पुण्यश्लोक अहिल्यादेवी होळकर
सोलापूर विद्यापीठ
।। विद्यया संपन्नता ।।
NAAC Accredited-2022
'B++' Grade (CGPA-2.96)

PUNYASHLOK AHILYADEVI HOLKAR

SOLAPUR UNIVERSITY, SOLAPUR

FACULTY OF HUMANITIES

SYLLABUS

MASTER OF ARTS (M.A.)

IN

ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY

SEMESTER I & II

(Under NEP-2020)

(W.E.F.2026-2027)

Master of Arts (M.A.) in Ancient Indian History, Culture and Archaeology (A.I.H.C. & Archaeology)

Syllabus 2026-27

PREAMBLE

1. Course Title: Master of Arts (M.A.) in Ancient Indian History, Culture and Archaeology (A.I.H.C. & Archaeology)

2. Faculty: Humanities

3. Year of Implementation: The revised syllabus to be implemented from the academic year June 2026-27 onwards

4. Fee Structure: - As per the University Rules.

5. About the Programme: The study of Ancient Indian History, Culture and Archaeology (A.I.H.C. & Archaeology) occupies a significant place in higher education as it provides a comprehensive understanding of India's rich cultural heritage, historical traditions, and archaeological legacy. The discipline integrates historical inquiry with archaeological investigation to reconstruct the cultural, social, political, economic, religious, and technological developments of human societies from prehistoric times to the early modern period. In the context of the National Education Policy (NEP) 2020, the postgraduate programme in A.I.H.C. & Archaeology has been designed to promote multidisciplinary learning, research orientation, field-based training, skill development, and experiential education. The programme emphasizes both theoretical knowledge and practical competence through classroom teaching, laboratory work, archaeological field training, museum studies, heritage management, internships, and research projects.

The curriculum seeks to equip students with a sound understanding of archaeological methods, historical interpretation, cultural heritage management, conservation practices, museology, epigraphy, numismatics, archaeological sciences, and emerging digital technologies. Special attention is given to India's archaeological heritage, regional cultural traditions, and contemporary approaches to heritage preservation and public archaeology. The programme is structured in accordance with the Choice Based Credit System (CBCS) and NEP 2020 framework, enabling flexibility, interdisciplinary engagement, and outcome-based learning. It encourages students to develop analytical abilities, critical thinking, research aptitude, communication skills, and professional ethics required for careers in archaeology, museums, archives, heritage management, tourism, cultural resource management, education, and research. The syllabus has been framed to balance foundational knowledge with

contemporary developments in the discipline. It incorporates recent advances in archaeological science, digital documentation, Geographic Information Systems (GIS), remote sensing, conservation techniques, and heritage studies. Field visits, archaeological explorations, excavations, museum internships, workshops, seminars, conferences, and On-the-Job Training (OJT) are integral components of the programme, ensuring meaningful engagement with professional practices.

The M.A. programme in Ancient Indian History, Culture and Archaeology aims to nurture academically competent, socially responsible, and professionally skilled graduates capable of contributing to the preservation, interpretation, and dissemination of India's cultural heritage while meeting the challenges and opportunities of the twenty first century.

6. Vision: To emerge as a centre of excellence in the study of Ancient Indian History, Culture, and Archaeology by promoting academic excellence, interdisciplinary research, heritage awareness, and professional competence, while contributing to the preservation, interpretation, and dissemination of India's rich cultural heritage.

7. Mission:

1. To provide quality postgraduate education in Ancient Indian History, Culture, and Archaeology through innovative and research-oriented teaching.
2. To promote scientific, interdisciplinary, and field based approaches in archaeological and historical studies.
3. To develop skilled professionals capable of undertaking archaeological research, heritage management, museum studies, conservation, and cultural resource management.
4. To foster critical thinking, ethical values, and social responsibility towards cultural heritage preservation.
5. To strengthen collaboration with museums, archaeological institutions, research organizations, and heritage agencies.
6. To encourage the use of modern technologies such as GIS, Remote Sensing, Digital Documentation, and Archaeological Sciences in research and heritage studies.
7. To promote public awareness and community participation in heritage conservation and cultural resource management.

8. Program Objectives:

1. Provide comprehensive knowledge of Ancient Indian History, Culture, Archaeology, and Heritage Studies.

2. Develop understanding of archaeological theories, methods, techniques, and scientific approaches used in archaeological research.
3. Familiarize students with the cultural, social, political, economic, religious, and technological developments of ancient India.
4. Promote interdisciplinary learning through integration of archaeology with history, anthropology, environmental sciences, geology, chemistry, and digital technologies.
5. Train students in archaeological exploration, excavation, documentation, conservation, and heritage management.
6. Develop competencies in museology, epigraphy, numismatics, archaeological sciences, and cultural resource management.
7. Encourage research aptitude, analytical thinking, and scientific inquiry in historical and archaeological studies.
8. Equip students with professional skills required for careers in archaeology, museums, archives, tourism, conservation, and heritage management.
9. Foster ethical awareness and responsibility towards the protection and preservation of cultural heritage.
10. Prepare students for higher studies, research, teaching, and professional opportunities at national and international levels.

9. Programme Learning Outcomes:

Upon successful completion of the M.A. programme, students will be able to:

1: Historical Knowledge and Understanding

Demonstrate comprehensive knowledge of Ancient Indian History, Culture, Archaeology, and related disciplines, and critically analyze historical processes and cultural developments.

2: Archaeological Skills

Apply archaeological methods and techniques in exploration, excavation, recording, documentation, analysis, and interpretation of archaeological data.

3: Research Competence

Design and conduct independent research using appropriate methodologies, sources, and analytical tools, and present findings effectively in academic formats.

4: Heritage Management and Conservation

Assess the significance of cultural heritage resources and apply principles of conservation, preservation, museum management, and cultural resource management.

5: Scientific and Technical Proficiency

Utilize scientific approaches, archaeometric techniques, GIS, Remote Sensing, digital documentation, and quantitative methods in archaeological research and heritage studies.

6: Critical Thinking and Problem Solving

Evaluate historical and archaeological evidence critically, formulate logical interpretations, and address complex research and heritage-related challenges.

7: Communication and Professional Skills

Communicate effectively through academic writing, presentations, field reports, project reports, and professional interactions in multidisciplinary environments.

8: Ethical and Social Responsibility

Demonstrate professional ethics and social responsibility in the preservation, protection, and promotion of cultural heritage and archaeological resources.

9: Interdisciplinary and Global Perspective

Integrate knowledge from diverse disciplines and appreciate the role of Indian cultural heritage within broader regional, national, and global contexts.

10: Employability and Lifelong Learning

Develop professional competencies, leadership qualities, and lifelong learning skills necessary for careers in archaeology, heritage management, museums, education, research, tourism, and related sectors.

10. Duration: -The Course shall be a full time course. - The duration of the course shall be Two years as per NEP 2020.

11. Pattern: The pattern of the exam shall be CBCS. Semester with credits and continuous Internal Evaluation shall be in existence simultaneously but that shall be implemented as and when required and proved convenient to the Department.

12. Medium of Instruction: The medium of Instruction shall be English/Hindi/ Marathi. The students shall have an option to write answer sheets, practical's, reports etc in English/Hindi/ Marathi

13 .Eligibility for Admission:

a) Candidates must hold a **Bachelor degree** in any discipline from a recognized university or institution

b) Preference will be given to candidates with a background in subjects such as **Archaeology, Anthropology, History, Fine Arts, Art History, Heritage Studies, Conservation, Cultural Studies, or Museum Studies**.

c) Admissions will be given as per the selection procedure / policies adopted by the Department, in accordance with conditions laid down by the P.A. H. Solapur University, Solapur.

14. Intake: 40 Seats

15. Attendance: The minimum **75% attendance** is compulsory and shall be calculated regularly on monthly basis. All the practical's assignments, seminars, field visits, study tour, viva, internships, in house activities are compulsory.

SEMESTER-I

LEVEL	SEMESTER	TITLE OF THE PAPER	SEMESTER EXAM			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
6.5	Subject	Major-Mandatory (DSC)				
	DSC-I	Introduction to Archaeology	60	40	100	4
	DSC-II	Prehistory of India	60	40	100	4
	DSC-III	Political History of Ancient India (up to 650CE)	60	40	100	4
	DSC-IV	Practical	30	20	50	2
		DSE- (Discipline Specific Elective) (Any One)				
	DSE-I	Introduction to Museology	60	40	100	4
	DSE-II	Ethno Archaeology	60	40	100	4
	DSE-III	Introduction Scientific Archaeology	60	40	100	4
	DSE-IV	Ideas and Institution of Ancient India	60	40	100	4
	RM (Research Methodology)					
	RM	Research Methodology in A.I.H.C & Archaeology	60	40	100	4
	Credits	Total				22

SEMESTER –II

LEVEL	SEMESTER	TITLE OF THE PAPER	SEMESTER EXAM			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
6.5	Subject	Major-Mandatory (DSC)				
	DSC-V	Political History of Ancient India (up to 650 to 1200 CE)	60	40	100	4
	DSC-VI	Proto-history of South Asia	60	40	100	4
	DSC-VII	Archaeological Methods and Techniques	60	40	100	4
	DSC-VIII	Practical	30	20	50	2
		DSE- (Discipline Specific Elective) (Any One)				
	DSE-V	Heritage Tourism and Management	60	40	100	4
	DSE-VI	Ancient Deccan	60	40	100	4
	DSE-VII	Environmental Archaeology	60	40	100	4
	DSE-VIII	Ancient Indian Science and Technology	60	40	100	4
	OJT/ FP					
	OJT/ FP	OJT/ Field Project	60	40	100	4
	Credits	Total				22

SEPARATE HEADS OF PASSING

(Minimum passing for each paper 40% Assessment)

1) For 4 credits paper

a) Theory paper will be carry **60 marks** (University Assessment) and Minimum passing 24 Marks.

b) Internal will be carry **40 marks** (Continuous Assessment) and Minimum passing 16 Marks.

2) For 02 credit paper

a) Practical Examination will be carry **30 marks** (University Assessment) and Passing 12 Marks.

b) Internal will be carry **20 marks** (Continuous Assessment) and Minimum passing 08 Marks.

NATURE OF QUESTION PAPER

04 CREDITS

Paper Time: 2.30 hours **Marks: 60**

Instructions: 1)

2)

Question 1. Choose the correct alternative. **12 Marks**

1)	A)	B)	C)	D)
2)	A)	B)	C)	D)
3)	A)	B)	C)	D)
4)	A)	B)	C)	D)
5)	A)	B)	C)	D)
6)	A)	B)	C)	D)
7)	A)	B)	C)	D)
8)	A)	B)	C)	D)
9)	A)	B)	C)	D)
10)	A)	B)	C)	D)
11)	A)	B)	C)	D)
12)	A)	B)	C)	D)

Question 2. Write Short notes. (Any four) **12 Marks**

1)

2)

3)

4)

5)

6)

Question 3. Write Short Answers / (Any two) **12 Marks**

1)

2)

3)

4)

Question 4. Write the detail answer (Broad answer type question) (Any one) **12 Marks**

1)

2)

Question 5. Write the detail answer (Broad answer type question) **12 Marks**

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Structure & Credit Distribution of P.G. Degree Programme
School of Social Sciences
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(According to NEP 2020) Choice Based Credit System
M.A.-I, SEMESTER –I
(w.e.f.2026-2027)

DSC –I Introduction to Archaeology

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course introduces students to the fundamental concepts, methods, theories, and development of archaeology as a discipline. It examines the nature of archaeological evidence, the evolution of archaeological thought, and the interdisciplinary relationships between archaeology, history, anthropology, and the natural and social sciences. The course further explores human cultural evolution from early hominines to complex societies, major theoretical approaches in archaeology, and the role of archaeology in heritage management and public engagement. Special emphasis is placed on the development of archaeological research in India and the contributions of leading archaeologists.

Course Objectives:-

1. Familiarize students with the nature, scope, aims, and methods of archaeology.
2. Introduce the various sources of archaeological data and their significance in reconstructing the human past.
3. Examine the historical development of archaeology globally and in India.
4. Understand the process of human cultural evolution from the earliest hominins to the emergence of civilizations.
5. Critically evaluate major archaeological theories and approaches.
6. Develop an understanding of specialized branches of archaeology and interdisciplinary research methods.
7. Introduce students to cultural heritage management, archaeological legislation, and public archaeology.
8. Assess the contributions of major archaeologists to the growth of the discipline.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the concepts, scope, aims, methods, and significance of archaeology as an academic discipline.
2. Identify and critically analyze different categories of archaeological evidence, including sites, artifacts, ecofacts, and features.
3. Evaluate the development of archaeological research and practice in both global and Indian contexts.
4. Interpret major stages of human cultural evolution and the emergence of early agricultural and complex societies.
5. Compare and critique major theoretical perspectives, including Culture-Historical, Processual, and Post-Processual Archaeology.
6. Apply interdisciplinary approaches to archaeological interpretation and research.
7. Demonstrate knowledge of specialized branches of archaeology and their research applications.
8. Assess the importance of cultural heritage conservation, archaeological legislation, and public participation in heritage management.

9. Critically appreciate the contributions of major archaeologists to the development of archaeological scholarship in India and beyond.

Unit 1: Archaeology: Concepts, Scope and Sources (Credit: 1) (Lectures: 15)

1. Archaeology as the Study of the Human Past: Definition, Aims, Scope and Methods
2. Nature of the Archaeological Record
3. Archaeological Sources: Sites, Artifacts, Eco facts and Features
4. Key Archaeological Discoveries and their Significance
5. Relationship of Archaeology with History, Anthropology and Other Social Sciences
6. Archaeology and Natural Sciences: Interdisciplinary Approaches

Unit 2: History and Development of Archaeological Thought and Research (Credit: 1) (Lectures: 15)

1. Development of Archaeology in Europe and America
2. Growth of Archaeological Research in India
3. Colonial Period
4. Post-Independence Developments
5. Antiquarianism and the Emergence of Scientific Archaeology

Unit 3: Archaeological Theory, Branches and Heritage Conservation (Credit: 1) (Lectures: 15)

1. Traditional Culture-Historical Archaeology Approaches and Processual (New) Archaeology
2. Post-Processual Archaeology
3. Contemporary Trends in Archaeological Theory
4. Archaeological Legislation and Treasure Trove Act
5. Public Archaeology, Community Participation and Heritage Conservation

Unit 4: Contributions of Major Archaeologists (Credit: 1) (Lectures: 15)

1. Alexander Cunningham
2. John Marshall
3. Mortimer Wheeler
4. D. D. Kosambi
5. H. D. Sankalia
6. B. B. Lal
7. M.K. Dhavlikar
8. Vasant Shinde
9. Katragadda Paddayya
10. K. K. Muhammed

Key Reading List:-

Binford, L. R. (1983). *In pursuit of the past: Decoding the archaeological record*. Thames & Hudson.

Chazan, M. (2017). *World prehistory and archaeology: Pathways through time* (3rd ed.). Routledge.

Clarke, D. L. (1973). *Archaeology: The loss of innocence*. Antiquity Publications.

Dhavalikar, M. K. (1997). *Indian protohistory*. Books & Books.

Fagan, B. M. (2017). *World prehistory: A brief introduction* (10th ed.). Routledge.

Fagan, B. M., & Durrani, N. (2020). *People of the earth: An introduction to world prehistory* (16th ed.). Routledge.

Greene, K., & Moore, T. (2010). *Archaeology: An introduction* (5th ed.). Routledge.

