
**MAHARAJA GANGA SINGH UNIVERSITY,
BIKANER**

SYLLABUS



M.A. History (Archaeology)

**Semester I-II – 2021-22
Semester III-IV – 2022-23**

Learning Outcome-based Curriculum Frame Work (LOCF)

For

M.A. in History (Archaeology) SFS



**Department of History
Maharaja Ganga Singh University, Bikaner**

Table of Content

S.No.	Item	Page No.
1	Background	
2	Programme Outcomes	
3	Programme Specific Outcomes	
4	Postgraduate Attributes	
5	Structure of Masters Course	
6	Learning Outcome Index	
7	Semester-wise Courses and Credit Distribution	
8	Course-level Learning Outcomes	
9	Teaching-Learning Process	
10	Blended Learning	
11	Assessment and Evaluation	
12	Keywords	
13	References	

Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic departments of Maharaja Ganga Singh University, Bikaner made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of “Comprehensive Roadmap for Implementation of NEP-2020”. The Roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focused on ‘creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills’ for the ‘development of an enlightened, socially conscious, knowledgeable, and skilled nation’.

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasising upon— integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering ‘Knowledge of India’; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in undergraduate programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the faculty, Heads of the Departments and Deans of Faculty. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, Faculty and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords and References. The experts of various Boards of Studies contributed to a large extent in giving the final shape to the revised curriculum of each programme. Stimulated Sessions were conducted under the dynamic leadership of the IQAC, Maharaja Ganga Singh University to give a final shape to the curricula. It is due to their endeavors that the curricula could acquire its present shape.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.

Programme Outcomes (PO)

Vision:-

To build responsive, responsible, sensitive, creative and thoughtful citizens with a comprehensive understanding of regional, national and International perspectives.

Mission:-

To strive towards the educational, cultural, economic, environmental and social advancement of the region and the Nation at large by providing multidisciplinary liberal education Involving arts, sciences, social sciences, education, law and commerce and management and Quality programmes which inculcate and enhance student's creative and Innovative insights, equipping them with both professional and vocational skills, leading to bachelors', masters', professional, vocational and Doctorate programmes.

On completing Masters in the Faculty of Social Sciences, the students shall be able to realize the following outcomes:

Program Outcomes:

PO	Description
PO-1	Capacity to explain how and why important events happen
PO-2	Develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives
PO-3	To compare, contrast, and explain differences between historical accounts
PO-4	Understanding of the historical method of study and learn a variety of sound historical research practices, formulate appropriate research questions, critically analyze appropriate primary and secondary sources
PO-5	Take into account the complexity and ambiguity of primary sources and reflect on the limitations of their sources and on silences in the historical record
PO-6	A clear understanding of evidence collected from historical sources and current historical debates
PO-7	Knowledge of the history of the India and 20th Century Modern World and Archaeology, multiple cultures and diversity

PO-8	Understand the skills that historians use in research and field work
------	--

Programme Specific Outcomes (PSO)

On completing M.A. in History (Archaeology) Programme, the students shall be able to realize following outcomes:

PSO	Description
PSO-1	Compare the history of ancient India.
PSO-2	Develop the right perceptions of the cultural heritage of the social groups.
PSO-3	Understand the regional, national and international geography.
PSO-4	Become thorough with the perceptions of social, political and economic histories of the world.
PSO-5	Develop an insight into the origins' development and disappearances of civilization.
PSO-6	Become critically aware of the connection between history, historian, historical evidences and history makers.
PSO-7	Understand the basic themes, concepts, chronology and the Scope of Archaeology.
PSO-8	Acquaint with range of issues related to Archaeology & Indian History that span distinct eras.
PSO-9	Understand the archaeology of countries other than India with comparative approach.
PSO-10	Think and argue historically and critically in writing and discussion.
PSO-11	Prepare for various types of Competitive Examinations
PSO-12	Critically recognize the Social, Political, Economic and Cultural aspects of Archaeology

Post Graduate Attributes:

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the post-graduates of M.A. History (Archaeology) Programme are:

PGA1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.

