

**UNIVERSITY OF MUMBAI**

No. UG/54 of 2018-19

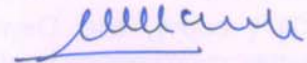
**CIRCULAR:-**

Attention of the Principals of the Affiliated Colleges, the Head, University Departments and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/64 of 2017-18, dated 18<sup>th</sup> July, 2017 relating to syllabus of Master of Arts.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Ancient Indian History Culture, Archaeology and Buddhist Studies at its meeting held on 17<sup>th</sup> April, 2018 have been accepted by the Academic Council at its meeting held on 5<sup>th</sup> May, 2018 **vide** item No. 4.34 and that in accordance therewith, the revised syllabus as per the (CBCS) for the M.A. in Archaeology – Sem III & IV has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

To 6<sup>th</sup> June, 2018  
July



(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges, the Head, University Departments and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C/4.34/05/05/2018**

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No. UG/54 -A of 2018

MUMBAI-400 032

6<sup>th</sup> June, 2018  
July

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Ad-hoc Board of Studies in Ancient Indian History Culture, Archaeology and Buddhist Studies,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,



(Dr. Dinesh Kamble)  
I/c REGISTRAR

## Cover Page

AC \_\_\_\_\_  
Item No. \_\_\_\_\_**UNIVERSITY OF MUMBAI****Syllabus for Approval**

1	Title of the Course	Master of Arts (Archaeology)
2	Eligibility for Admission	Graduate from any stream
3	Passing Marks	
4	Ordinances / Regulations ( if any)	--
5	No. of Years / Semesters	Two years – four semesters
6	Level	P.G.
7	Pattern	Semester v
8	Status	Revised v
9	To be implemented from Academic Year	From Academic Year <u>2017-18.</u>

The Syllabus(MA Archaeology Sem. III & IV) prepared by the Committee ,comprising following members, and submitted to the Chairperson , BOS in AICABS-

1. Dr. A.P. Jamkhedkar- Convenor
2. Dr. Suraj Pandit
3. Dr. Prachi Moghe
4. Dr. Vijay Sathe
5. Dr. Kurush Dalal
6. Dr. Tejas Garge
7. Mr. Anupam Saha
8. Dr. Vaishali Velankar

Date: 17/04/2018

Signature:

Name of BOS Chairperson / Dr Meenal Katarnikar

**Basket 1****Prehistory**

	<b>Basket 1 Prehistory</b>	<b>Credits</b>
	Human Fossils and Stone Tool Typology	6
	Palaeolithic India	6
	Upper Palaeolithic and Mesolithic South Asia	6
	The Neolithic in South Asia	6
	Post Neolithic Prehistory and Practical Prehistory	6
	<b>Total</b>	<b>30</b>

**Course I****Human Fossils and Stone Tool Typology**

The course will cover in great detail the Geomorphology, Palaeo-environment , Palaeoclimate, Past Biota, Fossil Records and the Prehistoric Cultural Evolution of Man in South Asia. Mainly concentrating on the Stone Tool Typology of tools recovered from sites all over South Asia. It will also cover the Historiography of the topic.

**The course shall comprise of the following units :****Unit 1:** Geomorphology and Environment of South Asia

- A. Geology of South Asia
- B. Sedimentology and Plate Tectonics in South Asia
- C. Drainage of South Asia

**Unit 2:** Palaeoanthropology and Palaeontology in South Asia

- A. Palaeoanthropology in South Asia
- B. Primate Palaeontology in South Asia
- C. Hominoid Palaeontology in South Asia

**Unit 3: Palaeoclimate of South Asia**

- A. Climatic Zones in South Asia
- B. The Monsoon
- C. Palaeoclimate in South Asia

**Unit 4: Historiography of Prehistory in South Asia**

- A. Early Geological and Palaeontological Research in South Asia
- B. Palaeontological Research and Researchers in the Siwaliks and Himalan regions
- C. Palaeontological Research in Peninsular India (Narmada, Manjra, etc.)

**Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be an in-house workshop on Fossils, handling of fossils and the treatment of fossils. There will also be at least one geological Field Visit.

These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

**Bibliography**

Sankalia, H D. 1962. Pre and Protohistory of India and Pakistan. Bombay: University of Bombay

Gosh, Amlananda. 1990. Encyclopaedia of Archaeology. New Delhi: Munshiram Manoharlal

Sali, S A. 1993. Indian Prehistory. Pune: ISPQS

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Bhattacharya, D K. 1991. An Outline of Indian Prehistory. Delhi: Palaka Prakashan

Settar, s and Ravi Korisetar. 2004. Indian Archaeology in Retrospect: Prehistory - The Early Archaeology of South Asia (Vol 1). New Delhi: Manohar Publishers and Distributors

Chakrabarti, D K. 2009. India – An Archaeological History: Palaeolithic Beginnings to Early History Foundation. New Delhi: OUP

Singh, U. 2005. The Discovery of India. New Delhi: Orient Blackswan

## **Course I I Palaeolithic South Asia**

The course will cover in the most extensive and ancient period of the Prehistory of Man in South Asia – the Palaeolithic.

### **The course shall comprise of the following units :**

#### **Unit 1: Soanian Traditions**

- A. Discovery of the first tools
- B. The link between Archaeology and Geology in the Siwaliks
- C. The attribution of the Soanian Tradition

#### **Unit 2: Handaxe Cleaver Traditions**

- A. Bruce Foote and his aftermath
- B. Attirambakkam and Isampur
- C. Bori, Morgaon and the Basaltic traditions
- D. Didwana and Pushkar

#### **Unit 3: Theories and Transition from Lower to Middle Palaeolithic**

- A. The Theories behind the evolution of technologies and the YTT Bottleneck Theory
- B. The Middle Palaeolithic of Southern India, Jwalapuram.
- C. The Middle Palaeolithic of Vidharbha, the Vindhya, etc.

#### **Unit 4: Middle Palaeolithic in South Asia**

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be a field trip to a Prehistoric site with a Report thereof. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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Chakrabarti, D K. 2009. India – An Archaeological History: Palaeolithic Beginnings to Early History Foundation. New Delhi: OUP

Singh, U. 2005. The Discovery of India. New Delhi: Orient Blackswan

### **Course III**

#### **Upper Palaeolithic and Mesolithic South Asia**

The course will cover in the most important period of the Prehistory of Man in South Asia – the Upper Palaeolithic and the Mesolithic.

