LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF) FOR THE FIRST DEGREE (UG) PROGRAMME FOR DOUBLE MAIN - ANCIENT INDIAN HISTORY AND ARCHAEOLOGY UNDER THE CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCS) IN AFFILIATED COLLEGES

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REGULATIONS

ELIGIBILITY FOR ADMISSION AND EQUIVALENCY

1. The eligibility criteria for the Double Main course would be as follows:
   A pass in Higher Secondary Examination of the State Board or an Examination accepted by the University as equivalent thereto.

2. Calculation of index mark, for preparing rank list for admission to the course shall be as follows:
   Calculation of Index Marks: Total marks in Higher Secondary + Marks scored by the candidate for History/ Archaeology and an additional weightage of 25% marks for History/Archaeology. In the event a candidate has studied both Archaeology and History in Higher Secondary, marks of either subject, whichever is higher, shall be taken into account.

3. B.A Ancient Indian History & Archaeology shall be treated as equivalent to both B.A History and B. A. Archaeology for academic and professional purpose
## B. A. DEGREE PROGRAMME

UNIVERSITY OF KERALA

B.A. - ANCIENT INDIAN HISTORY & ARCHAEOLOGY (DOUBLE MAIN COURSE)

### COURSE STRUCTURE

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Field Study Visit to Historically and Archaeologically important sites

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Total Papers: 36

* FC – Foundation Course

OC- Open Course
Syllabus – Main I

B. A. Degree Programme
B.A. - Ancient Indian History & Archaeology (Double Main Course)

<table>
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<tr>
<th>SEMESTER I</th>
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Core Paper I: AHA 1131 Methodology and Perspectives of Social Sciences

The paper intends to make students acquaint with the broad contours of social sciences and its methodology.

Objectives:

1. To familiarize students with the main concerns of social science discipline.
2. To articulate the basic terminologies and theories prevalent in the concerned disciplines.
3. To critically read popular and periodical literature from a social perspective.

Expected Outcome

1. Students learn the research methodology in social sciences.
2. Student acquires the skill of critical and analytic methodology followed in the study of Social Sciences.
3. Students get equipped with the skill to avoid bias and plagiarism to attain objectivity in Social Science writing
4. Student also understands the relevance of interdisciplinary methodology.

Syllabus

Module I

History: Nature and Practice
a) What is history – Defintions - Carr, Karl Marx, Carlyle, Croce.
b) Problems in the construction of history - Nationality and Bias – Objectivity - Plagarism.
c) Methodology of historians - DD Kosambi, RC Majumdar, Romila Thapar, Irfan Habib, Ranajith Guha, Ramachandra Guha
d) History and Social Sciences – Need for interdisciplinary approach.

Module II

Introduction to Social Sciences
Social Sciences - Emergence and Nature - relevance of the social science in understanding and solving contemporary problems - discussions of basic principles and concepts.

Module III

**Objectivity in Social Sciences**

Limits of Social Sciences and its practice – Sociology, Economics, Political Science - secular, communal and racial issues.

Module IV

**Understanding Social Structure**

Caste, Class, Gender - Marxist and other sociological Perspectives.

Reading List

Omvedt, Gail, *Dalits and Democratic Revolutions, Dr. Ambedkar and Dalit Movements in Colonial India*, New Delhi, 1994
Patel, Sujata, et. al. (ed.), *Thinking Social Science in India*, New Delhi, 20002.
Syllabus– Main I
B.A.Degree Programme
B.A. - Ancient Indian History & Archaeology (Double Main Course)

<table>
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Core Paper II: AHA 1231 Early History of India: Pre-History to Early Civilization & Urbanization

This paper is intended to create a general awareness among students regarding the early history of India up to the first urbanization. The student has to acquire the ability to understand and study the birth of human civilization in ancient India in a scientific and critical line.

Objectives

1. Equipping students to understand the geographical condition of India suitable for human settlement
2. Creating awareness about the necessity of evidences to study history of the early period
3. The syllabus enables the student to relate knowledge of society with the help of archaeological evidences
4. The student understands the importance of literary and field level evidences to understand formation of social living

Expected outcome

1. The syllabus creates awareness about the scientific evidences for the study of ancient India
2. It creates understanding of the interdisciplinary investigation in history
3. Creates ability to look at evidences in a critical way
4. Understanding of the importance of protecting and preserving historical evidences

Syllabus

Module I
Main Physiographic Zones
Influence of mountains, rivers, plains, hills, ghats, plateau, and coastal plains in shaping the history of India – Ecology – Environment and Human Advance

Module II
Geological Ages & Hominid Evolution

**Module III**

**Stone & Metal Ages**
- Palaeolithic, Mesolithic, Microlithic, Bhimbetka rock shelter paintings, Neolithic Revolution, Chalcolithic

**Module IV**

**Bronze Age**
- Harappan Civilization – Settlement Patterns and Town Planning- Agrarian Base- Technology – Craft and Trade- Belief System- Network of trade &urbanization

**Reading List**


Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus valley*, New Delhi, 2001


Syllabus– Main I
B.A Degree Programme
B.A Ancient Indian History & Archaeology (Double Main Course)

<table>
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<tr>
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Core Paper III: AHA 1331 Discovery of Ancient India

This paper is intended to create a general awareness among students regarding the understanding of early history of India. The student has to acquire the ability to understand and study the evolution of the understanding of Indian history in a scientific way.