PGA2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.

PGA3. Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same.

PGA4. 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.

PGA5. Sensitivity to different socio cultural issues and their acquaintance with the historical developments.

PGA6. Respect for National ethos, human values and ideals constitutional values.

PGA7. Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

PGA8. Develop respect for our Heritage and culture and understand the strength of diversity of our country.

Structure of M.A. History(Archaeology) Programme

1. The duration of this study programme will be of four semesters (two years). There will be total eighteen courses (five each in semester I & II and four in semesters III and IV).
2. The students are required to take up all four papers (Courses) in Semester I and II.
3. In Semester III and IV, the students shall be required to take up 2 core compulsory papers, 1 core elective and 1 elective open course.
4. If a student opts for taking up case study in fourth semester, in such case he/she will not be required to appear for internal examination in that paper.

M.A. History (Archaeology)Semester-I

Semester-I						
Sr.	Course Title	Course Code	L	T	P	Credits
Core Courses						
1	Principles of Archaeology		3	1	0	4
2	Prehistory of India		3	1	0	4
3	Ancient History of India (Since Ancient times to 185 B.C.)		3	1	0	4
4	Theory and Methods of History		3	1	0	4
Core Foundation Course						
1	Museums And Museology		3	1	0	4

M.A. History Semester-II

Semester-II						
Sr.	Course Title	Course Code	L	T	P	Credits
Core Courses						
1	Methods of Archaeology		3	1	0	4
2	Proto history of India		3	1	0	4

3	Ancient History of India (200 B.C. to 700 A.D.)		3	1	0	4
4	Elements of Ancient Civilizations and Institutions		3	1	0	4
Core Foundation Course						
1	Human and National Values					

Learning Outcome Index

II. Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

PO	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10	PSO-11	PSO-12
PO-1	✓	✓		✓	✓	✓	✓			✓	✓	✓
PO-2	✓	✓			✓	✓	✓	✓	✓	✓		✓
PO-3		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-4	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
PO-5	✓				✓	✓	✓	✓	✓	✓		
PO-6	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
PO-7	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
PO-8			✓		✓	✓	✓	✓		✓		✓

I. Core Courses (CC):

PSO	CC-1	CC-2	CC-3	CC-4	CC-5	CC-6	CC-7	CC-8
PSO-1	✓	✓	✓	✓		✓	✓	✓
PSO-2	✓	✓	✓	✓			✓	✓
PSO-3	✓	✓	✓		✓	✓	✓	✓
PSO-4			✓	✓		✓	✓	✓
PSO-5	✓	✓	✓	✓	✓	✓	✓	✓
PSO-6		✓	✓	✓	✓	✓	✓	✓
PSO-7	✓	✓			✓	✓		✓

PSO-8	✓	✓		✓	✓	✓	✓	✓
PSO-9	✓	✓				✓	✓	✓
PSO-10	✓	✓	✓	✓	✓		✓	✓
PSO-11	✓	✓	✓	✓	✓	✓	✓	✓
PSO-12	✓	✓	✓	✓	✓	✓	✓	✓

SEMESTER-I

Course Title: Principles of Archaeology

Course Code:

Course Objectives: This course introduces the student's concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilizational development.

Course Level Learning Outcomes: After completing this Course, students will be able to develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline

Unit I

Definition, of Archaeology, its aims and scope; Difference between History and Archaeology. Ethno Archaeology & Linguistic Archaeology.

Unit II

Development of Archaeology in India; Contribution by William Zones, James Princep, Alexander Cunningham, John Marshall, Sir Mortimer Wheeler, H.D. Sankalia V.N. Misra to the Indian Archaeology

Unit III

Some Important Concepts: Time Space and culture, Society, Cultural Diffusions, Settlement pattern, Cultural ecology, Three Dimensional Measurement, Adaptation, Classification of Archaeology.