#### **The course shall comprise of the following units:**

##### **Unit 1: Upper Palaeolithic in South Asia**

- A. The Upper Palaeolithic in South Asia
- B. Patne
- C. M C Gavi

##### **Unit 2: Upper Palaeolithic/ Mesolithic in Sri Lanka**

- A. The Upper Palaeolithic in Sri Lanka
- B. The human remains from the Sri Lankan Caves
- C. Corresponding data from Kerala and Tamil Nadu

### **Unit 3: The Cave sites in Afghanistan (Sanghao, etc)**

- A. The Mesolithic Cave sites of Afghanistan and Pakistan
- B. The early attempts at animal domestication
- C. Their contribution to the Neolithic sites

### **Unit 4: The Mesolithic in Peninsular South Asia**

- A. Bagor and Langhnaj
- B. Mehtakheri
- C. The Ganga Valley Sites (Dmadama, Mahadaha, Sarai Nahar Rai)

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be a field trip to a Prehistoric site with a Report thereof. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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Singh, U. 2005. The Discovery of India. New Delhi: Orient Blackswan

#### **Course IV**

#### **The Neolithic in South Asia**

The course will cover in the critical period when humans began to grow their own food and became experts in this endeavour.

#### **The course shall comprise of the following units :**

##### **Unit 1: The Beginnings of Farming and Food Production**

- A. From Hunter to farmer - Theories
- B. From Hunter to Farmer – The known Facts
- C. The Transitional sites

##### **Unit 2: Neolithic South Asia 1 - Mehrgarh, Burzahom and Jhusi**

- A. Mehrgarh
- B. Burzahom
- C. Jhusi

##### **Unit 3: Neolithic South Asia 2- UP, Assam and Orissa**

- A. UP - Lahuradeva
- B. Assam – Daojali Hading
- C. Orissa – Kuchai, Pallahara

##### **Unit 4: Microlithic Traditions in South Asia**

- A. The Problem of the Microlithic sites of South Asia
- B. Pachad
- C. The Teri Sites

#### **Class methodology**

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tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be a field trip to a Prehistoric site/Museum with a Report thereof. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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Singh, U. 2005. The Discovery of India. New Delhi: Orient Blackswan

### **Course V**

#### **Post Neolithic Prehistory, Typology, Experimentation**

The course will cover the Late Southern Neolithic and Chalcolithic stone tool traditions and look at various investigational aspects of the study of stone tools. The course will cover important issues such as Use Wear, Microwear and even Flint Knapping and other allied experimental branches of prehistory.

#### **The course shall comprise of the following units :**

##### **Unit 1: The Southern Neolithic**

- A. The Southern Neolithic
- B. The Ashmounds

- C. The relationship between the Ashmound sites, Neolithic Tools and modern populations

### **Unit 2: The Stone Tools of the Chalcolithic Traditions**

- A. Chalcolithic Blade Tool Technology
- B. Chalcolithic Large tool Technology
- C. Mullers and Querns

### **Unit 3: Stone Tool Typology and Analysis**

- A. Stone Tool Typology
- B. Stone tool Analysis (Statistical and Morphological)
- C. Use-wear Analysis and Micro-wear analysis

### **Unit 4: Experimental Prehistory**

- A. Flint Knapping
- B. Butchering and Hunting
- C. Lessons from Creative Anachronism/Re-enactors of Prehistory

### **Class methodology**

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	<b>Basket 2 Protohistory</b>	<b>Credits</b>
	Historiography, Palaeoclimate and Environment	6
	Urbanisation in South Asia	6
	De-Urbanisation in South Asia	6
	The Non-Harappan Chalcolithic Cultures of South Asia	6
	Megalithism and the Early Iron Age in South Asia	6
	<b>Total</b>	<b>30</b>

Chakrabarti, D K. 2009. India – An Archaeological History: Palaeolithic Beginnings to Early History Foundation. New Delhi: OUP

Singh, U. 2005. The Discovery of India. New

Delhi: Orient Blackswan

## **Basket 2**

### **Protohistory**

#### **Course I**

#### **Historiography, Palaeoclimate and environment**

The course will cover Historiography the Bronze Age/Chalcolithic period and the Early Iron Age with respect to the Enviroment, Palaeoclimate, Technological Innovations and Historiography.

#### **The course shall comprise of the following units :**

##### **Unit 1** Discovery and Historiography

- A. Discovery
- B. Early Explorers and excavators
- C. Later Explorers and Excavators

##### **Unit 2** Palaeoclimate and Environmental Challenges

- A. Climatic conditions
- B. Drainage and its shift
- C. Deforestation and Denudation

**Unit 3** Technological Innovations

- A. Agriculture
- B. Metallurgy
- C. Lapidaries and Ceramics

**Unit 4** Urbanisation – Theory and Practice

- A. Urbanisation
- B. Architecture
- C. Trade

**Class methodology**

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Sankalia H D, Z D Ansari and M K Dhavalikar 1988. Excavations at Inamgaon. Pune: Deccan College.

Wheeler, R E M. 1968. The Indus Civilisation (3<sup>rd</sup> Edition). Cambridge: Cambridge University Press

Possehl, G L. 2002 The Indus Civilisation: A Contemporary Perspective. Lanham: Rowan Altamira

## **Course II**

### **Urbanisation in South Asia**

The course will cover the Bronze Age/Chalcolithic period and will cover the emergence of metallurgy, surplus, long distance trade, writing, and urbanisation. It will also look at the ancillary Copper-Stone using Chalcolithic Cultures of peninsular India.

#### **The course shall comprise of the following units :**

##### **Unit 1.** Mehrgarh 4-7, Nausharo, Amri, Nal

- A. The Neolithic and Early Chalcolithic Phase
- B. The Mature Chalcolithic Phase
- C. The beginnings of incipient Urbanisation

##### **Unit 2** The Ravi Phase at Harappa, The Cholistan and Ghaggar-Hakra sites

- A. The Ravi Phase at Harappa
- B. The Cholistan basin sites
- C. The Ghaggar Hakra Sites

##### **Unit 3** Outside the Indus and Saraswati Basins

- A. Prabhas
- B. Loteshwar and Padri
- C. Early Ahar (Balathal)

##### **Unit 4** The Transition to Harappan Urbanisation

- A. Kot Diji
- B. The Amalgamation of Early Harappan Cultures
- C. The 1<sup>st</sup> Urbanisation begins

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### **Course III**

#### **De-Urbanisation in South Asia**

The course will cover the Bronze Age/Chalcolithic period and will cover the emergence of metallurgy, surplus, long distance trade, writing, and urbanisation. It will also look at the ancillary Copper-Stone using Chalcolithic Cultures of peninsular India.

