
	<b>50</b>	<b>50</b>		<b>100</b>

**Course Objectives:**

The main aim of this paper is to make students aware of various genres and vast variety of ancient Indian literary tradition.

The paper will discuss various Dramas, Prose Literature, Poetic literature and Mukataka kāvya. Significant works from Ancient India such as Nāṭyaśāstra of Bharata, Kāvyaśāstra and narrative as well as poetic texts will be discussed in the paper.

**Course Outcomes:**

Students will -

1. CO 1- Appreciate distinct characteristics of different literary genres and familiarity with the Kāvyaśāstra tradition
2. CO 2- Understand the style and significance of different types of literature and will engage with discussion and debates related to them
3. CO 3- Understand social and cultural value of literary texts and will learn critical appreciation of a literary work

<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>	1.1	<b>Kāvyaśāstra tradition of ancient India: Drama</b>	15	CO 1
	1.2	Introduction to Nāṭyaśāstra of Bharata		
	1.3	Discussion on any one drama: Abhijñāna Śākuntalam or Mudrārākṣasa or Mṛcchakaṭikam		
	1.4	Experimental dramatists: Bhāsa or Bhavabhūti		
<b>2.0</b>		<b>Prose Literature</b>	15	CO 2
	2.1	Vasudeva Hindī: travelogue of Vasudeva - overview, plot and discussion of selected passages		
	2.2	Daśakumāracaritam: overview, plot and discussion of selected passages		
	2.3	Kādambarī / Harṣacaritam of Bāṇabhaṭṭa: overview, plot and		

		discussion of selected passages		
<b>3.0</b>		<b>Poetic literature</b>	15	CO 2
	3.1	Characteristics of Mahākāvya: Buddhacaritam of Aśvaghōṣa or Raghuvamśam of Kālidāsa		
	3.2	Prakṛta Mahākāvya: Setubandha of Pravarasena or Gauḍavaho of Vākpatiraja		
<b>4.0</b>		<b>Muktaka kāvya</b>	15	CO 3
	4.1	Khāṇḍakāvya: Meghadūtam or Ṛtusamhāra of Kālidāsa		
	4.2	Nīti śatakam		
	4.3	Subhāṣita and riddles		
		Total		

### Recommended Books:

Sr. No	Name/s of Author/s	Title of Book	Name of Publisher with country	Edition and Year of Publication
1.	Johnson, E.H	Asvaghosa's Buddhacarita or Acts of the Buddha	Motilal Banarsidass Publishers Pvt. Ltd., Delhi	1995
2.	Iyer, T.K. Ramachandra	A Short History of Sanskrit Literature	R.S Vadhyar & Sons, Kerala	2nd edi, 1995

3.	Haskar. A.N. D	Simhāsana Dvatrimśikā (Thirty-two Tales of The Thorn of Vikramaditya )	Penguin Books, Haryana	1st edi, 2014
4.	Kale, M.R.(Ed.)	Abhijnanasakuntalam of Kalidasa	Motilal Banarsidass Publishers Pvt. Ltd., Delhi	1st edi., 1990
5.	Kale, M.R.(Ed.)	Mudrarakshasa of Vishakhadatta	Motilal Banarsidass Publishers Pvt. Ltd., Delhi	1991
6.	Kane, P.V.	History of Sanskrit Poetics	Motilal Banarsidass Publishers Pvt. Ltd., Delhi	1987
7.	Kale, M.R.(Ed.)	The Raghuvamsa of Kalidas	Motilal Banarsidass Publishers Pvt. Ltd., Delhi	2014
8.	Karambelkar, V. W.	Selected Sanskrit Inscriptions	Nagpur University, Nagpur	1959
9.	Sahaya, Shivasvarupa	Bharatiya Puralekho ka Adhyayan	Motilal Banarsidass, Delhi	2008
10.	Shastri, T.Ganapati	Bhasa's Play	Bharatiya Vidya Bhavan, Mumbai	1985
11.	Winternitz, Maurice	History of Indian Literature Vol-I	University of Calcutta	1927
12.	Winternitz, Maurice	History of Indian Literature Vol-II	University of Calcutta	1933

13.	Winternitz, Maurice	History of Indian Literature Vol.III	Motilal Banarsidass Publishers Pvt. Ltd., New Delhi	1985
14.	Zha, Damodar	Vetalapañcaviṃśati	Chaukhamba Vidyabhavan, Varanasi	2004

**Skill Development: Introduction to Collection Management**

Paper / Course Code	Paper / Course Title			
132U70C205	Introduction to Collection Management			
	TH	W	TUT	Total
Teaching Scheme (Hrs.)	04	--	--	04
Credits Assigned	04	--	--	04
Examination Scheme	Marks			
	CA	ESE	Total	
	50	50	100	

**Course Objectives:**

This course seeks to introduce students to the ethics and dynamics of working in a museum and familiarize them with concepts of handling collections, educational services, exhibition, management structures and liaising with museum visitors. Enforce students to recognise the value and importance of museum basics.

**Course Outcomes:**

CO.1 Add on to the knowledge about Museum collections and its management  
CO 2-It will inspire and train novices to benefit Indian and International museums with best practices and management techniques  
CO.2.Will be able to contribute to the International Museum communities.

<b>Module No.</b>	<b>Unit No.</b>	<b>Topics</b>	<b>Hours</b>	<b>CO</b>
<b>1.0</b>	1.1	<b>Introduction to Collection Management</b>		CO 1
	1.2	Managing and Developing Collections		
<b>2.0</b>		<b>Inventory Management and Documentation</b>		CO 2
	2.1	Types of Inventory Management Techniques		
	2.2	Importance Inventory Management		
<b>3.0</b>		<b>Practical training in the fundamental areas of collections management</b>		CO 3
	3.1	Artifact handling, cataloguing, condition reporting, photo-documentation, and various storage methods		
	3.2	Object Analysis and Interpretation		
		Total		

#### Recommended Books:

<b>Sr. No.</b>	<b>Name/s of Author/s</b>	<b>Title of Book</b>	<b>Name of Publisher with country</b>	<b>Edition and Year of Publication</b>
1	Achiam Marianne, Haldrup Michael, Drotner Kirsten	Experimental Museology Institutions, Representations, Users	Taylor & Francis Routledge, U.K	2021
2	Aiyappan, A. and Satyamurti, S.T. (Eds)	Hand book of Museum Technique	Smithsonian museum, Washington.	1960
3	Basu, J.N.,	Indian Museum Movement	Indian Museum, Calcutta.	1972.
4	Bedekar, V.H	The Organisation of Museums: Practical Advice	UNESCO, Paris	1988
5	Bose Ananda C.V. and Sheth Manvi (Eds)	Of Muses, Museums & Museology	National Museum Institute, Delhi	2010-11
6	Chakrabarti Mahua and Ray Dhriti	Heritage, Visuality and Museology	University of Calcutta	2014
7	Chaudhury, Anil Roy	Art Museum Documentation and practical training	Choudhury and Choudhury, Hyderabad	1963

\*\*\*