Unit IV

Archaeology and its Relationship with social Sciences such as Sociology, Geography, Sanskrit, Language studies; Relationship of Archaeology with Natural Sciences- Physics, Chemistry, Botany, Zoology.

Suggested Reading:

- REM Wheeler. Archaeology from the Earth, Penguin.
 K. Roy. Story of Indian Archaeology, Archaeological Survey of India, Delhi.
 J.N. Pandey. Puratattva Vimarsa. Allahabad.
 K.V. Raman. 1991. Principal and Methods of Archaeology, Madras.
 Binford, L.R. 1989. Debating Archaeology. New York Academic Press. Hodder, I. 1992. Theory and Practice in Archaeology. London Routledge.
 M. 1999. Archaeological Theory An Introduction. Malden (Ma) Blackwell Publishers.
 Jones, Andrew 2004. Archaeological Theory and Scientific Practice. Cambridge Cambridge Press.
 Kelley, J.H. and M.P. Hanen 1990. Archaeology and the Methodology of Science. Albuquerque University of New Mexico Press.
 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 An 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.
 Preucel, R. (ed). 1991. Processual and Postprocessual Archaeologies Multiple Ways of Knowing the Past. Carbondale (Illinois) Southern Illinois University Press.
 Salmon, W.C. 1984. Scientific Explanation and Causal Structures of the World. Princeton Princeton University Press.

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.

Course Title: Prehistory of India

Course Code:

Course objectives – The objectives of the course is to introduce student to variety of pyro and non pyrotechnology practiced in Ancient India and world.

Course Level Learning Outcomes: – Student learns the history of variety of ancient techniques prevalent in various parts of world, India and surrounding area.

Unit I

Introduction of Prehistory, Human Evolution. Africa, Asia and Europe.

Unit II

Lower Paleolithic Culture of India, tool, type; Soan and Acheulian traditions, some important sites: Attirampakkam, Bhimbetka, Hunsgi, Jayal, Chhajoli and others.

Unit III

Middle Paleolithic: Stratigraphic position, tool typology

Important sites in Central & Peninsular India. Didwana, Bhimbetka, Samnapur and others.

Unit IV

Upper Paleolithic and Mesolithic-tool types Stratigraphic Position, Distribution of sites: Belan Valley, Patne, Bhimbetka, Baror, and others. Rock Art, Subject of art, Distributions of sites in India.

Suggested Reading:

1. A Gosh. 1989-An Encyclopedia of Indian Archaeology, Delhi.2 Vols.
2. S. Setter & R. Korisetter, 2003-Retrospect of Indian Archaeology, ICHR Delhi.
3. H.D. Sankalia 1982. Stone Age Tools, Pune.
4. D.P. Agarwal & J.S. Kharkwal, 2003 Bronze & Iron Age of South Asia. Aryan Books.
5. H.D. Sankalia 1974 Pre and proto history of India & Pakistan.Pune.
6. S. A. Sali 1990 Stone Age India. Aurangabad.

Course Title: Ancient History of India (Since Ancient times to 185 B.C.)

Course Code:

Course Objectives: It is a base paper for the student of archaeology. All the archaeological discoveries are made based on the historical inputs. Without historical chronology, archaeological objects cannot be dated. At the same time for all the historical writing archaeological data are very much essential. By learning this paper, the archaeology students gain historical back ground for his archaeological research.

Course Level Learning Outcomes: After completing this course students will have a familiarity with the sources and political settings of India upto 700 C.E. Student will also be well versed with different analytical approaches and models of interpretation.

Unit I

Source of Ancient History, the impact of Aryan or Vedic Culture, The political organization of the Aryans tribes-Caste and other social institutions-Vedic religion. Haryank & Sishunaga. Charvakas & Ajvaks.