#### **The course shall comprise of the following units :**

**Unit 1** Climate Change and Other Models for the decline of Urbanisation

**Unit 2** The Late Harappan levels at the Urban settlements

**Unit 3** The Cemetery H Culture and Jhukar Culture

**Unit 4** The BMAC

**Class methodology** This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching

component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be a field trip to a Chalcolithic Site with a Report thereof. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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### **Course IV**

#### **The Non-Harappan Chalcolithic Cultures of South Asia**

This course covers the rich Non-Harappan Chalcolithic Tradition of South Asia

#### **The course shall comprise of the following units:**

##### **Unit 1** The Central Indian Chalcolithic

- A. Ahar
- B. Kayatha
- C. Malwa

##### **Unit 2** The Deccan Chalcolithic



- A. Savalda and Late Harappan Daimabad
- B. Malwa
- C. Jorwe and Early Jorwe

### **Unit 3** The Chalcolithic of Northern India

- A. The Vindhyan Chalcolithic
- B. The Chalcolithic Culture of Eastern UP and Bihar
- C. The Copper Hoards and the OCP

### **Unit 4** The Chalcolithic of Bihar, Bengal and Orissa

- A. The Chalcolithic Culture of Bihar
- B. The Chalcolithic Culture of Bengal
- C. The Chalcolithic Culture of Orissa

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be a field trip to a Chalcolithic Site with a Report thereof. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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## **Course V**

### **Megalithism and the Early Iron Age in South Asia**

The course will cover the emergence of iron metallurgy, the arrival of the horse and millets, Megalithism and the mortuary architecture of this period in South Asia and the beginnings of the re-Urbanisation of South Asia.

#### **The course shall comprise of the following units:**

##### **Unit 1** The Advent of Iron and Megalithism in South Asia

- A. The Advent of Iron
- B. The coming of Horses and advanced mobility
- C. The Paradigm shift from the Bronze Age to the Iron Age

##### **Unit 2** Megalithism in Southern India and Maharashtra

- A. Megalithism in Kerala and Karnataka
- B. Megalithism in Tamil Nadu and Andhra Pradesh
- C. Megalithism in Maharashtra

##### **Unit 3** Megalithic Cultures of Kashmir and the North East

- A. Megalithism in Kashmir and Uttarakhand
- B. Megalithism in NE India: A living tradition
- C. Evolving Megalithism

##### **Unit 4** Early Iron Age in the Ganga Valley

- A. Iron in the Ganga Valley (B&RW Culture)
- B. Transition to Urbanisation (PGW/BSW)
- C. The 2<sup>nd</sup> urbanisation (NBPW)

#### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two

tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic exercises followed by a report, the writing of class based projects and other essays. There will be a field trip to a Megalithic Site with a Report thereof. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

Sankalia, H D. 1962. Pre and Protohistory of India and Pakistan. Bombay: University of Bombay

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### **Basket 3**

#### **NUMISMATICS**

##### **Semester I**

<b>Course Code</b>	<b>Name of Course</b>	
		<b>Credits</b>
	Introduction to Numismatics – Methodology & Research and Conventions, Historiography, etc.	6
	Coinage of the Ancient period- India and the World (including Scripts?)	6
	Coinage of the Early Medieval Period – India and the World (Including Early Islamic Period)	6
	Coinage of the Medieval period – India and the World	6
	Coinage and Currency of the Early	6

	Modern and Modern period: India and the World	
<b>Total</b>		<b>30</b>

## Course –I

### Introduction to Numismatics (Methodology, Conventions, Historiography)

This course will dwell on the basics of Numismatics, its methods of examining, documenting, conserving and preserving coins. It will also examine the various conventions that have evolved in the last two centuries of the discipline. It will also examine definitions of various terms that are used among numismatists to communicate with each other and used in publications. Additionally, it will try to connect the discipline with other allied disciplines of Epigraphy, Archaeology and History for maximizing the potential as a scientific discipline.

The course will cover vast ground beginning with the first antiquarian approaches, early museology, collectors, and eventual rise of Numismatics as an independent discipline in its own right. It will also look extensively at the historiography of the discipline in India and the World. Each of the units in the syllabus would require approximately 4 hours of teaching.

#### The course shall comprise of the following units:

#### Unit 1- Definitions, Examination and Conventions

1. Definition of Numismatics and other allied fields
2. Examining and documenting a coin's important parameters
3. Types of Numismatic Studies and relation with Epigraphy
4. The importance and application of Numismatics and Numismatic Data to Archaeology, History and Epigraphy
5. Numismatic Forgeries – Contemporary, Modern, Replicas and Imitations

#### Unit 2- Historiography of Numismatics (World and India)

1. Development of Numismatics in Europe
2. Development of Numismatics in India
3. Current State of Numismatics in India and the World
4. New Age methodologies of Numismatic research

#### Unit 3- Conservation, Preservation and Documentation of Coins

1. Factors affecting a Coin's condition
2. Conservation and 'Cleaning' of an excavated Coin
3. Preserving a coin from damage or further damage
4. Photography and Documentation of a Coin

#### Unit 4- Use of Coins as Data in Research

1. Use in Field Archaeology
2. Hoard Studies, individual and regional hoard studies
3. Die Studies and relative mint output studies
4. Collating, arranging and interpreting the data of coins

### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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Snodgrass, Mary Ellen (2003) *Coins and Currency – An Historical Encyclopedia*, Mcfarland Publishers, North Carolina, USA

## **Course –II**

### **Coinage of the Ancient period- India and the World (including Scripts)**

The course will cover the study of Ancient Money including its primitive forms including bovine stock, utensils, base metal objects, weapons, stone tools, etc in the prehistoric and protohistoric period. It will delve into the development of metallic money in its various forms like uncoined bullion, proto-money in form of precious metal ingots, casts, figurines, etc. and its transformation into coined money across the world.

It will introduce the concept of Coinage traditions of the West and the East and their implementation in the sixth century B.C.E. The Western and Eastern tradition inspired coinages will be taught in detail from the period of 6<sup>th</sup> century B.C.E. till 3<sup>rd</sup> century B..C.E.

Later Western coinages of Greeks and Romans will be described along side Indian coinage series like Mauryan, Indo-Greek, Indo-Scythian, Indo-Parthian, Kushan coinages. Indian local and imperial series from 6<sup>th</sup> century B.C.E. till 6<sup>th</sup> century C.E. will be taught in the course. Chinese Coinage and its trajectory will also be covered in this course.