Hodder, I. (2003). *Reading the past: Current approaches to interpretation in archaeology* (3rd ed.). Cambridge University Press.
Hodder, I. (Ed.). (2012). *Archaeological theory today* (2nd ed.). Polity Press.
Johnson, M. (2019). *Archaeological theory: An introduction* (3rd ed.). Wiley-Blackwell.
King, T. F. (2013). *Cultural resource laws and practice: An introductory guide* (4th ed.). AltaMira Press.
Kosambi, D. D. (1956). *An introduction to the study of Indian history*. Popular Prakashan.
Lal, B. B. (2002). *The Saraswati flows on: The continuity of Indian culture*. Aryan Books International.
Merriman, N. (Ed.). (2004). *Public archaeology*. Routledge.
Renfrew, C., & Bahn, P. (2024). *Archaeology: Theories, methods and practice* (9th ed.). Thames & Hudson.
Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
Sankalia, H. D. (1982). *Indian archaeology today*. Munshiram Manoharlal.
Sarkar, H. (1981). *Museums and protection of monuments and antiquities in India*. Sundeep Prakashan.
Scarre, C. (Ed.). (2020). *The human past: World prehistory and the development of human societies* (5th ed.). Thames & Hudson.
Trigger, B. G. (2006). *A history of archaeological thought* (2nd ed.). Cambridge University Press.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

PUNYASHLOK AHILYADEVI HOLKAR, SOLAPUR UNIVERSITY, SOLAPUR

Structure & Credit Distribution of P.G. Degree Programme
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Choice Based Credit System
M.A.-I, SEMESTER –I (w.e.f.2026-2027)

Marks: 100 (60+40)
Credits: 4

DSC II -Prehistory of India

Course Description

This coursed surveys the cultural evolution of humans in the Indian subcontinent from the earliest hominin presence c.2.0mys to the beginnings of agriculture and village life c. 7000 BCE. It integrates data from geology, paleoanthropology, lithic technology, paleoenvironments and absolute dating to reconstruct Paleolithic, Mesolithic lifeways. Key theme includes tool typology and technology, quaternary climate, hominin evolution, monsoon shifts, site formation process, subsistence strategies, art, symbolism and the transition to food production. Major cultural complexes covered Acheulian, Middle & Upper Paleolithic, Microlithic traditions. Field methods, excavation reports and lithic analysis are emphasized to understand how prehistoric data is recovered and interpreted.

Course Objectives

1. To introduce students to the concepts, scope, and methods of Prehistoric Archaeology in the Indian subcontinent.
2. To familiarize students with major cultural stages from Palaeolithic to Iron Age and their regional variations.
3. To develop understanding of stone tool technology, subsistence patterns, and settlement systems.
4. To train students in critical analysis of archaeological data, field reports, and scientific dating methods.
5. To link Indian prehistory with global prehistoric developments and debates.
6. To analyze the transition to food production, plant animal domestication & debates on indigenous vs diffusion models.

Course Outcomes

After completing the course, students will be able to:

1. Define key terms and chronology of Indian Prehistory from ~2.6 mya to 600 BCE.
2. Identify and classify prehistoric tools, assemblages, and site types from different regions.
3. Analyze subsistence strategies, art, and burial practices of prehistoric communities.
4. Evaluate evidence from major excavated sites like Attirampakkam, Bhimbetka, Burzahom, Hallur.
5. Apply dating methods and field techniques to interpret prehistoric data.
6. Classify stone tool assemblage into Lower, Middle, Upper Paleolithic & Mesolithic, and identify key type-fossils for each phase.

Unit 1: Introduction to Indian Prehistory (Credit: 1) (Lectures: 15)

a) Definition, scope, history of prehistoric research in India
b) Geological background: Pleistocene & Holocene

c) Dating methods: TL, OSL, Potassium-Argon, Dendrochronology
d) Paleoenvironment and climate change

Unit 2: Palaeolithic Cultures (Credit :1) (Lectures: 15)

a) - The Lower Palaeolithic Age- Soanian & Acheulian traditions
Nature and significance of the technology, Distribution and Variation,
Important areas, Associated Fauna, Chronology

b) The Middle Palaeolithic Age- Nature and significance of the technology, Flake industries, Distribution and Variation, Important areas, Associated Fauna, Chronology

c)The Upper Palaeolithic Age - Blade & burin industries, art evidence,
Technology: Core, flake, blade techniques, Distribution and Variation,
Important areas, Associated Fauna, Chronology

Unit 3: Mesolithic Cultures (Credit :1) (Lectures: 15)

a) Definition, chronology, distribution
b) Microlithic technology, hunting-gathering economy
c) Rock art: Bhimbetka, Adamgarh, Kerala & rock art sites
d) Sites: Bagor, Langhnaj, Sarai Nahar Rai, Teri sites & other

Unit-IV:Human Evolution (Credit :1) (Lectures: 15)

a. Concept and Theories of Culture
b. Human Origins in Environmental Changes Cultural Development
c. Adaptations and Origins of Agriculture and Sedentism
d. Neolithic and Chalcolithic Revolutions: Models and Debates
e. Emergence of Complex Societies and Early States
f. Comparative Overview of Major World Civilizations
g. Introduction to Typology:-Tools Technology

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

Recommended Readings

1. Agrawal D.P. 1992.Man and Environment in India through Ages. New Delhi: Books and Books.
2. Agrawal D.P.and J.S. Kharakwal, 20052, South Asian Prehistory. New Delhi: Aryan Book.
3. Neumayer, E. 2010. Rock Art of India. Oxford and New Delhi: Oxford University Press. Pandey, S. K. 1993. Indian Rock Art. Delhi: Aryan Books International.
4. Pant, P.C.and V. Jayaswal.1991. Paisra : The Stone Age Settlement of Bihar. Delhi: Agam Kala Prakashan.
5. Pappu, R. S. 2001. Acheulian Culture in Peninsular India: an Ecological Perspective New Delhi: D.K. Printworld.
6. Chakravarty, K. K., and R. G. Bednarik. 1997. Indian Rock Art in Global Context. Delhi: Motilal Banarasidass & IGRMS.
7. Clark, J.D. and Sharma, G.R. (Eds.) 2008 Palaeoenvironment and Prehistory in the Middle Son Valley, Madhya Pradesh, North Central India. Allahabad: Abinash Prakashan.

8. Cooper, Z. M. 1997. Prehistory of the Chitrakot Falls, Central India. Pune:Ravish Publishers.
9. Corvinus, G.1983. A Survey of the Pravara River System in Western Maharashtra, India, Vol 2. The Excavations of the Acheulian Site of Chirki-on-Pravara, India. Tubingen:Institute for Urgeschichte.
10. Corvinus, G. 2007. Prehistoric Cultures in Nepal: From the Early Palaeolithic to the Neolithic and the Quaternary Geology of the Dang-Deokhuri Dun Valleys, Volume 1.
11. Friedrich-Alexander-Universität Erlangen-Nürnberg. Institut für Ur- und Frühgeschichte. Harrassowitz Verlag.
12. De Terra, H. and T.T.Paterson Eds.1939. Studies on the Ice Age in India and Associated Human Cultures.Washington:Carnegie Institution ofWashington Publication No.493.
13. Dennell, R.W.2009. Palaeolithic Settlement of Asia. Cambridge: Cambridge University Press.
14. Bhattacharya D.K. Prehistoric Archaeology, New Delhi. Bhattacharya D.K. An Outline of Indian Prehistory, New Delhi.
15. Chakravarty, K.K. (Ed) 1984. Rock Art of India. New Delhi: Arnold-Heinemann.
16. Chakravarty D.K. The Oxford Companion of India Archaeology.
17. Sankalia H.D. 1974. Prehistory and Proto history of India and Pakistan Pune: Deccan College.
18. Sankalia H.D. 1974 Stone Age tools: Their Names and Probable functions. Pune : Deccan College.
19. Jain V.K. 2006 Pre & Proto history of India, D.K. Print world Publication, New Delhi

PUNYASHLOK AHILYADEVI HOLKAR, SOLAPUR UNIVERSITY, SOLAPUR
Structure & Credit Distribution of P.G. Degree Programme
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M.A.-I, SEMESTER –II
(w.e.f.2026-2027)

DSC –III Political History of Ancient India (up to 650CE)

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course provides a comprehensive study of the political history of Ancient India from the earliest historical period up to 650 CE. It examines the rise and development of major dynasties, states, and empires, including the Mahajanapadas, Mauryas, Satavahanas, Kushanas, Guptas, Vakatakas, and Harshavardhana. The course focuses on political institutions, administrative systems, state formation, inter-state relations, and the role of archaeological, epigraphic, and literary sources in reconstructing political history.

Course Objectives:-

1. To familiarize students with the political developments in Ancient India up to 650 CE.
2. To study the emergence and growth of states, kingdoms, and empires in Ancient India.
3. To understand the nature and structure of ancient Indian political institutions and administration.
4. To analyze the contribution of various dynasties to the political unification and governance of the Indian subcontinent.
5. To develop the ability to critically examine literary, archaeological, and epigraphic sources for political history.
6. To encourage historical interpretation and scholarly understanding of political processes in Ancient India.

Course Outcomes:-

After successful completion of the course, students will be able to:

1. Explain the major political developments and dynastic histories of Ancient India up to 650 CE.
2. Analyze the evolution of political institutions, governance, and administrative systems in Ancient India.
3. Evaluate the role of important rulers and dynasties in shaping India's political landscape.
4. Interpret archaeological, numismatic, and epigraphic evidence related to political history.
5. Critically assess historical sources and historiographical debates concerning Ancient Indian polity.
6. Apply historical knowledge to understand the continuity and transformation of political traditions in early Indian history.

Unit 1: Sources, Historiography, and Early Political Institutions of Ancient India (Credit: 1) (Lectures: 15)

- Geography and Historiography of Ancient India

1. Geography of Ancient India
2. Historiography of Ancient India
3. Sources of Ancient Indian History

- Emergence of Political Institutions in Ancient India

1. Janapadas, Republics (Ganrajyas), and Mahajanapadas
2. Rise of the Magadha Empire
3. Persian and Greek Invasions: Causes and Impacts

Unit 2: Mauryan and Post-Mauryan India (Credit: 1) (Lectures: 15)

1. Chandragupta Maurya and Bindusara
2. Ashoka, his successors and decline of the Mauryas
3. Mauryan Administration
4. Shunga, Kanva, Indo-Greek, Indo-Scythian and Indo-Parthian dynasties

Unit 3: Kushan- and Satvahan period (Credit: 1) (Lectures: 15)

1. Origin and early history kushan, Kanishka and his successor
2. Kshatrap and Kushan relation
3. Satavahana ,Origin, Chronology and Genealogy
4. Political history and expansion
5. Contribution to history of Decca

Unit 4: Gupta Period (Credit: 1) (Lectures: 15)

1. Early history, genealogy and the region of Chandragupta-I
2. Samudragupta, Ramgupta, Chandragupta-II
3. Successors of Chandragupta-II, Hun invasion and decline of the Gupta Empire
4. Vakatakas

Key Reading List:-

1. Deglurkar G.B. – Prachin Bharat- Itihas Ani Sanskruti, Aparant Prakashan,Pune (Marathi), 2015
2. Agarwal D.P.-The Archaeology of India,Delhi,Select Books Services syndicate.1984
3. Agrawal V.S.- Indian Art, Vol. Iv Waranasi, Prithvi Prakashan, 1972.
4. Basham A.L.-The Wonder that was India, Mumbai,Rupa 1971.
5. Bhattacharya N.N.- Ancient Indian Rituals and their Social Contents,2nd edn. Delhi, Manohar, 1996.
6. Chakrabarti D.K.- The Archaeology of Ancient Indian Cities, Delhi,OUP,1997.
7. Champakalakshmi R.- Trade, Ideology and Urbanisation:South India 200 BCAD 1300, Delhi,OUP, 1996.
8. Chanana,Dev Raj, Slavery in Ancient India, Delhi, PPH, 1960.
9. Chattopadhyaya B.D.- A survey of Historical Geography of Ancient India,
10. Gupta P.L. Coins, 4th Edn, Delhi 1996.
11. Harle J.C.-The Art and Architecture of Indian Subcontinent, Harmondsworth, Penguin, 1987.
12. Hiriyama M- Essentials of Indian Philosophy ,Delhi, Motilal Banarsidass, 1995.
13. Huntington S. and John C. Huntington, The Art of India: Buddhist, Hindu, Jain,New Yourk, Weatherhill, 1985.
14. Jha D.N.(ed),Feudal Sociali Formation in Early India, Delhi, Motilal Banarsidass, 1995.
15. Kosambi D.D.-An Introduction to the Study of Indian History, Mumbai,Popular Prakashan,1975.
16. Ludden David, Peasant Society in South India, Princeton,1995.
17. Majumdar R.C. et. Al(eds), History and Culture of the Indian People, Vols.I II and III, Mumbai, 1974.
18. Nandi R.N. Social Roots of Religion in Ancient India, Kolkata, K.B. Bagchi, 1986.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

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DSC –IV Practical

Marks: 50 (30+20) **Credits:** 2

Course Description

This practical course is designed to provide students with foundational training in archaeological methods, techniques, and professional practices. It emphasizes the identification, classification, documentation, and analysis of archaeological materials, including artefacts and ecofacts. The course introduces students to archaeological illustration, photography, field recording, site documentation, and basic exploration and excavation techniques. Through field visits, museum studies, educational tours, and participation in workshops, seminars, and conferences, students gain first-hand exposure to archaeological research, heritage management, and museum practices. The course integrates classroom learning with experiential and field-based training, preparing students for advanced archaeological fieldwork, research, and heritage-related professions.

Course Objectives

1. Provide practical training in the identification and classification of archaeological artefacts and ecofacts.
2. Develop skills in archaeological documentation, cataloguing, recording, photography, and illustration.
3. Introduce students to the principles and methods of archaeological exploration and excavation.
4. Familiarize students with the use of maps, plans, GPS, and field recording techniques.
5. Encourage critical observation and interpretation of archaeological sites, museum collections, and heritage resources.
6. Provide exposure to museums, archaeological sites, laboratories, archives, and research institutions.
7. Promote experiential learning through educational tours, field visits, workshops, seminars, conferences, and guest lectures.
8. Develop professional, analytical, and reporting skills required for archaeological research and heritage management.
9. Foster awareness regarding cultural heritage preservation, conservation, and public engagement.

Course Outcomes

Upon successful completion of the course, students will be able to:

1. Identify and classify major categories of archaeological artefacts and ecofacts.
2. Apply standard methods of archaeological documentation, cataloguing, and registration.
3. Prepare archaeological drawings, photographic records, and field documentation according to professional standards.
4. Demonstrate basic knowledge of archaeological exploration, excavation, and site recording techniques.
5. Utilize maps, plans, GPS, and other tools for archaeological fieldwork and site documentation.

6. Analyze and interpret archaeological materials and site-related data.
7. Prepare field reports, museum reports, and documentation records in a systematic manner.
8. Evaluate the significance of archaeological sites, museum collections, and heritage resources.
9. Demonstrate professional competence through participation in field visits, study tours, workshops, seminars, and conferences.
10. Develop practical skills, critical thinking, teamwork, and communication abilities necessary for advanced studies and careers in Archaeology, Heritage Management, Museology, and Cultural Resource Management.

A. Archaeological Materials and Identification

1. Identification and classification of Stone Tools.
2. Identification and classification of Pottery and Ceramics.
3. Identification of Terracotta, Beads, Coins, and Metal Objects.
4. Identification of Archaeological Ecofacts and Faunal Remains.