Unit II

Rise of the Kingdom of Magadha- The rule of the Nandas-North Western India, contacts with Persia; Alexanders invasion and its' impact.

Unit III

Emergence of Second Urbanisation: Causes and Results, the rise of Heterodox sects - Jainism and Buddhism. The Mauryan Kings- Mauryan contacts with neighboring states society and economic activity- Mauryan Administration.

Unit IV

Ashoka and policy of Dhamma- Ashoka and his successors, the decline of the Mauryas. Kalinga war & Administrative Change made by Ashoka, Ashoka's relations with neighboring Countries.

Suggested Reading:

1. D.D. Kaushambi-The Culture and Civilization of Ancient India in Historical outline; Bombay: Popular pub.
2. RomilaThapar-Ancient India, Delhi: Penguin
3. R.C. Majoomdar-Ancient India, New Delhi
4. B.D. Mahajan-Ancient India, New Delhi
5. V.C. Pandey- Paschim Bharat Ka Itihas. Agra

Course Title: Theory and Methods of History**Course Code:**

Course Objectives: To introduce students to important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. The objective is to acquaint students with important historiographical interventions and issues related to the historian's craft.

Course Level Learning Outcomes: On completion of this course, the student will be able to:

1. Produce written work that incorporates consideration of the relevant historiography along with the theory that informs it
2. Construct original historical arguments based on primary source material research.
3. Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively
4. Develop an ability to convey verbally their thesis research and relevant historiography and theory.

Unit- I Nature and scope of History. Use and misuse of History. Relation between facts and interpretation. Problem of Objectivity and Bias. History is a science or Art. History and other disciplines.

Unit- II Tradition of Historical Writings – A brief survey of Arab, Greco-Roman and Chinese tradition, Ancient Indian Tradition, Medieval and Modern Historiography of India. Oxford and Cambridge Schools of History and other modern Historians.

Unit- III Concept of History-Approaches to history, Theological, Orientalist, Imperialist, Nationalist, Marxist, Subaltern and post-modernist. Concept of progress in history. Linear and cyclical Historical method,

Unit- IV Representative study of Major debates on social and economic history of India. Main sources – Primary and secondary, collection and selection of data, evidence and its transmission. Footnotes, Bibliography and Index preparation.

Suggested Readings:

1. C.H. Phillip (ed.) : Historians of India, Pakistan and Cylon.
2. Patrick L. Gardiner (ed.) : Theories of History, New York, 1959.

3. E.H. Carr : What is History, Penguin, 1965
(Also available in Hindi)
4. S.P. Sen : Historians and Historiography in Modern India.
5. W.H. Walsh : An Introduction to Philosophy of History, London, 1967
6. G.I. Renier : History, Its Purpose and Methods, Boston, 1950
7. G.P. Gooch : History and Historians in the Nineteenth Century
8. Peter Hardy : Historians of Medieval India, London, 1960
9. M. Hasan : Historians of Medieval India, Meerut, 1978
10. HarbansMukhia : Historian and Historiography During the Reign of Akbar, Delhi, 1976
11. G.C. Pandey : Itihas : Swaroop AvamSidhant, Jaipur, 1973 (Hindi)
12. Budh Prakash : Itihas Darshan, 1968 (Hindi)
13. J. Choubey : Itihas Darshan, Varanasi, 1999 (Hindi)
14. B. Khurana : ItihasLekhan, DharnaiyeAvamSidhhant (Hindi)
15. Pancholi and Mali : The Fundamentals of Research Methodology
16. Vikas Nautiyal : Itihas Drishti

Course Title : Museums and Museology

Course Code :

Course Objective: The paper provides a detail study of Museum keeping. It deals with the origin and development of Museum and various aspects such as types of museums, display system, documentation, various laws passed time to time to preserve the cultural properties and methods of conservation and preservation of museum objects.