### **The course shall comprise of the following units:**

#### **Unit 1- Origin of Money and Coinages**

1. Money- Definition and types
2. Origin of Money and Coinage in the West- The Western Tradition
3. Origin of Money and Coinage in the Indian Sub-continent
4. Origin of Money and Coinage in China and South-East Asia
5. Techniques of Coin Minting in Ancient India

#### **Unit 2- Ancient Indian Coinages (c. 600 B.C.E.-10 B.C.E.)**

1. Pre-Mauryan Coinage issued during the First Urbanization
2. Imperial Mauryan Coinage and Uninscribed Cast Copper Coinage of Northern and Central India
3. Indo-Greek Coinage
4. Greek/Bactrian Greek & Kharoshthi Script as seen on Coins
5. Indo-Scythian & Indo-Parthian Coinages of North-West and Northern India

### **Unit 3- Ancient Indian Coinages (c. 10 B.C.E. – 550 C.E.)**

1. Post-Mauryan Coinage of Tribal/Republican States (Ganas and Janapadas), Monarchies (Rajavamshas) and City-States (Nagaras)
2. Kushana Coinage
3. Brahmi Script on Coins
4. Western Kshatrapa Coinage
5. Gupta Coinage

### **Unit 4- Ancient Coinage of South India (including Roman Coinage)**

1. Tamil Coinages of Sangam Age
2. Pre-Satavahana period of the Deccan
3. Satavahana Coinage
4. Post-Satavahana Coinage of the Deccan
5. Roman Coinage in India

### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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### **Course –III**

#### **Coinage of the Early Medieval Period – India and the World (Including Early Islamic Period)**

This course takes the student through the coinage of the Early Medieval period in North India after the demise of the Gupta Empire after the invasion of the Huns. It looks at the array of coinages which rose across the Indian sub-continent after the fall of the Guptas focusing on the various paradigms of coinages adopted by the rulers of this period which ranges from Sasanian to Gupta to Kushan and Western Kshatrava imitations along with new innovations. The course will also introduce Islamic coinage along with its introduction into India during the Abbasid and Ghaznavid period.

Additionally, the course will also look at changes in the coinage of South India with a decisive turn towards gold standard in the region as against the silver standard prevalent in North India. The course will also look at Byzantine and other foreign coinages which were brought to India via trade.

#### **The course shall comprise of the following units :**

##### **Unit 1- Post-Gupta Early Medieval Coinages**

1. Late Gupta and Gupta-inspired coinage of Bengal
2. Huna Coinage of North India and Kashmir
3. Kushan inspired coinage of North & North-West India (Kidara Kushan Coinage)
4. Western Kshatrava Derivative coinages of Western India

##### **Unit 2- Islamic Coinage**

1. Early Islamic Coinage in the Ummayyad period
2. Islamic Coinage in the Abbasid period
3. Arabic Script in the Early Islamic period – Kufic Calligraphy
4. Rise of Local Islamic kingdom coinages across the Islamic world
5. Introduction of Islamic coinage in India – Amirs of Sindh & Ghaznavid Coinage

##### **Unit 3- Early Medieval Coinage from Eighth century C.E. till twelfth century C.E.**

1. Indo-Sassanid Coinage of Western India
2. Lakshmi type Coinages of Central India
3. Bull-and-Horseman Coinage of Kabul-Gandhara region and their derivatives
4. Kashmir & Bengal Early Medieval Coinage
5. Scripts on Early Medieval Coinages – Sharada Script

#### **Unit-4 Early Medieval Coinage of South India & The Deccan**

1. Pallava, Imperial Chola & Pandyan Coinage of Tamil Desha
2. Early Medieval Coinage of Karnataka and Andhra Desha
3. Early Medieval Coinage of Maharashtra & Goa
4. Byzantine and other Foreign coins found in India in the Early Medieval period
5. European coins in the Post-Byzantine period

#### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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Tye, Robert & Monica Tye (1995), *Jitals: A Catalogue and Account of the Coin Denomination of Daily Use in Medieval Afghanistan and North-West India*, Robert Tye, Isle of South Uist, Scotland, U.K.

Wilkes, Tim (2015), *Islamic Coins and their values- Volume 1: The Medieval Period*, Spink, London

## **Course –IV**

### **Coinage of the Medieval period – India and the World**

The course equips the learner with knowledge of various Islamic and non-Islamic coinages of the Indian sub-continent in the Medieval period beginning with the establishment of the Delhi Sultanate in the late twelfth century and ending with the demise of Aurangzeb, the last Great Mughal. The course also will attempt to showcase medieval Arabic Calligraphy on Sultanate and Mughal coins. It will also look at the coinages of various regions under various local sultanates and regional powers of non-Islamic origin like Vijayanagara Empire, Ahoms of Assam along with other local powers of the North-East.



**The course shall comprise of the following units :**

**Unit 1- Dehli Sultanate Coinage**

1. Coinage of Muhammad bin Sam
2. Slave Dynasty coinage
3. Khalji Coinage
4. Tughluq Coinage
5. Sayyid & Lodhi Coinage
6. Suri Coinage
7. Arabic Script and Calligraphy of Sultanate period

**Unit 2- Regional Sultanate Coinages**

1. Bengal Sultanate coinage
2. Bahamani & successor Sultanates coinage
3. Gujarat & Malwa Sultanate coinage
4. Kashmir Sultanate
5. Jaunpur & Madura Sultanate coinage

**Unit 3- Non-Islamic Coinages of the Medieval period**

1. Vijayanagara Coinage
2. Ahom, Tripura, Koch Bihar and Jaintia Coinage
3. Kangra and Gond Coinage of Garha-Mandla
4. Nayakas of Vijayanagara Coinage

**Unit 4- Coinage of the Mughal Empire**

1. Early Mughal Coinage from Babur to Akbar
2. Classical Mughal Coinage from Akbar to Aurangzeb
3. Late Mughal Coinage – Shah Alam I till Muhammad Shah
4. Literary References and Sources for Mughal Coinage
5. Overview of Arabic Calligraphy of Mughal period and Persian poetry

**Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class-based projects and other essays. It will also probably include a series of basic exercises in

data collection and collation which will be evaluated via reports and term papers. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

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## Course V

### Coinage and Currency of the Early Modern and Modern period: India and the World

This course will cover the diverse coinages of India in the eighteenth century under various centrifugal forces inside and outside the Mughal power circle. It will also highlight the various coinages of European powers issued in India as well as imported in the late eighteenth and nineteenth century along with the evolution of the East India's currency as the Uniform coinage of the Indian sub-continent. The course will also look at the process of modernization of coinage as well as Paper currency in the nineteenth century looking at the process beginning outside India and then imported to the sub-continent.

The course will also cover the Princely states' coinages and their gradual extinction by the British enforced Native Coinages Act in the late nineteenth century. It will also trace the British India Coinage and currency till the dawn of Indian Independence and the beginning of the coinage of the Republic of India in 1947 and beyond.