B. Documentation, Recording and Archaeological Illustration

1. Artefact Registration and Cataloguing.
2. Preparation of Inventory and Documentation Sheets.
3. Archaeological Field Diary and Record Keeping.
4. Pottery Drawing and Stone Tool Drawing.
5. Scale Drawing and Measurement Techniques.
6. Object Photography and Digital Documentation.

C. Field Archaeology and Site Studies

1. Archaeological Exploration: Methods and Techniques.
2. Introduction to Excavation Methods and Recording.
3. Site Survey and Documentation.
4. Reading of Topographical Maps and Site Plans.
5. GPS and Basic Site Mapping.
6. Preparation of Field Reports.

D. Educational Visits and Professional Exposure

1. Students shall undertake and submit reports on the following activities:
2. Archaeological Site Visit
3. Participation in Archaeological Exploration and/or Excavation.
4. Museum Visit and Study of Collections.
5. Educational Study Tour.
6. Visit to Archaeological Laboratories, Research Institutes, Archives, or Heritage Sites.
7. Attendance at Workshops, Seminars, Conferences, Guest Lectures, or Training Programmes related to Archaeology, Ancient Indian History, Heritage, Museology, or Conservation.
8. Submission of Field Visit / Museum Visit / Workshop Reports.

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DSE –I Introduction to Museology

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course provides a comprehensive introduction to the theory and practice of museology, focusing on the role of museums as institutions for the collection, preservation, research, interpretation, and dissemination of cultural and natural heritage. It examines the historical development of museums and museology in India, principles of collection management and documentation, conservation and preservation of museum materials, museum legislation, administration, exhibition design, museum education, and public engagement. The course also introduces students to major museums in India and contemporary challenges in museum management in a globalized world.

Course Objectives:-

1. Introduce students to the concepts, scope, functions, and development of museums and museology.
2. Familiarize students with the principles and methods of museum collection, documentation, and research.
3. Develop an understanding of museum ethics, acquisition policies, and legal frameworks governing museum collections.
4. Provide knowledge of conservation and preservation techniques for different categories of museum materials.
5. Examine museum administration, governance, finance, security, and professional practices.
6. Introduce the principles of museum architecture, exhibition planning, and display techniques.
7. Explore the educational, cultural, and social responsibilities of museums in contemporary society.
8. Develop awareness of the role of museums in heritage management, public engagement, and lifelong learning.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the concepts, functions, and significance of museums and museology in heritage preservation and public education.
2. Classify different types of museums and evaluate their roles in society.
3. Apply principles of acquisition, documentation, cataloguing, indexing, and digital management of museum collections.
4. Assess ethical issues and legal regulations related to museum collections and cultural property.
5. Identify factors responsible for the deterioration of museum objects and recommend appropriate conservation measures.
6. Analyze museum administration, governance structures, financial management, and security systems.

7. Design basic exhibition plans and evaluate display techniques and museum communication strategies.
8. Critically examine the educational and outreach functions of museums and their engagement with diverse audiences.
9. Evaluate the collections, history, and significance of major museums in India.
10. Demonstrate an understanding of contemporary trends and challenges in museum management and heritage interpretation.

Unit 1: Introduction to Museums and Museology (Credit: 1) (Lectures: 15)

1. Definition, Aims, Scope and Functions of Museums
2. History and Development of Museology in India
3. Importance and Role of Museums in Contemporary Society
4. Museums in the Age of Globalization
5. Types of Museums and their Classification
6. Museums as Educational, Cultural and Research Institutions
7. Professional Organizations Related to Museums:-
   International Council of Museums (ICOM)
   Museums Association of India (MAI)
   Other Professional Bodies
8. Museology Education and Training in India

Unit 2: Museum Administration, Museum Collection, Documentation and Research (Credit: 1) (Lectures: 15)

1. Museum Administration, Governance and Human Resources
2. Museum Finance, Maintenance, Security and Risk Management
3. Collection Management, Acquisition and Museum Ethics
4. Documentation, Registration and Classification of Collections
5. Cataloguing, Information Management and Digital Documentation
6. Museum Research and Knowledge Development

Unit 3: Conservation, Preservation and Museum Legislation (Credit: 1) (Lectures: 15)

1. Types of Museum Materials
2. Principles of Conservation and Preservation
3. Deterioration Factors and Their Control:-

- Climate and Environment
- Light, Insects and Microorganisms ,Atmospheric Pollution

4. Conservation of Organic Materials:-

- Manuscripts ,Wood,Paper ,Ivory and Bone

5. Conservation of Inorganic Materials:-

- Stone ,Terracotta ,Glass ,Metal

6. Conservation of Biological Materials:-

- Plants ,Animals

7. Museum Legislation in India:-

- The Indian Treasure-Trove Act, 1878
- The Ancient Monuments and Archaeological Sites and Remains Act, 1958
- The Antiquities and Art Treasures Act, 1972

Unit4: Museum Architecture, Exhibition and Public Engagement (Credit: 1) (Lectures: 15)

1. Museum Architecture, Planning and Infrastructure
2. Exhibition Planning and Design
3. Display Techniques and Installation Methods
4. Museum Communication, Education and Interpretation
5. Museum Public Engagement and Extension Activities

6. Study of Major Museums in India:-

- National Museum Delhi
- Indian Museum Kolkata
- Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, Mumbai
- Salar Jung Museum, Hyderabad
- Indira Gandhi Rashtriya Manav Sangrahalaya,Bhopal

Key Reading List:-

Agrawal, O. P. (2004). *Essentials of conservation and museology*. Sundeep Prakashan.
Agrawal, O. P. (2007). *Care and preservation of museum objects*. National Research Laboratory for Conservation of Cultural Property.
Ambrose, T., & Paine, C. (2018). *Museum basics* (4th ed.). Routledge.
Buck, R. A., & Gilmore, J. A. (2010). *The new museum registration methods* (5th ed.). American Alliance of Museums.
Burcaw, G. E. (1997). *Introduction to museum work* (3rd ed.). AltaMira Press.
Caple, C. (2000). *Conservation skills: Judgement, method and decision making*. Routledge.
Cronyn, J. M. (1990). *The elements of archaeological conservation*. Routledge.
Edson, G., & Dean, D. (1996). *The handbook for museums*. Routledge.
Forrest, C. (2010). *International law and the protection of cultural heritage*. Routledge.
Hooper-Greenhill, E. (1992). *Museums and the shaping of knowledge*. Routledge.
Hooper-Greenhill, E. (1994). *The educational role of the museum*. Routledge.
Hooper-Greenhill, E. (2007). *Museums and education: Purpose, pedagogy, performance*. Routledge.
Lord, B., & Lord, G. D. (2009). *The manual of museum planning* (3rd ed.). AltaMira Press.
Lord, B., Lord, G. D., & Martin, L. (2012). *Manual of museum management* (2nd ed.). Rowman & Littlefield.
Mairesse, F., & Desvallées, A. (2010). *Key concepts of museology*. Armand Colin and ICOM.
McLean, K. (1993). *Planning for people in museum exhibitions*. Association of Science and Technology Centers.
Nigam, M. L. (1966). *Fundamentals of museology*. Navahind Prakashan.
Pearce, S. M. (1992). *Museums, objects and collections: A cultural study*. Smithsonian Institution Press.
Prott, L. V. (Ed.). (2009). *Witnesses to history: A compendium of documents and writings on the return of cultural objects*. UNESCO.
Rath, B. (2014). *Museology and museum administration in India*. Kaveri Books.
Sease, C. (1994). *A conservation manual for the field archaeologist* (4th ed.). UCLA Institute of Archaeology.
Simmons, J. E. (2015). *Things great and small: Collections management policies*. American Alliance of Museums.
Thomson, G. (1986). *The museum environment* (2nd ed.). Butterworth-Heinemann.
Vergo, P. (Ed.). (1989). *The new museology*. Reaktion Books.
Weil, S. E. (2002). *Making museums matter*. Smithsonian Institution Press.

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DSE –II Ethno Archaeology

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course introduces students to the theoretical foundations, methods, and applications of Ethnoarchaeology as a bridge between archaeology and ethnography. It examines the use of ethnographic analogy in interpreting the archaeological record and reconstructing past human behavior, technology, subsistence strategies, and social organization. The course explores the relationship between archaeological and ethnographic data, reviews major ethnoarchaeological studies in India and abroad, and evaluates their relevance for understanding prehistoric and protohistoric societies. Special emphasis is placed on hunter-gatherer, pastoral, agricultural, and megalithic communities, as well as the contribution of ethnoarchaeology to interdisciplinary archaeological research, including biological anthropology, ethnobotany, and archaeozoology.

Course Objectives:-

1. Introduce students to the concepts, scope, methods, and theoretical foundations of ethnoarchaeology.
2. Examine the relationship between ethnographic observations and archaeological interpretation.
3. Develop an understanding of the role of analogy in reconstructing past human societies and material culture.
4. Familiarize students with major ethnoarchaeological studies conducted in India and other parts of the world.
5. Explore the relevance of contemporary tribal, pastoral, agricultural, and hunter-gatherer communities for archaeological interpretation.
6. Analyze the significance of caste and tribal structures in understanding archaeological evidence and social organization.
7. Evaluate the contribution of ethnoarchaeology to the study of subsistence systems, technology, settlement patterns, and cultural traditions.
8. Understand the applications of ethnoarchaeology in interdisciplinary archaeological sciences.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the concepts, scope, methods, and significance of ethnoarchaeology within archaeological research.
2. Critically assess the use of ethnographic analogy in interpreting archaeological data.
3. Analyze the relationship between archaeological and ethnographic records in reconstructing past lifeways.
4. Evaluate major ethnoarchaeological studies from India and abroad and their contributions to archaeological interpretation.
5. Interpret archaeological evidence relating to hunter-gatherer, pastoral, agricultural, and megalithic societies through ethnographic perspectives.
6. Assess the relevance of caste, tribe, and social organization in archaeological reconstruction.

7. Apply ethnoarchaeological approaches to the study of settlement patterns, technology, ceramics, subsistence practices, and resource utilization.
8. Demonstrate an understanding of the role of ethnoarchaeology in biological anthropology, ethnobotany, archaeozoology, and other scientific approaches in archaeology.
9. Critically evaluate the strengths and limitations of ethnoarchaeological methods in contemporary archaeological research.

Unit 1: Foundations of Ethno archaeology (Credit: 1) (Lectures: 15)

1. Nature and interrelationship of archaeological and ethnographic records.
2. The role of analogy in archaeological interpretation.
3. Definition, scope and methods of ethnoarchaeology.
4. Brief review of ethnoarchaeological research in India.
5. Ethnoarchaeology and reconstruction of past material culture:-

- Settlement patterns
- Technology
- Ceramics
- Food processing
- Other material practices

6. Role of analogy in scientific approaches to archaeology.

Unit 2: Indian Social Structure and Ethno archaeological Contexts **(Credit: 1) (Lectures: 15)**

1. Composition of Indian society.
2. Castes and tribes: concepts, distinctions and interactions.
3. Origin and evolution of the caste system in India.
4. Archaeological significance of caste and tribal organization.
5. Ethnographic context as a framework for interpreting archaeological remains in South Asia.

Unit 3: Ethno archaeological Studies in Indian Settings (Credit: 1) (Lectures: 15)

1. Forager/collector models and their relevance to Palaeolithic and Mesolithic societies: Andaman Islanders.
2. Studies of living hunter-gatherers and marginal communities in India:-

- Pardhis
- Van Vagris
- Korkus
- Gonds
- Birhors
- Yanadis
- Chenchus
- Musahars
- Bastar region communities

3. Present-day shifting cultivation practices and their relevance to Mesolithic, Neolithic and Chalcolithic cultures of India.
4. Ethnoarchaeology of the South Indian Neolithic culture.
5. Reconstructing early agro-pastoral Chalcolithic communities of central and western India:-

- Mahadeo Kolis
- Bhils
- Dhangars

6. Living Megalithic traditions in India.
7. Ethnoarchaeology of inland and coastal fishing economies.
8. Ethnoarchaeology of marginal resource utilization, including shell fishing.

Unit 4: Comparative Ethnoarchaeology and Scientific Applications (Credit: 1) (Lectures: 15)

1. Important ethnoarchaeological studies outside India:-
- Eskimos/Inuit of Alaska
- Bushmen (San) of the Kalahari Desert
- Australian Aboriginal groups
2. Comparative perspectives on hunter-gatherer adaptation and material culture.
3. Applications of ethnoarchaeology to archaeological science:-
- Biological anthropology
- Ethnobotany
- Archaeozoology
- Interpretive use and limits of analogy in scientific reconstruction

Key Reading List:-

Allchin, B., & Allchin, R. (1997). *Origins of a civilization: The prehistory and early archaeology of South Asia*. Viking.

Béteille, A. (2011). *Caste, class and power: Changing patterns of stratification in a Tanjore village* (2nd ed.). Oxford University Press.

Binford, L. R. (1983). *In pursuit of the past: Decoding the archaeological record*. Thames & Hudson.

Binford, L. R. (2001). *Constructing frames of reference: An analytical method for archaeological theory building using hunter-gatherer and environmental data sets*. University of California Press.

David, N., & Kramer, C. (2001). *Ethnoarchaeology in action*. Cambridge University Press.

Gould, R. A. (1980). *Living archaeology*. Cambridge University Press.

Hastorf, C. A. (1999). *Recent research in paleoethnobotany*. Journal of Archaeological Research, 7(1), 55–103.

Hodder, I. (1982). *Symbols in action: Ethnoarchaeological studies of material culture*. Cambridge University Press.

Hodder, I. (1986). *Reading the past: Current approaches to interpretation in archaeology*. Cambridge University Press.

Johnson, M. (2019). *Archaeological theory: An introduction* (3rd ed.). Wiley-Blackwell.

Kelly, R. L. (2013). *The lifeways of hunter-gatherers: The foraging spectrum* (2nd ed.). Cambridge University Press.

Kramer, C. (1979). *Ethnoarchaeology: Implications of ethnography for archaeology*. Columbia University Press.

Lane, P. J. (2015). *Archaeology in the age of globalization: Local and global perspectives*. Springer.

Lee, R. B., & DeVore, I. (Eds.). (1968). *Man the hunter*. Aldine Publishing.

Longacre, W. A. (Ed.). (1991). *Ceramic ethnoarchaeology*. University of Arizona Press.

Majumdar, D. N. (1961). *Races and cultures of India*. Asia Publishing House.

Misra, V. N. (2007). *Prehistoric human colonization of India*. Indian Archaeological Society.

O'Connor, T. (2000). *The archaeology of animal bones*. Texas A&M University Press.

Paddayya, K. (1990). *Theoretical perspectives in Indian archaeology*. Books & Books.

Paddayya, K. (2010). *The Acheulian culture of the Hunsgi and Baichbal valleys, Karnataka*. Deccan College Postgraduate and Research Institute.

Reitz, E. J., & Wing, E. S. (2008). *Zooarchaeology* (2nd ed.). Cambridge University Press.

Renfrew, C., & Bahn, P. (2024). *Archaeology: Theories, methods and practice* (9th ed.). Thames & Hudson.

Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
Shinde, V. (Ed.). (2014). *Current perspectives in Indian archaeology*. Books & Books.
Srinivas, M. N. (1962). *Caste in modern India and other essays*. Asia Publishing House.
Trigger, B. G. (2006). *A history of archaeological thought* (2nd ed.). Cambridge University Press.
Vidyarthi, L. P., & Rai, B. K. (1985). *The tribal culture of India*. Concept Publishing Company.
Wylie, A. (2002). *Thinking from things: Essays in the philosophy of archaeology*. University of California Press.
Yellen, J. E. (1977). *Archaeological approaches to the present: Models for reconstructing the past*. Academic Press.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

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DSE –III Introduction Scientific Archaeology

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course introduces students to the application of scientific methods and laboratory techniques in archaeological research. It provides training in the identification, analysis, interpretation, and conservation of archaeological materials, including stone tools, pottery, plant remains, animal bones, human skeletal remains, minerals, rocks, soils, and sediments. The course emphasizes interdisciplinary approaches by integrating geological, biological, geographical, and environmental sciences with archaeological inquiry. Students are also introduced to techniques of mapping, remote sensing, osteological analysis, archaeobotanical and archaeozoological studies, and the conservation of archaeological objects. The course aims to develop practical and analytical skills necessary for archaeological fieldwork, laboratory research, and heritage management.

Course Objectives:-

1. Introduce students to the role of scientific disciplines in archaeological research and interpretation.
2. Develop skills in the identification and analysis of archaeological materials such as stone tools, pottery, and ecofacts.
3. Familiarize students with geological and geoarchaeological methods used in archaeological investigations.
4. Provide knowledge of archaeobotanical and palynological techniques for reconstructing past environments and subsistence systems.
5. Introduce the principles and methods of archaeozoological and palaeontological analysis.
6. Develop competency in the identification and interpretation of human skeletal remains.
7. Familiarize students with cartographic techniques, topographic maps, satellite imagery, and remote sensing applications in archaeology.
8. Provide practical understanding of conservation, preservation, and laboratory treatment of archaeological materials.
9. Promote interdisciplinary and scientific approaches to archaeological problem-solving and research.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the contribution of geological, biological, environmental, and geographical sciences to archaeological research.
2. Identify and classify archaeological materials, including stone tools, pottery, minerals, rocks, soils, and sediments.
3. Apply basic geoarchaeological methods in archaeological survey, excavation, and interpretation.

4. Analyze archaeobotanical remains such as seeds, grains, pollen, and plant fossils to reconstruct past environments and subsistence practices.
5. Identify and interpret faunal remains and vertebrate fossils using archaeozoological and palaeontological methods.
6. Demonstrate knowledge of mammalian osteology and distinguish between major domestic animal species found in archaeological contexts.
7. Identify human skeletal remains and apply methods of sex determination, age estimation, demographic reconstruction, and pathological analysis.
8. Utilize topographic maps, geological sections, and satellite imagery for archaeological investigation and landscape analysis.
9. Apply appropriate methods for cleaning, conservation, and preservation of archaeological materials, particularly metal objects.
10. Critically evaluate archaeological evidence through the integration of scientific and laboratory-based analytical techniques.

Unit 1: Scientific Approaches in Archaeology and Geoarchaeology (Credit: 1) (Lectures: 15)

1. Role of Various Sciences in Archaeological Research
2. Minerals and Rocks: Identification and Classification
3. Soils and Sediments in Archaeological Contexts
4. Geological Sections and Stratigraphic Interpretation
5. Toposheet Reading and Cartographic Skills
6. Satellite Imagery and Remote Sensing in Archaeology
7. Applications of Geological and Geographical Sciences in Archaeological Research

Unit 2: Archaeological Materials: Identification and Analysis (Credit: 1) (Lectures: 15)

1. Identification and Study of Stone Tools:-

- Raw Materials
- Typology and Technology
- Functional Interpretation

2. Identification and Study of Pottery:-

- Fabric Analysis
- Typology and Classification
- Manufacturing Techniques
- Archaeological Significance

3. Laboratory Methods for the Study of Archaeological Materials

Unit 3: Archaeobotany, Archaeozoology and Palaeontology (Credit: 1) (Lectures: 15)

1. Introduction to Archaeobotany and Palynology
2. Types of Plant Fossils in Archaeological Contexts
3. Identification of Charred Grains and Seeds
4. Microscopic Techniques in Palaeobotanical Studies
5. Scope and Objectives of Archaeozoology
6. Animal Classification and Mammalian Osteology
7. Identification of Domestic Animal Remains:-

- Cattle
- Sheep
- Goat
- Horse
- Donkey
- Dog
- Pig

8. Fossil Preparation and Identification

9. Systematic Palaeontology of Vertebrate Fossils
10. Reconstruction of Past Environments and Subsistence Patterns

Unit 4: Human Osteology and Conservation of Archaeological Materials (Credit: 1) (Lectures: 15)

1. Introduction to Human Osteology
2. Identification of Human Skeletal Remains
3. Methods of Cleaning and Reconstruction
4. Sex Determination and Age Estimation
5. Demographic Analysis
6. Pathological Studies in Human Skeletal Remains
7. Bioarchaeological Interpretation
8. Conservation Principles in Archaeology
9. Cleaning and Conservation of Iron Objects
10. Preservation of Archaeological Materials in Laboratory and Field Conditions

Key Reading List:-

Agrawal, D. P. (1982). *The archaeology of India*. Curzon Press.

Andrefsky, W., Jr. (2005). *Lithics: Macroscopic approaches to analysis* (2nd ed.). Cambridge University Press.

Bass, W. M. (2005). *Human osteology: A laboratory and field manual* (5th ed.). Missouri Archaeological Society.

Buikstra, J. E., & Ubelaker, D. H. (Eds.). (1994). *Standards for data collection from human skeletal remains*. Arkansas Archaeological Survey.

Cronyn, J. M. (1990). *The elements of archaeological conservation*. Routledge.

Dimbleby, G. W. (1985). *The palynology of archaeological sites*. Academic Press.

Goldberg, P., Macphail, R. I., & Herries, A. I. R. (2022). *Practical and theoretical geoarchaeology* (2nd ed.). Wiley-Blackwell.

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Orton, C., Tyers, P., & Vince, A. (2013). *Pottery in archaeology* (2nd ed.). Cambridge University Press.

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Pearsall, D. M. (2015). *Paleoethnobotany: A handbook of procedures* (3rd ed.). Routledge.

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Price, T. D., & Burton, J. H. (2011). *An introduction to archaeological chemistry*. Springer.

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Scarre, C. (Ed.). (2020). *The human past: World prehistory and the development of human societies* (5th ed.). Thames & Hudson.
Sease, C. (1994). *A conservation manual for the field archaeologist* (4th ed.). UCLA Institute of Archaeology.
Verstappen, H. T. (1983). *Applied geomorphology: Geomorphological surveys for environmental development*. Elsevier.
Watkinson, D., & Neal, V. (2001). *First aid for finds: Practical guide for archaeologists* (3rd ed.). Rescue Publication.
White, T. D., Black, M. T., & Folkens, P. A. (2012). *Human osteology* (3rd ed.). Academic Press.
Wiseman, J., & El-Baz, F. (Eds.). (2007). *Remote sensing in archaeology*. Springer.

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DSE –IV Ideas and Institution of Ancient India

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course explores the major ideas, philosophies, and institutions that shaped the social, political, economic, and cultural life of ancient India. Drawing upon literary, archaeological, epigraphic, and numismatic sources, it examines the evolution of key concepts such as *Dharma*, *Karma*, kingship, social organization, religious traditions, and economic institutions. The course provides a critical understanding of the structures and ideologies that governed ancient Indian society and evaluates their role in shaping the historical development of the Indian subcontinent. It also highlights the continuity and transformation of these institutions across different historical periods.

Course Objectives:-

1. Introduce students to the major sources for the study of ideas and institutions in ancient India.
2. Examine the philosophical and ideological foundations of ancient Indian society.
3. Analyze the development and functioning of social institutions such as family, marriage, caste, and education.
4. Understand the nature of religious institutions and their role in social and cultural life.
5. Explore the evolution of political thought, kingship, governance, and administrative systems.
6. Study the economic institutions of ancient India, including agriculture, trade, guilds, and monetary systems.
7. Develop an understanding of the interrelationship between ideas, institutions, and historical processes.
8. Encourage critical evaluation of continuity and change in ancient Indian social, political, and economic structures.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Identify and critically evaluate the literary, archaeological, epigraphic, and numismatic sources for the study of ancient Indian ideas and institutions.
2. Explain the fundamental concepts of ancient Indian philosophical and religious thought, including *Dharma*, *Karma*, *Moksha*, and the *Purusharthas*.
3. Analyze the structure and evolution of social institutions such as family, marriage, caste, varna, and educational systems.
4. Assess the role of religious organizations, monastic institutions, and sectarian traditions in ancient Indian society.
5. Evaluate theories of kingship, state formation, governance, and judicial administration in ancient India.
6. Examine the organization of economic institutions, including agriculture, guilds, trade networks, and coinage systems.

7. Interpret the relationship between ideology and institutional development in different phases of ancient Indian history.
8. Critically assess the continuity, transformation, and legacy of ancient Indian institutions in later historical periods.
9. Develop analytical skills for the interpretation of textual and material evidence related to ancient Indian civilization.

Unit 1: Intellectual Traditions and Philosophical Ideas in Ancient India (Credit: 1) (Lectures: 15)

1. Sources for the Study of Ancient Indian Ideas and Institutions
2. Concept of Dharma, Karma, Moksha and Purusharthas
3. Vedic Thought and Upanishadic Philosophy
4. Major Philosophical Traditions (Āstika and Nāstika Schools)
5. Buddhist and Jain Ideological Traditions
6. Concepts of State, Kingship and Society in Ancient Indian Thought

Unit 2: Social and Religious Institutions (Credit: 1) (Lectures: 15)

1. Family, Marriage and Kinship Systems
2. Varna and Jati: Origin, Development and Debates
3. Ashrama System and Social Duties
4. Position of Women in Ancient India
5. Education and Educational Institutions:-

- Gurukula
- Parishad
- Monastic Institutions

9. Religious Institutions and Places of Worship
10. Sangha, Matha and Monastic Organizations

Unit 3: Political and Administrative Institutions (Credit: 1) (Lectures: 15)

1. Theories of Kingship and State Formation
2. Republican and Monarchical Traditions
3. Administrative Structure in Ancient India
4. Law, Justice and Judicial Institutions
5. Revenue and Taxation Systems
6. Military Organization
7. Political Institutions in the Mauryan and Gupta Periods

Unit 4: Economic and Cultural Institutions (Credit: 1) (Lectures: 15)

1. Agrarian Organization and Land Relations
2. Trade, Commerce and Urbanization
3. Guilds (Shrenis) and Craft Organizations
4. Coinage, Banking and Economic Exchange
5. Cultural Institutions: Art, Architecture and Literature
6. Patronage and Institutional Development
7. Continuity and Transformation of Ancient Indian Institutions

Key Reading List:-

Altekar, A. S. (1958). *The position of women in Hindu civilization: From prehistoric times to the present day* (3rd ed.). Motilal Banarsidass.

Altekar, A. S. (2014). *Education in ancient India*. Nand Kishore & Bros.

Altekar, A. S. (2019). *State and government in ancient India*. Motilal Banarsidass.

Basham, A. L. (2004). *The wonder that was India* (Rev. ed.). Picador India.

Chakravarti, R. (2006). *Exploring early India: Up to c. AD 1300*. Primus Books.

Chattopadhyaya, D. P. (1993). *History of science and technology in ancient India: The beginnings*. Firma KLM.

Dasgupta, S. N. (1975). *A history of Indian philosophy* (Vols. 1–5). Motilal Banarsidass.
Ghoshal, U. N. (1959). *A history of Indian political ideas*. Oxford University Press.
Ghurye, G. S. (2008). *Caste and race in India* (6th ed.). Popular Prakashan.
Hiriyanna, M. (2015). *Outlines of Indian philosophy*. Motilal Banarsidass.
Jha, D. N. (2004). *Ancient India: An introductory outline*. Manohar Publishers.
Kane, P. V. (1930–1962). *History of Dharmaśāstra* (Vols. 1–5). Bhandarkar Oriental Research Institute.
Kangle, R. P. (Ed. & Trans.). (2010). *The Kautiliya Arthashastra* (3 vols.). Motilal Banarsidass.
Kosambi, D. D. (2002). *An introduction to the study of Indian history*. Popular Prakashan.
Majumdar, R. C. (Ed.). (1977). *The history and culture of the Indian people* (Vols. 1–11). Bharatiya Vidya Bhavan.
Prabhu, P. H. (2011). *Hindu social organization*. Popular Prakashan.
Radhakrishnan, S. (2008). *Indian philosophy* (Vols. 1–2). Oxford University Press.
Raychaudhuri, H. (1996). *Political history of ancient India* (8th ed.). Oxford University Press.
Sastri, K. A. N. (1952). *A history of South India: From prehistoric times to the fall of Vijayanagar*. Oxford University Press.
Sharma, A. (2000). *Classical Hindu thought: An introduction*. Oxford University Press.
Sharma, R. S. (1983). *Material culture and social formations in ancient India*. Macmillan.
Sharma, R. S. (1999). *Aspects of political ideas and institutions in ancient India* (5th ed.). Motilal Banarsidass.
Sharma, R. S. (2002). *Sudras in ancient India: A social history of the lower order down to circa AD 600*. Motilal Banarsidass.
Sharma, R. S. (2005). *India's ancient past*. Oxford University Press.
Sircar, D. C. (2011). *Indian epigraphy*. Motilal Banarsidass.
Thapar, R. (1990). *From lineage to state: Social formations in the mid-first millennium BC in the Ganga Valley*. Oxford University Press.
Thapar, R. (2002). *Early India: From the origins to AD 1300*. Penguin Books.
Thapar, R. (2013). *The past before us: Historical traditions of early North India*. Harvard University Press.
Upinder Singh. (2008). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Education.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

PUNYASHLOK AHILYADEVI HOLKAR, SOLAPUR UNIVERSITY, SOLAPUR
Structure & Credit Distribution of P.G. Degree Programme
School of Social Sciences
Subject: A.I.H.C & Archaeology
(According to NEP 2020) Choice Based Credit System
M.A.-I, SEMESTER –I
(w.e.f.2026-2027)

RM- Research Methodology in A.I.H.C. & Archaeology

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course introduces students to the theoretical, methodological, and analytical foundations of archaeological research. It examines the development of archaeological thought, major theoretical paradigms, philosophy of science, and epistemological debates that have shaped archaeological interpretation. The course provides comprehensive training in research design, data collection methods, sampling strategies, and the formulation of research problems. It also familiarizes students with the application of digital technologies, database management, Geographic Information Systems (GIS), remote sensing, and quantitative methods in archaeological research. Emphasis is placed on statistical analysis, data interpretation, academic writing, and effective presentation of research findings. The course equips students with the skills necessary for conducting independent archaeological research and preparing dissertations, theses, and scholarly publications.

Course Objectives:-

1. Introduce students to the philosophical and theoretical foundations of archaeological research.
2. Examine the development of archaeological theories from culture-historical approaches to contemporary perspectives.
3. Develop an understanding of research methodology, research design, and the scientific process in archaeology.
4. Train students in the identification and formulation of research problems, objectives, and hypotheses.
5. Familiarize students with qualitative and quantitative methods of data collection and analysis.
6. Introduce the use of digital technologies, databases, GIS, remote sensing, and computational tools in archaeological research.
7. Develop competence in statistical techniques used in archaeological data analysis.
8. Enhance skills in academic writing, research reporting, and scholarly presentation.
9. Promote critical thinking, objectivity, and ethical standards in archaeological research.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain major theoretical approaches and epistemological perspectives in archaeology and social science research.
2. Critically evaluate processual, post-processual, Marxist, feminist, subaltern, and other contemporary archaeological theories.
3. Apply principles of scientific reasoning, logic, and hypothesis testing in archaeological investigations.
4. Formulate research problems, objectives, research questions, and appropriate research designs.
5. Conduct literature reviews and prepare research proposals using accepted academic standards.