Course Level Learning Outcomes: Students learn the basic functions of museums and their activities. Conservation, education, exhibition collection, documentation and research and legislation relating to museum are the major topics students learn about.

Unit I

Origin Meaning, Definition, Objects and Utility of museums; Museology- History Origin, Meaning, Definition; History of Museology in India

Unit II

Growth of Museums in India: five different phases of development of Museums in India.

Unit III

Important Museum of India- National Museum Delhi, Mathura
Museum Mathura, Chhatrapati Shivaji (Prince of Wales Museum), Mumbai, Indian Museum Kolkata, Salarjang Museum Hyderabad.

Unit IV

Important Museum of Rajasthan: Kalibanga, Albert Hall (Jaipur), Ahar (Udaipur), City Palace (Udaipur), Chittorgarh, Bharatpur,

Suggested Reading:

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.

Banerjee, N.R. Museum and Cultural Haritage in India, Delhi

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

Baxi Smita J. and V. Dwivedi 1973. Modern Museum Organization and Practice in India, New Delhi: Abhinav Publication.

Bedekar V.H. (Ed.) 1988. New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam.

- Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi: Sandeep Prakashan.
- Biswas T.K. 1996. Museum and Education, New Delhi: New Age International.
- Chaudhari A.R. 1963. Art museum documentation & Practical handling, Hyderabad: Chaudhary & Chaudhary.
- ShobitaPonja : Museum of India, Hongkong
- Sanjay Jain: Museum and aivm Museology ek Parichay, Baroda.
- Taylor S. (Ed.) 1991. Try it! Improving exhibits through formative evaluation, Washington: Asso.of sc. tech. centre.
- UNESCO Publication 1960. The Organization of Museum: Practical Advice, Paris: UNESCO

Course Title : Methods of Archaeology

Course Code :

Course Objective: It is a course that involves practical work in the field. 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. Students learn the practical methods of doing Archaeological work.

Course Level Learning Outcome: Upon successful completion of the course, the student will be able to identify and classify archaeological materials; create scale maps of regions, archaeological sites, features, and/or excavation units using appropriate methodology; use archaeological field methods to discover and reveal information about archaeological sites; use archaeological recording methods to document site locations, features, and artifacts

Unit I

Traditional and Scientific exploration techniques, Exploration Sheets, equipments, map reading; Geographical Positioning System, analysis of data, storage and conservation. Neolithic Cultures.

Unit II

Excavation techniques for Prehistoric, Protohistoric and Iron Age sites, Stupas, Burials; Documentation sheets for stone tools, Pottery, faunal and floral material and other minor objects. Soil, Rock and ore sample sheets. Preparation of charcoal dating samples, Transportation of excavated samples. Archaeological Photography.

Unit III

Report writing: Exploration report writing, Excavation site report, use of computer in archaeology. Relative Dating techniques: Stratigraphy, River terraces.

Unit IV

Absolute dating Thermo luminescence, Thorium. Techniques: Radio Dendron-chronology, carbon, Uranium-Thorium.

Suggested Reading:

- REM Wheeler. Archaeology from the Earth, Penguin.
- K. Rajan 2002. Archaeology Principles and Methods. Manju Pathippakam, Tanjavur.
- Philip Baker 1977. Techniques of Archaeological Excavation. London.
- J.N. Pandey. Puratattva Vimarsa. Allahabad.
- K.V. Raman. 1991. Principal and Methods of Archaeology, Madras.
- A. Ghosh. Encyclopedia of Indian Archaeology. Delhi
- D.P. Agarwal and M.G. Yadav. Dating the Human Past. Pune ISPQS
- H.D. Sankalia. Stone Tools Techniques of Indus Civilization. Delhi
- Joglekar, P.P. 2014. Research methodly for Archology Student Pune - Gayatri Sahmilya.