Objectives

1. Creating awareness about the beginning of the study of ancient history of India
2. Equipping students to understand various approaches in exploring ancient Indian history.
3. The syllabus enables the student to examine the role of state and colonialism in exploring Indian history
4. The student understands the role of nationalism and other factors in the study of Indian history in nineteenth and twentieth centuries

Expected outcome

1. The syllabus creates awareness about the various schools of thought in the study of ancient India
2. It equips student to understand the politics behind the writing of Indian history
3. It creates understanding of the interdisciplinary investigation in history
4. Creates ability to look at evidences in a critical way
5. Understand the importance space and time in the writing of history

Syllabus

Module I

Ancient Indian Literature-Documentation and Translation

Orientalism and Imperialism- Veda, Purana and Epic texts- Buddhist literature- Tripiadaka and Jatakas- Jain literature- anga and upanga- Literary developments in Gupta age- Sangam literature- Ettuthogai-Pattupattu- Tamil Epics- foreign writers- Fa-hien, HuanTasng, Itsing, Pliny, Albiruni, Periplus of the Erythrean Sea

Module II
Understanding India through Epigraphy


Module III

Nationalist Understanding of ancient India

Western education and its impacts-development of Nationalism- Influence of Western historiography- myth of the golden age- nationalist response to communal division of Indian history

Module IV

Scientific Understanding of ancient Indian society

Materialistic interpretation of history and geography-region and religion- State and emperor- trade and commerce

Reading List:

- Basham, A.L., Cultural History of India, OUP, 1975
- Basham, A.L., The Wonder that Was India, Rupa & Co. N. Delhi, 1967
- Chakravarti Ranabir., Exploring Early India up to C AD 1300, Primus Books.2016
- Chandra, B., Essays on Colonialism, Bertrams Publication, 2005
- Chandra, B., Nationalism and Colonialism in Modern India, Orient Longman, 1979
- Dadabhai Naoroji, Poverty and Un-British Rule in India, Anmol Publication, 1991
- Desai, A.R, Social Background of Indian Nationalism, Popular Prakashan, Delhi, 1987
- Jha, D N., Ancient India in Historical Outline, Delhi, 1999
- Kosambi D. D., An Introduction to the Study of Indian History, Bombay: Popular Prakashan, 2004
- Sen SAILendraNath, Ancient Indian History and Civilization, New Delhi. 1999
- Sharma R.S, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996
o Sharma R.S., *India’s Ancient Past*, OUP, 2005
o Thapar, Romila, *Cultural Past: Essays in Early Indian History*, New Delhi 2000
o Thapar, Romila, *From Lineage to State*, OUP, 1984
o Thapar, Romila, *Recent Perspectives of Early Indian History*, Bombay, 2002
o Tripathi, Rama Sankar, *History of Ancient India*, Delhi, 1999
o Singh, Upinder, *The Discovery of Ancient India Early Archaeologists and the Beginnings of Archaeology*, Delhi, 2004
Syllabus– Main I
B. A. Degree Programme
B.A. - Ancient Indian History & Archaeology (Double Main Course)

| SEMESTER III | Course Code: AHA 1332 | Credits: 3  
|             |                       | Hour: 3 |

Core Paper IV: AHA 1332 Cultural Transitions: Vedic Age and Eastward Movements

This paper is intended to familiarize students about the cultural transitions and the early history of India from the Vedic Period till the period of second urbanization.

Objectives:
1. Equip students to understand the use of sources in the learning of history.
2. To analyze relevant features of the society mentioned in the Vedic texts, the transition of society, spread of settlements and agriculture with the wide use of iron implements.
3. To analyze the impact of ideologies of upcoming heterodox religions on the society and economy.
4. To understand the shift from jana to janapatha, growth of Magadha, city life, trade and second urbanization.
5. Enabling students to learn ancient history by using both literary and archaeological evidences

Expected Outcome:
1. The syllabus creates awareness about the use of different sources for the study of ancient Indian society.
2. Student understands the merits of interdisciplinary investigation in history.
3. Acquire the ability to look at evidences from a critical point of view.
4. Understanding of the importance of protecting and preserving historical evidences.
5. Enables student to learn history of material culture beyond political history

Syllabus

Module I
Perspectives from sources: Literary & Archaeological
Vedic Literature, Archaeological evidences, PGW sites.

Module II
Early & Later Vedic Ages
Society and Economy - Varna- Polity - Gavishti, Gana, Vidatha, Sabha, Samiti, Bali, Bhaga, Dana, Dakishina
Module III
Spread of settlements towards the east
Eastward Movements of Vedic people - Later Vedic phases - Shift from copper to Iron and expansion of agriculture

Module IV
Age of Thinkers & Territorial States
Ideologies of Buddhism, Jainism, and other heterodox religions - its impact on society and economy
Sixteen great settlements -growth of Magadha - Agrarian expansion - emergence of city life, trade and urbanization

Reading List
Jha, D N., *Ancient India In Historical Outline*, Delhi, 1997
Sharma R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1996
Sharma R.S., *Sudras in Ancient India: A social History of the Lower Order Down to circa A D 600*, Delhi 2002
Sharma R.S., *Perspectives in social and Economic History of Early India*, New Delhi 2003
Thapar, Romila, *From Lineage to State*, OUP, 1984
Thapar, Romila, *Recent Interpretations of Early Indian History*, Bombay, 1995
Thapar, Romila, *Cultural Past: Essays in Early Indian History*, New Delhi 2000
Syllabus – Main I
B. A. Degree Programme
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Core Paper V: AHA 133 State and Social Formation in Ancient India

This paper is intended to familiarize students about the process of the formation of state and society in ancient India in a scientific and critical line.

Objectives:
1. Equipping students to analyse sources of history.
2. Enabling students to critically evaluate the formation of empire and the measures undertaken by the state for the society and empire
3. Enabling students to trace the origin of the state
4. Enabling students to understand continuous changes in the society during the Post-Maurya and Gupta periods

Expected Outcome:
1. Students get the ability to scientific use of evidences.
2. Students understand the importance of interdisciplinary investigation in history.
3. Acquires the ability to differentiate myths and facts.
4. Understands the importance of epigraphy, numismatics, geography and paleography in the study of ancient history

Syllabus
Module I
Sources & Historiography
Arthasastra of Kautilya, Indica of Megasthenese, Inscriptions of Asoka, archaeological and numismatic evidences

Module II
Emergence of Mauryan Empire
Nature and structure of Mauryan State and Society - Dhamma of Asoka - sculpture and architecture

Module III
Transition from Lineage to State
Evolution of state from Lineage based society – Metropolitan – Core region – Peripheral region