**The course shall comprise of the following units:**

**Unit 1 – Coinage of Mughal Successor States**

1. Awadh Coinage – Early and nineteenth century types
2. Late Mughal Deccan Coinage under the Nizams and Haidarabad State coinage and currency
3. Durrani Coinage in Northern India
4. Quasi-Mughal coinage of Rajput kingdoms and the Jats

**Unit 2 – Coinage of non-Mughal powers of eighteenth century**

1. Early Maratha Coinage
2. Quasi-Mughal Coinage of the Kolhapur and Satara kingdoms
3. Quasi-Mughal coinage of the Peshwas
4. Maratha Confederate powers' coinage
5. Mysore coinage under Haidar Ali and Tipu Sultan
6. Sikh Coinage

**Unit 3 – Coinage and Currency of the European powers in India (excluding the English)**

1. Indo-Danish Coinage
2. Indo-Portuguese Coinage and Bank notes
3. Indo-French Coinage and Banknotes
4. Indo-Dutch coinage
5. Late Medieval and Early modern European coins imported to India

**Unit 4 – Coinage of the East India Company and its modernization into Uniform Coinage**

1. East India Company – Presidency Issues of Bombay, Bengal and Madras (till 1835)
2. Modernization of Coin Minting in Europe and its import to India
3. East India Company – Uniform Currency (1835-1862)
4. British India Coinage and Banknotes (1862-1947)
5. Coinage and Banknotes of the Princely States
6. Coinage and Currency of Republic of India

**Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of

academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. It will also probably include a series of basic exercises in data collection and collation which will be evaluated via reports and term papers. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

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	<b>Courses</b>	<b>Credits</b>
	Introduction to Epigraphic Studies	6

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#### **Basket 4**

#### **Epigraphy**

	Epigraphical records of Ancient India	6
	Inscriptions in Southern Brahmi and Its later Derivatives	6
	Introduction to Languages of Inscriptions	6
	Introduction to Perso-Arabic Inscriptions	6
<b>Total</b>		<b>30</b>

### Course 1

#### Introduction to Epigraphic Studies

##### Unit 1 Introduction to Epigraphy and Paleography

- a. Epigraphy and Paleography: Terminology, Scope and Importance in Reconstruction of History
- b. Historiography of Epigraphic Studies
- c. Antiquity of Writing in Ancient India
- d. Materials and Techniques of Writing

##### Unit 2 Brahmi and Kharoshthi Scripts

- a. Theories of Origin of the Brahmi Script
- b. Theories of Origin of the Kharoshthi Script
- c. Orthography of the Brahmi Script: Syllables and Numerals
- d. Orthography of the Kharoshthi Script: Syllables and Numerals

##### Unit 3 Development of Brahmi in North India

- a. Ashokan/Mauryan Brahmi
- b. Brahmi of the Sunga Period
- c. Brahmi of the Kushana Period
- d. Brahmi of the Gupta Period

- e. Post-Gupta Derivatives of Brahmi: The Kutila/Siddhamatrika Script
- f. The Sharada Script
- g. The Nagari Script and its Later Derivative: The Devanagari Script

#### **Unit 4 Development of Brahmi in South India**

- a. The Tamil Brahmi
- b. Brahmi of the Satavahana – Kshatrapa period
- c. Brahmi of the Ikshwaku period
- d. Brahmi of the Badami Chalukyan Period
- e. Brahmi of the Pallava Period
- f. The Box-headed Brahmi of Central India
- g. Later Derivatives of Southern Brahmi: The Grantha and the Halekannada Scripts

#### **Unit 5**

##### **Calendrical Systems in Ancient India**

- a. Dates and Chronograms
- b. Eras: Vikrama, Shaka, Kalchuri- Chedi and Gupta Eras

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## **Course 2**

### **Epigraphical Records of Ancient India**

#### **Unit 1 Inscriptions of Ashoka**

- a. Classification and Distribution of the Ashokan Edicts
- b. Language of the Ashokan Edicts
- c. Decipherment and Study of Select the Ashokan Edicts: The Girnar Version: Edicts I, II, VI & XII; The Sarnath and Rummidei Minor Pillar Edicts; The Mansehra Kharoshthi Edict No. IV

#### **Unit 2 Inscriptions of the Shunga-Kushana Period**

- a. The Besnagar Garuda Pillar Inscription of Heliodorus
- b. Taxila Copper-plate of Patika The Year 78
- c. Mathura inscription of Huviska
- d. Sui Vihar Copper Plate Inscription of the Year 11
- e. The Sarnath Chatrayashthi inscription During Kaniska I

#### **Unit 3 Inscriptions of the Gupta and Post Gupta Period**

- a. Allahabad Prashasti of Samudragupta
- b. Mathura Inscription During the Time of Chandragupta II, G.E. 61
- c. Meharauli Pillar Inscription of Chandra
- d. Eran Boar Inscription of Toramana
- e. Maliya Copper-Plates of Maharaja Dharasena II – The Year 252
- f. Barabar Hill Cave Inscription of Adityavarman

#### **Uni 4 Inscriptions in Kutila, Sharada, Nagari and Devanagari Scripts**

- a. Banskheda Copper-Plate of Harshavardhana
- b. Morbi Copper-Plates of Jainkadeva
- c. A Sarada Inscription from Hund
- d. Dive-Agar Marathi Copper Charter

- e. Ambe-Jogai Inscription of Kholeshwar
- f. The BARC Inscription of Hambirrao

### **Course 3**

#### **Inscriptions in Southern Brahmi and Its later Derivatives**

##### **Unit 1**

#### **Inscriptions in Tamil Brahmi**

Inscriptions found on the Pottery from Kodumanal and Porunthal, Tamil Nadu

##### **Unit 2**

#### **Inscriptions of the Satavahana-Kshatrapa Period**

- a. Naneghat Inscription of Naganika
- b. Nasik Cave Inscription of Nahapana
- c. Nasik Cave Inscription of Vasithiputa Pulumavi, 19th Regnal Year
- d. Junagarh Inscription of Rudradamana
- e. Hathigumpha Inscription of Kharavela

##### **Unit 3**

#### **Inscriptions of the IKshwakus/Pallavas/Chalukyas of Badami**

- a. Nagarjunikonda Inscription of Virapurisadatta, 6th Regnal Year
- b. Mayidavolu Copper-Plates of Shivaskandavarman
- c. Aihole Inscription of Pulakesin II
- d. Badami Cave no. III Inscription of Kirttivarman

##### **Unit 4 Inscriptions of the Vakatakas and Sharabhapuris**

- a. Poona Copper-Plates of Prabhavatigupta
- b. Ajanta Cave Inscription of Harishena
- c. Indore Copper-Plates of Pravarasena II 23<sup>rd</sup> regnal Year
- d. Pipardula Copper-Plate of Narendra, Regnal Year 3

##### **Unit 5 Inscriptions in the Grantha and Halegannada Scripts**

- a. Kasakudi Copper-Plates of Pallava Narendrarvarman
- b. Gangaikondacholapuram Inscription of Rajendra Chola

- c. Doddahundi Nishidi Inscription
- d. Telagunda Inscription of Santivarma

#### **Course 4**

#### **Introduction to Languages of Inscriptions**

##### **Unit 1 Introduction to Prakrit**

- a. Families of Prakrit
- b. Grammar of Inscriptional Prakrit

##### **Unit 2 Introduction to Sanskrit**

- a. Historical Development of Sanskrit
- b. Grammar of Sanskrit
- c. Inscriptional Hybrid Sanskrit

