

**Learning Outcome Based Curriculum Framework (LOCF)
For
Archaeology**

Postgraduate Programme in Ancient Indian History, Culture and Archaeology



**Department of Archaeology
Cotton University
Panbazar, Guwahati
Assam**

PART-I

1.1 Introduction

Archaeology as a discipline falls within the special category of Social Science but with a multidisciplinary approach. Therefore, scientific study of the human society and societal relations forms the base or core of the Ancient Indian History, Culture and Archaeology. The LOCF of Archaeology course is then prepared keeping all these parameters in mind. And the course outline is designed so that it takes into consideration all the aspects of Ancient Indian History, Culture and Archaeology. The Department of Archaeology was established in 2015 at Cotton University. In order to keep pace with the development of archaeological developments in the other parts of the globe, the Government of Assam took the initiative of establishing such a department of learning. The department offers Post Graduate programme (Ancient Indian History, Culture and Archaeology) and PhD programme in Archaeology. The department is in the process of setting up a Laboratory-cum-Museum.

The MA in Ancient Indian History, Culture and Archaeology programme was introduced at the Cotton University (erstwhile Cotton College State University) in 2016. Following the CBCS pattern, the syllabus was revised in 2018. The revision of the syllabus was made in view of the new developments in the discipline of archaeology. The Department offers papers related to prehistory, protohistory, history and historical archaeology, art history, archaeological sciences, museum studies and cultural heritage management. The courses are organised chronologically as well as thematically. This helps in understanding both temporal and important thematic concepts in a holistic manner. Further, it also helps in questioning previously held chronological framework, thereby generating new debates and also new field of research.

To underline this aspect of training, students are required to take **Core Courses** throughout the MA programme. There are 15 **Core Courses offered** throughout the 4 semesters of the MA programme. The course familiarises all students into the larger conceptual milieu of the discipline – the major theories and interventions in the discipline. Different segments of the course introduce students to specific methodologies and their variations, including prevalent theories in archaeology and its practical application. There is also emphasis on the museum studies and the emerging trends in the discipline. Further, to enhance the research skills of the students, they are asked to complete a dissertation on a topic of their choice, which involve literature review and collection of primary data from the field. There are 2 **Open Elective courses** which are offered. They are specially designed for all the students across discipline. One focuses on the Cultural Heritage Management, Tourism and Law and the other is a more specialised paper focussing on the Archaeology of North East India. There are 2 **Special Courses**, which focus on the cutting edge advances in the field of archaeology. They are offered in the 3rd and 4th semester of the MA programme respectively. The department also offers a **Skill Enhancement Course** on Heritage Tourism, which is open to all the students of the university.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.
15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

1.3.2 Programme Outcomes (POs) for Postgraduate programme

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Acquire asystematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical assessment:** Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
5. **Research and Innovation:** Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.
6. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
7. **Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
8. **Career development:** Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.
9. **Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.
10. **Commitment to the society and to the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSOs) in Archaeology

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rationalise events, comprehensive knowledge of the debates surrounding archaeology and the study of different aspects of human society. It also emphasizes on the archaeological field methods and methodologies adopted by scholars in different contexts, sites and topographical locations.

The attributes expected from the graduates of the M.A. Archaeology Programme are the following:

- 1) Ability to track the development of discipline at global, national and local context from the earliest times up to the present
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies
- 3) Ability to identify and analyse archaeological artefact including lithics, pottery, bones and rock types
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Possess the knowledge to identify different forms of art, architecture and iconography of the Indian sub-continent
- 6) Ability to identify inscriptions and coins
- 7) Ability to use archaeological data from a field for their own work
- 8) Ability to conduct field-work on their own and produce a research paper
- 9) Engagement with local community to understand different crafts like pottery, bell-metal and wood work
- 10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups
- 11) Ability to go beyond and establish the relevance of the discipline through Public Archaeology
- 12) Ability to Possess the knowledge of proper referencing and display of independent reasoning
- 13) Understand plagiarism and its fallouts in the academia
- 14) Demonstrate the ability to understand Cultural Heritage from different perspectives

1.3.4 Course Level Learning Outcome Matrix

Course Level Learning Outcomes Matrix – Core Course

Programme Specific Outcomes	701C	702C	703C	704C	705C	801C	802C	803C	804C	805C	901C	902C	903C	1001C
Basic Concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding Landscape	x		x	x	x	x	x	x	x			x	x	
Understand human-environmental concerns	x	x	x			x	x	x				x		
Understanding Living Craft Traditions				x	x				x	x				
Application of various branch of sciences	x	x	x				x			x	x			
Analysing historical sources	x	x		x	x	x			x		x		x	x
Documentation of artefacts			x		x		x	x	x	x		x		x
Field knowledge & case study-based			x	x			x	x		x		x		x

analysis														
Applied dimensions		x	x		x		x	x		x	x		x	
Research and innovations			x		x		x	x	x	x	x		x	x
Critical thinking	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Course Level Learning Outcomes Matrix – Special papers

Programme Specific Outcomes	904 SP1	905 OPE	1002 SP2	1003 OPE	1004 DPW
Basic Concepts	x	x	x	x	x
Understanding Landscape	x		x		
Understand human-environmental concerns	x	x	x		
Understanding Living Craft Traditions			x	x	
Application of various branch of sciences	x				
Analysing historical sources				x	
Documentation of artefacts			x	x	
Field knowledge & case study-based analysis			x	x	x
Applied dimensions	x	x	x		x
Research and innovations	x	x	x	x	x
Critical thinking	x	x	x	x	x
Communication skills	x	x	x	x	x

1.4 Teaching-learning process

The department of Geography, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

1.5 Assessment methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem-based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

PART II

Structure of Post-Graduate programme

I. Outline of the courses under Choice Based Credit System:

The Postgraduate programmes consist of four semesters with minimum credits required for the complete programme being 84 while the M.C.A. programme will be of six semesters with minimum credit requirement being 118.

Each course in a programme will be from one of the following categories:

1. Core Course (Core): A course that should compulsorily be studied by a candidate as a core requirement is termed a Core Course. Each core course is of 4 credits.

2. Lab Course (LAB): A Lab (Laboratory) course is a compulsory course in the first two semesters of the M.Sc. programme where the major part of the study involves laboratory work. Each Lab course is of 4 credits.

3. Elective Course: A course that can be chosen from a pool of courses and which may extend the discipline/subject of study or provides exposure to some other discipline/subject or which enhances the student's proficiency or skill is termed an Elective course.

(i) **Special Paper (SPL):** A course within the parent department that will lead to specialized knowledge and expertise. Each SPL course is of 5 credits.

(ii) **Open Elective (OPE):** An elective course offered under the main discipline/subject of study is an Open Elective and may be offered to students of other disciplines. A student from a given discipline will be eligible to take one open elective in the third semester and one in the fourth semester. Each OPE course is of 4 credits.

(iii) **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide skill-based knowledge and should ideally contain both theory and lab/hands-on/training/fieldwork. The primary purpose is to provide students with lifeskills in hands-on mode to increase their employability. Each SEC course is of 2 credits.

4. Practical/Tutorials: A practical or tutorial component (or both) is to be provided with every core and special paper/open elective paper.

5. Dissertation/Project Work (DPW): A course designed for students to acquire special/ advanced knowledge that they study on their own with advisory support by a teacher/faculty member is a dissertation/project work. A DPW course is of 6 credits.

- The credits for a course will be of the structure L+T+P, where L, T and P stand for lecture, tutorial and practical respectively.
- Each 4 credit course with practical is of the pattern 3+0+1=4 and for a 4 credit course without practical, the pattern is 3+1+0=4.

- For the 5 credit courses with practical the credit division will be either 3+0+2=5 or 3+1+1=5 and will be decided by the department offering that course. For a course without practical, the structure will be 4+1+0=5.
- The credit division for the Lab course of 4 credits will be 0+0+4=4. For certain disciplines, the 4 credits may be divided between fieldwork and laboratory.
- Each Open Elective OPE course will be open to students from other disciplines subject to requirements of previous knowledge required to take that course.
- A student may choose an OPE course from his/her own discipline or any other discipline. The decision of whether an OPE course may be offered to students of other departments as well as students of the parent department will be taken by the department and the course designed accordingly.
- For the purpose of computation of workload, the mechanism adopted will be:

1 credit = 1 theory period of 1 hour duration per week.
 1 credit = 1 tutorial period of 1 hour duration per week.
 1 credit = 1 practical period of 2 hours duration per week.

II. Distribution of Courses and Credits

Postgraduate Programme (Science)

A student in the M.Sc. programme will take the following minimum number of courses in different categories of courses:

Table 1: Credit distribution for courses: M.Sc.

Category	Number of courses	Credits for each course	Total Credits
Core	12	4	48
LAB	2	4	8
SEC	2	2	4
SPL	2	5	10
OPE	2	4	8
DPW	1	6	6
			84

The distribution of credits and courses in each of the four semesters for the M.Sc. programme will be according to the following scheme:

Sem	Core	LAB	SEC	SPL	OPE	DPW	Credit

I	C1(4) C2(4) C3(4) C4(4)	LAB1(4)	SEC1(2)				22
II	C5(4) C6(4) C7(4) C8(4)	LAB2(4)	SEC2(2)				22
III	C9(4) C10(4) C11(4)			SPL1(5)	OPE1(4)		21
IV	C12(4)			SPL2(5)	OPE2(4)	DPW(6)	19
Credit	48	8	4	10	8	6	84

COTTON UNIVERSITY
DEPARTMENT OF ARCHAEOLOGY

PROGRAMME DETAILS

The two year Masters Programme in Ancient Indian History, Culture and Archaeology provides specialised training to students in World, South Asian and Northeast Indian Archaeology. It is a multi-disciplinary course and allows students from the discipline of Humanities and Sciences. The elementary objective of this training is consolidating their skills with more complex content. Hence the M.A. curriculum and pedagogy are framed with the aim to draw students into a discussion of the reasons why and how newer questions are posed, how the methodology of engaging with the older questions have changed and what this reveals about the dynamism about the discipline itself.

The primary objectives of the M.A. are therefore many – a chance to how does one deal with a multi-disciplinary subject like Archaeology, how even within the backdrop pf multi-disciplinary nature, the subject tries to answer the primary question of past and how is it relevant even today. How archaeologist thinks, research, analyse and frame their research. The focus only on core papers in the first two semesters open students to the range of different disciplinary fields which are interdependent. More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the ‘realities’ of past and present in their own immediate environs.

The second year MA courses are more specialised, students get to study a range of themes like cultural heritage management, sciences in archaeology and research methodology. It further enhances the skills gained in their first year. The courses are thematically framed around specific themes, regions or events. More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the ‘realities’ of past and present in their own immediate environs. The objective of the diverse range of courses, readings and different kinds of assignments is to underline that learning is not transacted only orally. The internal evaluations that are an integral part of the MA programme and they are given due importance throughout the period of the programme.

PROGRAMME STRUCTURE

The MA programme is a two-year course divided into four-semester. A student is required to complete 84 credits for the completion of course and the award of degree.

	SEMESTER	SEMESTER
PART 1	SEMESTER 1	SEMESTER 2
PART 2	SEMESTER 3	SEMESTER 4

Course Credit Scheme

Semest	Core Courses			Open Elective Courses			Special Courses			Skill Enhancement Course			Total credi	
	No.	Cred	Total	No.	Cred	Total	No.	Cred	Total	No. of	Cr	Total		

er	of pape rs	it L, T and P	credi ts	of pape rs	it L, T and P	credi ts	of pape rs	it L, T and P	credi ts	papers	edi t L, T an d P	credi ts	ts
I	5	20	20							1	2	2	22
II	5	20	20							1 (to be offered by the universit y)	2	2	22
III	3	12	12	1	4	4	1	5	5				21
IV	2	10	10	1	4	4	1	5	5				19

SEMESTER I					
No. of Core Courses		Credits in Each Core Courses			
Course	Theory	Tutorial	Practical	Credits	Course Code
Core Course 1	3	1	0	4	C 1
Core Course 2	3	1	0	4	C 2
Core Course 3	3	0	1	4	C 3
Core Course 4	3	1	0	4	C 4
Core Course 5	3	0	1	4	C 5
Total Credit in Core Course	20				
No. of Skill Enhancement Course		Credits in each Skill Enhancement Course			
Course	Theory	Tutorial	Practical	Credits	Course Code
Open Elective	2	0	0	2	SEC 1
Total Credits in Open Elective Course	2				

Total Credits in Semester I	20 + 2= 22
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SEMESTER II					
No. of Core Courses	Credits in Each Core Courses				
Course	Theory	Tutorial	Practical	Credits	Course Code
Core Course 1	3	1	0	4	C 6
Core Course 2	3	0	1	4	C 7
Core Course 3	3	1	0	4	C 8
Core Course 4	3	0	1	4	C 9
Core Course 5	3	0	1	4	C 10
Total Credit in Core Course	20				
Total Credit in Semester II	20				

SEMESTER III					
No. of Core Courses	Credits in Each Core Courses				
Course	Theory	Tutorial	Practical	Credits	Course Code
Core Course 1	3	1	0	4	C 11
Core Course 2	3	1	0	4	C 12
Core Course 3	3	1	0	4	C 13
Total Credit in Core Course	12				
No. of Special Courses	Credits in Each Special Courses				
Course	Theory	Tutorial	Practical	Credits	Course Code

Special Paper	3	1	1	5	SPL 1
Total Credit in Special Course	5				
No. of Open Elective Courses					
Credits in Each Open Elective Courses					
Course	Theory	Tutorial	Practical	Credits	Course Code
Open Elective	3		1	4	OPE 1
Total Credit in Open Elective Course	4				
Total Credit in Semester III	12 + 5 + 4 = 21				

SEMESTER IV					
No. of Core Courses					
Credits in Each Core Courses					
Course	Theory	Tutorial	Practical	Credits	Course Code
Core Course 1	3	0	1	4	C 14
Core Course 2	0	0	6	6	DPW
Total Credit in Core Course	10				
No. of Special Courses					
Credits in Special Courses					
Course	Theory	Tutorial	Practical	Credits	Course Code
Special Course	3	1	1	5	SPL 2
Total Credit in Special Course	5				
No. of Open Elective Courses					
Credits in Each Open Elective Courses					
Courses	Theory	Tutorial	Practical	Credits	Course Code

Open Elective	3	1		4	OPE 2
Total Credit in Open Elective Course	4				
Total Credit in Semester IV	10 + 5 + 4 = 19				

TEACHING

The faculty of the Department is primarily responsible for organising lecture work for MA Programme in Ancient Indian History, Culture and Archaeology. The instructions related to tutorials are provided by the respective faculty members. Practicals are a major component of the programme. The students taken for field-work are required to submit report of the same. There shall be 90 instructional days excluding examination in a semester. MA dissertation is an integral part of the teaching-learning programme. The students are encouraged to research on a topic of their interest under the guidance of a research supervisor.