6. Select and apply suitable methods of data collection, including surveys, observation, excavation, interviews, archival research, and case studies.
7. Utilize digital tools, archaeological databases, GIS, remote sensing, and information management systems for archaeological research.
8. Apply quantitative and statistical methods for the analysis and interpretation of archaeological data.
9. Critically assess issues of validity, reliability, bias, and objectivity in research.
10. Prepare professional research reports, dissertations, theses, and scholarly articles using appropriate citation and referencing styles.
11. Present research findings effectively through oral presentations, posters, maps, photographs, statistical illustrations, and digital media.
12. Demonstrate the ability to undertake independent and interdisciplinary archaeological research.

Unit 1: Philosophical Roots and Significance of Research (Credit: 1) (Lectures: 15)

1. Meaning, Nature and History of Social Science Research
2. Epistemology and Philosophy of Social Science
3. Hermeneutics and Interpretative Traditions
4. Research Temperament and Qualities of a Researcher

Unit 2: Post-Processual Schools and Theories (Credit: 1) (Lectures: 15)

1. Importance of Theory in Archaeology and Its development
2. Post-Processual Perspectives:- A) Orientals, Nationalist theory B) Marxist theory C) Feminists archaeology E) Subaltern Theory

Unit 3: Research Design and Data Collection Methods (Credit: 1) (Lectures: 15)

1. Identification and Formulation of Research Problems
2. Concepts, Variables and Research Questions
3. Review of Literature
4. Research Proposal Writing
5. Sampling Techniques
6. Methods of Data Collection

Unit 4: Data Analysis, Interpretation and Academic Writing (Credit: 1) (Lectures: 15)

1. Data interpretation: Classification , Tabulation of Data
2. Research Design:- Explorative, Descriptive, Analytical and Applied
3. Computing Fundamentals and Archaeological Applications
4. Use of GIS, GPS, Remote Sensing and Digital Cartography in research
   Digital Image Processing, Modelling and Simulation
5. Research Report Writing
6. Academic Presentation Techniques

Key Reading List:-

Banning, E. B. (2020). *The archaeologist's laboratory: The analysis of archaeological data* (2nd ed.). Springer.

Baxter, M. J. (2003). *Statistics in archaeology*. Arnold Publishers.

Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). University of Chicago Press.

Binford, L. R. (1972). *An archaeological perspective*. Seminar Press.

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Chakrabarti, D. K. (2014). *India: An archaeological history—Palaeolithic beginnings to early historic foundations* (3rd ed.). Oxford University Press.

Conolly, J., & Lake, M. (2006). *Geographical information systems in archaeology*. Cambridge University Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
Drennan, R. D. (2009). *Statistics for archaeologists: A common sense approach* (2nd ed.). Springer.
Drewett, P. (2011). *Field archaeology: An introduction* (2nd ed.). Routledge.
Evans, T. L., & Daly, P. T. (Eds.). (2006). *Digital archaeology: Bridging method and theory*. Routledge.
Fletcher, M., & Lock, G. (2005). *Digging numbers: Elementary statistics for archaeologists* (2nd ed.). Oxford University School of Archaeology.
Greene, K., & Moore, T. (2010). *Archaeology: An introduction* (5th ed.). Routledge.
Hodder, I. (1986). *Reading the past: Current approaches to interpretation in archaeology*. Cambridge University Press.
Johnson, M. (2019). *Archaeological theory: An introduction* (3rd ed.). Wiley-Blackwell.
Kosambi, D. D. (2002). *An introduction to the study of Indian history*. Popular Prakashan.
Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.
Kumar, R. (2021). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.
Lock, G. (2003). *Using computers in archaeology: Towards virtual pasts*. Routledge.
Murray, R. (2017). *How to write a thesis* (4th ed.). Open University Press.
Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
Paddayya, K. (1990). *Theoretical perspectives in Indian archaeology*. Books & Books.
Renfrew, C., & Bahn, P. (2024). *Archaeology: Theories, methods and practice* (9th ed.). Thames & Hudson.
Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
Sharer, R. J., & Ashmore, W. (2017). *Discovering our past: A brief introduction to archaeology* (7th ed.). McGraw-Hill.
Shennan, S. (1997). *Quantifying archaeology* (2nd ed.). Edinburgh University Press.
Shinde, V. (Ed.). (2014). *Current perspectives in Indian archaeology*. Books & Books.
Trigger, B. G. (2006). *A history of archaeological thought* (2nd ed.). Cambridge University Press.
Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.
Walliman, N. (2021). *Your research project: Designing, planning, and getting started* (9th ed.). Sage Publications.
Wheatley, D., & Gillings, M. (2002). *Spatial technology and archaeology: The archaeological applications of GIS*. Taylor & Francis.
Wylie, A. (2002). *Thinking from things: Essays in the philosophy of archaeology*. University of California Press.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

PUNYASHLOK AHILYADEVI HOLKAR, SOLAPUR UNIVERSITY, SOLAPUR
Structure & Credit Distribution of P.G. Degree Programme
School of Social Sciences
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M.A.-I, SEMESTER –II
(w.e.f.2026-2027)

DSC –V Political History of Ancient India (Up to 650 to 1200 CE)

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course explores the interrelationship between religion, polity, and society in India from the Vedic period to the Early Medieval period (c. 1200 CE). It examines the evolution of major religious traditions, including Vedic religion, Buddhism, Jainism, and Brahmanical sectarian movements such as Shaivism, Vaishnavism, Shaktism, Saura, and Ganapatya traditions. The course also investigates the political developments of Early Medieval India, focusing on the rise of regional kingdoms, state formation, kingship, administration, and political institutions. Through archaeological, literary, epigraphic, and numismatic sources, students will analyze the role of religion in legitimizing political authority and shaping social and cultural processes. The course highlights the dynamic interaction between religious ideologies and political structures in the making of Early Medieval Indian civilization.

Course Objectives:-

1. Introduce students to the major religious traditions and philosophical developments of ancient and early medieval India.
2. Examine the emergence, growth, and transformation of Vedic, Buddhist, Jain, and Brahmanical religious traditions.
3. Familiarize students with the sources for reconstructing the political and religious history of Early Medieval India.
4. Analyze the processes of state formation, regionalization, and political change between c. 650 and 1200 CE.
5. Study the rise and development of major dynasties and regional kingdoms in northern, central, and southern India.
6. Understand the relationship between religion, kingship, and political legitimacy.
7. Evaluate the role of sectarian movements, religious institutions, and popular cults in shaping Indian society.
8. Develop critical perspectives on historiographical debates relating to religion, polity, and social change in Early Medieval India.
9. Encourage interdisciplinary approaches integrating archaeology, history, epigraphy, numismatics, and religious studies.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the fundamental characteristics and evolution of major religious traditions in ancient and early medieval India.
2. Assess the emergence, expansion, and decline of Buddhism and Jainism within their historical contexts.
3. Analyze the transformation of Vedic religion into Brahmanical and sectarian traditions such as Shaivism, Vaishnavism, and Shaktism.
4. Identify and critically evaluate literary, archaeological, epigraphic, and numismatic sources related to religion and polity.
5. Examine the political developments and state formation processes of Early Medieval India.

6. Evaluate the administrative systems, kingship models, and political institutions of major early medieval kingdoms.
7. Analyze the role of religion in political legitimacy, royal patronage, and cultural integration.
8. Critically discuss historiographical debates concerning feudalism, regionalization, and state formation in Early Medieval India.
9. Interpret the interaction between religious movements, social structures, and political authority.
10. Demonstrate an integrated understanding of the religious, political, and cultural foundations of Early Medieval Indian civilization.

Unit 1: Religious Traditions and their Historical Background (Credit: 1) (Lectures: 15)

1. Religion of the Vedic and Later Vedic Periods
2. Aniconic Worship of Natural Powers
3. Atharvanic Religion and the Cult of Sacrifice
4. Emergence and Expansion of Buddhism
5. Basic Tenets and Sects of Buddhism
6. Emergence and Expansion of Jainism
7. Jain Sects, Lokayatikas and Ajivikas
8. Decline of Buddhism and Jainism in Early Medieval India

Unit 2: Brahmanical Revival and Sectarian Developments Credit: 1) (Lectures: 15)

1. Transformation of Vedic Religion into Brahmanical Religion
2. Rudra-Shiva Concept and the Rise of Shaivism
3. Linga Worship and the Pashupata Tradition
4. Vishnu, the Avatara Doctrine and Vaishnavism
5. Bhagavata Tradition
6. Shakti Worship and the Yogini Cult
7. Saura and Ganapatya Cults
8. Yakshas, Nagas and Fertility Cults
9. Tantric and Ascetic Traditions

Unit 3: Political History of Early Medieval India (c. 650–1200 CE) (Credit: 1) (Lectures: 15)

1. Sources for the Study of Early Medieval India
2. Literary, Epigraphic, Numismatic and Archaeological Sources
3. Nature of the Early Medieval State
4. Political Developments after Harsha
5. Gurjara-Pratiharas, Palas and the Tripartite Struggle
6. Rashtrakutas and Regional Powers
7. Chahamanas, Gahadavalas, Paramaras, Chandellas and Kalachuris
8. Chalukyas, Pallavas, Cholas, Pandyas and Cheras
9. Arab and Turkish Invasions and their Political Impact

Unit 4: State, Society and Religion in Early Medieval India (Credit: 1) (Lectures: 15)

1. Kingship, Sovereignty and Political Legitimacy
2. Administrative Structure
3. Central, Provincial and Local Administration
4. Revenue System and Land Grants
5. Feudalism Debate in Early Medieval India
6. Military Organization and Warfare
7. Regional Administration and Local Self-Government
8. Religion and State Patronage
9. Political Integration and Regionalization

10. Cultural and Political Legacy of Early Medieval India
11. Transition towards the Delhi Sultanate

Key Reading List:-

Altekar, A. S. (1934). *The Rashtrakutas and their times*. Oriental Book Agency.
Bhattacharyya, N. N. (1999). *History of the Tantric religion*. Manohar Publishers.
Bühler, G. (2011). *Indian palaeography*. Asian Educational Services.
Chakrabarti, D. K. (2014). *India: An archaeological history: Palaeolithic beginnings to early historic foundations* (3rd ed.). Oxford University Press.
Chattopadhyaya, B. D. (1976). *The Rajputs: A study of clan formation and state formation in early medieval India*. Indian Council of Historical Research.
Chattopadhyaya, B. D. (1994). *The making of early medieval India*. Oxford University Press.
Conze, E. (1993). *Buddhism: Its essence and development*. Dover Publications.
Dundas, P. (2002). *The Jains* (2nd ed.). Routledge.
Flood, G. (1996). *An introduction to Hinduism*. Cambridge University Press.
Gombrich, R. (2006). *Theravada Buddhism: A social history from ancient Benares to modern Colombo* (2nd ed.). Routledge.
Gonda, J. (1975). *Vedic literature (Saṁhitās and Brāhmaṇas)*. Otto Harrassowitz.
Hardy, F. (1983). *Viraha-bhakti: The early history of Kṛṣṇa devotion in South India*. Oxford University Press.
Harvey, P. (2013). *An introduction to Buddhism: Teachings, history and practices* (2nd ed.). Cambridge University Press.
Hirakawa, A. (1990). *A history of Indian Buddhism: From Śākyamuni to early Mahāyāna*. University of Hawaii Press.
Jaini, P. S. (1979). *The Jaina path of purification*. University of California Press.
Joshi, N. P. (1974). *Iconography of the Hindu, Buddhist and Jainas*. Munshiram Manoharlal.
Keith, A. B. (1925). *The religion and philosophy of the Veda and Upanishads* (Vols. 1–2). Harvard University Press.
Kinsley, D. (1988). *Hindu goddesses: Visions of the divine feminine in the Hindu religious tradition*. University of California Press.
Kramrisch, S. (1981). *The presence of Śiva*. Princeton University Press.
Kulke, H., & Rothermund, D. (2016). *A history of India* (6th ed.). Routledge.
Lahiri, N. (2015). *Ashoka in ancient India*. Permanent Black.
Lamotte, É. (1988). *History of Indian Buddhism*. Peeters Press.
Macdonell, A. A. (2004). *Vedic mythology*. Motilal Banarsidass. (Original work published 1897)
Majumdar, R. C. (Ed.). (1955–1977). *The history and culture of the Indian people* (Vols. 3–5). Bharatiya Vidya Bhavan.
Mirashi, V. V. (1964). *The Vakataka-Gupta age*. Motilal Banarsidass.
Nilakanta Sastri, K. A. (1955). *A history of South India: From prehistoric times to the fall of Vijayanagar*. Oxford University Press.
Radhakrishnan, S. (1996). *Indian philosophy* (Vol. 1). Oxford University Press.
Ray, H. P. (1986). *Monastery and guild: Commerce under the Satavahanas*. Oxford University Press.
Salomon, R. (1998). *Indian epigraphy: A guide to the study of inscriptions in Sanskrit, Prakrit and other Indo-Aryan languages*. Oxford University Press.
Sangave, V. A. (2001). *The Jaina community: A social survey*. Popular Prakashan.
Shah, N. (1998). *Jainism: The world of conquerors* (Vols. 1–2). Motilal Banarsidass.
Sharma, A. (2000). *Classical Hindu thought: An introduction*. Oxford University Press.
Sharma, R. S. (1965). *Indian feudalism (c. AD 300–1200)*. Macmillan.
Sharma, R. S. (2005). *India's ancient past*. Oxford University Press.

Singh, U. (2004). *The discovery of ancient India: Early archaeologists and the beginnings of archaeology*. Permanent Black.
Singh, U. (2008). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Education.
Sircar, D. C. (1965). *Indian epigraphy*. Motilal Banarsidass.
Sircar, D. C. (1971). *Studies in the political and administrative systems in ancient and medieval India*. Motilal Banarsidass.
Srinivasan, D. M. (Ed.). (1997). *Many heads, arms and eyes: Origin, meaning and form of multiplicity in Indian art*. Brill.
Thapar, R. (1996). *Interpreting early India*. Oxford University Press.
Thapar, R. (2002). *Early India: From the origins to AD 1300*. Penguin Books.
Tripathi, R. S. (1967). *History of ancient India*. Motilal Banarsidass.
White, D. G. (2003). *Kiss of the Yogini: "Tantric sex" in its South Asian contexts*. University of Chicago Press.
Yazdani, G. (Ed.). (1947). *The early history of the Deccan* (Vols. 1–2). Oxford University Press.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

PUNYASHLOK AHILYADEVI HOLKAR, SOLAPUR UNIVERSITY, SOLAPUR
Structure & Credit Distribution of P.G. Degree Programme
School of Social Sciences,
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Choice Based Credit System
M.A.-I, SEMESTER –II (w.e.f.2026-2027)

Marks: 100 (60+40)
Credits: 4

DSC-VI Protohistory of South Asia

Course Description:

This coursed covers the transitional phase between prehistory & history in South Asia c.7000 BCE-600 BCE. It focuses on early farming communities, chalcolithic cultures, the rise & decline of Harappan Civilization, followed by late Harappan & post Harappan developments leading into the Early Iron Age. The course intricates settlement archaeology, craft technology, trade networks, subsistence's systems & socio-political organizations using material culture & archaeometry. Emphasis is placed on urbanism, de-urbanization, inter-regional interaction & debates on continuity between Harappan & Early Historic cultures.