##### **Unit 3 Introduction to Old Kannada**

- a. Historical Development of Old Kannada
- b. Grammar of Old Kannada

##### **Unit 4 Introduction to medieval Marathi**

- a. Historical Development of medieval Marathi
- b. Linguistic Peculiarities of medieval Marathi

#### **Course 5**

#### **Introduction to Perso-Arabic Inscriptions**

##### **Unit 1 Introduction to the Persian/Arabic Scripts**

- a. The Kufic Script
- b. The Naskh Script
- c. The Tughra Script
- d. The Thuluth Script
- e. The Nasta'liq Script

##### **Unit 2 Introduction to Farsi**

- a. Antiquity of Farsi in India
- b. Grammar and Linguistic peculiarities of medieval Farsi

##### **Unit 3 Introduction to Arabic**

- a. Antiquity of Arabic in India
- b. Grammar and Linguistic peculiarities of medieval Arabic

#### Unit 4 Select Perso-Arabic Inscriptions

- a. Inscriptions of the Delhi Sultanates
- b. Inscriptions of the Mughals
- c. Inscriptions of the Bahamanis

	<b>Courses</b>	<b>Credits</b>
	1. Introduction to Art History	6
	2. Sculptures and Painting traditions in India through ages	6
	3. Rock Cut architecture in Ancient India through ages	6
	4. Temple Architecture in India through ages	6
	5. Forts, Fortifications and Town Planning in India through ages	6

- d. Inscriptions of the Adilshahis  
Inscriptions of the Nijamshahi Dynasty of Ahmednagar

- e. Inscriptions of the Nijamshahi Dynasty of Ahmednagar

**Basket 5**

**Art in India**

		<b>30</b>

## Course 1

### Introduction to Art History

#### Unit I: Art, Artist and Art History

- A. Definitions
- B. Art as visual Language
- C. What is Art History

#### Unit II: Methods in Art History

- A. Artistic Analytical Framework  
Realism, Impressionism, Expressionism
- B. Non- Artistic Analytical Framework  
Marxist, Feminist, Postcolonial

#### Unit III: Symbolism, Iconography and Iconology

- A. Definition and Scope
- B. Principals of Iconography
- C. Introduction to Iconology

#### Unit IV: Indian Art and Art History

- A. Historiography
- B. Various Approaches to Understand Indian Art
  - a. Historical Approach
  - b. Ethnographic Study
  - c. Social – Economic Approach
  - d. Religious Approach

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## **Course 2**

### **Sculptures and Painting traditions in India through ages**

#### **Unit I: Early Paintings in India**

- A. Prehistoric Rock Art with special reference to Paintings
- B. Interpretations and Tribal parallels

C. Bhimbetka: a Case Study

Unit II: Early Historic Paintings in India

- A. Narrative Paintings: Changing Styles, Mediums, Technology and Themes
- B. Ajanta and Its place in Indian Painting tradition
- C. From Wall Paintings to Miniature paintings: Changing Styles, Mediums, Technology and Themes
- D. An Introduction to Chitrasutra

Unit III: Sculptural Art in India

- A. Sculptural Art from 3<sup>rd</sup> century BCE 1<sup>st</sup> Century BCE
- B. Development of various Schools in Early Period: Gandhara, Mathura, Amaravati, Sarnath, Shravasti.
- C. Study of Some of the regional developments in Sculptural Art: Pala, Pratihara, Pallava, Rashtrakuta, Chandella.
- D. Chola Bronzes

Unit IV: Study of Terracotta and Ivory

- A. Terracotta and Stucco art of the Kushana Period from India and Central Asia
- B. Study artistic Ivory objects from the early India and Central Asia
- C. Terracotta art of the Medieval Bengal

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### **Course 3**

#### **Rock Cut architecture in Ancient India through ages**

##### Unit I: Introduction Rock Cut Architecture

- A. Origin of Rock Cut Architecture in India
- B. Early Buddhist Rock Cut Architecture: Chronology and Development; Classification.
- C. Mahayana Rock Cut Architecture: Late Hinayana / Early Mahayana Rock Cut Architecture, Development from Chaitya to Prasad.

##### Unit II: Buddhist Rock Cut Architecture, Patronage and Monastery

- A. Changing Patronage and Settlement Pattern of Western Indian Buddhist Rock-Cut Architecture
- B. Development of Buddhist Monasteries in Early Medieval Period: Study of Ellora and Kanheri
- C. Decline of Buddhism in Deccan and Buddhist Rock Cut Monasteries

##### Unit III: Development of Hindu Rock Cut Architecture

- A. Origin and Early Development of Shiaiva Rock Cut Temples

- B. Origin and Early Development of Vaishnava Rock Cut Temples
- C. Monolithic Temples in India: Kailash (Ellora) and Rathas at Mahabalipuram

#### Unit IV: Jain Rock Cut Architecture in India

- A. Origin of Jain Rock Cut Architecture
- B. Development of Jain Rock-Cut Architecture in Western India and its Patronage
- C. End of the tradition of Rock Cut Architecture and its aftermath

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#### **Course 4**

#### **Temple Architecture in India through ages**

Unit I: Origin and Development of the Concept of Temple in Early India

- A. The Concept of Temple as seen reflected in Early Indian Literature and its Development
- B. Various Theories about the Origin of Temple Architecture in India
- C. Archaeological Evidences From the Shunga, Kushana and Satavahana Period

#### Unit II: Development of Temple Architecture in India

- A. Temples of the Gupta and Vakataka Age
- B. Development of various Shikhara types
- C. Changing Concept of Temple and its Architecture

#### Unit III: Development of Northern and Southern Temple Styles

- A. Temples at Khajuraho
- B. Temples at Bhuvaneshwara
- C. Temples at Ranakpur
- D. Temple at Madurai

#### Unit IV: Interpreting Temple

- A. Temple in its Socio-Economic Context
- B. Temple: Architectural forms and Religious traditions
- C. Temple as a Palace and God as a King: Nathdwara - A Case study

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## **Course 5**

### **Forts, Fortifications and Town Planning in India through ages**

Unit I: Early Fortified Towns in India and their town planning

- A. Origin and Development of Concept of Fort and Fortified Towns
- B. Kautilya's Arthashastra and Forts and Fortified towns
- C. Types of Urban Settlements and their classification
- D. Pataliputra and Shishupalgad

Unit II: Fort Architecture in India, Changing War Technology and its impact on their architecture

- A. Types of Forts as seen in Indian literary sources: Adnyapatra
- B. Pre Mughal Forts and fortified cities in India: Delhi, Devagiri and Vijayanagara (Hampi)
- C. Mughal and their contemporary Forts and fortified cities in India: Fatehpur Sikri and Jaisalmer