ELIGIBILITY FOR ADMISSIONS

Admission to the MA Programme in Ancient Indian, History, Culture and Archaeology is purely based on entrance examination. A total of 50 percent of seats are reserved for the Cotton University Graduates, however, these seats are also filled up by the entrance examination. The eligibility criteria are as per the rules of Cotton University. The course coverage for the Entrance Test is based on the knowledge that students should have gained after completing a BA course, especially in the discipline of History, Archaeology and Anthropology. Since it is a post-graduate degree, students are expected to demonstrate knowledge of trends and familiarity with the major developments within the field of Archaeology and History.

ASSESSMENT OF STUDENTS' PERFORMANCE AND SCHEME OF EXAMINATIONS

1. English shall be the medium of instruction.
2. Assessment of students' performance shall consist of:
 - a) All theory papers – Core, Elective and Open Elective will have an end of term examination worth 70% marks.
 - b) All internal evaluation will be worth 30%. These can be in the form of one or two assignments, well-researched power point presentation, and a mid-term examination. The details of the forms of assessment are included with each paper and all assessment will be based on Learning Outcomes for the course.

Pass Percentage & Promotion Criteria: as per University rules.

Part I to Part II Progression: as per University rules.

Conversion of Marks into Grades: as per University rules

Grade Points: Grade point table as per University Examination rule

CGPA Calculation: As per University Examination rule.

SGPA Calculation: As per University Examination rule.

Grand SGPA Calculation: As per University Examination rule.

Conversion of Grand CGPA into Marks: As per University rules.

Division of Degree into Classes: Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

Attendance Requirement: 75% is mandatory.

DETAILED OUTLINE OF THE COURSE

DISTRIBUTION OF PAPERS/CREDITS (Lecture+Tutorial+Practical format)

CORE PAPERS

COURSE TITLE	CREDITS	DISTRIBUTION OF CREDITS
History of India: Political Aspects and Institutions (1500 BCE - 700 CE)	4	3+1+0=4
Introduction to Archaeology	4	3+1+0=4
Prehistory of South Asia (Palaeolithic and Mesolithic Cultures)	4	3+0+1=4
Ancient and Early Medieval Assam	4	3+1+0=4
Indian Architecture (from earliest time till 1300 CE)	4	3+0+1=4
Society, Economy and Religion (1500 BCE to 1200 CE)	4	3+1+0=4
Field Methods in Archaeology	4	3+0+1=4
Proto-history of South Asia (Neolithic to Iron Age)	4	3+1+0=4
Early Indian Art and Iconography: Milieu, Manifestations	4	3+1+0=4

and Patronage (earliest times to 1300 CE)		
Museum Studies	4	3+0+1=4
Research Methodology	4	3+1+0=4
Historical Archaeology of India	4	3+1+0=4
Introducing World Archaeology: Major Themes	4	3+1+0=4
Ancient Indian Epigraphy and Numismatics	4	3+1+0=4

SPECIAL PAPERS

COURSE TITLE	CREDITS	DISTRIBUTION OF CREDITS
Archaeology and Sciences	5	3+1+1=5
Ethnoarchaeology	5	3+1+1=5

OPEN ELECTIVE PAPERS

COURSE TITLE	CREDITS	DISTRIBUTION OF CREDITS
Cultural Heritage Management, Tourism and Law	4	3+0+1=4
Archaeology of Northeast India	4	3+1+0=4

SKILL ENHANCEMENT COURSE PAPERS

COURSE TITLE	CREDITS	DISTRIBUTION OF CREDITS
Heritage Tourism	2	2+0+0=2

DISSERTATION

COURSE TITLE	CREDITS	DISTRIBUTION OF CREDITS
Dissertation	6	0+0+6=6

SEMESTER WISE DISTRIBUTION OF PAPERS/CREDITS (Lecture+Tutorial+Practical format)**SEMESTER – I**

Paper Code	Paper Name	Credits (L+T+P)	Categories of Course
ARC 701C	History of India: Political Aspects and Institutions (1500 BCE - 700 CE)	3 + 1 + 0 = 4	C1
ARC 702C	Introduction to Archaeology	3 + 1 + 0 = 4	C2
ARC 703C	Prehistory of South Asia (Palaeolithic and Mesolithic Cultures)	3 + 0 + 1 = 4	C3
ARC 704C	Ancient and Early Medieval Assam	3 + 1 + 0 = 4	C4
ARC 705C	Indian Architecture (from earliest time till 1300 CE)	3 + 0 + 1 = 4	C5
ARC 706C	Heritage Tourism	2	SEC1

SEMESTER – II

Paper Code	Paper Name	Credits (L+T+P)	Categories of Course
ARC 801C	Society, Economy and Religion (1500 BCE to 1200 CE)	3 + 1 + 0 = 4	C6
ARC 802C	Field Methods in Archaeology	3 + 0 + 1 = 4	C7
ARC 803C	Proto-history of South Asia (Neolithic to Iron Age)	3 + 1 + 0 = 4	C8
ARC 804C	Early Indian Art and Iconography: Milieu, Manifestations and Patronage (earliest times to 1300 CE)	3 + 0 + 1 = 4	C9
ARC 805C	Museum Studies	3 + 0 + 1 = 4	C10
	To be offered by the University	2	SEC2

SEMESTER – III

Paper Code	Paper Name	Credits (L+T+P)	Categories of Course
ARC 901C	Research Methodology	3 + 1 + 0 = 4	C11

ARC 902C	Historical Archaeology of India	3 + 1 + 0 = 4	C12
ARC 903C	Introducing World Archaeology: Major Themes	3 + 1 + 0 = 4	C13
ARC 904SPL1	Archaeology and Sciences	3 + 1 + 1 = 5	SPL1
ARC 905 OPE1	Cultural Heritage Management, Tourism and Law	3 + 0 + 1 = 4	OPE1

SEMESTER – IV

Paper Code	Paper Name	Credits (L+T+P)	Categories of Course
ARC1001C	Ancient Indian Epigraphy and Numismatics	3 + 0 + 1 = 4	C14
ARC 1002SPL2	Ethnoarchaeology	3 + 1 + 1 = 5	SPL2
ARC 1003OPE2	Archaeology of Northeast India	3 + 1 + 0 = 4	OPE2
ARC 1004DPW	Dissertation	0 + 0 + 6 = 6	DPW

* The 1 credit practical components in all semesters will be part of the internal evaluation.

* By the beginning of the 2nd semester, students will discuss the topic of their research with the faculty members of the department and start working on the dissertation.

SEMESTER-I

Paper: ARC701C

HISTORY OF INDIA: POLITICAL ASPECTS AND INSTITUTIONS (1500 BCE - 700 CE)

Credits: 4 (3+1+0)

Course objectives The objective of this course is to introduce the students with the major political events from 1500 BCE until 700 CE. The major political aspects and the development of political institutions in India are broadly outlined.

Course outcomes After completing this course students will have a familiarity with the general political history of India upto 700 CE. The students will be able to understand the major sources of ancient Indian political history and the different sources approaches for reconstructing political history.

Course Content Unit 1: Reconstructing Ancient Indian Political History (8 Lectures)
 a) Historiography: A survey of literature on Ancient Indian Political History

- b) Sources and Tools for reconstructing Political History
- c) Understanding History writing: Colonial, Nationalist and Marxist/Structuralist

Unit 2: Early Political Formations (1500-300 BCE) (8 Lectures)

- a) Sabhas & Samitis
- b) Emergence of Janapadas & Mahajanapadas

Unit 3: Evolution of State & Political Processes (325-185 BCE) (8 Lectures)

- a) The Mauryan Empire: Theoretising State/Empire (Metropolitan-Core-Periphery)
- b) Asokan edicts: Understanding Mauryan State Policy/Dhamma
- c) Arthasastra, Indica: A critical survey of textual historical sources

Unit 4: Transition in State Formation Processes (200 BCE-300 CE) (8 Lectures)

- a) Changing Polities (State Societies/Gana Sanghas): Kushanas, Satavahanas, Shungas
- b) Sangam Literature: Cholas, Pandyas and Cheras

Unit 5: Understanding the 'Golden Age' (300 CE-600 CE) (8 Lectures)

- a) The Gupta Polity: A survey of epigraphic, numismatic and textual sources
- b) Deconstructing Ideas: 'Dark Age' vs 'Golden Age'

Unit 6: Regional Polities (700-1200 CE) (8 Lectures)

- a) Indian Feudalism
- b) The concept of Dharma: Brahmana-Kshatriya relationship
- c) Kingship and Structure of Polity
- d) Regional States

Recommended Readings

Ali, B. Shaik. 1978. History: Its Theory and Method, Madras: Macmillan India Ltd.

Allchin, F.R. 1995. The Archaeology of Early Historic South Asia; The Emergence of Cities and States. Cambridge: Cambridge University Press.

Bajaj, S.K. 1998. Recent Trends in Historiography. New Delhi: Anmol Publications Pvt.Ltd.

Bhattacharya, N.N. 1988. Ancient Indian History and Civilization. New Delhi: Manohar.

Bosworth, A.B. 1995. A Historical Commentary on Arrians History of Alexander. New York: Oxford University Press.

Bongard-Levin, G. 1985. Mauryan India. Delhi: Oxford University Press.

Burke, P. (ed.). 2001. *New perspectives on Historical Writings*. Cambridge: Blackwell Publishers.

Chattopadhyaya, D.P. 2001. *The Ways of Understanding Human Past*. New Delhi: Center for Studies in Civilizations.

Chattopadhyaya, B. 1994. *The Making of Early Medieval India*. Delhi: Oxford University Press.

Chakravarti, Ranabir. 2016. *Exploring Early India*. Delhi: Primus Books.

Champakalakshmi, R. 1996. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Delhi: Oxford University Press.

Gupta, P L . 2012. *The Imperial Guptas*. Delhi: Aryan Books International.

Gurukkal, Rajan. 2012. *Social Formations of Early South India*. Delhi: Oxford University Press.

Haskell, F. 1993. *History and its Images: Art and the interpretation of the past*. London: Yale University Press.

Karashima, Noboru. 2004. *Kingship in Indian History*. Delhi: Manohar Publishers And Distributors.

Kejariwal, O. P. 1988. *The Asiatic society of Bengal and the Discovery of India's Past 1784-1838*. Delhi: Oxford University Press.

Kimura, Masaki & Tanabe Akio (Eds.) 2006. *The State in India, Past and Present*. New Delhi: Oxford University Press.

Kosambi, D.D. 1985. *An Introduction to the Study of Indian History*. (Reprint) Bombay: Popular Prakashan.

Law, B.C. 1954. *Historical Geography of Ancient India*. Delhi: Munshiram Manoharlal Pvt. Ltd.

Lemon, M.C. 2003. *Philosophy of History*. New York: Routledge.

Mujumdar, R.C. and A.D. Pusalkar (eds.). 1950. *The Vedic Age*. Bombay: Bharatiya Vidya Bhavan.

Mujumdar, R.C. (ed.). 1966. *The Age of Imperial Unity*. Bombay: Bharatiya Vidya Bhavan.

- Mujumdar, R.C. (ed.). 1970. The Classical Age. Bombay: Bharatiya Vidya Bhavan.
- Mujumdar, R.C. (ed.). 1972. The Struggle for the Empire. Bombay: Bharatiya Vidya Bhavan.
- Mujumdar, R.C., H.C. Roychoudhuri and K.Datta (ed.). 1961. Advanced History of India. London: Macmillan.
- Majumdar, R. K. & Srivastava A.N. 1975. Historiography. Delhi: Surjeet Book Depot.
- Roy, Kumkum. 1994. Emergence of Monarchy in North India. Delhi: Oxford University Press.
- Roychoudhuri, H.C. 1950. Political History of Ancient India (5th edition). Calcutta: University of Calcutta.
- Sharma, R. S. 1965. Indian Feudalism. Calcutta: University of Calcutta.
- Sharma R.S. 2005. India's Ancient Past. New Delhi: Oxford University Press.
- Sharma R.S. 1991. Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidass Publications.
- Shastri, K.A.N. 1957. A Comprehensive History of India vol.I (The Mauryas and Satavahanas). Bombay: Oriental Longman.
- Shastri, K.A.N. 1966. History of South India (3rd edition). Oxford: Oxford University Press.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India. Delhi: Pearson.
- Sreedharan, E. 2000. A Textbook of Historiography 500 B.C. to A.D.2000. New Delhi: Orient Longman.
- Strong, J.S. 1983. The legend of King Asoka. New Delhi: Motilal Banarasidass.
- Thapar, Romila 1973. Ashoka and the Decline of the Mauryas (2nd edition). Oxford: Oxford University Press.
- Thapar, Romila. 1992. Interpreting Early India. Delhi: Oxford University Press.
- Thapar, Romila. 2004. Early India: From the Origins to AD 1300. California: University of California Press.
- Thapar, Romila. 1991. From Lineage to State: Social Formations in the Mid-First

Millennium BC in the Ganga Valley. Delhi: Oxford University Press.

Thapar, Romila. 2000. Cultural Pasts. Delhi: Oxford University Press.

Thapar, Romila. 2013. Past before us. Cambridge: Harvard University Press.

Veluthat, Kesavan 2009. The Early Medieval History of South India. New Delhi: Oxford University Press.

SEMESTER-I
Paper: ARC702C
INTRODUCTION TO ARCHAEOLOGY
Credits: 4 (3+1+0)

Course objectives	The objective of the course is to introduce the aims and scope of archaeology and its development as a discipline. The nature of the archaeological record and the unique role of science in archaeology are explained. Various theoretical concepts of archaeology are introduced. Archaeology as a discipline in Northeast India will also be discussed.
Course outcomes	Students will have a basic understanding of the objectives, nature, and development of archaeology as a discipline in World context. The students will also be able to understand the different theoretical approaches used in understanding archaeological data.
Course Content	<p>Unit 1: Definition, aims and scope of archaeology (8 Lectures)</p> <ul style="list-style-type: none">a) Definition of archaeologyb) Aims and Scope of Archaeologyc) Overlap and Distinction between Archaeology, History and Anthropologyd) Major Branches of Archaeology: Prehistory, Proto-history, Historical Archaeology, Medieval Archaeologye) Culture Resource Management <p>Unit 2: Theories and Theoretical Developments of Archaeology (10 Lectures)</p> <ul style="list-style-type: none">a) History and Development of Archaeology in Europe, America and South Asiab) Theories and Theoretical foundations of Archaeology: Antiquarian period, Cultural History period, Processual or New Archaeology and Post-Processual or Interpretative archaeologyc) The state-of-the-art in Archaeological Thought and Theoryd) Archaeology as a discipline in Northeast India <p>Unit 3: Nature and methods of studying archaeological record (8 Lectures)</p> <ul style="list-style-type: none">a) Archaeological record: nature, three dimensionsb) Archaeological sites: nature, context and formation process

c) Archaeological field methods: exploration and excavation

Unit 4: Basic concepts of Archaeology (10 Lectures)

- a) Concept of culture in Anthropology – E.B. Tylor, David Bidney, M.J. Herskovits, Leslie White and L.R. Binford
- b) Culture: Material and Non-material
- c) Archaeological units: Industry and assemblage
- d) Stratigraphy: Geological and archaeological
- e) Settlement: prehistoric and historical
- f) Subsistence pattern: Sources and nature of studies

Unit 5: Cultural sequence and dating the past (6 Lectures)

- a) Three Age System
- b) Prehistoric and protohistoric cultural phases
- c) Basics of relative and absolute dating methods

Unit 6: Prehistoric human past: Biological and Cultural changes (2 Lectures)

Unit 7: Place of Archaeology among various scientific disciplines (2 Lectures)

Unit 8: Use and misuse of Archaeology (2 Lectures)

Recommended Readings Binford, L.R. 1964. A Consideration of Hypothetical Research Design. *American Antiquity* 29:425-441.