Module IV
Post- Maurya, Gupta & Post- Gupta developments
Indo-Greeks, Shakas, Kushans, Gandhara and Mathura Schools of Art - Satavahanas - Land Grants - life in Gupta Age - growth of Bhagavatism; art, literature, science and technology - Harsha - Buddhism - Nalanda university

Reading List

Jha, D N, Ancient India In Historical Outline, Delhi, 1997
Sharma R.S, Indian Feudalism, Delhi, 1965.
Sharma R.S, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996
Sharma R.S, Sudras in Ancient India: A social History of the Lower Order Down to circa A D 600, Delhi, 2002
Sharma R.S, Perspectives in Social and Economic History of Early India, New Delhi 2003
Sharma R.S, India’s Ancient Past, OUP, 2005.
Stein, Burton, A History of India, OUP, 1998
Thapar, Romila, Ancient Indian Social History, Hyderabad: Orient Longman, 1978
Thapar, Romila, From Lineage to State, OUP, 1984
Thapar, Romila, Recent Interpretations of Early Indian History, Bombay, 1995
Thapar, Romila, Cultural Pasts: Essays in Early Indian History, New Delhi 2000
Thapar, Romila, Early India, Penguin Books, 2002
Syllabus– Main I
B. A. Degree Programme
B.A. - Ancient Indian History & Archaeology (Double Main Course)

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Core Paper VI: AHA 1431 Major Trends in Historical Thoughts and Writings

This paper intends to enable students to understand the history of historical writings. It is also intended to equip them learn why history is to be written differently from time to time under conceptual presuppositions.

Objective:
1. To enable students to evaluate the works in the light of new theories and concepts.
2. To enable students to understand scientific mode of writing history
3. To enable students critically appreciate and evaluate evidences.
4. Students are sought to be made aware of differences in opinions and schools of thought amongst historians

Expected Outcome:
1. The paper attempts to develop in students an analytic and critical approach towards history.
2. Students are expected to learn scientific mode of writing of history based on evidence and thus distinguishing history from myth or story type narrations.

Syllabus

Module I
Early Historical Writings

Module II
Renaissance, Impact of Scientific Revolution, Enlightenment, Romanticism
Renaissance and its impact on historiography - Descartes - Vico – Cartesian and Anti-Cartesian Theory - Gibbon - Hegel

Module III
Positivism & Historical Materialism
Augustus Comte & Positivism – Ranke – Karl Marx & Materialistic interpretation of History

Module IV
Twentieth Century Historiography
Annales School – Structuralism – Subaltern Studies – Post Modernism

Reading List
George Gllgers, et.al., *Global History of Modern Historiography*, Pearson Education Ltd, NewDelhi, 2010
Core Paper VII: AHA 1432 Writing Pre Modern Kerala History

This paper is intended to create a general awareness about the writing of Kerala history. This is to create a scientific attitude among students regarding the sources available about the study of early history of Kerala.

Objectives

1. Creating awareness about the writing of early history of Kerala
2. Equipping students to understand various approaches in the writing of Kerala history.
3. The syllabus enables the student to examine the role of time and space in the creation of historical works
4. The student understands the role the author/creator in the evidences

Expected outcome

1. The syllabus enables the student to understand historiography pf Kerala history
2. It equips student to understand chronology of historical works
3. It creates understanding of the interdisciplinary investigation in history
4. Creates ability to look at evidences in a critical way
5. Understand the importance space and time in the writing of history

Syllabus

Module I

Kerala in Traditional Texts

Tamilakam Literature- reference about Kerala in Puranic literature- keralolpathi and Kerala Mahatmyam- pre modern literature in medieval Kerala- knowledge about Kerala in Malayalam and Sanskrit literature-foreign accounts- Shaik Zainudhin-granthavarikal

Module II

Colonialism and Kerala’s Past
Portuguese and Dutch understanding of Kerala - British rule and survey records-travelogues- gazetteers and manuals- settlement records- missionary writings-beginning of archaeological and epigraphical understanding- William Logan- criticism of traditional accounts about Kerala’s past

Module III

Nationalist Understanding of Pre Modern Kerala

Western education and its impacts-middle class and nationalism- Pachu Moothathu-Sangooonny Menon- KP Padmanabha Menon- Kerala Society Papers- Rama Varma research Bulletin- Archaeology in Kochi and Thiruvithamcore- District Manuals

Module IV

Research in Kerala History after 1947

ElamkulamKunjan Pillai- M G S Narayanan- beginning of academic institutions and research- EMS Nambudirippad and K Damodaran- contributions of non-academic scholars

Reading List:

Ganesh, K.N., Keralithinte Innelekkan(Malayalam), Trivandrum: Kerala Basha Institute, 1915
Elamkulathinte Samboorna Krithikal, University of Kerala, 2005.
Menon, C. Achutha., Cochin State Manual, Ernakulam, 1911.
B.A. Degree Programme
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Core Paper VIII: AHA 1433 Ancient Tamilakam

This paper is introduced to create a sound understanding of the early history of South India. It focuses on the study of various ecosystems, physiographic division of land, stratification of society and social formation in ancient Tamilakam.

Objective:
1. To enable students to understand various types of sources and their historical validity.
2. To enable students learn the uneven landscape and evolution of different forms of livelihood on the basis of resource availability.
3. To enable students appreciate mutual dependency of communities from different landscapes and social formation.
4. To enable students understand different levels of trade, exchange mechanism, forms of transactions, maritime relations.

Expected Outcome:
1. Students get familiarized with early social formation in ancient Tamilakam.
2. Student formulates idea about the forms of production and forces of change in shaping the ancient south Indian society.
3. Student understands the agrarian expansion took place in ancient Tamilakam by the use of literary and archaeological evidences.
4. Student understands the importance of latest investigations in archaeology, epigraphy and ancient geography which played a vital role in the formation of south Indian society.
5. Student also understands the merits and limitations of conventional historical understanding in the field.