Course Objectives

1. To understand the concept and scope of Protohistory as a bridge between Prehistory and History in South Asia.
2. To familiarize students with major protohistoric cultures: Harappan, Chalcolithic, Copper Hoard, OCP, PGW, and Iron Age.
3. To examine settlement patterns, technology, trade, and socio-religious aspects of protohistoric communities.
4. To analyze transformation processes leading to urbanism, state formation, and second urbanization.
5. To develop skills in interpreting material culture, field reports, and scientific data for reconstructing protohistory.
6. To develop skills in ceramic analysis, site-report & distribution mapping for protohistoric data.

Course Outcomes

After completing the course, students will be able to:

1. Define protohistory and place key South Asian cultures in a chronological framework c. 3500–600 BCE.
2. Describe material traits, regional variations, and subsistence of Harappan and Chalcolithic cultures.
3. Evaluate theories on Harappan decline and the nature of Copper-Bronze

Age transitions.

4. Correlate archaeological cultures like OCP, Copper Hoard, and PGW with literary sources and debates.

5. Assess the role of iron technology in socio-economic changes during 1300–600 BCE.

6. Reconstruct protohistoric economy and society using evidence of craft production, weights, seals, trade goods & burial practices.

Unit 1: Introduction to Protohistory & Neolithic Cultures (Credit: 1) (Lectures: 15)

1. Meaning, scope, sources: Archaeological vs Literary
2. Chronology and cultural sequence of South Asian Protohistory
3. Neolithic culture of Afghanistan & Baluchistan with special reference to Mehrgarh & Mundigak
4. Neolithic Culture from North India, Kashmir Valley, Mid Ganga Basin- Lahuradeva, Jhusi etc.
5. Neolithic Culture from South India.

Unit 2: Harappan Civilization & Chalcolithic Cultures of India (Credit: 1) (Lectures: 15)

1. Origin, extent, phases: Early, Mature, Late Harappan
2. Settlement pattern, town planning, architecture
3. Technology: Metallurgy, crafts, seals, weights, pottery
4. Trade, script, religion, decline: theories and evidence
5. Regional variations: Sindh, Gujarat, Haryana, Punjab, Ghaggar basin
    - **Non-Harappan Chalcolithic: Concept and distribution**
6. Central India: Kayatha, Ahar-Banas, Malwa
7. Deccan: Savalda, Jorwe, Daimabad, Inamgaon, Prakashe
8. Ganga Valley: Narhan, Senuwar
9. Subsistence, houses, burial practices, craft specialization

Unit 3: OCP, Copper Hoard & Gangetic Valley Cultures (Credit: 1) (Lectures: 15)

1. Ochre Colored Pottery culture: distribution, chronology, debate
2. Copper Hoard culture: typology, distribution, association
3. Black and Red Ware, PGW: Sites like Hastinapura, Atranjikhera, Ahichchhatra
4. Settlement pattern, agriculture, iron introduction
5. Link to early Vedic/Epic traditions: problems and possibilities

Unit 4: Iron Age & Early Historic Transition (Credit: 1) (Lectures: 15)

1. Beginnings of Iron in India: c. 1300–1000 BCE debate
2. Megalithic culture: Vidarbha, South India, typology, chronology
3. NBPW culture and second urbanization: 600 BCE onwards
4. Technology, trade, writing, coins, states
5. Sites: Ujjain, Kaushambi, Rajgir, Taxila, Anuradhapura & other sites in

Srilanka

Note:- 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

Recommended Readings:

1. Agrawal D.P. 1983. Archaeology of India, Copenhagen: Scandivian Institute of Asian studies
2. Agrawal, D.P. 2000. Ancient Metal Technology and Archaeology of South Asia (A Pan Asian Perspective), Aryan Books International, New Delhi
3. Agrawal D.P. 2007. Indus Civilization: An Interdisciplinary Perspective, New Delhi, Aryan Books International, New Delhi.
4. Agrawal D.P. and J.S. Kharakwal, Bronze and Iron ages in South Asia, New Delhi, Aryan Books International, New Delhi, 2003.
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6. Dhavalikar, M.K. 1990. First Farmers of the Deccan, Pune: Ravish Publishers.
7. Ghosh, A. 1973. The City in Early Historical India. Simla: Indian Institute for Advanced Studies.
8. Ghosh, A. 1990. Encyclopaedia of Indian Archaeology (two volumes). New Delhi: Munshiram Manoharlal Publication.
9. Dhavalikar M.K. 1 9 7 7 India Protohistory. Munshiram Manoharlal Publication,Delhi
10. Dhavalikar M.K. 2015 ,Sindhu Sanskruti (Marathi), Aparant Publication, Pune
11. Jain V.K. 2006 Pre & Protohidtory of India, D.K.Printworld Publication, New Delhi
12. Moorti U.S. Megalithic Cultures of south India: Socio Economic Perspective, Varanasi: Ganga-Kaveri.
13. Sankalia H.D. 1974. Prehistory and Proto history of India and Pakistan Pune: Deccan College.
14. Singh Purushottam. 1991. Neolithic Origins.New Delhi: Agam Kala Prakashan.
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16. 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

17. Shinde, Vasant. 1991. Craft specialization and social organization in the Chalcolithic Deccan, India, Antiquity 65(249): 796 807.20 Shinde, Vasant. 1994. The Deccan Chalcolithic:A Recent Perspective, Man and Environment, XIX (1-2) : 169 17

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DSC –VII Archaeological Methods and Techniques

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course provides comprehensive training in the principles and practices of field archaeology, with a focus on archaeological exploration, excavation, documentation, analysis, conservation, and reporting. It introduces students to various survey techniques, excavation methods, stratigraphic recording systems, and scientific approaches to archaeological data collection. The course emphasizes practical field skills, including trench layout, section drawing, three-dimensional recording, artifact documentation, ceramic analysis, and the use of modern technologies such as Total Stations, GPS, aerial photography, and digital recording systems. It also examines methods of dating, conservation, preservation, and publication of archaeological data. Through theoretical instruction and practical exercises, students acquire the professional competencies required for archaeological fieldwork, excavation management, and heritage documentation.

Course Objectives:-

1. Introduce students to the principles, methods, and significance of archaeological exploration and excavation.
2. Develop practical skills in archaeological survey, site identification, and field recording.
3. Familiarize students with various excavation techniques and stratigraphic methods used in archaeological research.
4. Train students in archaeological documentation, including plans, sections, elevations, photography, and three-dimensional recording.
5. Provide knowledge of relative and absolute dating techniques used in archaeology.
6. Develop competency in the analysis and recording of archaeological materials such as ceramics, stone tools, and other artifacts.
7. Introduce students to modern digital technologies, GIS-based survey tools, Total Stations, and computerized data management systems.
8. Familiarize students with conservation and preservation techniques for archaeological sites, monuments, and artifacts.
9. Develop skills in archaeological report writing, publication, and professional presentation of research findings.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the objectives, methods, and significance of archaeological exploration and excavation.
2. Conduct archaeological surveys using conventional and modern field techniques.
3. Apply appropriate excavation methods based on site characteristics and research objectives.
4. Record and interpret stratigraphic sequences using contextual and Harris Matrix approaches.
5. Prepare trench layouts, plans, elevations, section drawings, and structure drawings according to professional standards.

6. Utilize three-dimensional recording systems, GPS, Total Stations, aerial photography, and digital documentation techniques in field archaeology.
7. Identify and apply relative and absolute dating methods for archaeological interpretation.
8. Analyze, document, and register archaeological artifacts, including ceramics, lithics, and other material remains.
9. Implement appropriate conservation and preservation measures for archaeological sites, monuments, and artifacts.
10. Use computer applications and digital tools for archaeological data management and analysis.
11. Prepare professional excavation reports and communicate archaeological findings through written, visual, and digital formats.
12. Demonstrate practical competence in field archaeology and archaeological heritage management.

Unit 1: Archaeological Exploration and Survey Methods (Credit: 1) (Lectures: 15)

1. Development of Field Archaeology in India
2. Nature and Objectives of Archaeological Exploration
3. Exploration Techniques and Field Equipment
4. Surface Survey and Site Identification
5. Aerial Photography and Remote Sensing
6. Geophysical Methods of Archaeological Survey
7. Maps, Legends and Regional Survey Techniques
8. Recording and Documentation during Exploration
9. GPS, Total Station and Digital Survey Techniques

Unit 2: Archaeological Excavation and Stratigraphic Recording (Credit: 1) (Lectures: 15)

1. Principles and Objectives of Archaeological Excavation
2. Excavation Techniques and Methods

- Trial Trench Method
- Vertical Excavation
- Horizontal Excavation
- Quadrant Method
- Open-Area/Open-Stripping Method
- Stratigraphic Excavation

3. Trench Layout and Grid Systems
4. Stratigraphy and Contextual Approach
5. Harris Matrix Method of Recording
6. Section Drawing and Profile Recording
7. Structure Drawing, Plans and Elevations
8. Three-Dimensional Recording Techniques
9. Field Recording Procedures

Unit 3: Archaeological Analysis and Dating Methods (Credit: 1) (Lectures: 15)

1. Relative Dating Methods
2. Absolute Dating Methods
3. Ceramic Analysis and Interpretation
4. Pottery Documentation and Drawing
5. Stone Tool Analysis and Drawing
6. Antiquity Registration and Cataloguing
7. Object Photography and Digital Documentation
8. Recording Archaeological Evidence
9. Computer Applications in Archaeological Data Analysis

Unit 4: Conservation, Preservation and Archaeological Reporting (Credit: 1) (Lectures: 15)

1. Principles of Conservation and Preservation
2. Structural Conservation of Monuments
3. Conservation of Archaeological Materials

- Bone
- Shell
- Ivory
- Wood
- Metal
- Textiles
- Glass
- Pottery
- Terracotta
- Paper

4. Documentation Standards in Archaeology
5. Use of ICT in Archaeological Research
6. Internet and Web-Based Archaeological Resources
7. Archaeological Report Writing
8. Preparation of Excavation Reports
9. Publication and Dissemination of Archaeological Data

Key Reading List:-

Adkins, L., & Adkins, R. A. (1989). *Archaeological illustration*. Cambridge University Press.

Aitken, M. J. (1990). *Science-based dating in archaeology*. Longman.

Aston, M. (2002). *Interpreting the landscape: Landscape archaeology and local history*. Routledge.

Barker, P. (1977). *Techniques of archaeological excavation*. Batsford.

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Conolly, J., & Lake, M. (2006). *Geographical information systems in archaeology*. Cambridge University Press.

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Dorrell, P. G. (1994). *Photography in archaeology and conservation*. Cambridge University Press.

Drennan, R. D. (2009). *Statistics for archaeologists: A common sense approach* (2nd ed.). Springer.

Drewett, P. (2011). *Field archaeology: An introduction* (2nd ed.). Routledge.

Evans, T. L., & Daly, P. T. (Eds.). (2006). *Digital archaeology: Bridging method and theory*. Routledge.

Ghosh, A. (1989). *An encyclopaedia of Indian archaeology* (Vols. 1–2). Munshiram Manoharlal.

Greene, K., & Moore, T. (2010). *Archaeology: An introduction* (5th ed.). Routledge.

Harris, E. C. (1989). *Principles of archaeological stratigraphy* (2nd ed.). Academic Press.

Lock, G. (2003). *Using computers in archaeology: Towards virtual pasts*. Routledge.

Murray, R. (2017). *How to write a thesis* (4th ed.). Open University Press.
Renfrew, C., & Bahn, P. (2024). *Archaeology: Theories, methods and practice* (9th ed.). Thames & Hudson.
Roskams, S. (2001). *Excavation*. Cambridge University Press.
Roskams, S. (2012). *Excavation* (2nd ed.). Cambridge University Press.
Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.
Sease, C. (1994). *A conservation manual for the field archaeologist* (4th ed.). UCLA Institute of Archaeology.
Stanley-Price, N. P. (Ed.). (1995). *Conservation on archaeological excavations*. Routledge.
Taylor, R. E., & Bar-Yosef, O. (2014). *Radiocarbon dating: An archaeological perspective* (2nd ed.). Left Coast Press.
Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.
Walliman, N. (2021). *Your research project: Designing, planning, and getting started* (9th ed.). Sage Publications.
Watkinson, D., & Neal, V. (2001). *First aid for finds: Practical guide for archaeologists* (3rd ed.). Rescue Publications.
Wheatley, D., & Gillings, M. (2002). *Spatial technology and archaeology: The archaeological applications of GIS*. Taylor & Francis.
Wheeler, R. E. M. (1954). *Archaeology from the earth*. Oxford University Press.
Wheeler, R. E. M. (1956). *Ancient India and Pakistan*. Thames & Hudson.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

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DSC –IV Practical

Marks: 50 (30+20) **Credits:** 2

Course Description

This practical course is designed to provide students with foundational training in archaeological methods, techniques, and professional practices. It emphasizes the identification, classification, documentation, and analysis of archaeological materials, including artefacts and ecofacts. The course introduces students to archaeological illustration, photography, field recording, site documentation, and basic exploration and excavation techniques. Through field visits, museum studies, educational tours, and participation in workshops, seminars, and conferences, students gain first-hand exposure to archaeological research, heritage management, and museum practices. The course integrates classroom learning with experiential and field-based training, preparing students for advanced archaeological fieldwork, research, and heritage-related professions.

Course Objectives

10. Provide practical training in the identification and classification of archaeological artefacts and ecofacts.
11. Develop skills in archaeological documentation, cataloguing, recording, photography, and illustration.
12. Introduce students to the principles and methods of archaeological exploration and excavation.
13. Familiarize students with the use of maps, plans, GPS, and field recording techniques.
14. Encourage critical observation and interpretation of archaeological sites, museum collections, and heritage resources.
15. Provide exposure to museums, archaeological sites, laboratories, archives, and research institutions.
16. Promote experiential learning through educational tours, field visits, workshops, seminars, conferences, and guest lectures.
17. Develop professional, analytical, and reporting skills required for archaeological research and heritage management.
18. Foster awareness regarding cultural heritage preservation, conservation, and public engagement.

Course Outcomes

Upon successful completion of the course, students will be able to:

11. Identify and classify major categories of archaeological artefacts and ecofacts.
12. Apply standard methods of archaeological documentation, cataloguing, and registration.
13. Prepare archaeological drawings, photographic records, and field documentation according to professional standards.
14. Demonstrate basic knowledge of archaeological exploration, excavation, and site recording techniques.
15. Utilize maps, plans, GPS, and other tools for archaeological fieldwork and site documentation.
16. Analyze and interpret archaeological materials and site-related data.

17. Prepare field reports, museum reports, and documentation records in a systematic manner.
18. Evaluate the significance of archaeological sites, museum collections, and heritage resources.
19. Demonstrate professional competence through participation in field visits, study tours, workshops, seminars, and conferences.
20. Develop practical skills, critical thinking, teamwork, and communication abilities necessary for advanced studies and careers in Archaeology, Heritage Management, Museology, and Cultural Resource Management.

E. Archaeological Materials and Identification

5. Identification and classification of Stone Tools.
6. Identification and classification of Pottery and Ceramics.
7. Identification of Terracotta, Beads, Coins, and Metal Objects.
8. Identification of Archaeological Ecofacts and Faunal Remains.

F. Documentation, Recording and Archaeological Illustration

7. Artefact Registration and Cataloguing.
8. Preparation of Inventory and Documentation Sheets.
9. Archaeological Field Diary and Record Keeping.
10. Pottery Drawing and Stone Tool Drawing.
11. Scale Drawing and Measurement Techniques.
12. Object Photography and Digital Documentation.