- Jones, Andrew 2004. *Archaeological Theory and Scientific Practice*. Cambridge Cambridge Press.
- Preucel, R. (ed). 1991. *Processual and Postprocessual Archaeologies Multiple Ways of Knowing the Past*. Carbondale (Illinois) Southern Illinois University Press.
- Rosenau, P.M. 1992. *Post modernism and the Social Sciences*. Princeton Princeton University Press.

Course Title: Proto-history of India

Course Code:

Course Objective: The course will cover aspects of the archaeology of the South Asia from the Mesolithic / Neolithic, through the Chalcolithic till the emergence of iron in the late second, to early first millennium BCE. It traces the development and spread of agriculture during the Neolithic, through to the rise of Harappan urbanism in the third to second millennium BCE. The focus then shifts to the Western India, Gangetic valley, central India, and the South, with an examination of the chalcolithic cultures that co-existed with Harappan urbanism and continued after its decline, and the developments that led to the emergence of the 'second urbanization' during the first millennium BCE.

Course Level Learning Outcome:

On the successful completion of Protohistory of South Asia, students will develop a strong foundation and critical understanding of the subject and will be able to situate South Asian materials within wider archaeological debates.

Unit I

Neolithic cultures; Pre Harappan Cultures of India and Pakistan; Some important site Mehrgarh, Kulli, Nal, Amri, Kot Diji, Hakra, Ravi, Sothi, Padri, Pre Prabhas, Anarta.

Unit II

Harappan Culture: Origin, Expansion, Town planing, Trade, Economy, Technology, salient features, Decline.

Unit III

Bronze and Copper Age Cultures of Western & Central India, Ganga Valley and Deccan: Ahar, Kaytha, Ganeshwar- Jodhpura, Malwa, . Jorwe, Savalda, Ochre Coloured Pottery, Copper Hoard culture

Unit IV

Introduction of Iron Age cultures. Painted Grey Ware culture, and Northern Black Polished ware culture, distribution of sites, salient features; Megalithic Culture: Peninsular Indian Megalithic culture, Megalithic culture of Kashmir and Uttarakhand and Central India

Suggested Reading:

- A Gosh. 1989-*An Encyclopedia of Indian Archaeology*, Delhi.2 Vols.
- D.P. Agarwal& J.S. Kharakwal, 2003 *Bronze & Iron Age of South Asia*. Aryan Books.
- 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. and J.S. Kharakwal, *Bronze and Iron ages in South Asia*, New Delhi, Aryan Books International, New Delhi, 2003.
- Agrawal, D.P. and D.K. Chakrabarti (eds.). 1979. *Essays in Indian Protohistory*. New Delhi: D.K Publishers.
- Allchin, F.R. and B. Allchin 1993. *The Birth of Civilization in India*. revised ed. New Delhi: Penguin Books.
- Allchin, Bridget and Raymond Allchin 1982. *Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.

