

GROUP- A (ARCHAEOLOGY)

M.A. History {SEM-III}

Prehistory of India
25HIS-301GA
Credit: 4
Core Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- Get the over all knowledge such as nature and scope of Prehistory, tools and environmental changes that took place during Pre-Historic India.

Course Outcomes: After completing this course, the students will be able to

- CO1: Critically evaluate the knowledge of human evolution in world scenerio as well as India
- CO2: Critically evaluate the knowledge of Paleo-environment during Stone Age in India especially from- Sohan, Narmada, Godavari and Kotlayar valleys.
- CO3: Familiarize with the Lower, Middle and Upper Palaeolithic and Mesolithic cultures of India, distribution, environment, typo-technology of tools, subsistence, art, chronology, and evidences from important sites.
- CO4: Understand the Prehistoric art and settlement, Neolithic culture of India and evidences from various regions.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Prehistory: Its aim, scope and method; Climatic fluctuations during the Pleistocene period, General background of World Prehistory, Stone Age Tools, techniques & probable uses

Unit-II

Lower Palaeolithic Culture in India: Potwar region, Beas and Banganga Valley, Narbada Valley, South India

Unit-III

Middle Palaeolithic Culture in India, Upper Palaeolithic Culture, Mesolithic Culture: Eastern India, Western India, Southern India, Rajasthan and Uttar Pradesh

Unit-IV

Neolithic Cultures: North India, Eastern India, North Eastern India, South India

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Suggested Readings:

Agrawal, D.P., The Archaeology of India, New Delhi, 1984
 Chakrabarti, D.K. (ed.), Essays in Indian Proto-history, Delhi, 1979
 Agrawal, D.P. & Ghosh A. (ed.), Radiocarbon and Indian Archaeology, Bombay, 1973
 Allchin, B & R., The Rise of Civilization in India and Pakistan, New Delhi, 1989
 Allchin, F.R., Origins of a Civilization, Delhi, 1997
 Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1979
 Jayaswal, Vidula, Palaeo-History of India, Delhi, 1977
 Sankalia, H.D., Stone Age Tools: their Techniques, Name and Probable Function, Pune, 1964
 Prehistory and Proto-history of Indian and Pakistan, Pune, 1974
 Subbarao, B., The Personality of India, Baroda, 1958
 Verma, Radhakant, Bharatiya Pragaitihasik Sanskritiyan (in Hindi) Allahabad, 1977

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	√	×	√	×	√	√
CO3	√	√	√	√	√	×	×
CO4	√	√	√	√	√	√	√

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M.A. History {SEM-III}

Protohistory of India
25HIS-302GA
Credit: 4
Core Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- The course will cover aspects of the archaeology of the India from the Harappan to appearance of iron in the late second, to early first millennium BC. It tracks the development and spread of agriculture from the rise of Harappan urbanism in the third to second millennium BC. The focus then shifts to the Western India, Gangetic valley, Central India, and the South, with an examination of the PGW cultures and the development that led to the emergence of the 'second urbanization' during the first millennium BC.

Course Outcomes: After completing this course, the students will be able to

- CO1: Understand the Pre and Early Harappan village cultures of Indian sub-continent and familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- CO2: Get the knowledge and study of current senerio of the various Chalcolithic Cultures - Ahar, Kayatha, Malwa and Jorwe.
- CO3: Gain knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Gujrat And Gangetic plain.
- CO4: Critically analyze the Copper Hoards - OCP, antiquity of Iron in India, PGW and South IndianMegalithic Culture

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Harappan Civilization: Early Phase of Harappan Civilization; Mature Phase of Harappan Civilization: extent, chronology, characteristics; Urban Decline and Cultural transformations: Late Harappan horizons

Unit-II

Chalcolithic Cultures: Central India- Kaytha, Ahar and Malwa Cultures; Rajasthan - Ahar (Banas) Culture; Deccan – Jorwe Culture

Unit-III

Ochre Coloured Pottery; Gangetic Valley Copper Hoards; Problem of Black- and –Red Ware

Unit-IV

Iron Age Cultures: Antiquity of Iron in India, Painted GreyWare; South Indian Megalithic Culture- Burial types and salient features

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Suggested Readings:

Agrawal, D.P., The Archaeology of India, New Delhi, 1984
 Chakrabarti, D.K. (ed.), Essays in Indian Protohistory, Delhi, 1979
 Allchin, F.R., Origins of a Civilization, Delhi, 1997
 Deo, S.B., Problem of South Indian Megaliths, Karnataka University Press, Dharwar, 1973
 Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1997
 Lal, B.B., The Earliest Civilization of South Asia, New Delhi, 1977
 Moorti, U.S., Megalithic Cultures of South India, Varanasi, 1994
 Sankalia, H.D., Prehistory and Protohistory of India and Pakistan, Pune, 1974.
 Tripathi, V., The Painted Grey Ware: An Iron Age Culture of Northern India, New Delhi, 1976
 Allchins, B. and R., The Rise of Civilization in India and Pakistan, New Delhi, 1989
 Lal, B.B. & Gupta, S.P. (ed.), Frontiers of the Indus Civilization, Delhi, 1984
 Possehl, G., Ancient Cities of the Indus, New Delhi, 1979
 ----- (ed.), Harappan Civilization: A Contemporary Perspectives, Delhi, 1982
 Ratnagar, S., Understanding Harappa, New Delhi, 2001
 ----- The End of the Great Harappan Tradition, New Delhi, 2000
 Paddayya, K. (ed.), Recent Studies in Indian Archaeology, Munshiram Manoharlal Publishers, New Delhi, 2002
 Gaur, R.C. (ed.), The Painted Grey Ware: Proceedings of the Seminar, Jaipur, 1994
 Roy, T.N., The Gangas Civilization, New Delhi, 1982
 Gururaja Rao, B.K. The Megalithic Culture in South India, Mysore, 1981

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	×
CO2	√	×	√	×	√	√	√
CO3	×	√	√	√	√	×	×
CO4	√	√	√	√	√	√	√

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M.A. History {SEM-III}

Ancient Indian Epigraphy and Palaeography-I

25HIS-303GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

Learn Brahmi and Kharoshthi scripts.

Introduce prevalent language system.

Establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. The students will be successfully able to decipher and read scripts; and date inscriptions with the help of palaeographic features of the script.

Course Outcomes: After completing this course, the students will be able to

CO1: Critically analyze the Inscriptions as a source of Indian History and understand the Origin, antiquity of art of writing and origin of Brahmi and Kharoshthi Scripts.

CO2: Analyze the historical and cultural study based on Asokan Inscriptions.

CO3: Critically analyze the various aspects of inscriptions and their importance as a source of Indian History.

CO4: Understand the decipherment and transliteration of Brahmi and Kharoshthi script.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of Seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Inscriptions as a source of Indian History; Origin and antiquity of the art of writing in India; Origin of Brahmi and Kharoshthi scripts

Unit-II

Historical and Cultural study of the following inscriptions: Asokan Rock Edict - II(Girnar), Asokan Rock Edict - XII(Girnar), Asokan Rock Edict - XIII(Shahbazgarhi), Asokan Pillar Edict - II (Delhi - Topra: North Face)

Unit-III

Historical and Cultural study of the following inscriptions: Besnagar Garuda Pillar Inscription of Heliodorus, Ayodhya Stone Inscription of Dhanadeva, Shinkot Relic Casket Inscription of the time of Menander, Hathigumpha Inscription of Kharavela

Unit-IV

Note: Inscriptions for decipherment into Devanagari/Roman script and transliteration into original script (in part or full): Asokan Rock Edict-II(Girnar), Rummindei Pillar inscription of Asoka, Sarnath Minor Pillar Edict of Asoka, Ayodhya Stone Inscription of Dhanadeva

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Suggested Readings:

Agarwal, Jagannath, Researches in Indian Epigraphy and Numismatics, New Delhi, 1986
 Bajpai, K.D., Aitihasik Bharatiya Abhilekh (in Hindi), Publication Scheme, Jaipur, 1992
 Barua, B.M., Ashoka and his Inscriptions, Calcutta, 1946
 Bhandarkar, D.R. Ashoka (in Hindi also), Calcutta, 1946
 Buhler, G., Indian Palaeography, New Delhi, 1973
 Dani, A.H., Indian Palaeography, Oxford, 1963
 Goyal, S.R., Prachin, Bhartiya Abhilekh Sangraha (in Hindi), Jaipur, 1982
 Gupta, P.L., Prachin Bharat Ke Pramukh Abhilekh (in Hindi), Varanasi, 1979
 Hultzsch, E. (ed.), Corpus Inscriptionum Indicarum, Vol. I, New Delhi, 1991 (Reprint)
 Ojha, G.H., Prachin Bhartiya Lipimala (in Hindi), Delhi, 1959
 Pandey, R.B., Historical and Literary Inscriptions, Varanasi, 1962
 Sircar, D.C., Select Inscriptions, Calcutta, 1965
 Sircar, D.C., Indian Epigraphy, Delhi, 1965

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	×	√	×	√	√	√	√
CO3	√	√	√	√	×	√	×
CO4	√	√	√	√	√	√	√

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M.A. History {SEM-III}

Ancient Indian Numismatics-I
25HIS-304GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the currency system of ancient India and acquaint with the development of coinage. The students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accure through the coinage of that time; thus getting holistic picture of that economic system prevalent in ancient India.