Binford, L.R. 1983. *In Pursuit of the Past: Decoding the Archaeological Record*. London: Thames and Hudson.

Binford, L.R. 1983. *Working at Archaeology*. New York: Academic Press.

Binford, L.R. 1989. *Debating Archaeology*. New York: Academic Press.

Bintliff, J. 2004. *A companion to Archaeology*. U.K.: Blackwell.

Boivin, N. and D.Q. Fuller. 2002. Looking for Post-Processual Theory in South Asian Archaeology, In *Indian Archaeology in Retrospect, volume IV – Archaeology and Historiography – History, Theory and Method*, eds. S. Settar and R. Korisettar, 191-215. New Delhi: Indian Council of Historical Research and Manohar.

Cela-Conde, Camilo J. and Francisco José Ayala. 2007. *Human Evolution: Trails from the Past*. Oxford: Oxford University Press.

Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: Munshiram Manoharlal.

- Chakrabarti, D.K. 1989. *Theoretical Perspectives in Indian Archaeology*. New Delhi: Munshiram Manoharlal.
- Chakrabarti, D.K. 1998. *The Issues in East Indian Archaeology*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Chakrabarti, D.K. 1999. *India: An Archaeological History*. New Delhi: Oxford University Press.
- Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology: the Archaeological Foundation of Ancient India (Stone Age to AD 13th Century)*. Oxford: Oxford University Press.
- Dancey, W.S. 1985. *Archaeological Field Methods: An Introduction*. New Delhi: Surjeet Publications.
- Daniel, Glyn, E. 1981. *A Short History of Archaeology*. London: Duckworth.
- Dhavalikar, M.K. 1976. Settlement Archaeology of Inamgaon. *Puratattva* 8: 44-54.
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- Dhavalikar, M.K. 1983. Ethnoarchaeology in India. *Bulletin of the Deccan College Post-Graduate and Research Institute* 42: 49-68.
- Fagan, B. 1988. *In the beginning: An Introduction to Archaeology*. Glenview: Scott, Foresman and company.
- Fagan, B. 1996. *The Oxford Companion to Archaeology*. Oxford: Oxford University Press.
- Feder, K.L. 2004. *Linking to the Past*. New York: Oxford University Press.
- Feinman G.M. and T.G. Price. 2001. *Archaeology at the Millennium*. New York: Kluwer.
- Fleming, S. 1977. *Dating in Archaeology*, London.
- Fuller, D.Q. and N. Boivin. 2002. Beyond Description and Diffusion: A History of Processual Theory in the Archaeology of South Asia, In *Indian Archaeology in Retrospect, volume IV – Archaeology and Historiography – History, Theory and Method*, eds. S. Settar and R. Korisettar, 159-190. New Delhi: Indian Council of Historical Research and Manohar.

- Gamble, C. 2008. *Archaeology: The Basics*. London: Routledge.
- Ghosh, A. 1953. Fifty Years of the Archaeological Survey of India. *Ancient India* 9: 29-52.
- Hall, M and S.W. Silliman. 2006. *Historical Archaeology*. USA: Blackwell.
- Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London: Academic Press.
- Hazarika, M. 2017. *Prehistory and Archaeology of Northeast India: Multidisciplinary Investigation in an Archaeological Terra Incognita*. New Delhi: Oxford University Press.
- Hester, T., Heizer, R.E. and J.A. Graham. 1975. *Field Methods in Archaeology*. Palo Alto (California): Mayfield Press.
- Hodder, I. 1991. *Reading the Past: Current Approach to Interpretation in Archaeology*. Cambridge University Press. Cambridge and New York.
- Hodder, I. 1992. *Theory and Practice in Archaeology*. London Routledge.
- Hodder, I. 1995. *Interpreting Archaeology: Finding Meaning in the Past*. New York Routledge.
- Hurcombe Linda 2007. *Archaeological artefacts as material culture*. New York: Routledge.
- Iltov, P.A. 2008. *From Harappa to Hastinapur*. Boston: Brill.
- Jamir, T. and M. Hazarika (Eds). 2014. *50 Years After Daojali-Hading: Emerging Perspectives in the Archaeology of Northeast India – Essays in Honour of Tarun Chandra Sharma*. New Delhi: Research India Press.
- Joglekar, P.P. 2014. *Research Methodology for Archaeology Students*. Pune: Gayatri Sahmilya.
- Johnson, M. 2007. *Archaeological Theory: An Introduction*. Blackwell Publishing.
- Jones, A. 2004. *Archaeological Theory and Scientific Practice*. Cambridge: Cambridge University Press.
- Kelley, J.H. and M.P. Hanen. 1990. *Archaeology and the Methodology of Science*. Albuquerque: University of New Mexico Press.
- Kosambi, D.D. 1965. *Culture and Civilization of India in Historical Outline*.

London: Routledge.

Malik, S.C. 1968. *Indian Civilization: The Formative Period — A Study of Archaeology as Anthropology*. Simla: Indian Institute of Advanced Study.

McIntosh, Jane. 1999. *The Practical Archaeologists*. New York: Facts on File.

Misra, V.N. 1989. Stone Age India: An ecological perspective. *Man and Environment* 14: 17-64.

Murray, T. and C. Evans. 2008. *Histories of Archaeology*. Oxford: Oxford University Press.

Murthy, M.L.K. 1981. Hunter-gatherer ecosystems and archaeological patterns of subsistence behaviour on the southeast coast of India: An ethnographic model. *World Archaeology* 12: 47-58.

Paddayya, K. (Ed.) 2002. *Recent Studies in Indian Archaeology*. New Delhi: Munshiram Manoharlal.

Paddayya, K. 1978. New research designs and field techniques in the Palaeolithic archaeology of India. *World Archaeology* 10: 94-110.

Paddayya, K. 1979. Palaeoethnography vis-à-vis the Stone Age cultures of India: Some methodological considerations. *Bulletin of the Deccan College Research Institute* 38: 63-90.

Paddayya, K. 1990. *New Archaeology and Aftermath - View from Outside the Anglo American World*. Pune Ravish Publishers

Paddayya, K. 1990. Theoretical Perspectives in Indian Archaeology: A Historical Review, in P.J. Ucko (ed.), *Theory in Archaeology - A World Perspective*, pp. 110-149. London: Routledge.

Paddayya, K. 2002. A Review of Theoretical Perspectives in Indian Archaeology, in S. Settar and R. Korisettar (ed.), *Indian Archaeology in Retrospect*, Vol. IV, pp. 117-157. New Delhi ICHR and Manohar.

Paddayya, K. 2002-2003. The Expanding Horizons of Indian Archaeology. *Bulletin of Deccan College Post-Graduate and Research Institute* 62-63: 291-309.

Paddayya, K. 2012. Some major issues in Indian archaeology. In B.K. Chaudhary (Ed.), *Changing Perspectives and Methodologies in South Asian Archaeology*, pp. 1-19. Patna: K.P. Jayaswal Research Institute.

Paddayya, K. 2013. The anthropological turn in Indian archaeology. *The Eastern*

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Paddayya, K. 2014. *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology*. New Delhi: Aryan Books International.

Paddayya, K. 2016. *Revitalizing Indian Archaeology: Further Theoretical Essays*. New Delhi: Aryan Books International.

Paddayya, K., R. Jhaldiyal and S.G. Deo (Eds.) 2007. *Formation Processes and Indian Archaeology*. Pune: Deccan College.

Pratap, A. 2009. The Relevance of Processual vs. Postprocessual Archaeology: A Debate for Theoretical Archaeology in India. *Puratattva* 39: 27-37.

Preucel, R. (ed). 1991. *Processual and Postprocessual Archaeologies Multiple Ways of Knowing the Past*. Carbondale (Illinois) Southern Illinois University Press.

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Renfrew, C. and P. Bahn. 2006. *Archaeology: Theories and Methods and Practice*. Thames and Hudson Ltd.

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Rouse, I. 1965. The place of "People" in prehistoric research. *Journal of the Royal Anthropological Institute* 95(1): 1-15.

Roy, S. 1961. *The Story of Indian Archaeology: 1884 to 1947*. New Delhi: Archaeological Survey of India.

Sankalia, H.D. 1962. *Indian Archaeology Today*. Heras Memorial Lectures. Bombay: Asia Publishing House.

Sankalia, H.D. 1975. *New Archaeology and Its Application to India*. D.N. Majumdar Memorial Lectures. Lucknow: Ethnological and Folk Culture Society.

Schiffer, M.B. 1987. *Formation Processes of the Archaeological Record*. Albuquerque: University of New Mexico Press.

Schiffer, M.B. 1995. *Behavioral Archaeology First Principles*. Salt Lake City: University of Utah Press.

Shanks, M. and C. Tilley. 1987. *Social Theory as Archaeology*. Cambridge: Polity Press.

Shinde, V.S. 1998. *Early Settlements in the Central Tapi Basin*. New Delhi: Munshiram Manoharlal.

Thapar, R. 1992. *Interpreting Early India*. New Delhi: Oxford University Press.

Trigger, B. 1989. *A History of Archaeological Thought*. Cambridge: Cambridge University Press.

Tripathi, A. (ed.), 2015. *Exploring the Past: Problems and Issues, (Collected Works of Prof. S.C. Malik)*. New Delhi: Sharada Publishing House.

Wheeler, R.E.M. 1954. *Archaeology from the Earth*. Harmondsworth: Penguin Books.

SEMESTER-I

Paper: ARC703C

PREHISTORY OF SOUTH ASIA (PALAEOLITHIC AND MESOLITHIC CULTURES)

Credits: 4 (3+0+1)

Course objectives	In this course, the nature and scope of prehistory is introduced to the students. The prehistoric cultures of South Asia and their development from the earliest Lower Palaeolithic to the Mesolithic are taught. The Quaternary environment in Indian Subcontinent is presented. This course is also to introduce the development of lithic technology during prehistoric period. It discusses the technicalities of studying lithics from archaeological context.
Course outcomes	Students will be familiarized to the basic outline and the current trends of the Prehistory of South Asia and the changing environments of the Quaternary studies . Students gain grounding in theoretical and practical knowledge of analysing lithics from archaeological context.
Course Content	Unit 1: Prehistory: Subject matter, scope and aims (2 Lectures) Unit 2: The Quaternary Period (4 Lectures) a) Global climate history during the Quaternary (last 2.4 Ma) b) Indian Environment and Quaternary Unit 3: Introduction to Lithic Technology (8 Lectures) a) Raw materials for making prehistoric artefacts: Stone, bone, wood and antler b) Stone tool typo-technology: Palaeolithic, Mesolithic and Neolithic stone tools, types and probable functions c) Methods of documentation and analysis, Chaine operatoire

Unit 4: South Asian Stone Age Sequence: The Lower Palaeolithic – Acheulian (8 Lectures)

- a) Nature and significance of the technology
- b) Distribution and Variation
- c) Important sites
- d) Associated Fauna
- e) Chronology

Unit 5: South Asian Stone Age Sequence: The Middle and Upper Palaeolithic (8 Lectures)

- a) Nature and significance of the technology
- b) Distribution and Variation
- c) Important sites
- d) Associated Fauna
- e) Chronology

Unit 6: South Asian Stone Age Sequence: The Mesolithic (8 Lectures)

- a) Nature and significance of the technology
- b) Distribution and Variation
- c) Important sites
- d) Associated Fauna
- e) Chronology

Unit 7: Origin, Development and chronology of prehistoric art (4 Lectures)

- a) Evidences for the origin of art
- b) Mobile art
- c) Rock art: nature, theme and chronology

Unit 8: Current Trends in South Asian Prehistory (6 Lectures)

- a) Out of Africa theories and Long chronology vs. short chronology
- b) Issues related to hominin dispersal into or from South Asia
- c) Debates related to terminology of cultural phases and lithics: Large Flake Acheulian, Soanian, Mode 1, Chopper-chopping industries of Central India, Microlithic

Unit 8: Practical

Lithic technology: identification, drawing, description and analysis of prehistoric stone tools. Students are to be taught drawing, description and analysis of tools from different cultural periods. They will submit the **practical note book** for internal evaluation.

Recommended Readings

Books:

Chakravarty, K. K., and R. G. Bednarik. 1997. Indian Rock Art in Global Context. Delhi: Motilal Banarasidass & IGRMS.

Cooper, Z.M. 1997. Prehistory of the Chitrakot Falls, Central India. Pune: Ravish

Publishers.

Corvinus, G. 1983. A Survey of the Pravara River System in Western Maharashtra, India, Vol 2.: The Excavations of the Acheulian Site of Chirki-on-Pravara, India. Tübingen: Institute for Urgeschichte.

Corvinus, G. 2007. Prehistoric Cultures in Nepal: From the Early Palaeolithic to the Neolithic and the Quaternary Geology of the Dang-Deokhuri Dun Valleys, Volume 1. Friedrich-Alexander-Universität Erlangen-Nürnberg. Institut für Ur- und Frühgeschichte. Harrassowitz Verlag.

Dennell, R.W. 2009. Palaeolithic Settlement of Asia. Cambridge: Cambridge University Press.

Inizan, Marie-Louise, Reduron-Ballinger, M., Roche, Helene and Tixier, Jacques 1997. Terminology of Knapped Stone. Nanterre: CREP.

Neumayer, E. 2010. Rock Art of India. Oxford and New Delhi: Oxford University Press.

Pandey, S. K. 1993. Indian Rock Art. Delhi: Aryan Books International.

Pant, P.C. and V. Jayaswal. 1991. Paisra: The Stone Age Settlement of Bihar. Delhi: Agam Kala Prakashan.