Syllabus
Module I
Historiography & Sources
Early Writings_ Discovery and publications of inscriptions_ Nilakanta Sastri, Burton Stein, Noboru Karashima, Subbarayalu, _ Archaeological and literary sources

Module II
Pre-historic evidences
Early stone age sites_ Pallavaram, Robert Bruce Foote_ New Stone Age.

Module III
Megalithic and Iron Age
The Iron Age societies and their remains - typology and extent - nature of social formation.

Module IV
Early Historic Period

Reading List
Warmington, E.H, *The Commerce Between the Roman Empire and India*, Delhi, 1974.
Syllabus—Main I
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Core Paper IX: AHA 1531 Major Trends in Indian Historical Thought and Writings

Objectives:

1. To enable students understand the origin and development of historical writings in India.
2. To locate major historical works in Indian history.
3. To create an awareness among the students about the influence of ideas and theories, trends and concepts in Indian historical writings.

Module I
Early Historical Perceptions and Writings
Historicity of Itihasa, Purana traditions – Jain and Buddhist Traditions – Harsha Charita – Rajatarangini.

Module II
Medieval Historiography
Characteristic features of Sultanate and Mughal writings – Bharani – Abul Fazl.

Module III
Colonial Historiography and Nationalist Responses

Module IV
Post Independence Trends in Historical Writing

Reading List
10. Sen, SP (ed.) , *History and Historians of Modern India*.
Syllabus – Main I
B. A. Degree Programme
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| SEMESTER V | Course Code: AHA 1532 | Credits: 4 | Hour: 4 |

Core Paper X: AHA 1532 History of Pre- Modern Kerala

This paper intends to make students acquainted with early history of Kerala, lifestyles based on ecology, waves of settlements and social formation. Further, students are enabled to appreciate the method of historical writing using evidences.

Objective:
1. To familiarize students with the ancient history of Kerala.
2. To make students understand the landscape and ecosystems of early Kerala.
3. To enable students appreciate the different sources and early works on early Kerala.
4. To enable students understand the transformation stages of early Kerala.

Expected Outcome:
1. Students form a sound understanding of history of early Kerala, differentiating myth from history, based upon appreciation of different sources used in historical writing.
2. Students understand how changes in landscape and ecosystems leads to transformation in lifestyles of people, and social formation therewith.
3. Student realizes the facts behind the formation of a multi-cultural society in Kerala

Syllabus

Module I
Sources of Kerala History & Geographical features
Sources and Historiography - Eco-system and Landscape.

Module II
Prehistory
Pre-historic cultures – stone tools – rock paintings – microliths –Early Iron Age &Megalithic Culture – pattern of distribution of Megaliths – society, economy and belief system as revealed from the study of remains.

Module III
Early Historic Kerala
Evidence for early chiefs and kings –Sangam- polity, society, cattle raid - different views,Ay, Ezhimala, Cheras in Patittuppattu.
Module IV

Transformation of Kerala
Brahmana Settlements, Agricultural Expansion and Formation of State.

Reading List
Ganesh, K.N., *Keralithinte Innelekkal* (Malayalam), Trivandrum: Kerala Basha Institute, 1915
Kesavan Veluthat, *The Early Medieval in South India*, OUP, 2009
Narayanan, M.G.S., *Cultural Symbiosis in Kerala*, Trivandrum, 1972
Narayanan, M.G.S., *Reinterpretations in South Indian History*, Trivandrum, 1977
Rajan Gurukkal, Raghava Varrier, *History of Kerala Prehistoric to the Present*, Orient Blackswan, 2018
FIELD STUDY VISIT

Field Study Visit to historically and archaeologically important sites shall be conducted during Vth Semester as part of the curriculum, in accordance with Govt. Order promulgated by the Directorate of Collegiate Education. Students are expected to submit a detailed report of the same for the Core Course: AHA 1532 History of Pre-Modern Kerala.
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AHA 1533 Mechanics of Project Writing

Instructions
1. This paper is to be taught during the 2 instructional hours allotted for the Project Work Guidance in Semester –I&II, for Project Work to be submitted at the end of Semester V for Main I and Semester VI for Main II.
2. There is no end semester examination for this paper.

Objectives
1. To enable students to understand the method of historical writing.
2. To make aware of the various tools pertaining to the writing of history.
3. To familiarize the new theories and concepts of historical method.

Expected Outcome
1. To equip students successfully complete Project Work to be submitted at the end of Semester V for Main I and Semester VI for Main II.
2. To equip students systematically and scientifically research and write historical works.
3. To familiarize students with the technique of data interpretation and report writing.
4. To make students aware of the steps in selection of research topic.

Syllabus

Module I

a) Preliminaries


Module II


Module III

Reading List

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Core Paper XI: AHA 1631 Science and Technology in Ancient India

This paper is intended to familiarize the students about the underplay of science and technology in the formation of Indian culture. This help students to understand the importance of interaction and sharing of knowledge between different communities since the appearance of human life in India.

Objectives:
1. Creating awareness about science and technology in ancient India
2. Identify the evolution and growth of medicines and practices
3. Analyse the of knowledge about space, time, climate etc
4. Assess the development of engineering, agriculture and craft technology

Expected Outcome:
1. Students become familiarized with the role science and technology in history
2. Students understand the contributions of Ancient Indian societies in the field of science and technology
3. Acquires knowledge about the sharing of knowledge required for everyday life between different communities beyond caste and religious differences

Syllabus

Module I
Neolithic Revolution-Invention of Wheel-Pottery making-bronze age-Urbanization-Indus Valley Civilization-Technology and Engineering Skills-Town Planning-Great bath- granary –Drainage system- metallurgy and clay crafts

Module II
Evidences of iron use in early India- effect upon politics, agriculture, social life and trade contacts- warfare and clearing of forests- medicines and astronomy- mathematics-logic- astronomy-medicine- shared spaces of knowledge

Module III
State formation and consolidation of knowledge- caste system and science- short and long distance trade contacts- contact with Greeks and Arabs- large scale use of iron and other metals- changes in shipping and navigation- calender system and knowledge
about agriculture- Aryabhatta Brahmagupta, Varahmihira, Bhaskara-Buddhist stupas and viharas - architecture- development of Ayurveda.