Unit III: Pre Maratha Deccan Forts and Maratha Forts

- A. Pre Maratha Forts and fortified cities in Deccan: Ahmadnagar, Bijapur and Golkonda
- B. Maratha Forts: Raigad and Rajgad
- C. Sea Forts in Western India: Janjira (Murud) and Sindhudurga (Malvan)

Unit IV: Town planning in medieval India

- A. Mughal Gardens: Shalimar Baug and Taj Mahal Garden
- B. Water Management: Aurangabad and Pune
- C. Settlement Patterns: Paithan (Mahanubhav Literature and Archaeological Evidence), Chapaner

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### Basket 6

#### Dharmashastras

	Title	Credits
Course 1	Introduction to the Dharmashastras	6
Course 2	Dharmashastras and Polity	6
Course 3	Dharmashastras and Marital Law	6
Course 4	Dharmashastras and Property Law	6
Course 5	Dharmashastras and Allied Subjects	6
		<b>30</b>

### Introduction to Dharmashastra

#### Unit -1 – Introduction

1. Meaning
2. Scope
3. Relevance

#### Unit -2 Literature

1. Sutra Literature
2. Smriti literature
3. Nibandhas

#### Unit-3 Commentarial Literature

1. Sutra Literature
2. Smriti literature
3. Nibandhas

#### Unit-4 Content

1. Achara
2. Vyavahara
3. Prayascittas

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## Polity in Dharmashastra

### Unit I – Introduction

1. What is Polity
2. What is Dharma
3. Relevance

### Unit II – State

1. Concept of State
2. State Formation
3. Saptanga

### Unit III- Kingship

1. Concept
2. Training and daily routine of the king
3. Duties and responsibilities of King

### Unit IV- Administration

- a) Fiscal administration
- b) Military Administration
- c) Foreign Policy

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## **Dharmashastra and Marital Law**

### **Unit I – Status of women**

1. Sutra period
2. Smriti literature
3. Nibandha

### **Unit II – Marriage**

1. Concept of Marriage
2. Its evolution as Institution
3. Ritualism

### **Unit III- Marital laws**

1. Concept
2. In Dharmashastra literature
3. Modern Hindu Law

### **Unit IV Stree-Dhana**

1. Concept
2. In Dharmashastra literature
3. Modern Hindu Law

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## **Dharmashastra and Property Law**

### **Unit I – Family**

1. Concept
2. Evolution
3. Modern Family

### **Unit II – Property**

1. Concept
2. Undivided family property
3. Karta- his position , powers, privileges and obligations, Debts, Doctrine of Pious obligation

### **Unit III –Inheritance and succession**

1. Concept
2. In Dharmashastra literature
3. Modern Hindu Law

### **Unit IV Hindu Minority & adoption**

1. Concept
2. Law relating to Hindu Minority & Guardianship
3. Adoption & maintenance

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## Comparative Study of Dharmashastra with other allied Literature

### Unit 1- Introduction

1. Arthashastra
2. Nitishastra
3. Puranas

### Unit-2- Social Theory

1. Arthashastra
2. Nitishastra
3. Epics & Puranas

### Unit -3 Polity

1. Arthashastra
2. Nitishastra
3. Puranas

### Unit – 4 – Law

1. Arthashastra
2. Nitishastra
3. Puranas

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## Basket 7

### Sciences in Archaeology

Course Code	Name of Course A. Core Courses	
		Credits
	Palaeobotany	6
	Archaeozoology	6
	Chemistry, Physics and Geology	6
	Quantitative methods and applications	6
	Biological Anthropology	6
<b>Total</b>		<b>30</b>

### Course –I

#### Palaeobotany (Theory and Method)

This course will cover both the theoretical and practical aspects of applying palaeobotanical studies to archaeology. The first unit covers palynology, the study of pollen and pollen-like elements, including a theoretical introduction, methods of study and analysis under the microscope, and a case study on how palynology of the Younger Dryas period established the beginning of human agriculture. From there, the course will move on to covering the archaeological studies that uncovered the advent of agriculture through domestication of plants. A better understanding will be given to students through explaining plant genetics as well as techniques of plant breeding and hybridisation that led to the modern crops. The course will also cover practical methods of studying palaeobotany in archaeological context such as flotation method, phytolith analysis, and examination of fossilised remains of seeds, plant parts and

their impressions on archaeological material. The course will also cover the work of Indian palaeobotanist Birbal Sahni and others. Fully one fourth of the course will be reserved for laboratory and field experimentation for students to get familiar with the science of palaeobotany and domestication.

**The course shall comprise of the following units :**

**Unit 1: Palynology**

6. Introduction, taking of cores, microscopic analysis
7. Preparing a pollen spectrum, qualitative & quantitative studies
8. Application to archaeology: Early/Late Dryas

**Unit 2: Domestication of plants**

1. Origins of agriculture
2. Techniques of plant breeding and archaeological evidence; Hybridisation
3. Basics of plant genetics

**Unit 3: Palaeobotany**

1. Flotation method
2. Phytolith analysis, fossilised remains
3. Birbal Sahni and other Indian palaeobotanists

**Unit 4: Laboratory**

**Unit 2- Historiography (World and India)**

5. Development of Archaeology in Europe
6. Development of Archaeology in South Asia
7. The teaching of Archaeology in India and the World

**Unit 3- Exploration and Excavation Methods**

5. Definition of Archaeological Sites, Monuments, etc.
6. Exploration Methods and Techniques
7. Excavation Methods and Techniques
8. Post Excavation Methods, Data Storage, Preservation and Conservation and Display

**Unit 4- Allied sub-disciplines**

5. Dating Methods
6. Ceramic Analysis
7. Bio-sciences in Archaeology and Earth Sciences in Archaeology
8. Ethnoarchaeology and Ethics in Archaeology
9. Cultural Heritage and Heritage Legislation

### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component (including laboratory and field practicals) while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits/experiments followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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### **Course –II**

#### **Introduction to Archaeozoology**

This course will provide the archaeological student with a grounding in archaeozoology, which is critical for understanding human interactions with animals. Unit I will cover the basics of animal taxonomy, including the 3-domain theory and major animal phyla. It will then focus on covering ungulates (cattle, horse, sheep, goat, camelids) and their domestication, including identifications of bones and horns at an archaeological site. The course will also cover carnivore domestication (dog/cat) and insect pests. Unit Two is focussed on Evolutionary Biology, covering Natural Selection, Sexual Selection and Genetic Drift, Population Genetics, Population Biology, Sociobiology and Animal Behaviour, in order to give students a well-rounded, scientific perspective. Finally, the paper will cover genetic studies of animal domestication and human migration, including SNPs, DNA collection, PCR & Sequencing, mtDNA and Y-chromosomal studies. The course will be completed through laboratory visits to the National Centre for Cell Science (NCCS), and the archaeozoological laboratory of Deccan College PGRI.