Pappu, R.S. 2001. Acheulian Culture in Peninsular India: an Ecological Perspective. New Delhi: D.K. Printworld.

Pappu, S. 2001. A Re-Examination of the Palaeolithic Archaeological Record of Northern Tamil Nadu, South India. Oxford: British Archaeological Reports (BAR) International Series 1003.

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Sankalia, H.D. 1974. The Prehistory and Protohistory of India and Pakistan. Pune: Deccan College Postgraduate and Research Institute.

Research Papers:

Dennell, R. 2011. An Earlier Acheulian Arrival in South Asia, Science, 25 March: 1532-1533.

Gaillard, C., and S. Mishra. 2001. The Lower Palaeolithic in South Asia, in Origin of Settlements and Chronology of the Paleolithic Cultures in SE Asia. Edited by F. Semah, C. Falgueres, D. Grimaud-Herve, and A.-M. Semah, pp. 73-92.

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Gaillard, C., S. Mishra, M. Singh, S. G. Deo, and R. Abbas. 2009. Lower and Early Middle Pleistocene Acheulian in the Indian Sub-Continent. *Quaternary International*.

James, H.A.V. and M.D.Petraglia 2005. Modern Human Origins and the Evolution of Behavior in the Later Pleistocene Record of South Asia. *Current Anthropology* 46: S3-S27.

Hazarika, M. 2012. Lithic Industries with Palaeolithic Elements in Northeast India, *Quaternary International – The Journal of the International Union of Quaternary Research* 269: 48-58.

Mishra S, Chauhan N, Singhvi AK. 2013. Continuity of Microblade Technology in the Indian Subcontinent Since 45 ka: Implications for the Dispersal of Modern Humans. 13 *PLoS ONE* 8(7): e69280. doi:10.1371/journal.pone.0069280

Mishra S. 2008. The Lower Palaeolithic: A Review of Recent Findings. *Man and Environment* 33:14-29.

Mishra, S. 2007. The Indian Lower Palaeolithic. *Bulletin of the Deccan College Postgraduate and Research Institute* 66-67:47-94.

Mishra, S., C. Gaillard, S. G. Deo, M. Singh, R. Abbas, and N. Agrawal. 2010. Large Flake Acheulian in India: Implications for understanding lower Pleistocene human dispersals. *Quaternary International*.

Mishra, S., M. J. White, P. Beaumont, P. Antoine, D. R. Bridgland, N. Limondin-Lozouet, J. I. Santisteban, D. C. Schreve, A. D. Shaw, F. F. Wenban-Smith, R. W. C. Westaway, and T. S. White. 2007. Fluvial deposits as an archive of early human activity. *Quaternary Science Reviews* 26: 2996-3016.

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Misra V.N. 1982. Evolution of the Blade Element in the Stone Industries of the Rock Shelter III F-23, Bhimbetka, in *Indian Archeology: New Perspectives*, ed. R. K. Sharma, pp. 7-13. Delhi Agam Kala Prakashan.

Misra V.N. 1989. Stone Age India: an Ecological Perspective. *Man and*

Environment 14: 17–64.

Misra, V.D. 1997. Lower and Middle Palaeolithic Cultures of Northern Vindhya, in *Indian Prehistory: 1980*, Eds. V.D. Misra and J.N. Pal, pp. 61-74. Allahabad Department of Ancient History, Culture and Archaeology, University of Allahabad.

Misra, V. N., and M. Nagar. 1973 Twenty-five years of Indian Prehistory (1947-1972) - a Review of Research, in *Man and society*. Ed. K.S. Mathur. Lucknow.

Misra, V. N., and Y. Mathpal. 1979. Rock Art of Bhimbetka Region, Central India. *Man and Environment* 3:27-33.

Misra, V.N. 2001b. Prehistoric Colonization of India. *Journal of Indian Academy of Sciences (Bioscience)* 26:491-531.

Misra, V.N. 1985b. Microlithic Industries in India, in *Recent Advances in Indo-Pacific Prehistory*, Eds. V.N. Misra and P. Bellwood, pp. 111-120. New Delhi: Oxford and IBH.

Misra, V.N. 1987. Middle Pleistocene Adaptations in India, in *Pleistocene Old World: Regional Perspectives*. Ed. O. Soffer, pp. 99-119. New York: Plenum Press.

Misra, V.N. and P. Bellwood. 1985. *Recent Advances in Indo-Pacific Prehistory*. New Delhi: Oxford – IBH.

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Paddayya, K. 2007. The Acheulean of Peninsular India with Special Reference to the Hunsgi and Baichbal Valleys of the Lower Deccan in *The Evolution and History of Human Populations in South Asia*. Eds. M. Petraglia and B. Allchin, pp. 97-119. Netherlands: Springer.

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Pappu S, Y.Gunnell, M.Taieb and A.Kumar 2004. Preliminary report on excavations at the Palaeolithic site of Attirampakkam, Tamil Nadu (1999–2004), *Man and Environment* 29(2):1-17.

Pappu Shanti, Yanni Gunnell, Kumar Akhilesh, Régis Braucher, Maurice Taieb, François Demory, Nicolas Thouveny. 2011. Early Pleistocene Presence of Acheulian Hominins in South India. *Science*, Vol.331, pp. 1596-1599

SEMESTER-I

Paper: ARC704C

ANCIENT AND EARLY MEDIEVAL ASSAM

Credits: 4 (3 + 1 + 0)

Course objectives The objective of this course is to introduce the students with the major political events of greater Assam from the earliest time upto the beginning of the medieval period. The students will be able to understand the major sources of ancient and. The major political aspects and and the development of political institutions in Assam are broadly outlined.

Course outcomes After completing this course students will have a familiarity with the general political history of Assam upto the beginning of the medieval period. The students will be able to understand the major sources of ancient and early medieval Assam and the different sources approaches for reconstructing political history.

Course Content Unit 1: Introduction (8 Lectures)
a) Survey of sources for the study of ancient and early medieval Assam
b) Literary and archaeological sources to understand the political and socio-political paradigm

Unit 2: Formation of the kingdom of Pragjyotisha-Kamarupa (8 Lectures)
a) Mythological sources: Epic, Puranic and allied legends
b) Traditional boundaries

Unit 3: State formation in Early Assam (10 Lectures)

- a) Political structure: Varman, Salastambha and Pala dynasties
- b) Political zones and centres of Early Assam

Unit 4: Religion, Society and Economy (12 Lectures)

- a) Brahmanical, Saivism, Shaktism, Vaishnavism, Buddhism, Jainism and other sects
- b) Social institutions, Varna-jati system, gender and food habits
- c) Land system, agriculture, craft and industries, trade routes

Unit 5: Communities in the periphery (4 Lectures)

- a) Ethnic groups in the Brahmaputra valley and surrounding hill tracks
- b) Cultural interaction between ethnic groups and major rulers

Unit 6: Beginning of the Medieval period (6 Lectures)

- a) Advent of the Ahom rulers
- b) Koch rulers

Recommended Readings

Barpujari, H.K. (ed). 1990. *The Comprehensive History of Assam, vol. one – Ancient Period – From the Pre-historic Times to the Twelve Century A.D.* Guwahati: Publication Board, Assam.

Barua, K.L. 1999. *Early History of Kamrupa*. Lawyer's Book stall, Guwahati.

Boruah, N. 2007. *Early Assam, State Formation, Political Centres, Cultural Zones*, Spectrum Publication, Delhi, Guwahati.

Boruah, N. 2010. *Historical Geography of Early Assam*, DVS Publication, Guwahati.

Choudhury, P.C. 1987. *The history of civilization of the people of Assam to the 12th century A.D.* Guwahati.

Chatterji, S.K. 1974 (first published in 1951). *Kirata-Jana-Krti – The Indo-Mongoloids: Their Contribution to the History and Culture of India*. Calcutta: The Asiatic Society.

Choudhury, R.D. 1985. *Archaeology of the Brahmaputra Valley of Assam: Pre-Ahom period*. Delhi: Agam Kala Prakashan.

Devi, L. 1966. *Ahom-Tribal Relations*. Delhi: Motilal Banarsidass.

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Singh, J.P. and G. Sengupta (eds). 1991. *Archaeology of Northeastern India*. New Delhi: Vikas Publishing House.

Sarkar, Ichhimuddin. 1991. *Aspects of Historical Geography of Pragjyotisa Kamrupa: Ancient Assam*. South Asia Books.

SEMESTER-I

Paper: ARC705C

INDIAN ARCHITECTURE (FROM EARLIEST TIME TILL 1300 CE)

Credits: 4 (3 + 0 + 1)

Course objectives	Students are introduced to the major developments in architecture in India from the earliest rock cut caves. It also aims to trace the history and emergence of major architectural development that happened in the Indian subcontinent. It majorly focusses on the development of the Indic Religious Architecture starting from stupa architecture, chaitya, vihara and temples till 1300 AD.
Course outcomes	Students will gain knowledge about the major architectural styles and their development through the period in Indian Subcontinent.
Course Content	<p>Unit 1: Traditions of Architecture in India (6 Lectures)</p> <ul style="list-style-type: none">a) Introduction to components of Architectureb) Pre-Mauryan Architecturec) Sources of Inspiration of Mauryan Art and Architecture: Foreign and Indigenous. <p>Unit 2: Emergence and Development of Structural Stupa Architecture (15 Lectures)</p> <ul style="list-style-type: none">a) Origin of Stupa Architecture -Theoretical aspectsb) Stupa Architecture - Pre-Mauryan and Mauryan periodc) North and Central India-Sanchi, Bharut, Dhammekh, Sanghold) Deccan-Pavani, Amravati, Nagarjunkonda, Kanganhallie) Gandhar-Taxila, Mirpur-Khas, Shahaji-ki-Dherif) Structural monasteries and Chaityasg) Later Stupa Architecture - East India and Southeast Asia <p>Unit 3: Emergence and Development of Rock-cut Architecture (15 Lectures)</p> <ul style="list-style-type: none">a) Origin of Rock-cut Architecture-Theoretical aspectsb) Eastern India-Barabar Hills, Udaygiri.Khandagiric) Western Deccan - Bhaje, Pitalkhora, Kondivate, Thanale, Kondane, Bedasa, Karle, Nasik, Kanheri, Junnar, Ajantad) Eastern Deccan – Guntapallee) Central India-Bagh, Udayagirif) Western India-Junagr, Talajag) Hindu rock-cut caves at Badami, Ellora and Udaygiri (MP)

Unit 4: Emergence and Development of Temple Architecture (12 Lectures)

- a) Concept and symbolism of Temple
- b) Origin of Temple Architecture- Theoretical aspects
- c) Archaeological remains of structural temples
- d) Temple Architecture during the Gupta period
- e) Temple Architecture of Eastern India
- f) Temple Architecture of Northeast India

Unit 5: Students will visit sites of architectural importance and conduct architectural documentation and learn Plan drawing as part of this course. They will **submit a field report** for internal evaluation.

SEMESTER-I

Paper: ARC 706 SEC

HERITAGE TOURISM

Credits: 2 (2 + 0 + 0)

Course objectives The course deals with basic of Heritage Management and Tourism with specific case studies from Northeast Indian context.

Course outcomes After completing this course students will be able to understand the relevance and significance heritage management and sustainable tourism. Students will get acinted with the different heritage sites and the growing tourism industry of India.

Course Content Unit 1: Heritage and its relevance (16 classes)
a) Definition of Heritage, Classification of Heritage by UNESCO, Tangible and intangible cultural resources, Natural Heritage
b) Heritage Management and Cultural Resource Management (CRM)
c) World Heritage Sites: Selection Criteria and Major World Heritage Sites of India
d) Preservation and Management of Heritage Sites: Role of Common People
e) Role of Institutes in Heritage Preservation and Promotion: Archaeological Survey of India (ASI), Museums in India, Indira Gandhi National Centre for the Arts (IGNCA), Indian National Trust for Art and Cultural Heritage (INTACH) and Ministry of Enviornement and Forest (GoI)

Unit 2: Tourism and its significance (16 Lectures)

- a) Definition and Types of Tourism: Heritage Tourism, Eco-Tourism, Geo-Tourism, Medical Tourism, Food Tourism, Pilgrime Tourism and Eductional Tourism
- b) Economic and Cultural Significance of Tourism in India
- c) Major Heritage Tourist Destinations of Northeast India
- d) Tourism, Hospitality and Transport Industries
- e) Sustainable Tourism: Oppertunities and Challenges

Recommended Readings Bora, Shiela and M.C. Bora. 2005. *The Story of Tourism – An Enchanting Journey Through India’s Northeast*. Delhi: UBS Publihsers.

SEMESTER-II
Paper: ARC801C
SOCIETY, ECONOMY AND RELIGION (1500 BCE TO 1200 CE)
Credits: 4 (3+1+0)

Course objectives	The objective of this course is to introduce the students with the major issues regarding society, economy and religion from 1500 BCE until 1200 CE. The major socio-economic-religious institutions in ancient India are broadly outlined.
Course outcomes	After completing this course students will have a familiarity with the general socio-economic-religious history of India upto 1200 CE. The students will be able to understand the major sources of ancient Indian society, economy and religion and the different approaches for reconstructing socio-economic-religious history.
Course Content	<p>Unit 1: Introduction (8 Lectures)</p> <p>a) Understanding the emergence of Economic and Social paradigm within History</p> <p>b) Survey of Sources for the study of Ancient Indian History</p> <p>Unit 2: Early Social and Material Milieu (10 Lectures)</p> <p>a) North India (1500-300 BCE)</p> <p>b) Central India & Deccan (1000-300 BCE)</p> <p>c) Tamilakam (300 BCE to 300 CE)</p> <p>Unit 3: Early Historical Economy and Society (300 BCE-300 CE) (12 Lectures)</p> <p>a) Expansion of Agrarian Economy: production relations.</p> <p>b) Urban growth: North India, Central India & the Deccan; craft production: Trade & trade routes; Coinage</p> <p>c) Social Stratification: Class, Varna, <i>jati</i>, untouchability; gender; marriage and property relations.</p> <p>Unit 4: Towards Early Medieval India (300 CE-750 CE) (10 Lectures)</p> <p>a) Agrarian Expansion: land grants, changing production relations; graded land rights and peasantry.</p> <p>b) The problem of urban decline: patterns of trade, currency and urban settlements</p> <p>c) Varna proliferation of <i>jatis</i>: changing norms of marriage and property.</p> <p>Unit 5: Developments within Religion (300 BCE-750 CE) (8 Lectures)</p> <p>a) Consolidation of the Brahmanical traditions: <i>Dharma</i>, <i>Varnashram</i>,</p>

Purusharthas and Samkaras.

b) Heterodox Cults: Ajivikas, Jainism, Buddhism

c) Puranic Tradition and Tantricism

Recommended Readings

Agrawal, V.S. 1970. Ancient Indian Folk Cults. Varanasi: Prithvi Prakashan.