Module IV
Iron Age in South India- megaliths- contact with Rome and North India- Indian ocean trade- pottery and architecture- warfare and medicinal practices

Reading List
Forbes, R. J., *Metallurgy in Antiquity*, Leyden, 1950
Core Paper XII: AHA 1632 Maritime History of Pre-Colonial India

The paper expects to develop in students the skill of comparative analysis of various maritime activities and related changes happened in different periods of ancient Indian history.

Objective

1. To equip the Students to have an idea on the Maritime Activities in early India.
2. To understand the Maritime trade between India and other countries in ancient period.
3. To develop the cognitive skills to synthesize the significance of maritime history of ancient India and thereby develop interest and able to do more enquiries on the significant events and changes happened due to overseas trade and maritime activities.

Expected Outcome:

1. The course enables the students to conceptualize the Maritime Activities in early India.
2. Students would able to understand the economic activities in ancient India.
3. Develop the skill of comprehend and evaluate the Maritime contacts between India and other countries in ancient period.

Module: 1

Oceanic world and the Indus

Module: II

Long Distance Trade & Urbanisation

Module: III

Impact of Maritime Trade upon Society
Social practice of maritime technology – boat building and sailing techniques, shipping and sailing communities and traders.

Module: IV
The world of Indian Ocean Trade

Reading List

11. Y. Subbarayalu, *South India under the Cholas*, OUP, Delhi, 2011.
Core Paper XIII: AHA 1633 Women in Ancient India

This paper is intended to create a general awareness among students regarding the life of women in early India. The student has to understand the history of social life in ancient Indian society with particular reference to the women. This enables the student to learn reasons for the stratified society and the lower position of women in the society.

Objectives

1. Understand the history of women in ancient India
2. Critically understand the changing position of women in various periods and its reasons
3. Realise the impact of gender disparity in the social life
4. Critically read the representation of women in literature, art, religion and political treatises

Expected Outcome:

1. Enable the student to understand the requirement of gender equality
2. Student acquires the skill to understand various historical forces which determined the lower status of women in the Indian society
3. Student realises the non visibility of ordinary women in hegemonic literature and the reasons for her absence.

Syllabus

Module I

From Primitive Community to settled life:

Women in the Stone and Bronze ages in India – evidences for the study of women in Harappan culture - the statue of dancing girl - Dress and Ornaments.

Module II

Women in Vedic Period

Development of Brahminical patriarchy in India - status of women- education- Garhi, Maithri and Lopamudra- special institutions- anuloma, prathiloma and swayamvara marriages- Later vedic women- gurukula system and women- Women in Buddhism and Jainism

Module III
From Mahajanapadas to Gupta period

Status of women- Language and Literature- Prakrit and Sanskrit- Women and work, Women in art and sculpture- Education

Module IV

Women in Early South India

Women in Sangam literature – Ovvayar and Nachellaiyar –aimperunkulu and emperayam – Women in Post Sangam literature- Kannaki and Manimekhalai

Reading List:

Syllabus – Main II

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CORE I : AHA 1141 Principles And Methods In Archaeology

AIMS AND OBJECTIVES

AIM: To familiarize students with the concept of Archaeology and also to acquainted with the basic principles and methodology within the subject.

OBJECTIVES:
- To develop an understanding of the subject Archaeology.
- To get a basic exposure of its definition, aim, scope and evolution.
- To learn the basic relationship of archaeology with Social and Natural sciences.
- To familiarize the techniques of exploration and excavations; post excavation analysis and interpretation of data and learn how to prepare the reports.

COURSE OUTCOMES:
CO1. Familiarize the aim, scope, and evolution of Archaeology
CO2. Understand the history of Indian Archaeology
CO3. Identify the relationship between archaeology and other disciplines
CO4. Understand the data retrieval techniques in archaeology
CO5. Demonstrate Post excavation analysis, recording and interpretation of data
CO6. Evaluate the dating methods in Archaeology
CO7. Analyse the conservation and preservation methods in Archaeology

Module I:
Archaeology- Definition, aim, scope and evolution.

Module II:
History of Indian archaeology.
Relationship of Archaeology with Social and Natural Sciences.

Module III:
Retrieval of Archaeological data: techniques of exploration, excavation, Experimental Archaeology, Ethnography and Ethno-archaeology and Simulation.

Module IV:
Post excavation analysis and interpretation of data, Preparation of reports, Dating in Archaeology, Aims of conservation and preservation of archaeological remains.

Essential Readings


• Balme, Jane and Alistair Paterson. 2014. *Archaeology in Practice (A Student Guide to Archaeological Analyses)*. West Sussex: John Wiley and Sons Inc.


• Miller, Heather Margaret-Louise. 2009. *Archaeological Approaches to Technology*. Walnut Creek: Left Coast Press Inc.


AIMS AND OBJECTIVES

AIM: To familiarize students with the concept of prehistoric India, the settings – climate, environment, flora and fauna and also make aware about the Prehistoric culture and art.

OBJECTIVES

• To get a basic knowledge of Paleo-environment during Stone Age in India
• To familiarize with the Lower, Middle and Upper Paleolithic, Mesolithic and Neolithic cultures of India
• To understand the Prehistoric art

COURSE OUTCOMES:

CO1: Get basic knowledge about the Paleo-environment during Stone Age in India.
CO2: Acquire an idea about the typo-technology and raw materials of prehistoric tools.
CO3: Understand the Lower, Middle and Upper Paleolithic, Mesolithic and Neolithic cultures of India.
CO4: Analyze the Prehistoric Art in India
CO5: Acquire basic knowledge about the important excavated prehistoric sites in India

Module I:
Paleo-environment during Stone Age in India

Module II:
Typo-technology and raw materials of prehistoric tools.