#### **The course shall comprise of the following units:**

##### **Unit 1: Taxonomy**

1. 3-domain theory and major animal phyla
2. Ungulates and domestication
3. Carnivora and Insecta

## **Unit 2: Evolutionary Biology**

1. Theory of Natural Selection, Sexual Selection and Genetic Drift
2. Population Genetics and Population Biology
3. Sociobiology and Animal Behaviour

## **Unit 3: Genetics**

1. SNPs, DNA collection, PCR & Sequencing
2. mtDNA
3. Y-chromosome

## **Unit 4: Laboratory visit**

### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component (including laboratory visits and field practicals) while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits/experiments followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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### **Course –III**

## **Applications of Chemistry, Physics and Geology in Archaeology**

This course introduces the student of archaeology to the methods of physical sciences used in determining archaeologically relevant data on climate, soil conditions etc of ancient cultures. The unit on Geoarchaeology will cover methods like Sedimentology, Geomorphology, Quaternary Studies, Palaeomagnetism and Palaeontology, and case studies of their use in determining the rise and fall of cultures from the Lower Palaeolithic to the Iron Age.

The unit on Archaeochemistry is intended to cover ancient Indian metallurgy, alongside methods of study like Colorimetry, Soil testing, Isotopes and their applications. The last unit on Physical methods in archaeology will cover techniques like X-ray diffraction, Mass spectroscopy, Specific gravity etc that are used in determining physical characteristics of excavated antiquities like pottery, tools, coins etc.

The course will be completed with laboratory visits and demonstrations.

### **The course shall comprise of the following units :**

#### **Unit 1: Geoarchaeology**

5. Sedimentology and Geomorphology
6. Quaternary Studies, Palaeomagnetism
7. Palaeontology

#### **Unit 2: Archaeochemistry**

1. Metallurgy
2. Colorimetry & Soil testing
3. Isotopes and their applications

#### **Unit 3: Physical methods in archaeology**

1. X-ray diffraction
2. Mass spectroscopy
3. Specific gravity

#### **Unit 4: Laboratory**

### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component (including laboratory and field practicals) while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits/experiments followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study

component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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### **Course –IV**

#### **Quantitative methods and applications**

This three-unit course will cover methods in geographic studies, computer applications and biostatistics which are increasingly important as archaeology becomes a quantitative science. The first unit gives archaeology students a base in GIS & GPS, topographical studies, preparing topo-sheets and surveying, which are essential pre-excavation skills. In the second unit, computer-based applications such as Stata, R, SPSS, Image Processing, Photography, Photogrammetry, 3D modelling will be taught so as to help students develop analytical strengths. Finally, they will be exposed to statistical methods such as Regression, Correlation, Significance tests, Principal Component Analysis, and Minimum Number of Individuals so that they can interpret modern archaeological research. The course will be rounded off with multiple Case studies which give them practical skills.

#### **The course shall comprise of the following units :**

##### **Unit 1: Geography**

1. GIS & GPS
2. Topographical studies & preparing topo-sheets
3. Surveying

##### **Unit 2: Computer applications**

1. Stata, R, SPSS
2. Image Processing and Photography
3. Photogrammetry, 3D modelling

##### **Unit 3: Biostatistics**

4. Regression, Correlation, Significance tests
5. Principal Component Analysis
6. Minimum Number of Individuals

## **Unit 4: Laboratory (Case studies)**

### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component (including analysis of case studies) while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits/experiments followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## **Course V**

### **Biological Anthropology**

This course deals with the Origin of Mankind and the scientific study of the evolution of human cultures. It will begin with explaining theoretical concepts of Early Man, the debates regarding the antiquity of Man and finally Darwin and the Theory of Evolution, including later developments in the theory. On a more practical note, Unit II will cover methods of identification of human remains, skeletal and dental development as well as anthropometry and its applications in studying populations. The third unit covers age/sex identification, ancient diseases and trauma and studies of fertility, mortality, morbidity and population movement (isotopes). The last unit synthesises the above into studies of social bioarchaeology, juvenile and gender studies and thanatology, enabling the student to adequately study ancient populations in full.

### **The course shall comprise of the following units:**

#### **Unit 1: Origin of Man**

1. Theoretical concept of Early Man.
2. Debates regarding the antiquity of Man: Theories.
3. Darwin and the Theory of Evolution; Later development in the Theory.

#### **Unit 2: Human Remains**

1. Identification of human remains.
2. Skeletal and Dental development
3. Anthropometry and its applications in studying population

#### **Unit 3: Bioarchaeology**



1. Age/sex identification
2. Palaeopathology: Ancient Diseases and Trauma
3. Palaeodemography: fertility, mortality, morbidity, population movement (isotopes)

#### **Unit 4: Life-cycle**

1. Social bioarchaeology
2. Juvenile and Gender studies
3. Thanatology

#### **Class methodology**

This is a six-credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component (including analysis of case studies) while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40-hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits/experiments followed by report, the writing of class-based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

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**SEMESTER –IV**

Ability Enhancement Course	Heritage Management and Tourism	6
<b>Interdisciplinary/Cross Disciplinary Courses (I/C courses)</b>	Conservation and Preservation	6
	Dissertation	10
<b>Total</b>		<b>18</b>

**Course 1 Heritage Management and Tourism (Ability Enhancement Paper)****Unit 1** Definition, Types, Objectives

- A. Definition and Historiography
- B. Tangible and Intangible
- C. Objectives of Heritage Management

**Unit 2** Topics and Tools of Heritage Study

- A. Archaeology, Anthropology, History, Epigraphy, Numismatics, Art History
- B. Poetry, Prose and Print, Film, Digital, Internet Media
- C. Natural Heritage and Built Heritage
- D. Management and Marketing

**Unit 3** Ethics, Identity, Sovereignty and Responsibilities

- A. Ethical Heritage Management
- B. Identifying the owners, stake holders and state as participants
- C. Responsible Heritage Marketing and Management

**Unit 4** Tourism

- A. Definition and Scope
- B. Types of Tourism and Allied Industries
- C. Heritage Tourism

**Suggested Reading**

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## Course 2 Conservation and Preservation (Interdisciplinary Paper)

### Unit 1 Definition, Scope, Objectives and Applications

- A. Definitions of of Heritage, Conservation & Preservation
- B. Objectives and Scope
- C. Applications

### Unit 2 Artefactual Conservation

- A. Organic artefacts
- B. Inorganic Artefacts
- C. Display, Storage and Preservation

### Unit 3 Architectural

- A. Building Exteriors
- B. Building Interiors
- C. Preventive Maintainance
- D. Using Tourism as a sustainability model

### Unit 4 Preservation of intangible and Fragile Heritage

- A. Dala Collection
- B. Recording/Photography/Creating Continuity
- C. Archiving, Display and retrieval
- D. Tourism Potential

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### **Course 3 Dissertation**