Ali, B. Shaik. 1978. History: Its Theory and Method, Madras: Macmillan India Ltd.

Allchin, F.R. 1995. The Archaeology of Early Historic South Asia; The Emergence of Cities and States. Cambridge: Cambridge University Press.

Ambedkar, B.R. 1957. The Buddha and His Dhamma. Bombay: Siddhartha Prakashan.

Bajaj, S.K. 1998. Recent Trends in Historiography. New Delhi: Anmol Publications Pvt.Ltd.

Basham, A.L.1990. History and the Doctrine of the Ajivikas. Delhi: Motilal Banarasidass.

Bhandarkar, R.G. 1965. Vaishnavism, Shaivism and Minor Religious Systems. Varanasi: Indological Book House.

Bhattacharji, Sukumari 1970. The Indian Theogony. Cambridge: Cambridge University Press.

Bhattacharya, N.N. 1974. History of the Sakta Religion. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Bhattacharya, N.N. 1988. Ancient Indian History and Civilization. New Delhi: Manohar.

Bhattacharya, N.N. 2007. History of The Tantric Religion: An Historical, Ritualistic and Philosophical studies. New Delhi: Manohar.

Bhattacharya, N.N. 1971. Indian Mother Goddess. Calcutta: R.K.Mitra.

Bolon, C.R. 1992. Forms of the Goddess Lajja Gauri in Indian Art. Pennsylvania:

Bongard-Levin, G. 1985. Mauryan India. Delhi: Oxford University Press.

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Chatterjee, Asitkumar 2000. *A Comprehensive History of Jainism (2 vols)*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

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Choubey, M.C. 1997. *Lakulisa in Indian Art and Culture*. Delhi: Sharada Publishing House.

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Courtright, Paul B. 1985. *Ganesa Lord of Obstacles, Lord of Beginnings*. New York: Oxford University Press.

Dange, S.A. 1986-1990. *Encyclopaedia of Puranic Beliefs and Practices (5 vols.)*. New Delhi: Navarang.

Davidson, Ronald, M. 2002. *Indian Esoteric Buddhism A Social History of the Tantric Movements*. New York: Columbia University Press.

Decaroli, Robert 2004. *Haunting the Buddha Indian Popular Religions and the Formation of Buddhism*. New York and Oxford: Oxford University Press.

Dehejia, Vidya 1986. *Yogini Cult and Temples A Tantric Tradition*. New Delhi: National Museum.

Deshmukh, P.S. 1933. *Origin and Development of Religion in Vedic Literature*. Bombay: Oxford University Press.

Dundas, P. 1992. *The Jains*. London: Routledge.

Dutt, Nalinaksha 1971. *Early Monastic Buddhism*. Calcutta: Firma KLM Pvt. Ltd

- Dutt, Nalinaksha 1977. Buddhist Sects in India. Calcutta: Firma KLM Pvt. Ltd.
- Eliot, C. 1954. Hinduism and Buddhism (3 vols.). London: Routledge and Kegan Paul.
- Fergusson, James 1873. Tree and Serpent Worship. London: India Museum.
- Flood, Gavin 2004. An Introduction to Hinduism. New Delhi: Foundation Books Pvt. Ltd.
- Flügel, Peter (ed.) 2006. Studies in Jain History and Culture Disputes and Dialogues. London: Routledge
- Ghurye, G.S. 1965. Religious Consciences. Bombay: Popular Prakashan.
- Gonda, J. 1969. Aspects of Early Visnuism. Delhi: Motilal Banarsidass Publishers Pvt.Ltd.
- Gonda, J. 1985. Change and Continuity in Indian Religion. New Delhi: Munshiram
- Goyal, S.R. 1987. History of Indian Buddhism. Meerut: Kusamanjali Publications
- Gupta, P.L. 2012. The Imperial Guptas. Delhi: Aryan Books International.
- Gurukkal, Rajan. 2012. Social Formations of Early South India. Delhi: Oxford University Press.
- Guseva, N.R. 1971. Jainism. Bombay: Sindhu Publications.
- Harvey, Peter 2004. An Introduction to Buddhism Teachings History and Practices. New Delhi: Foundations Books Pvt. Ltd.
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- Hazra, Kanai Lal 2009. Buddhism in India A Historical Survey. Delhi: BuddhistWorld Press.
- Jain, K.C. 2010. History of Jainism. New Delhi: D.K. Printworld (P) Ltd.
- Jaiswal, Suvira 2010. The Origin and Development of Vaisnavism from 200 BC to AD 500. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Karashima, Noboru. 2004. Kingship in Indian History. Delhi: Manohar Publishers And Distributors.

- Kejariwal, O. P. 1988. The Asiatic society of Bengal and the Discovery of India's Past 1784-1838. Delhi: Oxford University Press.
- Kimura, Masaki & Tanabe Akio (Eds.) 2006. The State in India, Past and Present. New Delhi: Oxford University Press.
- Kinsley, David 1987. Hindu Goddesses. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
- Kosambi, D.D. 1985. An Introduction to the Study of Indian History. (Reprint) Bombay: Popular Prakashan.
- Lal, S.K. 1980. Female Divinities in Hindu Mythology and Ritual. Pune: University of Poona.
- Lamotte, Etienne 1988. History of Indian Buddhism. Leuven: Peeters Publishers.
- Lemon, M.C. 2003. Philosophy of History. New York: Routledge.
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- Michaels, Axel 2005. Hinduism: Past and Present. Hyderabad: Orient Longman.
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- Mujumdar, R.C. (ed.). 1966. The Age of Imperial Unity. Bombay: Bharatiya Vidya Bhavan.
- Mujumdar, R.C. (ed.). 1970. The Classical Age. Bombay: Bharatiya Vidya Bhavan.
- Mujumdar, R.C. (ed.). 1972. The Struggle for the Empire. Bombay: Bharatiya Vidya Bhavan.
- Mujumdar, R.C. and A.D. Pusalkar (eds.). 1950. The Vedic Age. Bombay: Bharatiya Vidya Bhavan.
- Mujumdar, R.C., H.C. Roychoudhuri and K.Datta (ed.). 1961. Advanced History of India. London: Macmillan.
- Nakamura, Hajime 1987. Indian Buddhism. Delhi: Motilal Banarsidass Publishers

Pvt. Ltd.

Narada, Thera 1986. The Buddha and his teachings. Kandy: Buddhist Publication Society.

O'Flaherty, Wendy, D. 1980. The Origins of Evil in Hindu Mythology. Berkeley-Los Angeles: University of California Press.

Peciado-Solis 1984. The Krishna Cycle in the Puranas. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

Radhakrishnan, S. 1999. Indian Philosophy (2 vols). New Delhi: Oxford University Press.

Roy, Kumkum. 1994. Emergence of Monarchy in North India. Delhi: Oxford University Press.

Roychoudhuri, H.C. 1950. Political History of Ancient India (5th edition). Calcutta: University of Calcutta.

Samuel, Geoffrey 2007. The Origins of the Indic Religions: Yoga and Tantra. Cambridge: Cambridge University Press.

Schopen, Gregory 2010. Indian Monastic Buddhism. Delhi: Motilal Banarasidass Publishers Pvt.Ltd.

Sharma, R.S. 1965. Indian Feudalism. Calcutta: University of Calcutta.

Sharma R.S. 1991. Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidass Publications.

Sharma R.S. 2005. India's Ancient Past. New Delhi: Oxford University Press.

Shastri, K.A.N. 1966. History of South India (3rd edition). Oxford: Oxford University Press.

Singh, Upinder. 2009. A History of Ancient and Early Medieval India. Delhi: Pearson.

Sreedharan, E. 2000. A Textbook of Historiography 500 B.C. to A.D.2000. New Delhi: Orient Longman.

Stutley, Margaret 1998. Ancient Indian Magic and Folklore. Delhi: Motilal Banarasidass Publishers Pvt.Ltd.

Sutherland, Gail Hinich 1991. The Disguises of the Demon: The Development of

the Yaksha in Hinduism and Buddhism. Albany: State University of New York Press.

Thapar, Romila 1973. Ashoka and the Decline of the Mauryas (2nd edition). Oxford: Oxford University Press.

Thapar, Romila. 1991. From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley. Delhi: Oxford University Press.

Thapar, Romila. 1992. Interpreting Early India. Delhi: Oxford University Press.

Thapar, Romila. 2000. Cultural Pasts. Delhi: Oxford University Press.

Thapar, Romila. 2004. Early India: From the Origins to AD 1300. California: University of California Press.

Thapar, Romila. 2013. Past before us. Cambridge: Harvard University Press. The Pennsylvania State University Press.

Upreti, U. 1997. The Early Buddhist World Outlook in Historical Perspective. New Delhi: Manohar Publishers and Distributors.

Veluthat, Kesavan 2009. The Early Medieval History of South India. New Delhi: Oxford University Press.

Veradi, Giovanni 2011. Hardships and Downfall of Buddhism in India. New Delhi: Manohar Publishers and Distributors.

Warder, A.K. 1980. Indian Buddhism. Delhi: Motilal Banarasi Dass Publishers Pvt. Ltd.

White, David G. (Ed). 2000. Tantra in Practice. New Jersey: Princeton University Press.

White, David G. 2006. Kiss of Yogini Tantric Sex in its South Asian Context. Chicago: University of Chicago Press.

White, David G. 2007. The Alchemical Body Siddha Traditions in Medieval India. Chicago: University of Chicago Press.

William, Paul 1989. Mahayana Buddhism. London: Routledge and Kegan Paul.

SEMESTER-II
Paper: ARC802C
FIELD METHODS IN ARCHAEOLOGY
Credits: 4 (3 + 0 + 1)

Course objectives	This course introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidence. This course includes training in field methods including excavation techniques.
Course outcomes	Students gets to understand different ways of approaching the field in archaeology. They also gain hands on experience of the field.
Course Content	<p>Unit 1: History and development of field archaeology (5 Lectures)</p> <p>a) Development and changing aims of field archaeology</p> <p>b) Contributions of institutions and individuals to the development of field archaeology</p> <p>Unit 2: Formation processes (5 Lectures)</p> <p>a) Formation processes of an archaeological site</p> <p>b) Status of research on formation processes in India</p> <p>Unit 3: Site discovery methods (8 Lectures)</p> <p>a) Conventional methods - use of literary sources and folk traditions, village to village survey, field walking, survey along the water bodies</p> <p>b) Scientific methods - identification of archaeologically potent area by undertaking environmental and ecological survey, use of maps, satellite imagery and aerial photographs, underwater archaeology and use of various geophysical methods</p> <p>Unit 4: Excavation methods (8 Lectures)</p> <p>a) Sondage, Vertical</p> <p>b) Quadrant and Horizontal excavation methods</p> <p>c) Excavation of Stone Age site, excavation of settlement sites, excavation of burial sites, excavation of fortifications and large features</p> <p>Unit 5: Recording Methods (6 Lectures)</p> <p>a) Stratigraphy and three dimensional recording</p> <p>b) Contextual approach</p> <p>c) Techniques of Archaeological Photography and Photogrammetry</p> <p>d) Methods of Drawings: Plan, Section</p> <p>Unit 6: Post-excavation Analysis (8 Lectures)</p> <p>a) Classification and analyses of Artefacts and ecofacts</p> <p>b) Reconstruction of past lifeways</p> <p>c) Settlement pattern: Site catchment analysis and ethnographic survey</p> <p>Unit 7: Dating methods (8 Lectures)</p> <p>a) Concept of chronology in archaeology</p>

- b) Radiocarbon
- c) Thermoluminescence
- d) Electron Spin Resonance
- e) Potassium Argon
- f) Fission Track
- g) Obsidian hydration
- h) Amino acid racemization
- i) Dendrochronology
- j) Cosmogenic dating
- k) Relative dating

Unit 8: Field work

Students will take part in archaeological exploration and excavation and learn field methodologies as part of this course. They will **submit a field report** for internal evaluation.

Recommended Readings

Aitken, M.J. 1990. Science based Dating in Archaeology. London: Longmans.

Atkinson, R.J.C. 1953. Field Archaeology. London: Methuen and Co.

Barker, P. 1982. Techniques of Archaeological Excavation. London: Batsford.

Binford, L.R. 1964. A Consideration of Hypothetical Research Design, American Antiquity 29:425 441.

Crawford, O.G.S. 1953. Archaeology in the Field. London: Phoenix.

Dancey, W.S. 1985. Archaeological Field Methods: An Introduction. New Delhi: Surjeet Publications.

Harris, E.C. 1979. Principles of Archaeological Stratigraphy. London: Academic Press.

Hester, T., Heizer, R.E. and J.A. Graham 1975. Field Methods in Archaeology. Palo Alto (California): Mayfield Press.

Redman, C. 1974. Multi Stage Fieldwork and Analytical Techniques, American Antiquity 38: 611 79.

Tite, M.S. 1972. Methods of Physical Examination in Archaeology. London: Seminar.

Wheeler, R.E.M. 1954. Archaeology from the Earth. Harmondsworth: Penguin Books.

SEMESTER-II

Paper: ARC803C
PROTO-HISTORY OF SOUTH ASIA (NEOLITHIC TO IRON AGE)
Credits: 4 (3+0+1)

Course objectives	This course introduces the development of plant and animal domestication and the development of the first civilizations in the Indian subcontinent from their roots in the Neolithic and Chalcolithic in India. The objective of this course is also to introduce the development of pottery technology during prehistoric, protohistoric periods. It discusses the technicalities of studying pottery from archaeological context.
Course outcomes	Students are introduced to some of the theories explaining the process of plant and animal domestication and the development of the first state level societies. Students gain grounding in theoretical and practical knowledge of analysing pottery from archaeological context.
Course Content	<p>Unit 1: Origins of Agriculture and Pottery (6 Lectures)</p> <ul style="list-style-type: none">a) Neolithic Revolution of Gordon Childe - Causes and consequencesb) Origins of agriculture and pastoralismc) Transition from hunting/gathering to food production in South Asiad) Pottery: Origin and Evolution <p>Unit 2: Neolithic (10 Lectures)</p> <ul style="list-style-type: none">a) Neolithic cultures of Afghanistan and Baluchistan: Mehrgarhb) Neolithic culture of Kashmir valleyc) Neolithic Culture of Mid Ganga Basin and Vindhyan regiond) South Indian Neolithice) Eastern and Northeastern Indian Neolithic <p>Unit 3: Pre/Early Harappan Cultures (6 Lectures)</p> <ul style="list-style-type: none">a) Development of Chalcolithic cultures at Mehrgarh and surrounding regionb) Early Harappan Kulli, Nal, Amri, Kot Diji, Hakra, Ravi, Sothi, Padri, Pre Prabhas, Anarta <p>Unit 4: Harappan Culture (10 Lectures)</p> <ul style="list-style-type: none">a) Origin and developmentb) Geographical distribution, extent and settlement patternsc) Town planning and architectured) Trade, economy, technology and arte) Harappan scriptf) Socio-political and religious organizationg) Decline: various theories, causes and consequencesh) Late Harappan phase <p>Unit 5: Regional Chalcolithic Traditions (10 Lectures)</p> <ul style="list-style-type: none">a) Ahar, Ganeshwar and Jodhpura

- b) Kayatha and Malwa
- c) Savalda, Malwa and Jorwe
- d) OCP and Copper Hoards

Unit 6: Iron Age (6 Lectures)

- a) Origins of Iron in South Asia: Problem and perspective
- b) Iron Age in South India
- c) Megalithic tradition

Unit 7: Practical

a) Pottery analysis: identification, drawing, description and analysis of pottery. Students are to be taught drawing, description and analysis of pottery from different cultural periods. They will submit the **practical note book** for evaluation.

b) Pottery fieldwork: The students will visit either a potter's village or a site. Document the potting tradition or conduct pottery analysis. They will submit a **project report** for evaluation.