Module III:
A brief introduction to Lower Paleolithic, Middle Paleolithic, Upper Paleolithic, Mesolithic and Neolithic cultures of India

Module IV:
Prehistoric Art in India - Typology, nature, techniques and main sites

Essential Readings


Syllabus– Main II
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CORE III: AHA 1242 Indian Proto History

AIMS AND OBJECTIVES

AIM: To familiarize students about the settings of Proto historic India, especially the Harappan and associated cultures and also various regional Chalcolithic cultures across India.

OBJECTIVES
- To understand the Pre and Early Harappan village cultures of North-Western India.
- To familiarize the Harappan Culture -Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- To gain knowledge of Post Urban Harappan and Regional Chalcolithic cultures in India

COURSE OUTCOMES:
CO1. Understand the first urbanization in Indian subcontinent
CO2. Categorize Classical Harappan and Regional Chalcolithic Cultures in Greater Indus Region
CO3. Apply material culture for the construction of Indian History during Indus Age
CO4. Analyse the features of Harappan town planning
CO5. Familiarize the Harappan trade, script, religion, arts and craft, and burials
CO6. Evaluate the Harappan and regional Chalcolithic artefacts and arrive at logical interpretations
CO7. Understand the factors of decline of Indus Civilization and its Legacy

Module I

Module II:
Pre-Urban Harappan Village Cultures in North-Western India (5000-2600 BC)

Module III:
Urban Harappan Phase (2600-1900 BC): Factors of urbanization, Town Planning, trade, script, religion, Burials, arts and craft. Decline of Indus Civilization

Module IV:
Post Urban Harappan Phase (1900-1000 BC) in India
Regional Chalcolithic Cultures in Western and Central India
Legacy of Indus Civilization
Essential Reading

Aims and Objectives

**AIM:** To make aware students about the geomorphological and archaeological settings in Kerala and also familiarize about the ancient sculptural and painting tradition in Kerala.

**OBJECTIVES**
- To understand the Geomorphology of Kerala.
- To familiarize with the Paleolithic period of Kerala and Megalithic culture of Kerala.
- To understand the development of temple Architecture in Kerala. Sculptural Art of Kerala—stone, wood, metals. Painting tradition in Kerala.
- To know about the important Epigraphs of Kerala.
- To acquainted with the Roman and other important coin finds from Kerala.
- To gain basic knowledge about the Church and Mosque architecture in Kerala.

**COURSE OUTCOMES:**
CO1: Understand the nature of archaeological remains and researches in Kerala.
CO2: Understand and apply the geomorphology and environment of Kerala in archaeological perspective.
CO3: Summarise the cultural developments in Kerala through artefacts, epigraphs, art and architecture.
CO4: Implement the information to identify and describe the archaeological remains from Kerala.
CO5: Analyse the archaeological remains of Kerala.
CO6: Evaluate the archaeological researches in Kerala in a critical view point.

**Module I:**
Geomorphology of Kerala—brief understanding of rock and soils, geological stratigraphy and land forms in Kerala.
Prehistory of Kerala—Palaeolithic, Mesolithic and Neolithic.

**Module II:**
Iron Age Culture of Kerala—Megalithic burial typology, artefacts and chronology.
Excavations in Kerala—Pattanam, Vizhinjam and Kottappuram fort.

**Module III:**
Temple architecture in Kerala—Introduction to temple elements and its development.
Sculptural art of Kerala - stone, wood and metals. Painting tradition in Kerala: rock art (Petrographs and Petroglyphs) and mural paintings.

Module IV:
Epigraphs of Kerala
Brief introduction to church and mosque architecture in Kerala.
Medieval monuments of Kerala – Forts, Chumadutangi (load relieving stones), and vazhiyambalam.

Essential Readings
• Sam, N. 2006. KeralthilePracheenaLipimatrukakal. Trivandrum Archives, Govt. of Kerala.
• Seth, Mira 2006. Indian Painting- The great mural tradition, Ahmedabad: Mapin.
Syllabus– Main II
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CORE V: AHA 1342 Iron Age Of India

AIMS AND OBJECTIVES

AIM: To familiarize students about the iron in India and also about the early historic sites and associated cultures.

OBJECTIVES

- To understand the Iron Age culture in India- its Origin, Chronology-cultural features.
- To know the Salient features of Painted Grey Ware culture and Megalithic Culture of India.
- To understand the salient features of NBPW culture.
- To know the various excavated early historic sites in India.

COURSE OUTCOMES:

CO1: Understand the Iron Age culture in India.
CO2: Learn about the Megalithic Cultures of India
CO3: Know the Salient features of Painted Grey Ware culture
CO4: Understand the salient features of NBPW culture.
CO5: Familiarize various excavated early historic sites in India

Module I:
Early occurrence of Iron: Chrono-cultural features.

Module II:
Megalithic Cultures of India: Distribution, Typology and Material remains

Module III:
Salient features of Painted Grey ware culture
Salient features of NBPW culture

Module IV:

Essential Readings
Syllabus– Main II
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CORE VI: AHA 1441 Ancient Indian Architecture

AIMS AND OBJECTIVES

AIM: To familiarize students about the ancient architecture prevails in the Indian sub-continent, especially religious in nature.

OBJECTIVES

- To understand about the Mauryan Architecture - Pillars, Caves, and Palaces
- To understand the main features of Stupa and Buddhist Architecture – Stupas and Monasteries, Pre-Mauryan, Mauryan and Post Mauryan evidences.
- To acquire knowledge about rock- cut caves of Western India (Maharashtra) and Eastern India (Orissa).
- To understand about the Architecture of Gupta, Vakataka(Caves at Ajanta), ChalukayaRashttrakuta, Chandela,Pallava, Chola, Hoysalaand VijayanagaratemplesandOrissan temple architecture.

COURSE OUTCOMES:

CO1. Understand the history and development of religious and secular architecture in India
CO2. Understand the Mauryan Architecture
CO3. Gain knowledge about the Buddhist Architecture
CO4. Acquire basic knowledge about the rock- cut caves of Western India and Eastern India
CO5. Get an understanding about the temple architecture in India
CO6. Obtain basic idea about the architecture of various dynasties

Module I:

Module II:
Buddhist Architecture – Stupas, Chaityas, Monasteries, and Rock- cut caves of Western India (Maharashtra) and Eastern India (Orissa).