- Barker, Graeme. 1985. Prehistoric farming in Europe, Cambridge: University Press
- Cohen, MarkNathan. 1978. Food Crisis in Prehistory: Overpopulation and Origins of Agriculture, New Haven : Yale University Press
- Dhavalikar, M.K. 1990. First Farmers of the Deccan, Pune: Ravish Publishers.
- Ghosh, A. 1990. Encyclopaedia of Indian Archaeology (two volumes). New Delhi: Munshiram Manoharlal.
- Mohanty,R.K. and V.Selvakumar,2002. The Archaeology of Megaliths in India:1947-1997, in Indian Archaeology in Retrospect, (S.Settar and R.Korisettar Eds.), New Delhi:Manohar Publishers.Vol.1:313-52 & 479-81
- Moorti, U.S. 1994. Megalithic Cultures of South India : Socio Economic Perspectives. Varanasi: Ganga Kaveri.
- Paddayya, K. 2001 2002. The Problem of Ashmound of Southern Deccan in the light of Budihal Excavations. Bulletin of the Deccan College Research Institute 60 61: 189 225.
- Possehl, G.L. (ed.). 1993. Harappan Civilization A Recent Perspective. New Delhi: Oxford and IBH Publishing Co.
- Possehl, G. 1999. The Indus Age. New Delhi: Oxford.
- Sankalia, H.D. 1974. Pre and Protohistory of India and Pakistan. Pune: Deccan College.
- Sharma, G.R. et al. 1980. Beginnings of Agriculture. Allahabad: Allahabad University Press.
- Shinde, Vasant. 1989. New Light on the Origin, Settlement System and Decline of the Jorwe Culture of the Deccan, India South Asian Studies 5:60 72
- Shinde, Vasant. 1990. Settlement pattern of the Savalda culture The first farming community of Maharashtra. Bulletin of Deccan College Research Institute, vols. 49 50 (Sankalia Memorial Volume) 49: 417 426
- Shinde, Vasant. 1991. Craft specialization and social organization in the Chalcolithic Deccan, India, Antiquity 65(249): 796 807.
- Shinde, Vasant. 1994. The Deccan Chalcolithic: A Recent Perspective, Man and Environment, XIX (1-2) : 169 178.
- Shinde, Vasant. 1998. Early Farming Community in the Central Tapi Basin (Study of Settlement and Subsistence Patterns), Munshiram Manoharlal Publishers, New Delhi
- Shinde, Vasant, et al. 2002. Emergence, Development and Spread of Agricultural Communities in South Asia. In Origins of Pottery and Agriculture, Y. Yasuda (ed.), Roli Books and Lustre Press, Singapore, pp. 89-115.
- Tripathi, Vibha. 1976. The Painted Grey Ware : An Iron Age Culture of Northern India. Delhi: Concept.
- Tripathy, Vibha. 2001. Age of Iron in South Asia: Legacy and Tradition, Aryan Books International, New Delhi.
- Wheeler, R.E.M. 1968. Indus Civilization. (Third Edition). Cambridge: Cambridge University Press.

Course Title : Ancient History of India (200 B.C. to 700 A.D.)

Course Code :

Course Objective: This paper traces the changing political formations, economic and social structures in the India. It also closely examines the nature of feudal societies and the ancient India. The paper contextualizes the development of a crisis within the backdrop of marked changes within the ancient economy, society and polity. It concludes with a detailed overview of societies that emerged in India.

Course Level Learning Outcome: On completion of this course, students will be able to:

1. Identify the key historical features of India.
2. Explain the emergence of ancient polities and feudal institutions.

3. Explain the trends in the ancient economy and their impact on social, cultural and religious life.
4. Analyse the rise and the transition to state formation in India.
5. Discuss the development of various spiritual, literary and broader urban traditions.

Unit I

The Political Disintegration of subcontinent: The Sunga Dynasty, King Kharve Ia of Kalinga, The Indo-Greek kings, the Shaks, The Kushanas, the Satvahana dynasty,

Unit II

South Indian Kingdoms-Trade routes and communications. Rise of the Mercantile Community 200 BC to 300 AD Roman Trade with south India, Interaction and Hellenic ideas in Northern

India. India's contacts with China and Southeast Asia-Change In Society, Chola, Chera, Pandya and Rashtrakuta. Roman Trade with south India, Interaction and Hellenic in Northern India.

Unit III

Education and Literature-Buddhist art and architecture-Mahayan Buddhism & Huna invasion. Evolution of the Classical Pattern 300 BC to 700AD. Samudra Gupta, Chandra II, Kumar Gupta, Sakand Gupta & Harsha.

Unit IV

Post Gupta dynasties; social and Political structure later Gupta, Maukharis and Chola, Chalukyas and Pandyas, The rise of Harsh changing agrarian relation-trade-the pattern of living education and learning, development in Buddhism changing Buddhism-Philosophical schools.