Recommended Readings

Agrawal, D.P. 1982. Archaeology of India. Copenhagen: Scandinavian Institute of Asian Studies.

Agrawal, D.P. 2000. Ancient Metal Technology and Archaeology of South Asia (A Pan Asian Perspective), Aryan Books International, New Delhi

Agrawal D.P. 2007. Indus Civilization: An Interdisciplinary Perspective, New Delhi, Aryan Books International, New Delhi.

Agrawal D.P. and J.S. Kharakwal, 2002 South Asian Prehistory, New Delhi, Aryan Books International, New Delhi.

Agrawal D.P. and J.S. Kharakwal, Bronze and Iron ages in South Asia, New Delhi, Aryan Books International, New Delhi, 2003.

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SEMESTER-II

Paper: ARC804C

EARLY INDIAN ART AND ICONOGRAPHY: MILIEU, MANIFESTATIONS AND PATRONAGE (EARLIEST TIMES TO 1300 CE)

Credits: 4 (3+0+1)

Course objectives

Students are introduced to the major developments in Indian art and iconography from the earliest rock cut caves till 1300 CE.

Course

Students gain knowledge about the major art and iconographical styles and their

outcomes	development through the period in India.
Course Content	<p>Unit 1: Introduction (8 Lectures)</p> <p>a) Understanding the nature and essence of Art: Uses, Aims & Functions</p> <p>b) Art: Form, Content & Methodology</p> <p>c) Society, Religion & Art: Patterns of Patronage</p> <p>Unit 2: Earliest Beginnings (8 Lectures)</p> <p>a) Prehistoric Art: Rock Paintings</p> <p>b) Harappan Art</p> <p>c) Southern India upto 300 BCE</p> <p>Unit 3: Art of the early Historical Period (10 Lectures)</p> <p>a) Mauryan Art</p> <p>b) Sunga Art</p> <p>c) Kushana Art: Gandhara and Mathura School of Art</p> <p>d) Satavahana Art: Amaravati School of Art</p> <p>Unit 4: Art of the Historical Period (10 Lectures)</p> <p>a) Gupta Art</p> <p>b) Post Gupta Art: Bronzes of Chola, Hoysala sculptural art, sculptural art of ancient and early Medieval Assam</p> <p>Unit 5: Introduction to Iconography (12 Lectures)</p> <p>a) Brahmanical Iconography: Ganesha, Surya, Saptamatrika, Iconography of Shiva Linga, Mahishasuramardini, Forms of Vishnu, Ashta-Dikpala's</p> <p>b) Buddhist Iconography: Forms of Buddha, Avalokiteswara</p> <p>c) Jain Iconography: Tirthankaras, Bahubali</p> <p>Unit 5: Students will visit museums or sites of art and iconographic importance and learn documentation methodologies as part of this course. They will submit a report for internal evaluation.</p>
Recommended Readings	<p>Agrawala, P.K.1994. Studies in Indian Iconography. Jaipur: Publication Scheme.</p> <p>Agrawala, Urmila. 1995. North Indian Temple Sculpture. New Delhi: Munshiram Manoharlal.</p> <p>Banerjee, J.N.1974. Development of Hindu Iconography. New Delhi: Munshiram Manoharlal.</p> <p>Bhattacharya, A.K.2010. Historical Development of Jaina Iconography (A comprehensive study), Delhi: Bharatiya Kala Prakashan.</p> <p>Bhattacharya, B. 1958. Indian Buddhist Iconography. Calcutta: K.L. Mukhopadhyaya.</p>

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Lal, Shyam Kishor 1980. Female Divinities in Hindu Mythology and Ritual. Pune: University of Poona.

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Lokesh, Chandra 1987. Buddhist Iconography 2 vols. New Delhi: Aditya Prakashan.

Mani, V.R.1995. Saptamatrikas in Indian Religion and Art. New Delhi: Mittal Publications.

Mishra, Rajani 1989. Brahma-Worship, Tradition and Iconography. Delhi: Kanishka Publication House.

Mishra, Ramnath 1981. Yaksha Cult and Iconography. New Delhi: Munshiram Manoharlal.

Mukhopadhyay, Santi Priya 1985. Amitabha and his Family. Delhi: Agam Kala Prakashan.

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SEMESTER-II
Paper: ARC805C
MUSEUM STUDIES
Credits: 4 (3+0+1)

Course objectives	This course introduces contemporary issues in museum studies, including the history of the museum and the museological movement in India. We will also look at the various concepts underpinning collecting, displaying, presenting and curating objects of museological importance. The course also is targeted to develop knowledge on kinds of museums, and characteristics of different categories. Discussions are also included on Museological importance of the Northeast India, and specific topics on Museum and related organization of Assam.
Course outcomes	Students learn the basics of functions of museums and define and apply terminology relevant to museum studies, define the types of museums and their historical development, explain the interpretive stances and strategies employed by museums, engage in the ethics and professional practices of museums and formal or visual analyses of design and presentation in museums.
Course Content	<p>Unit 1: Fundamentals (6 Lectures)</p> <ol style="list-style-type: none"> a) Definition, aim and scope b) History and development of museums and museology c) History of museum movement in India <p>Unit 2: Kinds of Museums (6 Lectures)</p> <ol style="list-style-type: none"> a) Types of museums, their scope and functions b) Different kinds of museums - archaeological, science and technological and natural history c) Local museums, private museums, municipal museums, institutional museums, public museums, industrial museums, mobile museums <p>Unit 3: Museums and organization (6 Lectures)</p> <ol style="list-style-type: none"> a) ICOM - International Council of Museums, Paris b) Select museums in India c) Museological importance of Northeast India d) Assam State Museum e) Kamrup Anusandhan Samiti <p>Unit 4: Museum movements in India (6 Lectures)</p> <ol style="list-style-type: none"> a) Cultural property of India: a historical perspective b) Indian legislative measures relating to protection and preservation of museum objects c) Importance of museum for archaeology <p>Unit 5: Techniques and methods in museology (12 Lectures)</p> <ol style="list-style-type: none"> a) Methods of acquisition of objects for museum: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others b) Collection ethics; ICOM code of professional ethics c) Cataloguing of objects

- d) Preparation of index cards
- e) Preparation of records and registers
- f) Preservation and conservation of objects
- g) Display Techniques
- h) Information technology in museum

Unit 6: Display and presentation of museum objects (12 Lectures)

- a) Factors governing display of objects
- b) Types of exhibits and exhibitions
- c) Requirements and methods
- d) Objectives and communication goals, target audience, concept development, story line
- e) Gallery development, space, showcases and structural installations
- f) Colour scheme, lighting, labels and scripts
- g) Use of multimedia
- h) Security measures and upkeeps

Unit 7: Project work

Students shall undertake practical works and assignments related to the topics of study within the context of modern museum practices. Students will progress through the semester with guided instructions for hands-on experiences in museums, museum processes and places of museological importance and will **submit a report** on their visit to a museum and hand-on activities at the museum.

Recommended Readings

Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.

Aiyappan A. & S.T.Satyamurti 1960. Handbook of Museum Technique, Madras: Sup. Govt. Press.

Basu M.N. 1943. Museum Method & Process of Cleaning & Preservation, Calcutta: University of Calcutta.

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Hooper Greenhill E. (Ed.) 1994. Educational Role of the Museum, London: Routledge.

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Pearce S.M. (Ed.) 1994. Interpreting Objects and Collections, London: Routledge.

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SEMESTER-III
Paper: ARC901C
RESEARCH METHODOLOGY
Credits: 4 (3+1+0)

Course objectives	The objective of this course is to introduce the major issues concerning research methodologies used in human and social sciences, particularly archaeology. Research methodology in relations to the research problems are also covered in this course.
Course outcomes	Students gain grounding in theoretical issues related to research methodology in human and social sciences with special reference to archaeology.
Course Content	Unit 1: Introduction to Research Methodology (8 Lectures) a) Meaning, objectives and motivation in research b) Research approaches c) Types of research d) Stages of the research process e) Types of research design

f) Virtues of a researcher

Unit 2: Research Problem (8 Lectures)

- a) What is research problem
- b) Selection of research problem
- c) Problem oriented research in archaeology

Unit 3: Methods of data collection in research in human and social sciences (8 Lectures)

- a) Observation method
- b) Interview method
- c) Questionnaire method

Unit 4: Archaeological research design (10 Lectures)

- a) An archaeologist's skills
- b) Archaeology and scientific methods
- c) Research design: formulation, data collection, data processing, analysis and interpretation, publication

Unit 5: Guidelines and Regulations (6 Lectures)

- a) Methodological and Technical Guidelines
- b) Reference, Bibliography and Subject Index
- c) Acknowledgements

Unit 6: Research Proposal/Synopsis and Report Writing (8 Lectures)

- a) Preparation of Research proposal
- b) Mechanics of writing a research report and presentation
- c) Oral Presentation
- d) Poster presentation

Unit 7: The students will prepare a research proposal for their MA dissertation and do an oral presentation of their research proposals. This **research proposal and oral presentation** will be part of the internal evaluation of this course.

Recommended Readings Babbie, Earl, 2007, *The Practice of Social Research* (11th edn), Belmont, CA, Wadsworth.

Bernard, H. Russell, 1994, *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (2nd edn), Thousand Oaks, CA, Sage.

Bernard, H. Russell, 2000, *Social Research Methods: Qualitative and Quantitative Approaches*, Thousand Oaks, CA, Sage.

Binford, L.R. 1964. A Consideration of Hypothetical Research Design. *American Antiquity* 29:425-441.

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Joglekar, P.P. 2014. *Research Methodology for Archaeology Students*. Pune: Gayatri Sahmilya.

Johnson, M. 2007. *Archaeological Theory: An Introduction*. Blackwell Publishing.

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Kelley, J.H. and M.P. Hanen. 1990. *Archaeology and the Methodology of Science*. Albuquerque: University of New Mexico Press.

Kothari, C.R. 2004. *Research Methodology Methods & Techniques*. New Delhi: New Age International publisher.

Malik, S.C. 1968. *Indian Civilization: The Formative Period – A Study of Archaeology as Anthropology*. Simla: Indian Institute of Advanced Study.

Paddayya, K. (Ed.) 2002. *Recent Studies in Indian Archaeology*. New Delhi: Munshiram Manoharlal.

Paddayya, K. 1978. New research designs and field techniques in the Palaeolithic archaeology of India. *World Archaeology* 10: 94-110.

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Paddayya, K. 1990. *New Archaeology and Aftermath - View from Outside the Anglo American World*. Pune Ravish Publishers

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SEMESTER-III
Paper: ARC902C
HISTORICAL ARCHAEOLOGY OF INDIA
Credits: 4 (3+1+0)

Course objectives	The objective of this course is to familiarise the students with the concepts and development of Historical Archaeology. The course aims to impart knowledge on the cutting edge researches in Historical Archaeology in the Indian Subcontinent.
Course outcomes	Students become familiar with important themes like urbanisation in the historical period and their contribution to our understanding of this period.
Course Content	<p>Unit 1: Historical Archaeology in India (10 Lectures)</p> <p>a) Concept and Development of historical archaeology</p> <p>b) Significance of Archaeological Record (Excavations and Excavated materials, Art and architecture, Inscriptional and Numismatic records, interface between Archaeology and Literature)</p> <p>Unit 2: Archaeology of Urbanization (14 Lectures)</p> <p>a) Growth, Decay and Decline</p> <p>Unit 3: Regional cultural sequences of India (6th century BCE to 12th century CE) (14 Lectures)</p> <p>a) North/NorthWest- Swat valley, Sindh, Punjab, Ganga-Yamuna Doab</p> <p>b) Western India (Gujarat, Rajasthan)</p> <p>c) Central India and Deccan (MP, Chhattisgarh, Maharashtra and region north of river Krishna of AP and Karnataka)</p> <p>d) South India (south of river Krishna)</p> <p>e) Eastern India (Bihar, Jharkhand, Orissa, West Bengal)</p> <p>Unit 4: Major excavated sites (10 Lectures)</p> <p>Taxila, Hastinapur, Atranjikhara, Kausambi, Pataliputra, Sisupalgarh, Nevasa, Adam, Nagarjankonda, Amaravati, Arikamedu, Chandraketugarh, Nalanda, Hampi.</p>
Recommended Readings	<p>Andren, Anders. 1998. <i>Between artifacts and texts</i>. New York: Plenum Press.</p> <p>Allchin, R. 1989. City and State formation in Early Historic South Asia. <i>South Asian Studies</i> 5:1 16.</p>

Allchin R. 1989. Patterns of city formation in early historic South Asia. *South Asian Studies* 6:163-174.

Allchin, R. 1995. *The Archaeology of Early Historic South Asia The Emergence of Cities and States*. Cambridge University Press.

Chattopadhyaya 1985. *Aspects of Rural Settlements and Rural Society in Early Medieval India*. Calcutta:

Chattopadhyaya 1974. Trade and Urban Centres in Early Medieval North India. *The Indian Historical Review* 1, No. 2

Chattopadhyaya 1976. Origin of the Rajputs: The Political Economical and Social Processes in Early Medieval Rajasthan. *The Indian Historical Review* 3, No. 1.

Deotare, B. C. 2007. Preliminary report on the Excavations at Bhon and Paturda, Buldana District, Maharashtra. *Bulletin of the Deccan College Post-graduate and Research Institute* 64-65:87-105

Dhavalikar, M.K. 1999. *Historical Archaeology of India*. New Delhi: Books and Books.

Dymond, D.P. 1974. *Archaeology and History: A Plea for Reconciliation*. London: Thames and Hudson.

Ghosh, A. 1973. *City in Early Historical India*. Simla: Indian Institute for Advanced Studies.