Module III:
Temple Architecture in India- Nagara, Vesara and Dravida.
Gupta Architecture - Caves and Structural temples, Ajanta and Bagh Caves.

Module IV:
Chalukyan Architecture; Rashtrakuta-Vakataka-Architecture, Chandela temples at Khajuraho; Orissan temples at Bhubaneshwar and Puri; Evolution of temples under – Pallavas, Cholas, Hoysalas and Vijayanagara

Essential Readings:

- Deva, Krishna. 1969. *Temples of North India*. Delhi: NBT.

Syllabus– Main II
B.A Degree Programme
B.A. - Ancient Indian History & Archaeology (Double Main Course)

| SEMESTER IV | Course Code: AHA 1442 | Credits: 4 Hour: 5 |

CORE VII: AHA 1442 Museum Methods

AIMS AND OBJECTIVES

AIM: To familiarize students with the concept of Museum- its history, conservation, guidelines in setting a museum and conservation and preservation of different types of artifacts.

OBJECTIVES
- To know about Museums, its definition, development, function and organizations of museums.
- To understand Types of Museums and Museum buildings.
- To familiarize the collection of artifacts, documentation, conservation and exhibition.
- To familiarize with the History of Conservation and modern principles and guidelines, its approaches, attitude, professional ethics and scope of entrepreneurship.

COURSE OUTCOMES:
CO1: Acquire a basic knowledge about the Museums, its definition, development, function and organizations of museums
CO2: Understand different types of Museums and Museum buildings.
CO3: Understand the history of conservation and it as a multidisciplinary science
CO4: Get an idea about the conservation problems
CO5: Understand the collection, documentation, conservation and preservation of artifacts.
CO6: Learn about the Exhibition techniques.

Module I:
Museums – Importance, Definition, development, functions and organizations of museums, Types of Museums and Museum Buildings. Important Museums in India.

Module II:
Conservation and Preservations- Definitions. History, Basic Differences, As a multidisciplinary science, theories, modern principles and guidelines, conservation – approach, attitude, professional ethics and scope of entrepreneurship.

Module III:
Artifacts – Organic and inorganic, their collection, documentation, conservation and preservation.

Module IV:
Exhibition - Presentation exhibition technique, show cases, furniture, lighting.
Museum Security.
Essential Readings

Syllabus– Main II
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B.A. - Ancient Indian History & Archaeology (Double Main Course)

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CORE VIII: AHA 1541 Ancient Indian Numismatics

AIMS AND OBJECTIVES

AIM: To familiarize students about the origin and antiquity of coinage in India and also about the numismatic history of different dynasties.

OBJECTIVES
- To acquire knowledge about the origin and antiquity of coinage in Ancient India.
- To study the coins as a source of history.
- To understand the various technique of manufacture and metrology.
- To get acquainted with various coins in India

COURSE OUTCOMES:
CO1: Get an outline about the origin and antiquity of coinage in Ancient India.
CO2: Acquire basic knowledge and study the coins as a source of Indian history.
CO3: Understand various manufacturing techniques and metrology of ancient Indian coinage.
CO4: Get acquainted with the coin series in India like, punch marked and cast coins, Local and Tribal coins, Indo-Greek coins, coins of Saka-Pahlavas and Coins of Western Kshatrapas.
CO5: Get an overview about the coinage of Kushan dynasty and Satavahana kingdom.
CO6: Understand about the Gupta coin.
CO7: Get basic knowledge about the coinage of Chola, Pandya and Chera kingdoms in South India.

Module I:
Origin, antiquity and general features of coinage in ancient India.

Module II:
Importance of Numismatics for the study of Ancient history – Socio-Cultural and Political, Religion and Economy, Scripts and language, Art and Iconography. Technique of manufacture, metrology and metallurgy. Legends, Symbols, Monograms and other devices.

Module III:
Survey of Coins in India: Punch marked and cast coins, Local and Tribal coins, Satavahana coins, Indo-Greek coins, Kushana coins, Saka – Pahlava coins, and Coins of Western Kshatrapas

Module IV:
Imperial Gupta coins
Coins of Cholas, Pandyas and Cheras

**Essential Readings**


**Syllabus– Main II**
B.A Degree Programme  
B.A. - Ancient Indian History & Archaeology (Double Main Course)

| SEMESTER V | Course Code:  
| AHA 1542 | Credits: 3  
| Hour: 4 |

CORE IX: AHA 1542 Palaeography And Epigraphy

AIMS AND OBJECTIVES

**AIM:** To familiarize students about the origin and evolution of ancient Indian scripts and language and various inscriptions found across India.

**OBJECTIVES**
- To understand the value of inscriptions for the reconstruction of history.
- To study the origin and antiquity of the art of writing in India and writing materials
- To understand various scripts like, Kharoshti and Brahmi
- To study the selected epigraphs

**COURSE OUTCOMES:**
CO1: Understand the antiquity and development of writing in India
CO2: Familiarize ancient scripts of Brahmi and Kharoshti
CO3: Categorize different types of inscriptions
CO4: Apply inscriptional information for historical reconstruction
CO5: Understand the inscriptions of early historic to medieval periods in India
CO6: Analyse the contents of inscriptions
CO7: Evaluate the inscriptions and arrive at cohesive historical interpretation

**Module I:**
Origin and antiquity of the art of writing in India. Value of inscriptions for historical reconstruction.

**Module II:**
Ancient writing materials. Types of inscriptions with special reference to *prashastis* and land grants.

**Module III:**
Palaeography – Introduction to Brahmi script and its evolution into Nagari script. Introduction to Kharoshti script.

**Module IV:**
Essential Readings

• *Epigraphia Indica*. Delhi: ASI.
• *South Indian Inscriptions*. Archaeological Survey of India.
Syllabus– Main II
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CORE X: AHA 1543 Science In Archaeology

AIMS AND OBJECTIVES

AIM: To make the students acquainted with various scientific methods and aids used in Archaeology from various sciences- especially Geology, Zoology, Botany, Geography and Chemistry.