G. Field Archaeology and Site Studies

7. Archaeological Exploration: Methods and Techniques.
8. Introduction to Excavation Methods and Recording.
9. Site Survey and Documentation.
10. Reading of Topographical Maps and Site Plans.
11. GPS and Basic Site Mapping.
12. Preparation of Field Reports.

H. Educational Visits and Professional Exposure

9. Students shall undertake and submit reports on the following activities:
10. Archaeological Site Visit
11. Participation in Archaeological Exploration and/or Excavation.
12. Museum Visit and Study of Collections.
13. Educational Study Tour.
14. Visit to Archaeological Laboratories, Research Institutes, Archives, or Heritage Sites.
15. Attendance at Workshops, Seminars, Conferences, Guest Lectures, or Training Programmes related to Archaeology, Ancient Indian History, Heritage, Museology, or Conservation.
16. Submission of Field Visit / Museum Visit / Workshop Reports.

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Marks: 100 (60+40)
Credits: 4

DSE-V HERITAGE TOURISM & MANAGEMENT

Course Description: -

The course Heritage Tourism & Management introduces students to the concepts, significance, and practices of heritage tourism and heritage management. It focuses on cultural, natural, tangible, and intangible heritage resources and their role in tourism development. The course covers heritage conservation, preservation, tourism planning, visitor management, sustainable tourism, and community participation. It also examines the role of organizations such as UNESCO, Archaeological Survey of India (ASI), and Indian National Trust for Art and Cultural Heritage in heritage protection. The course equips students with knowledge and skills necessary for careers in heritage tourism, archaeology, museology, and cultural resource management.

Course Objectives: -

1. To introduce the concepts of heritage and tourism.
2. To understand the relationship between cultural heritage and tourism.
3. To study heritage management, conservation, and sustainable tourism practices.
4. To analyse the role of national and international organizations in heritage protection.
5. To develop skills in heritage interpretation, tourism planning, and management.

Course Outcomes: -

Upon successful completion of the course, students will be able to

1. Understand the concepts, nature, scope, and significance of heritage, tourism, and heritage tourism.
2. Identify and explain the importance of cultural, historical, archaeological, architectural, and natural heritage resources in tourism.
3. Differentiate between tangible and intangible heritage and evaluate their role in cultural preservation and tourism development.
4. Analyse the significance of museums, monuments, forts, temples, and other heritage sites as tourism resources.
5. Understand the principles, methods, and practices of heritage management, conservation, and preservation.

UNIT I: Introduction to Heritage Tourism **(Credit: 1) (Lectures: 15)**

a. Meaning, Nature and Scope of Heritage Tourism
b. Types of Heritage Tourism
c. Heritage Tourism in Maharashtra
d. Significance of Heritage Tourism

UNIT II: Cultural Heritage and Tourism Resources **(Credit: 1) (Lectures: 15)**

a. Archaeological Heritage
b. Architectural Heritage
c. Museum and Heritage Tourism
d. Intangible Cultural Heritage

UNIT III: Heritage Management and Conservation **(Credit: 1) (Lectures: 15)**

a. Heritage Management
b. Heritage Conservation
c. Heritage Laws and Policies
d. Heritage Institutions

UNIT IV: Heritage Tourism Planning and Sustainable Development
(Credit: 1) (Lectures: 15)

a. Heritage Tourism Planning
b. Sustainable Heritage Tourism
c. Community Participation
d. Heritage Interpretation

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

Recommended Readings

1. Gupta S.P. Tourism Museums and Monuments of India. Oriental Krishna Lal Publishers, Pune.

2. Bhatiya A.K Tourism in India-History and Development, Sterling Publication Pvt.Ltd. New Delhi.

3. Bhatiya A.K. Tourism Developments, Principals and Practices, Sterling Publication, Pvt. Ltd. New Delhi.

4. Archaeological Remains Monuments and Museums (Two Parts) Archaeological Survey of India, Delhi.

5. Krishna K. Kamra & Basics of Tourism, Kanishka Publishers, Distributors, Moti Chand, Publication, New Delhi.

6. James W. Morrison Travel Agent and Tourism.

7.Conservation of Cultural Property in India – B. K. Thapar.

8. Cultural Heritage of India – R. C. Majumdar.

9. Indian Heritage and Culture – Nitin Singhania.

10. Tourism Development: Principles and Practices – A. K. Bhatia.

11. Tourism Management – S. M. Jha.

12. Tourism Planning and Development – S. K. Swain & J. M. Mishra.

13. Cultural Tourism in India – M. N. Srinivas.

14. Heritage Tourism in India – S. K. Bhowmik.

15. Tourism Products – Pushpinder S. Gill.

16. Tourism in India – V. V. Rao.

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DSE –VI Ancient Deccan

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course examines the historical, cultural, archaeological, and artistic development of the Deccan region from prehistoric times to the early medieval period. It explores the geographical setting and cultural diversity of the Deccan, the emergence of early settlements and regional cultures, the rise of major dynasties, and the evolution of political institutions. The course also analyzes the economic foundations, trade networks, social structures, and religious traditions that shaped Deccan society. Special emphasis is placed on the archaeological heritage, art, architecture, sculpture, painting, and material culture of the region. Through the study of literary, archaeological, epigraphic, and numismatic sources, students gain a comprehensive understanding of the Deccan's contribution to the cultural history of India.

Course Objectives:-

1. Introduce students to the geographical, environmental, and cultural background of the Deccan region.
2. Familiarize students with the archaeological, literary, epigraphic, and numismatic sources for the study of Ancient Deccan.
3. Examine the cultural developments of the Deccan from prehistoric and protohistoric periods to the early medieval age.
4. Analyze the processes of state formation and the political history of major Deccan dynasties.
5. Understand the economic organization, trade networks, urbanization, and craft traditions of the Deccan.
6. Explore the social and religious institutions that influenced Deccan society.
7. Study the development of Deccan art, architecture, sculpture, painting, and archaeological heritage.
8. Develop critical perspectives on the historical significance and cultural legacy of the Deccan region.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the geographical and environmental factors that influenced the cultural development of the Deccan.
2. Identify and critically evaluate the major sources used for reconstructing the history of the Ancient Deccan.
3. Analyze the archaeological evidence relating to prehistoric, Chalcolithic, Megalithic, and Early Historic cultures of the Deccan.
4. Assess the emergence, expansion, and administration of major Deccan polities and dynasties.
5. Evaluate the role of agriculture, trade, craft production, and urbanization in the economic development of the region.
6. Examine the social organization and religious traditions of the Deccan and their interaction with political and economic processes.

7. Interpret the archaeological remains, monuments, inscriptions, and material culture of the Deccan within their historical contexts.
8. Critically assess the contributions of the Deccan to Indian art, architecture, sculpture, and painting traditions.
9. Demonstrate an integrated understanding of the cultural heritage and historical significance of the Ancient Deccan.
10. Apply interdisciplinary approaches in the study of regional history and archaeology.

Unit 1: Geography, Sources and Early Cultural Development of the Deccan (Credit: 1) (Lectures: 15)

1. Definition and Geographical Extent of the Deccan
2. Environmental and Ecological Background
3. Sources for the Study of Ancient Deccan
- Archaeological Sources
- Literary Sources
- Epigraphic Sources
- Numismatic Sources
4. Prehistoric and Protohistoric Cultures of the Deccan
- Palaeolithic and Mesolithic Cultures
- Neolithic and Chalcolithic Cultures
- Megalithic Traditions
5. Regional Cultural Developments and Early Settlements

Unit 2: Political History and State Formation in the Deccan (Credit: 1) (Lectures: 15)

1. Emergence of Early Historical Polities
2. The Satavahana Dynasty: Origin, Expansion and Administration
3. Post-Satavahana Powers
- Vakataka Dynasty
- Ikshvaku Dynasty
- Western Kshatrapas (interaction with the Deccan)
4. Early Medieval States of the Deccan
- Chalukya Dynasty
- Rashtrakuta Dynasty
5. Political Institutions, Kingship and Administration

Unit 3: Economy, Society and Religion in the Ancient Deccan (Credit: 1) (Lectures: 15)

1. Agrarian Expansion and Rural Economy
2. Trade and Commerce
- Inland Trade Networks
- Maritime Trade and Indian Ocean Connections
3. Urbanization and Craft Production
4. Guilds and Economic Institutions
5. Social Structure and Cultural Interactions
6. Religious Traditions in the Deccan
- Buddhism
- Jainism
- Brahmanical Traditions
7. Monastic Establishments and Religious Patronage

Unit 4: Art, Architecture and Archaeology of the Deccan (Credit: 1) (Lectures: 15)

1. Archaeology of the Ancient Deccan
2. Buddhist Architecture
- Ajanta Caves

- Pitalkhora Caves
- Karla Caves
- Bhaja Caves

3. Rock-Cut and Structural Architecture
4. Temple Architecture of the Deccan

- Aihole
- Pattadakal
- Ellora Caves

5. Sculpture, Painting and Material Culture
6. Cultural Legacy of the Ancient Deccan

Key Reading List:-

Altekar, A. S. (1934). *The Rashtrakutas and their times*. Oriental Book Agency.

Brown, P. (2013). *Indian architecture: Buddhist and Hindu periods*. D. B. Taraporevala.

Bühler, G. (2011). *Indian palaeography*. Asian Educational Services.

Chakrabarti, D. K. (2014). *India: An archaeological history: Palaeolithic beginnings to early historic foundations* (3rd ed.). Oxford University Press.

Chakravarti, R. (2006). *Exploring early India: Up to c. AD 1300*. Primus Books.

Chattopadhyaya, B. D. (1994). *The making of early medieval India*. Oxford University Press.

Deglurkar, G. B. (2004). *Cultural history of Maharashtra and Deccan*. Snehal Prakashan.

Deglurkar, G. B. (2009). *Temple architecture and sculpture of Maharashtra*. Nag Publishers.

Deo, S. B. (1987). *History of archaeology in India since independence*. Marathwada University.

Deo, S. B., & Gupte, Y. R. (1974). *Maharashtra: A study in physical and cultural geography*. Government of Maharashtra.

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Dhavalikar, M. K. (1997). *The first farmers of the Deccan*. Ravish Publishers.

Dhavalikar, M. K. (2003). *Maharashtra: The land and its people*. Ravish Publishers.

Gopalachari, K. (1968). *Early history of the Andhra country*. University of Madras.

Kulke, H., & Rothermund, D. (2016). *A history of India* (6th ed.). Routledge.

Michell, G. (2012). *The Hindu temple: An introduction to its meaning and forms*. University of Chicago Press.

Mirashi, V. V. (1964). *The Vakataka-Gupta age*. Motilal Banarsidass.

Mirashi, V. V. (1981). *The Satavahanas and the Western Kshatrapas*. Maharashtra State Board for Literature and Culture.

Misra, V. N. (2001). *Prehistoric human colonization of India*. Indira Gandhi Rashtriya Manav Sangrahalaya.

Nilakanta Sastri, K. A. (1955). *A history of South India: From prehistoric times to the fall of Vijayanagar*. Oxford University Press.

Paddayya, K. (1995). *The Neolithic culture of South India*. Oxford & IBH Publishing.

Ray, H. P., & Sinopoli, C. M. (Eds.). (2004). *Archaeology as history in early South Asia*. Indian Council of Historical Research.

Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College Postgraduate and Research Institute.

Sharma, R. S. (1983). *Material culture and social formations in ancient India*. Macmillan.

Sharma, R. S. (1983). *Urban decay in India (c. 300–1000)*. Munshiram Manoharlal.

Shinde, V. (2013). *Current perspectives in Indian archaeology*. Books & Books.

Singh, U. (2008). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Education.

Sircar, D. C. (1971). *Studies in the political and administrative systems in ancient and medieval India*. Motilal Banarsidass.
Sircar, D. C. (2011). *Indian epigraphy*. Motilal Banarsidass.
Spink, W. M. (2005). *Ajanta: History and development* (Vols. 1–7). Brill.
Thapar, R. (1990). *From lineage to state: Social formations in the mid-first millennium BC in the Ganga Valley*. Oxford University Press.
Thapar, R. (1996). *Interpreting early India*. Oxford University Press.
Thapar, R. (2002). *Early India: From the origins to AD 1300*. Penguin Books.
Yazdani, G. (Ed.). (1947). *The early history of the Deccan* (Vols. 1–2). Oxford University Press.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

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Marks: 100 (60+40) **Credits: 4**

DSE- VII Environmental Archaeology

Marks: 100 (60+40)

Course Description

This course explores human-environment relationship in the past using interdisciplinary methods from earth sciences, biology, archaeology. It focuses on reconstructing ancient landscapes, climate, vegetation, fauna, land use through scientific analysis of archaeological sediment's, plant remains animal bones, molluscs, isotopes, geomorphological features. The coursed covers Quaternary paleoenvironments of the Indian subcontinent and their impact on cultural development from palaeolithic foragers to complex societies.

Course Objectives

1. To define Environmental Archaeology and establish its scope as an interdisciplinary approach to past human-environment relationships.
2. To impart knowledge of Quaternary geology, palaeoclimate, and landscape evolution relevant to archaeological contexts in South Asia.
3. To train students in methods of geoarchaeology, archaeobotany, and zooarchaeology for reconstructing past environments and subsistence.
4. To examine human adaptation to environmental change from Pleistocene to Early Historic periods in India.
5. To develop skills in sampling, recovery, and primary analysis of environmental data from archaeological sites.
6. To critically evaluate debates on climate change and cultural collapse/transition using South Asian case studies.

Course Outcomes

After completing the course, students will be able to:

1. Explain the principles of Environmental Archaeology and its relationship with allied sciences.
2. Reconstruct Quaternary environments using stratigraphic, geomorphic, and palaeoclimatic proxies.
3. Identify and interpret plant remains: pollen, phytoliths, starch, seeds, charcoal for diet and ecology.
4. Analyze faunal assemblages to understand subsistence, domestication, and taphonomy.
5. Apply geoarchaeological methods to study soils, sediments, and site formation processes.
6. Assess human responses to monsoon variability, aridity, sea-level change, and anthropogenic impact using case studies like Indus decline, Neolithic dispersal.

Unit I. Introduction to Environmental Archaeology (Credit :1) (Lectures: 15)

1. Definition and scope of environmental archaeology
2. Importance of environmental archaeology in understanding past human societies

Unit II. Environmental Reconstruction (Credit :1) (Lectures: 15)

1. Paleoclimatology and paleoenvironmental reconstruction
2. Sediment analysis and geoarchaeology
3. Pollen analysis and palynology
4. Faunal and floral analysis

Unit III. Human-Environment Interaction in South Asia (Credit :1) (Lectures: 15)

1. Palaeolithic adaptations: Soan to Acheulian landscapes, Narmada & Son valleys
2. Mesolithic-Holocene transition: Microliths, resource intensification, rock art ecology
3. Neolithic: Regional origins of agriculture – Mehrgarh, Ganga Valley, South India
4. Harappan urbanism & environment: River shifts, climate 4.2 ka event, Gujarat coast
5. Iron Age & Early Historic: Deforestation, iron technology, irrigation, urban impact

Unit IV. Archaeological Methods and Techniques (Credit :1) (Lectures: 15)

1. Field sampling and survey methods
2. Laboratory analysis and dating techniques
3. GIS and spatial analysis in environmental archaeology
4. Cultural resource management and preservation
5. Environmental impact assessment and mitigation in archaeology

Reference books

1. "Environmental Archaeology" by John G. Evans and Terry O'Connor
2. "Archaeological Approaches to Cultural Identity" by Stephen Shennan
3. "The Archaeology of Environmental Change" by Chris J. Stevens and John G. Evans
4. "Geoarchaeology: The Earth-Science Approach to Archaeological Interpretation" by George R. Rapp and Christopher L. Hill
5. "Bioarchaeology: An Integrated Approach to Working with Human Remains" by Debra L. Martin and Ryan P. Harrod
6. "Archaeological Sediments and Soils" by Richard I. Macphail and Paul Goldberg
7. "Environmental Archaeology and the Social Order" by John G. Evans
8. "Archaeology and the Environment" by Peter U. Clark and Colin Renfrew
9. "Human Impact on the Environment" by G. R. W. Moore
10. "Paleoecology: Past, Present and Future" by H. John B. Birk

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M.A.-I, SEMESTER –II
(w.e.f.2026-2027)

DSE –VIII Ancient Indian Science and Technology

Marks: 100 (60+40) **Credits:** 4

Course Description:-

This course examines the development of science and technology in ancient India through archaeological, literary, epigraphic, and material evidence. It explores the scientific knowledge systems and technological achievements that shaped ancient Indian civilization, including metallurgy, ceramics, glass production, agriculture, medicine, architecture, water management, mathematics, and astronomy. The course also introduces students to archaeometry, archaeological chemistry, geochemical surveys, provenance studies, and scientific analytical techniques used in archaeological research. Emphasis is placed on understanding the relationship between scientific knowledge, technological innovation, and socio-economic development in ancient India. Through interdisciplinary approaches, the course highlights the contributions of ancient Indian science and technology to world civilization and their relevance to contemporary archaeological research.