Inder, R. 1981. Hierarchies of Kings in Early Medieval India. *Contributions to Indian Sociology, New Series Vol. No. 15*.

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Lahiri, Nayanjot and others. 2002. Historical archaeology of India: an outline of the work of the Archaeological Survey of India, in S. Settar and R. Korisettar (ed.) *Indian Archaeology in Retrospect: Archaeology and Historiography*, pp.71-115. New Delhi: ICHR and Manohar.

Lal, Makkhan 1984. *Settlement History and the Rise of Civilization in the Ganga Yamuna Doab*. New Delhi: B.R. Publishing House.

Mate, M.S. and T.V. Pathy. 1992. *Daulatabad Excavations*. Pune: Deccan College.

Mehta, R.N. 1979. *Medieval Archaeology*. Delhi: Ajanta Publications

Rajan, K. 1997. *Archaeological Gazetteer of Tamil Nadu*. Thanjavur: Manoo

Pathipakkam.

Ramchandran, K. S. 1980. Archaeology of South India, Tamil Nadu. Delhi: Sandeep Prakashan.

Ray, Amita and S. Mukherjee (ed.) 1990. Historical Archaeology of India. New Delhi: Books and Books.

Roy, T.N. 1983. The Ganges Civilization: a Critical Study of the PGW and NBPW Periods of the Ganga Plains of India. New Delhi: Ramanand Vidya Bhavan.

Schuyler, R.L. 1978 Historical Archaeology: A Guide to Substantive and Theoretical Contributions. New York: Baywood Publishing Company.

Sarma, I. K. 1988. Studies in Early Buddhist Monuments and Brahmi Inscription of Andhradesa. Nagpur: Datsons

Sastry, P. V. P. 2000. Coins and Economic System in Medieval Andhra. In South Indian Archaeology, Edt. by G. Kamalakar. Delhi: Bharatiya Kala Prakashan

Sharma, R.S. 1987 Urban Decay in India 300 to 1000 A.D). New Delhi: Munshiram Manoharlal.

Sharma, R.S. 1985 Material Culture and Social Formations in Ancient India. New Delhi: Macmillian.

Sharma, Y.D.1953 Exploration of Historical Sites. Ancient India 9:116 169.

Shastri, A. M. 1997. Vakatakas Sources and History. New Delhi: Aryan Books International.

South, S. 1977 Method and Theory in Historical Archaeology. New York: Academic Press.

Tripathi V. 1976 The Painted Grey Ware: An Iron Age Culture of Northern India. Delhi: Concept Publishing House.

SEMESTER-III

Paper: ARC903C

INTRODUCING WORLD ARCHAEOLOGY (MAJOR THEMES)

Credits: 4 (3 + 1 + 0)

Course objectives

The objective of this course is to provide an overview of the major developments in archaeology in different parts of the world.

Course outcomes Students gain a global perspective on archaeological studies and can better appreciate the role of India in the global context. The students will be able to understand the varied characteristics of different civilisations and make a comparative analysis.

Course Content

Unit 1: Development of World Prehistory (10 Lectures)

- a) Oldowan and Acheulian in Africa
- b) Palaeolithic cultural development in Europe
- c) Non-biface tradition: Anyathian and Choukoutian
- d) Hoabihian techno-complex
- e) Cave and rock art in Europe and Africa

Unit 2: Foundation for Civilisation (12 Lectures)

- a) Neolithic cultures of Fertile Crescent
- b) Neolithic cultures of Europe
- c) Neolithic cultures of East Asia: Yangtze and Yellow valley
- d) Development of prehistoric monumental architecture: Gobekli Tepe to Stonehenge
- e) Bactria-Margiana Archaeological Complex

Unit 3: Urban Revolution (12 Lectures)

- a) Concept and meaning: V. Gordon Childe
- b) Major civilisations of ancient world: Geography and chronology
- c) Classical civilisations of Greece and Rome: Art and architecture
- d) Mesopotamian civilisation: Sumerian writing
- e) Egyptian civilisation: Writing and monumental architecture

Unit 4: Ancient Trade Systems (7 Lectures)

- a) Indo-Roman trade
- b) Archaeology of Silk Road

Unit 5: Indian influence on East and Southeast Asian archaeology (7 Lectures)

- a) Early interactions between Indian coast and Southeast Asia
- b) Spread of Buddhism

Recommended Readings

Allchin, B. and Allchin, R. *The Birth of Indian Civilisation*, London, 1968.

Breasted, J.H. *A History of Egypt: from the Earliest Times to the Persian Conquest*, 2nd ed. New York, 1937.

Breasted, J.H. *Ancient Times. A History of the Early World*, 2nd ed., Boston, 1944.

Chakrabarti, D.K. *The external of the Indus Civilisation*, Delhi, 1990.

Childe, V.G. *New Light on the Most Ancient East*, London, 1969.

- Frankfort, H. *Art and Architecture of the Ancient Orient*, 4th rev. ed., USA, 1970.
- Gupta, S.P. *Archaeology of Soviet Central Asia and the Indian Borderland*, Vol. I & II, Delhi, 1979.
- Hallo, W.W. and Simpson, W.K. *The Ancient Near East: A History*, USA, 1971.
- Henry, F. *The Art & Architecture of the Ancient Orient*, London, 1954.
- Kenoyer, J.M. *Indus Civilization*, Oxford, 1999.
- Mellart J. *Earliest Civilizations of the Near East*, New York, 1965.
- Oates, J. and David, *The Rise of Civilization*, Elsevier Phaidon Press Ltd. Oxford, 1976.
- Redman, C.L. 1978. *The Rise of Civilization: From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W. H. Freeman.
- Roaf, M. 1964. *Cultural Atlas of Mesopotamia and the Ancient Near East* Roux, G. *Ancient Iraq*, London, 1964.
- Smith, W.S. *The Art and Architecture of Ancient Egypt*, London, 1958.
- Trigger, Bruce G. 2003. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press.

SEMESTER-III
Paper: ARC904SLP1
ARCHAEOLOGY AND SCIENCES
Credits: 5 (3+1+1)

Course objectives	In this course students are introduced to the role of various scientific disciplines used for archaeological studies. They will be provided with the basics of each scientific discipline used in Archaeology by Science Departments of the University. Practical classes will be conducted both at the field and laboratory.
Course outcomes	Students will be familiarized with basic descriptive technique and preliminary study of various categories of objects studied by archaeologists.
Course Content	Unit 1: Role of various sciences in archaeological research (8 Lectures) Unit 2: Archaeobotany and palynology (10 Lectures) a) Brief introduction to the scope and objectives of archaeobotany,

- paleobotany, ethnobotany, and palynology
- b) Introduction to different types of plant fossils found in archaeological contexts such as woods, food grains, impressions, compressions, casts, petrifications, coprolites, phytoliths, pollen and spores.
- c) Domestication of plants: Archaeology, botany and genetics

Practical: Students will collect various modern day grains of wild, semi-wild and domestic plants for drawing and description and submit the practical note book for evaluation.

Unit 3: Archaeozoology and palaeontology (10 Lectures)

- a) Brief introduction to the scope and objectives of animal skeletal studies in archaeology
- b) Animal classification, identification and study of osteology of domestic animals
- c) Paleontology, fossils and taphonomy

Practical: Students will draw animal skeleton and submit the practical note book for evaluation

Unit 4: Paleoanthropology, osteology and genetics (10 Lectures)

- a) Place of man in animal kingdom
- b) Human evolution: major human paleontological fossil records
- c) Skeletal anatomy, identification
- d) Sex determination, age estimation
- e) Paleo-pathology and ancient diseases
- f) Human genetics, DNA studies

Practical: Students will draw a complete human skeleton and submit the practical note book for evaluation

Unit 5: Archaeology and Earth Sciences (10 Lectures)

- a) Geoarchaeology
- b) Identification of common rocks and minerals
- c) Geographic techniques, toposheet reading and interpretations
- d) Application of GIS in archaeology
- e) Description and interpretation of natural and archaeological section in the field
- f) Preliminary study of soils/sediments

Practical: Students will be given practical training on identification of rock types and archaeological/geological sections

Recommended Readings Badam, G.L. 1979. Pleistocene Fauna of India, Pune: Deccan College.

Baker, J. and D. Brothwell. 1980. Animal Diseases and Archaeology, Academic

Press: London.

Bass, W.M. 1981. Human Osteology: A laboratory and field manual of the Human skeleton, 2nd edition, Columbia: Missouri Archaeological Society.

Biswas, A. K. 2005. Science in Archaeology and Archaeological materials. New Delhi: D.K. PrintWorld (P) Ltd.

Bone, J.F. 1979. Animal Anatomy and Physiology, Reston: Reston Publishing Co.

Brothwell, D. and E. Higgs (Eds.). 1969. Science in Archaeology, London: Thames and Hudson.

Brothwell, D. and A.M. Pollard. 2001. Handbook of Archaeological Sciences, New York: JohnWiley and Sons.

Cornwall, I.W. 1974. Bones for Archaeologists, (revised edition), London: L.M. Dent and Sons.

Deotare, B.C. 1995. Pollen recovery from minerogenic sediments: A methodological approach. *Man and Environment*, XX (2):101 105.

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Greig, James. 1989. Handbook for Archaeologists No.4: Archaeobotany, European Science Foundation, Strasbourg.

Kajale, M.D. 1991. Current status of Indian Palaeoethnobotany : Introduced and indigenous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in *New Light on Early Farming*, Jane Renfrew (Ed.), Edinburgh: Edinburge University press, pp.155 190.

Leiggi, Patrick and Peter May (Eds.). 1994. Vertebrate Palaeontological Techniques, Vol. 1, Cambridge University Press.

Moore, P.D.,Webb, J. A. and M.E. Collinson. 1992. Pollen Analysis, Oxford: Blackwell.

Pearsall, D. 1989. Palaeoethnobotany Handbook of Procedures. London: Academic press.

Renfrew, J. 1973. Palaeoethnobotany. London: Mathuen and Co.

Romer, A.S. 1967. Vertebrate Paleontology, Chicago: University of Chicago press.

Schmid, E. 1972. Atlas of Animal Bones. London: Elsevier publishing Co.

Singh, R. and L.R. Kaja. 1979. Map Work and Practical Geography, Allahabad: Central Book Depot.

Traverse, A. 1988. Palaeopalynology Boston: Unwin Hyman.

Walimbe, S.R. and A. Tavares. 1995. Evolving trends in skeletal biology in the Indian Sub-continent: a case study on the incipient agricultural populations of the Deccan Plateau, in Quaternary Environments and Geoarchaeology of India: Essays in honour of Prof. S.N. Rajaguru (S. Wadia, R. Korisetar and V.S. Kale, Eds.), pp. 515-529. Bangalore: Geological Society of India, Bangalore.

SEMESTER-III

Paper: ARC905OPE1

CULTURAL HERITAGE MANAGEMENT, TOURISM AND LAW

Credits: 4 (3 + 0 + 1)

Course objectives	The course deals with cultural heritage management, tourism and law with specific case studies from India and abroad.
Course outcomes	After completing this course students will be able to understand the role of archaeology in cultural heritage management and sustainable tourism. Students will get acuiated with the rules, regulations and laws in India and abroad.
Course Content	Unit 1: Applied Archaeology and Cultural resource management (CRM) (7 Lectures) a) Applied Archaeology b) Definition, meaning, concept and relevance of CRM c) History and origin of CRM d) Heritage and Heritage management Unit 2: Tourism (7 Lectures) a) Cultural and heritage tourism b) Heritage tourism industry in India Unit 3: UNESCO and World Heritage Sites (14 Lectures) a) Tangible and intangible cultural resources b) Operational guidelines for the Implimentation of the World Heritage Convention c) Selection criteria of World Heritage Sites d) Management of World Heritage Sites: case studies of Altamira, Ankor Wat, Anuradhapura, Aksum, Easter Island, Pyramid of Giza, Stonehenge and Zhoukoudian e) World Heritage Sites of India Unit 4: Important Indian Legislations (12 Lectures) a) The Indian Treasure Trove Act, 1878

- b) The Ancient Monuments Preservation Act, 1904
- c) The Ancient Monuments and Archaeological Sites and Remains Act, 1958
- d) The Ancient Monuments and Archaeological Sites and Remains Rules, 1959
- e) The Antiquities and Art Treasures Act, 1972
- f) The Antiquities and Art Treasures Rules, 1973

Unit 5: Major International Conventions (8 Lectures)

- a) The Athens Charter for the Restoration of Historic Monuments, 1931
- b) The Venice Charter, 1964
- c) Convention concerning the protection of the World Cultural and Natural Heritage, 1972
- d) Charter for the Protection and Management of the Archaeological Heritage, 1990

Unit 6: Practicing Applied Archeology

The students will conduct field survey in a Cultural Heritage Site and submit a **proposal to developing the site as tourist destination** for evaluation.

Recommended Readings

Cleere, Henry. ed. Archaeological Heritage Management in the Modern World. London Unwin-Hymen, 1989.

Fowler, Don D, Cultural Resources Management," Advances in Archaeological Methods and Theory 5 (1982): 1-50.

Green Ernestine, ed. Ethics and Values in Archaeology, New York Free Press, 1984

Moore, K. ed. 1994, Museum Management. Leicester: Leicester University Press.

Sarkar,H. 1981, Museum and Protection of Monuments and Antiquities in India. Delhi: Sundeep Prakashan

Smith G. S. and J. E Ehrenhard, eds Predicting the Past. Boca Raton , FL CRC Press, 1991

Breckenridge, Carol A. and Peter van der Veer, eds., Orientalism and the Postcolonial Predicament, Delhi, 1994. Oxford University Press.

Chakrabarti, Dilip K., Colonial Indology: Socio-politics of the ancient Indian past. Delhi, 1997 Munshiram Manoharlal.

Cohn, Bernard S., Colonialism and Its Forms of Knowledge, New Delhi, 1997, Oxford University Press.

Deshpande, Prachi, Creative Pasts: Historical memory and Identity in Western India, 1700-1960, New York, 2007. Columbia University Press. 27

Dodson, Michael S., *Orientalism, empire and National Culture: India, 1770-1880* Delhi, 2010. Foundation Books.

Guha-Thakurta Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Delhi, 2004. Permanent Black.

Inden, Ronald, *Imagining India*, Oxford, 1990. Blackwell Publishers.

Kejariwal, O.P., *The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838*, Delhi, 1988. Oxford University Press.

Lahiri, Nayanjot, 'Coming to Grips with the Indian Past: John Marshall's Early Years as Lord Curzon's Director-General of Archaeology in India—Part I', 1998, *South Asian Studies*, Vol. 14:pp. 1–23.

Majeed, Javed, *Ungoverned Imaginings: James Mill's The History of British India and Orientalism*, Oxford, 1992. Clarendon Press.