OBJECTIVES
- To understand the Rocks and minerals.
- To familiarize with the scope of Palaeontology and Archaeozoological studies.
- To identify the Human Bones, and archaeo-botanical samples.
- To understand topo-sheets.
- To familiarize with the chemical conservation of metal objects.

COURSE OUTCOMES:
CO1: Understand the role of science in archaeology
CO2: Familiarise with the scientific applications in archaeology
CO3: Identify the potential archaeological contexts and artefacts for scientific investigations
CO4: Analyse the scientific results and interpretations in archaeological reports and communicate with the experts/scientists
CO5: Evaluate the scientific approaches in archaeology in a critical viewpoint

Module I:
Science and archaeology: Scientific methodology and development of archaeological sciences.

Module II:
Geoarchaeology: Principles, methods and scope in archaeology, Identification of rocks and minerals.

Module III:
Paleontology and zooarchaeology: Principles, methods and scope in archaeology.
Physical Anthropology: Human osteology, identification of human bones and palaeopathology.

Module IV:
Archaeobotany and Palynology: Principles, methods and scope in archaeology.
Archaeological Chemistry: Principles, methods and scope in archaeology.
Essential Readings

Syllabus—Main II
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Open Course I: AHA 1551 Empowerment of women with special reference to India

The paper intends to help students understand the changing role and status of women in historical perspective.

Objectives

1. To analyze various theories of feminism and the dynamics and theories of Women movements in India
2. To develop the skill of evaluate through exploring Gender Studies- Important legislations for Women in India
3. To recognize and appreciate the role of important women personalities
4. To create awareness among students about the ideologies and social factors leading to marginalization of women.
5. To get knowledge on effective approaches, strategies and conceptual frameworks of empowerment of women
6. To develop the skill of comprehension and thus sensitized towards gender issues prevailing in the society and search for solutions

Expected Outcome

1. Students would able to understand the changing status of women and gain knowledge on approaches and conceptual frameworks of empowerment of women
2. Expose the students to cultural and socio-economic and legal dimensions in relation with gender equality
3. Students would able to aware and analyze the important legislations for Women in India
4. To recognize and appreciate the role of important women personalities
5. Students would able to develop critical and analytical thinking skills about the ideologies and social factors leading to marginalization of women.
6. Development of analytical and critical perspectives about movements in the society especially about the continuous injustice and cruelty towards women
7. Students become more sensitized towards gender issues prevailing in the society and search for solutions using historical tools, legislations and discussion of the obstacles to integrating and highlighting gender equality

Syllabus
Module-I
Empowerment of Women - Concept and Relevance - Scope of Women Empowerment - Understanding Gender Studies - Important legislations for Women in India.

Module-II
Feminism - Theories of feminism: Liberal, Marxist, Social, Radical, Post-Colonial and Eco-Feminisms.

Module-III

Module-IV

Reading List:
CORE XI: AHA 1641 Antiquarian Laws

AIMS AND OBJECTIVES

AIM: To familiarize the students with Indian antiquarian laws and its salient features.

OBJECTIVES

• To understand the history of Indian Antiquarian laws
• To understand various antiquarian laws of India
• To familiarize the safeguards against valuable antiquities being illegally exported
• To know the laws to protect and preserve archaeological sites, monuments and remains of historical and archaeological importance

COURSE OUTCOMES:

CO1: Understand the history of antiquarian laws in India.
CO2: Get an idea about various antiquarian laws in India.
CO3: Get acquainted with the laws to protect archaeological sites.
CO4: Learn about the Laws to prevent illegal export of antiquities.
CO5: Familiarize the rules and regulations to protect the cultural and natural heritage of world.

Module I:
A brief history of antiquarian laws in India
Problems and implementation

Module II:
Indian Treasure Trove Act-1878
The Ancient Monument Preservation Act- 1904

Module III:
The Ancient Monuments and Archaeological Sites and Remains Act 1951
The Ancient Monuments and Archaeological Sites and Remains Act 1958
The Ancient Monuments and Archaeological Sites and Remains Rules, 1959

Module IV:
Antiquities and Art Treasure Act 1972
The Antiquities and Art Treasures Rules 1973
UNESCO ‘Convention concerning the protection of the world cultural and Natural Heritage’ - 1972
Essential Readings

- Ghosh A. “Fifty Years of the Archaeological Survey of India”, in Ancient India Bulletin of the Archaeological Survey of India, No.9, New Delhi, 1953, pp. 29-52.
AIMS AND OBJECTIVES

AIM: To make the students acquainted with history of pottery and ceramics in India and to familiarize various techniques used in Archaeology to study, document and interpret pottery and ceramics.

OBJECTIVES:
- To learn the definition of pottery and ceramics.
- To familiarize the history of pottery and ceramic studies in India.
- To understand pottery manufacturing techniques.
- To understand typo-technological investigative techniques of pottery and ceramics.
- To develop an understanding of ceramic documentation techniques.

COURSE OUTCOMES:
CO1. Understand the history of pottery and ceramics in India
CO2. Familiarize the pottery studies in India
CO3. Understand the pottery making techniques and stages of production
CO4. Categorize pottery from various archaeological contexts
CO5. Demonstrate pottery documentation methods
CO6. Analyse the composition and structure of ceramics
CO7. Evaluate the methods used to build the chronology

COURSE CONTENT

Module I:
Pottery and Ceramics: Definition
History of use of Pottery and Ceramics in India
Pottery Studies in India: Archaeological, Ethnoarchaeological and Ethnographic

Module II:
Raw Materials of Pottery Making
Pottery Manufacturing: Techniques and Stages of Production

Module III:
Typological Studies: Classification, Quantification
Module IV:
Documentation of Ceramics: Recording, Drawing and Photography of Ceramics
Dating of Ceramics: Relative Dating, Chronometric Dating

Essential Readings

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