Suggested Reading:

- 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.
- D.D. Kaushambi- The Culture and Civilization of Ancient India in Historical outline; Bombay: Popular pub.
- RomilaThapar-Ancient India, Delhi: Penguin
- R.C. Majoomdar-Ancient India, New Delhi
- B.D. Mahajan-Ancient India, New Delhi
- V.C. Pandey- Paschim Bharat KaItihas. Agra

Course Title: Elements of Ancient Civilizations and Institutions**Course Code:**

Course Objective: This paper offers a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions, subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe and Meso-America. The paper proceeds to familiarizes students with early urban civilizations, and the interface between urban settled communities

and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.

Course Level Learning Outcomes: On completion of this course, the students will be able to:

1. Describe key moments in human evolution and the development of various subsistence patterns.
2. Explain the differences between various forms of early human societies.
3. Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
4. Analyse the features of early urban civilizations and their interaction with nomadic pastoralists.
5. Analyse the role of developing metal technology in human societies.

Unit I Egypt: Polity, Society, Religion and Culture, Art and Architecture.

Unit II Greece: Political ideas, Institutions, Law and Legal Institutions, Literature, Art and Science.

Unit III Rome: Political ideas, Institutions, Law and Legal Institutions, Literature, Art and Science.

Unit IV India: Indus Civilization, Vedic Culture and Epic Culture.

Suggested Readings:

1. P.D. Pearce : An Outline History of Civilization, Oxford University Press, Ely House, London.
2. H.A. Davis : Outline History of World
3. W.N. Weech : World History
4. H.G. Wells : World History
5. Nemisharan Mittal : Ancient Civilizations.
6. Jawahar Lal Nehru : Glimpses of World History
7. Mohammed Muzeed : Outlines of History
8. R.C. Majumdar, ed. : History & Culture of Indian People, Vol. I.

Teaching Learning Process

- Lectures
- Discussions
- Simulations
- Role Playing
- Participative Learning
- Interactive Sessions
- Seminars
- Research-based Learning/Dissertation or Project Work
- Technology-embedded Learning

Blended Learning

Blended Learning is a pedagogical approach that combines face-to-face classroom methods with computer-mediated activities in the process of teaching and learning. It has been decided that blended learning be taken recourse to only if such need arises (unfortunately). To face such a situation, the teacher be kept in a ready to use mode. Hence, only 10% teaching be done through blended learning after deliberations of the departmental level.

Assessment and Evaluation

- Continuous Comprehensive Evaluation at regular after achievement of each Course-level learning outcome
- Formative Assessment on the basis of activities of a learner throughout the programme instead of one-time assessment
- Oral Examinations to test presentation and communication skills

- Open Book Examination for better understanding and application of the knowledge acquired
- Group Examinations on Problem solving exercises
- Seminar Presentations
- Review of Literature
- Collaborative Assignments

Evaluation

Internal Assessment –	Midterm Examination	10%
	Term Paper	10%
	Students Participation	5%
External Assessment –	75%	

Examination Paper Pattern

There shall be three Sections:

Section One shall comprise - Questions (All Compulsory) selecting at least questions from each Unit. Each question shall carry equal marks.

Section Two shall comprise - Questions selecting at least questions from each unit. The student shall at least attempt ... questions. Each question shall carry equal marks.

Section Three shall comprise – questions.

Questions of section I, II and III are to be answered in 50, 250 and 500 words respectively. The duration of each course examination shall be 3 hours. On the basis of the marks obtained the student shall be awarded SGPA and CGPA on the basis of the formula specified in the CBCS rules.

Keywords

- ❖ LOCF
- ❖ NEP-2020
- ❖ Blended Learning
- ❖ Face to face (F to F) Learning
- ❖ Programme Outcomes
- ❖ Programme Specific Outcomes
- ❖ Course-level Learning Outcomes
- ❖ Postgraduate Attributes
- ❖ Learning Outcome Index
- ❖ Formative Assessment and Evaluation
- ❖ Comprehensive and Continuous Evaluation