Metcalf, Thomas R., *Ideologies of the Raj*, Cambridge, 1987. Cambridge University Press.

Mukherjee, S.N., *Sir William Jones: A Study in Eighteenth-Century British Attitudes to India*, Bombay, 1987. Orient Longman.

Paddayya, K. *Essays in History of Archaeology: Themes, Institutions and Personalities*, Delhi, 2013. Archaeological Survey of India.

Philips, C.H., ed., *Historians of India, Pakistan and Ceylon*, London, 1961. Oxford University Press.

Ray, Himanshu Prabha, *Colonial Archaeology in South Asia, The legacy of Sir Mortimer Wheeler*, Delhi, 2007. Oxford University Press.

Sengupta, Gautam and Kaushik Gangopadhyay, *Archaeology in India: Individuals, Ideas and Institutions*, Delhi, 2009. Munshiram Manoharlal Publishers Pvt. Limited in collaboration with Centre for Archaeological Studies and Training Eastern India, Kolkata.

Singh, Upinder, *The Discovery of Ancient India: early archaeologists and the beginnings of archaeology*. Delhi, 2004. Permanent Black.

SEMESTER-IV
Paper: ARC1001C
ANCIENT INDIAN EPIGRAPHY AND NUMISMATICS

Credits: 4 (3+0+1)

Course objectives Students are introduced to the major developments in Indian epigraphy and numismatics in ancient India. The objective of this course is to learn about the ancient scripts and key epigraphical records and the method of study of coins and the development of coinage in the Indian Subcontinent.

Course outcomes Students gain knowledge about the major Indian epigraphy and numismatics and their development through the period in ancient India. In this course students learn about the development of modern Indian scripts from the ancient scripts. They become familiar with the most important epigraphical records. Students are also able to identify coins of different period and some of the methods employed in studying coins.

Course Content

Unit 1: Epigraphy (10 Lectures)

- a) Antiquity of writing in old world civilizations (Pictograph, Ideogram, Syllabic and Logo-Syllabic to Alphabet)
- b) Epigraphy as a source of Indian history
- c) Writing materials and antiquity of writing in India
- d) Types of inscriptions
- e) Definition and importance of palaeography
- f) Dating and Eras

Unit 2: Origin and development of scripts (10 Lectures)

- a) Indus script
- b) Brahmi script
- c) Kharoshthi script
- d) North and South Indian scripts
- e) Eastern Nagari
- d) Ancient Numerals

Unit 3: Study of some important inscriptions (14 Lectures)

- a) Asokan Rock Edict XIII, Pillar Edict II
- b) Hathigumpha inscription of Kharavela
- c) Besnagar inscription of Heliodorus
- d) Junagadh inscription of Rudradaman I
- e) Allahabad pillar inscription of Samudragupta
- f) Aihole inscription of Pulakesin II
- g) Ikshvaku inscription of Virapurushadatta
- h) Nasik cave inscription of Gautamiputra Satakarni
- i) Banskhera inscription of Harshavardhana
- j) Mandagapattu inscription of Mahendravarman I
- k) Uttiramerur inscription of Parantaka I
- l) Brihadeswara temple inscription of Rajaraja Chola I
- m) Umachal inscription of Surendra Varman

Unit 4: Numismatics (14 Lectures)

- a) Numismatics as a source of history
- b) Origin and antiquity of coinage in India
- c) Coins from excavations and their significance
- d) Metal content of coins, weight and shape
- e) Authority of issuing coins – Janapadas, Cities, Guilds, Ganas and Dynasties
- f) Technique of minting coins: Punch-marked, cast, die-struck and mints in the medieval period
- g) Broad characteristics and identification of dynastic coins: Punch-marked, cast copper coins, Indo-Greek, Saka, Satavahana, Kushan, Gupta, Huna, Indo-Sassanian (Gadhaiya), and Rajput
- h) Brief introduction to the coinage of Assam and other Northeast Indian states

Unit 5: Students will visit sites of inscriptional importance and museum galleries of numismatics as part of this course. They will **submit a report** for internal evaluation.

Recommended Readings

Allan, J. 1935. Catalogue of Coins of Ancient India. London: British Museum.

Allchin, F.R. and K.R. Norman 1985. Guide to the Ashokan Inscriptions, South Asian

Allied Issues. Varanasi: Numismatic Society of India.

Altekar, A.S., 1937. Catalogue of Coins of the Gupta Empire. Varanasi: Numismatic Society of India.

Bharadwaj, H.C. 1979. Aspects' of Ancient Indian Technology. Delhi: Motilal Banarasidas.

Bühler, George 1898. On the Origin of Indian Brahma Alphabet. Strassburg: Karl J.

Bühler, George 1959. Indian Palaeography. Calcutta: Indian Studies.

Chattopadhyaya, Bhaskar 1967. The Age of the Kushanas – A Numismatic Study. Calcutta: Punthi Pustak.

Chattopadhyaya, Brajdulal 1977. Coins and Currency System in South India. Delhi: Munshiram Manoharlal.

Dani, Ahmad Hasan 1963. Indian Palaeography, Oxford: Clarendon Press.

Dasgupta, K.K. 1974. A Tribal History of Ancient India – A Numismatic Approach. Calcutta: Nababharat Publications.

Datta, Mala 1990. A Study of the Satavahana coinage. Delhi: Harman Publishing

House.

Elliot, W. 1970. (Reprint) Coins of South India. Varanasi: Indological Book House.

Gokhale, Shobhana 1981. New Discoveries in the Satavahana Coinage, JNSI vol. XLIII: 54-59.

Goyal, S.R. 1995. Dynastic Coins of Ancient India. Jodhpur: Kusumanjali Book World.

Goyal, S.R. 2005. Ancient Indian Inscriptions. Jodhpur: Kusumanjali BookWorld.

Gupta, P.L. 1979. (2nd Revised Edition) Coins. New Delhi: National Book Trust.

Gupta, P.L. 1981. Coins : Source of Indian History. Ahmedabad: B.J. Institute of Learning and Research.

Gupta, P.L. and Sarojini Kulashreshtha 1993. Kushana Coins and History. New delhi: D.K. Publishers.

Gupta, P.L. and T.R. Hardaker 1985. Ancient Indian Silver Punch-Marked Coins of the Magadha– Maurya Karshapana Series. Nasik: Indian Institute of Research in Numismatic Studies.

Handa, Devendra 2007. Tribles Coins of Ancient India. New Delhi: Aryan Books International.

Krishnamurti, R. 1997. Sangam Age Tamil Coins. Madras: Garnet Publishers.

Mangalam, S.J. 1990. Kharoshti Script. Delhi: Eastern Book Linkers.

Pandey, R. 1957. Indian Palaeography. Delhi: Motilal Banarasidas.

Raghunath, K. 1998. Ikshvakus of Vijaya Puri: Study of the Nagarjunakonda Inscriptions. Delhi: Eastern Book Linkers.

Rajgor, Dilip 2001. Punch-Marked Coins of Early Historic India. California: Reesha Books International.

Ramesh, K.V. 1984. Indian Epigraphy. Delhi: Sundeep Prakashan.

Sahni, Birbal 1973. The Technique of Casting Coins in Ancient India. Varanasi: Bharatiya Publishing House.

Salomon, Richard 1998. Indian Epigraphy. New delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Sarma, I.K. 1980. Coinage of the Satavahana Empire. Delhi: Agam Kala Prakashan.

Shastri, A.M. (Ed.) 1999. Age of the Satavahanas (two volumes): New delhi: Aryan Prakashan.

Shastri, A.M. 1996-97. Some Observations on the Origin and Early History of the Vikrama Era, Prachya Pratibha, vol. XVIII: 1-51.

Sircar, D.C. 1965. Indian Epigraphy. Delhi: Motilal Banarasidas.

Sircar, D.C. 1986 (3rd edition). Select Inscriptions. Vol. I. Delhi: Asian Humanities Press.

Srivastava, A.K. 1972. Catalogue of Saka-Pahlava Coins of Northern India in the State Studies, I: 49-50.

SEMESTER-IV

Paper: ARC1002SPL2

ETHNOARCHAEOLOGY

Credits: 5 (3+1+1)

Course objectives	The course deals with ethnoarchaeological theory and practice. It covers a wide range of methodological issues with specific case studies from India.
Course outcomes	After completing this course students will be able to understand the role of ethnoarchaeology in contemporary archaeology, discuss various ethnoarchaeological methods and theories for the interpretation of archaeological records and apply actualistic approach in archaeological research.
Course Content	<p>Unit 1: Ethnoarchaeology (14 Lectures)</p> <ul style="list-style-type: none">a) Derivative relationship between Archaeology–Anthropology–Ethnologyb) Scope of ethnographic analogies in the construction of archaeological datac) Methods of ethnoarchaeologyd) Brief review of the ethnoarchaeological researches in India <p>Unit 2: Tribe and caste in India (6 Lectures)</p> <ul style="list-style-type: none">a) The composition of Indian societyb) Persistence of ancient modes of life into the present, with special reference to India <p>Unit 3: Ethnoarchaeological studies in Indian settings (14 Lectures)</p> <ul style="list-style-type: none">a) Forager/collector model to Palaeolithic and Mesolithic societiesb) Present day cultivation practices and their relevance to the study of Mesolithic, Neolithic and Chalcolithic early agro-pastoral communities of Indiac) Living Megalithic tradition in Indiad) Ethnoarchaeology of fishing (inland and coastal) economies

Unit 4: Ethnoarchaeology in Northeast India (14 Lectures)

- a) Ethnic background of Northeast India
- b) Settlement pattern: vernacular architecture in varied landscape
- c) Subsistence strategies: basic concepts of hunting, gathering, fishing, vegiculture, arboriculture
- d) Shifting cultivation: continuity of a prehistoric tradition
- e) Ethnoarchaeology of technology: terracotta, bamboo and cane works, and metallurgy

Unit 5: Practicing Ethnoarchaeology

The students will conduct field survey and develop ethnographic analogies for certain archaeological problems. They will submit a **project report** for evaluation.

Recommended Readings Ajay Pratap 1987. Shifting Cultivation in the Rajmahal Hills of India, in *Archaeology as Long-term History*, (Ed) Ian Hodder, pp. 68-83. Cambridge: Cambridge University Press.

Ajay Pratap 2000. *The Hoe and the Axe: Ethnohistory of Shifting Cultivation in Eastern India*. New Delhi: Oxford University Press.

Allchin, B. 1985. Ethnoarchaeology in South Asia, in *South Asian Archaeology 1983*, (J. Schotsmans and M. Taddei Eds.), pp. 21-33 Naples: Instituto Universitario Orientale.

Allchin, B. 1994. *Living Traditions: South Asian Ethnoarchaeology*. New Delhi: Oxford & IBH Co Pvt Ltd.

Allchin, F.R. 1959. Poor Men's Thalish: A Deccan Potter's Technique. *Bulletin of the School of Oriental and African Studies* 22(2): 250-7.

Ansari, S. 2000. Small game hunting Musahars: An Ethnoarchaeological Approach. *Puratattva*, 30: 141-150.

Ansari, S. 2001. Fishing Practices Among the Mallahs of Allahabad District, Uttar Pradesh. *Man and Environment* 26 (1): 39-55.

Ansari, S. 2005. *Ethnoarchaeology of Prehistoric Settlement Pattern of South-Central Ganga Valley*. Pune: Indian Society for Prehistoric and Quaternary Studies.

Barkataki, S. 1969. *Tribes of Assam*. New Delhi: National Book Trust, India.

Bettinger, R.L. 1987 Archaeological Approaches to Hunter-gatherers. *Annual Review of Anthropology* 16: 121-142.

Bhan K.K. 2007 Review of Ethnoarcheological Research in Western India and Future Directions, in *Anthropology for Archaeology - Proceedings of the Prof. Irawati Karve Birth Centenary Seminar* (Walimbe, S.R., P.P. Joglekar and K.K. Basa Eds.), pp. 63-76. Pune: Deccan College.

Bichieri, M.G. (ed.) 1972. *Hunters and Gatherers Today*. New York: Holt, Rinehart and Winston.

Binford, L. R. 1988. *In Pursuit of the Past*. New York: Thames and Hudson.

Binford, L.R. 1967. Smudge Pots and Hide Smoking: The Use of Analogy in Archaeological Reasoning. *American Antiquity* 32(1):1-12.

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SEMESTER-IV
Paper: ARC1003OPE2
ARCHAEOLOGY OF NORTHEAST INDIA
Credits: 4 (3 + 1 + 0)

Course objectives In this course, the nature of archaeology as a discipline in Northeast India and the cultural development from the earliest Palaeolithic to the historical period are taught.

Course outcomes Students will be familiarized to the basic outline and the current trends of the archaeology of Northeast India.

Course Content

Unit 1: Historiography (6 Lectures)

- a) History of archaeological research in Northeast India
- b) Problems and prospects of archaeological research in Northeast India
- c) Recent research trends and heritage related issues

Unit 2: Prehistoric cultures (10 Lectures)

- a) Palaeolithic cultures: Sites, artifacts, stratigraphy, chronology
- b) Neolithic cultures: : Sites, artifacts, pottery, chronology, early food production, domestication of animals
- c) Megalithic tradition: Sites, typology, living megalithism

Unit 3: Historical archaeology: Art, architecture, iconography and sculptures of Brahmaputra valley and surroundings (14 Lectures)

- a) Excavated sites: Ambari, Bhaitbari, Sekta and Suryapahar
- b) Kamakhya Temple Complex and sites of greater Guwahati
- c) Dhansiri-Doiyang Valley
- d) Kapili-Jamuna Valley
- e) Tezpur-Sonitpur area
- f) Krishnai-Dudhnoi area
- g) Unakoti and surrounding

Unit 4: Historical archaeology: Inscriptions and Numismatics (10 Lectures)

- a) Archaeology of urbanisation in Brahmaputra valley and its tributaries
- b) Major Inscriptions of Assam
- c) Numismatic evidences

Unit 5: Archaeology of Medieval period (8 Lectures)

- a) Types of Ahom temple architecture
- b) Secular architecture of Medieval period: tanks, palaces, forts, fortifications and roads
- c) Moidams
- d) Architecture of Koch and Kachari kingdoms

- Recommended Readings** Barpujari, H.K. (ed). 1990. *The Comprehensive History of Assam, vol. one – Ancient Period – From the Pre-historic Times to the Twelve Century A.D.* Guwahati: Publication Board, Assam.
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SEMESTER-IV
Paper: ARC1004DPW
DISSERTATION

Credits: 6 (0 + 0 + 6)

Course objectives This particular course is aimed at developing research aptitude among the students on any topic of their choice related to archaeology.

Course outcomes Dissertation must be on a well-defined topic; the number of hours spent on the project and its evaluation will be as per approved rules and regulations of the University.