Course Objectives:-

1. Introduce students to the nature, scope, and significance of science and technology in ancient India.
2. Familiarize students with archaeological, literary, epigraphic, and scientific sources for the study of ancient Indian scientific traditions.
3. Examine the development of major technological traditions, including metallurgy, ceramics, glass production, architecture, and agriculture.
4. Understand the role of archaeometry and archaeological chemistry in the analysis of archaeological materials.
5. Introduce students to scientific methods used in provenance studies, dating techniques, and archaeological investigations.
6. Explore the contributions of ancient India in mathematics, astronomy, medicine, engineering, and environmental management.
7. Develop an understanding of the relationship between technology, economy, society, and cultural development.
8. Promote interdisciplinary approaches to the study of archaeological science and technological heritage.
9. Familiarize students with major scientific laboratories and research institutions relevant to archaeological science in India.

Course Outcomes:-

Upon successful completion of the course, students will be able to:

1. Explain the major scientific and technological achievements of ancient India and their historical significance.
2. Identify and critically evaluate the sources used for reconstructing the history of ancient Indian science and technology.
3. Analyze archaeological evidence relating to metallurgy, ceramics, glass production, architecture, and other technological traditions.
4. Understand the principles and applications of archaeometry and archaeological chemistry in archaeological research.

5. Apply knowledge of geochemical surveys, provenance studies, and laboratory techniques to archaeological investigations.
6. Evaluate the role of scientific dating methods and analytical techniques in reconstructing past societies.
7. Interpret palaeobiochemical, palaeodietary, and palaeoenvironmental evidence from archaeological contexts.
8. Assess the contributions of ancient Indian knowledge systems in mathematics, astronomy, medicine, engineering, and environmental management.
9. Examine the relationship between scientific innovation, technological development, and socio-economic change in ancient India.
10. Demonstrate familiarity with modern scientific instruments and research methodologies used in archaeological science.
11. Critically assess the legacy and contemporary relevance of ancient Indian scientific and technological traditions.
12. Apply interdisciplinary perspectives in the study of archaeological materials, technological processes, and cultural heritage.

Unit 1: Foundations of Science and Technology in Ancient India (Credit: 1) (Lectures: 15)

1. Concept, Nature and Scope of Science and Technology in Ancient India
2. Sources for the Study of Ancient Indian Science and Technology
- Archaeological Sources
- Literary Sources (Vedas, Vedangas, Arthashastra, Ayurvedic Texts, etc.)
- Epigraphic and Numismatic Evidence
3. Development of Scientific Knowledge in Ancient India
4. Archaeological Chemistry: Scope, Definition and Historical Development
5. Archaeological Materials and Scientific Methods of Study
- Soils and Sediments
- Minerals
- Metals
- Bones and Fossils
- Botanical Remains
6. Geochemical Surveys and Scientific Investigation of Archaeological Sites
7. Field and Laboratory Methods in Archaeological Science

Unit 2: Ancient Technologies and Material Sciences (Credit: 1) (Lectures: 15)

1. Archaeometallurgy: Concepts and Scope
2. Copper Metallurgy in Ancient India
3. Iron Metallurgy in Ancient India
4. Zinc and Brass Technology
5. Gold, Silver and Coin-Making Technologies
6. Clay, Pottery and Ceramic Technology
7. Ceramic Production in:
- Harappan Civilization
- Chalcolithic Deccan
- Early Historic India
- Medieval India
8. Ancient Glass Technology
- Production Techniques
- Types of Glass
- Glass Trade and Provenance
9. Traditional Craft Production and Technological Innovations

Unit 3: Scientific Analysis and Applications in Archaeology (Credit: 1) (Lectures: 15)

1. Provenance Studies in Archaeology
2. Physical and Chemical Methods of Analysis
- X-Ray Diffraction (XRD)
- X-Ray Fluorescence (XRF)
- Neutron Activation Analysis (NAA)
- Mass Spectrometry
- ICP-MS
- Optical Microscopy
- Electron Microscopy
3. Scientific Dating Techniques
- Relative Dating Methods
- Fluorine Dating
- Uranium-Series Dating
4. Palaeobiochemistry
5. Palaeodietary Reconstruction
- Trace Element Analysis
- Lipid and Residue Analysis
6. Palaeoenvironmental Reconstruction
- Stable Isotope Studies
- Trace Element Studies
7. Scientific Approaches to Archaeological Interpretation

Unit 4: Knowledge Systems, Institutions and Legacy of Ancient Indian Science (Credit: 1) (Lectures: 15)

1. Mathematics and Astronomy in Ancient India
2. Medicine and Ayurveda
3. Architecture, Engineering and Water Management
4. Agricultural Science and Environmental Knowledge
5. Scientific Traditions in Ancient Universities and Learning Centres
6. Technology, Trade and Economic Development
7. Contributions of Ancient Indian Science to World Civilization
8. Major Scientific Research Institutions and Laboratories in India
- Tata Institute of Fundamental Research (TIFR)
- National Chemical Laboratory (NCL)
- Indian Institute of Tropical Meteorology (IITM)
- Inter-University Centre for Astronomy and Astrophysics (IUCAA)
- Deccan College and Archaeological Science Laboratories
9. Contemporary Relevance of Ancient Indian Scientific and Technological Heritage

Key Reading List:-

Bag, A. K. (1997). *History of technology in India*. Indian National Science Academy.

Chattopadhyaya, D. P. (1977). *History of science and technology in ancient India: The beginnings*. Firma KLM.

Dharampal. (2000). *Indian science and technology in the eighteenth century: Some contemporary European accounts* (Rev. ed.). Other India Press.

Joseph, G. G. (2011). *The crest of the peacock: Non-European roots of mathematics* (3rd ed.). Princeton University Press.

Rahman, A. (Ed.). (1999). *History of Indian science, technology and culture, A.D. 1000–1800*. Oxford University Press.

Subbarayappa, B. V. (2013). *The roots of ancient Indian science*. Project of History of Indian Science, Philosophy and Culture.

Brothwell, D. R., & Pollard, A. M. (Eds.). (2001). *Handbook of archaeological sciences*. John Wiley & Sons.
Glascock, M. D., Neff, H., & Vaughn, K. J. (Eds.). (2007). *Archaeological chemistry: Analytical techniques and archaeological interpretation*. American Chemical Society.
Pollard, A. M., Batt, C. M., Stern, B., & Young, S. M. M. (2007). *Analytical chemistry in archaeology*. Cambridge University Press.
Price, T. D., & Burton, J. H. (2011). *An introduction to archaeological chemistry*. Springer.
Wilson, L. (2010). *Geoarchaeology: The earth-science approach to archaeological interpretation*. Cambridge University Press.
Agrawal, D. P. (1982). *The archaeology of India*. Curzon Press.
Agrawal, D. P. (2000). *Ancient metal technology and archaeology of South Asia*. Aryan Books International.
Craddock, P. T. (1995). *Early metal mining and production*. Edinburgh University Press.
Tewari, R. (2003). *The origins of iron working in India: New evidence from the Central Ganga Plain and the Eastern Vindhyas*. Antiquity, 77(297), 536–544.
Tripathi, V. (2001). *The age of iron in South Asia: Legacy and traditions*. Aryan Books International.
Orton, C., Tyers, P., & Vince, A. (2013). *Pottery in archaeology* (2nd ed.). Cambridge University Press.
Rice, P. M. (2015). *Pottery analysis: A sourcebook* (2nd ed.). University of Chicago Press.
Rye, O. S. (1981). *Pottery technology: Principles and reconstruction*. Taraxacum.
Shepard, A. O. (1976). *Ceramics for the archaeologist*. Carnegie Institution of Washington.
Brill, R. H. (1999). *Chemical analyses of early glasses* (Vols. 1–2). Corning Museum of Glass.
Pollard, A. M., & Heron, C. (2008). *Archaeological chemistry* (2nd ed.). Royal Society of Chemistry.
Shortland, A. J. (2012). *Lapis lazuli and glass: Ancient technologies and trade*. Oxbow Books.
Aitken, M. J. (1990). *Science-based dating in archaeology*. Longman.
Bowman, S. (1995). *Radiocarbon dating*. British Museum Press.
Taylor, R. E., & Bar-Yosef, O. (2014). *Radiocarbon dating: An archaeological perspective* (2nd ed.). Left Coast Press.
Walker, M. (2005). *Quaternary dating methods*. John Wiley & Sons.
Evershed, R. P. (2008). Organic residue analysis in archaeology: The archaeological biomarker revolution. *Archaeometry, 50*(6), 895–924.
Reitz, E. J., & Wing, E. S. (2008). *Zooarchaeology* (2nd ed.). Cambridge University Press.
White, T. D., Black, M. T., & Folkens, P. A. (2011). *Human osteology* (3rd ed.). Academic Press.
Filliozat, J. (1964). *The classical doctrine of Indian medicine*. Munshiram Manoharlal.
Joseph, G. G. (2011). *The crest of the peacock: Non-European roots of mathematics* (3rd ed.). Princeton University Press.
Plofker, K. (2009). *Mathematics in India*. Princeton University Press.
Subbarayappa, B. V. (2001). *The tradition of astronomy in India*. Munshiram Manoharlal.
Michell, G. (2012). *The Hindu temple: An introduction to its meaning and forms*. University of Chicago Press.
Nagaraju, S. (1985). *Ancient Indian water management systems*. Agam Kala Prakashan.
Sivaramamurti, C. (1977). *Indian sculpture*. Allied Publishers.
Agrawal, D. P. (2002). *The archaeological chemistry of India*. Aryan Books International.
Chakrabarti, D. K. (2014). *India: An archaeological history: Palaeolithic beginnings to early historic foundations* (3rd ed.). Oxford University Press.
Misra, V. N. (2001). *Prehistoric human colonization of India*. Indira Gandhi Rashtriya Manav Sangrahalaya.

Paddayya, K. (1990). *Theoretical perspectives in Indian archaeology*. Books & Books.
Shinde, V. (Ed.). (2014). *Current perspectives in Indian archaeology*. Books & Books.

Note: - 60 Marks for theory paper & 40 Marks on Class room Seminars/ Study Tour/ Tutorials/ Field Work/ Project.

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OJT/Field Project

Marks: 100 (60+40) **Credits:** 4

Course Description

The On-the-Job Training (OJT) / Field Project course is designed to provide experiential learning opportunities that bridge academic knowledge and professional practice in Archaeology, Ancient Indian History, Culture, Heritage, and Museology. Through field-based training, archaeological explorations, excavations, museum internships, heritage documentation, archival studies, conservation activities, and research projects, students gain practical exposure to the methods and techniques employed by professionals in the discipline. The course encourages independent learning, critical observation, analytical thinking, professional ethics, and research skills. Students are expected to document their experiences, prepare a comprehensive project report, and present their findings, thereby enhancing their employability and professional competence.

Course Objectives

1. Provide practical training in archaeological, historical, museum, and heritage-related activities.
2. Enable students to apply theoretical knowledge to real-life field situations and professional environments.
3. Develop skills in archaeological exploration, excavation, documentation, recording, and analysis.
4. Familiarize students with museum management, collection studies, conservation, and heritage interpretation.
5. Promote field-based research and project-oriented learning.
6. Enhance competencies in data collection, report writing, presentation, and communication.
7. Encourage collaboration with professional institutions, museums, archives, and heritage organizations.
8. Foster awareness of cultural heritage preservation, conservation, and public engagement.
9. Develop professional ethics, leadership qualities, teamwork, and problem-solving abilities.

Course Outcomes

Upon successful completion of the course, students will be able to:

1. Demonstrate practical understanding of archaeological and heritage-related professional practices.
2. Apply field and laboratory methods for archaeological survey, excavation, documentation, and analysis.
3. Conduct systematic documentation of archaeological sites, museum collections, monuments, and heritage resources.
4. Utilize appropriate techniques for recording, cataloguing, mapping, photography, and data management.
5. Analyze and interpret field observations and research data using scientific and historical approaches.

6. Prepare professional-quality field reports, project reports, and research documentation.
7. Exhibit effective communication, teamwork, leadership, and organizational skills in professional settings.
8. Evaluate the significance of cultural heritage resources and recommend appropriate preservation strategies.
9. Demonstrate familiarity with the functioning of museums, archaeological institutions, archives, and heritage organizations.
10. Integrate academic knowledge with practical experience, enhancing preparedness for careers in archaeology, museums, heritage management, conservation, tourism, and research.
11. Develop independent research capabilities and professional confidence through hands-on learning experiences.

Suggested Areas for OJT / Field Project

Students may undertake training/project work in any one or more of the following:

Archaeology

- Archaeological Exploration and Survey
- Archaeological Excavation
- Site Documentation and Mapping
- Archaeological Illustration and Photography
- GIS and GPS Applications in Archaeology
- Artefact Analysis and Classification

Museums and Heritage

- Museum Documentation and Cataloguing
- Collection Management
- Museum Education and Exhibition Studies
- Heritage Interpretation and Public Archaeology
- Conservation and Preservation Practices

Research and Documentation

- Epigraphic Documentation
- Numismatic Studies
- Archival Research
- Digital Heritage Documentation
- Cultural Resource Mapping

Institutional Training

Training may be undertaken at:

- Archaeological Survey of India (ASI)
- State Departments of Archaeology
- Museums
- Universities and Research Institutes
- Archives and Libraries
- Heritage and Conservation Organizations
- Excavation Projects approved by recognized institutions

Field Activities

Students shall participate in one or more of the following:

1. Archaeological Site Visits
2. Archaeological Exploration Programmes
3. Excavation Training Camps
4. Museum Visits and Collection Studies
5. Heritage Walks and Monument Documentation
6. Study Tours

7. Workshops and Training Programmes
8. Seminars, Conferences, and Guest Lectures
9. Community Heritage Awareness Activities

Project Report

Each student shall submit a Field Project / OJT Report containing:

1. Introduction and Objectives
2. Institutional Profile (where applicable)
3. Description of Work Undertaken
4. Methodology
5. Observations and Findings
6. Photographs, Maps, Drawings, and Documentation
7. Learning Outcomes
8. Conclusion
9. References and Appendices