Course Outcomes: After completing this course, the students will be able to

CO1: Critically analyze the coins as a source of Indian History and Numismatic studies in India

CO2: Understand the Origin, evolution and antiquity of coinage in India.

CO3: To interpret the numismatic iconography as an important source for historical and artistic studies.

CO4: Learn how identify coins of several tribal coins and understand the decipherment and transliteration of Greek script.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Numismatics: Aim, Method and Scope, Numismatic Terminology, Coins as a source of History, History of Numismatic studies in India

Unit-II

Origin and evolution of coinage in India, Antiquity of coinage in India, Techniques of manufacturing coins

Unit-III

Punch Marked Coins; Uninscribed and inscribed cast coins; City Coins

Unit-IV

Indo-Greek coins; Tribal Coins: Audumbara, Kuninda, Yaudheya Coins for Decipherment
Indo-Greek Coins; Tribal Coins: Kuninda and Yaudheya

Suggested Readings:

Bhandarkar, D.R., Carmichael Lectures, Ancient Indian Numismatics (Reprint) Patna, 1984
Chakraborti, Swati, Socio- Religious and Cultural Study of Ancient Indian Coins.

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Scheme & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

Cunningham, A., Coins of Ancient India, Varanasi, 1971
 Dasgupta, K.K., Tribal History of Ancient India: A Numismatic Approach, Calcutta, 1974
 Gardner, P., The Coins of the Greek and Scythic Kings of Bactria and India in the British Museum, (Reprint) New Delhi, 1971
 Gupta, P.L., Coins (4th Edition) 1996, New Delhi
 Lahri, A.N., Corpus of Indo-Greek Coins, Calcutta, 1965
 Lahiri, Bela, Indigenous States of North India, Calcutta, 1964
 Macdonald, G., Evolution of Coinage, Cambridge, 1916
 Mehta, V.D.M., Indo-Greek Coins, Ludhiana, 1967
 Mukharjee, B.N. and Lee, P.K.D., Technology of Indian Coins, Calcutta
 Sharan, M.K., Tribal Coins, A Study, New Delhi, 1972
 Singh, J.P. and Ahmed Nisar, Seminar Papers on the Tribal Coins of Ancient India (c. 300 B.C. to 400 A.D.), Varanasi, 1977
 Thakur, Upendra, Mints and Minting in India, Varanasi, 1972
 Upadhyaya, V., Prachin Bhartiya Sikke (in Hindi), Allahabad, 1986
 Bajpai, K.D., Indian Numismatics Studies, New Delhi, 1976
 Rao, Rajwant & Rao P.K., Prachin Bhartiya Mudrayen (in Hindi), Delhi, 1998
 Santosh Bajpai, Aitihāsik Bharatiya Sikke, Delhi, 1997
 Note: In addition, students are advised to consult the current Research Journals of History

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	×
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	×	√
CO4	×	√	√	√	×	√	√

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M.A. History {SEM-III}

Indian Sculpture
25HIS-305GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- Acquaint with the basic knowledge regarding evolution and developments of sculptural art in Ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1: Understand the distinct features of ancient Indian art and examine the beginning of sculptural art in India.
CO2: Analyze the details of Mathura and Gandharan schools of art in India.
CO3: Critically examine the sculptural art of India during the period of Imperial Guptas.
CO4: Examine the development of sculptural art at its climax under the Pallavas and Cholas
CO5: Evaluate the richness of Indian culture through its expression in art.
CO6: Inculcate and awareness as well as sense of belongingness and responsibility regarding sculptural heritage of India

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Harappan Civilization Sculptures: Metal, Stone and Terracotta,
Features of Buddhist, Jain and Brahmanical Sculptures.

Unit-II

Mauryan Art and Sculptures, Gandhara School, Mathura School, Dravidian School

Unit-III

Gupta Sculptures: Main Features of Metal, Stone and Terracotta Sculptures, Important Centers of Gupta Sculptural Art.

Unit-IV

Pallava and Chola Sculptures: Main Centers of Sculptural Art, Features of Stone and Metal Sculptures, Sculptural art as a reflection of Indian Culture.

Suggested Readings:

Agrawala, V. S. 1948. Gupta Art. Lucknow: Uttar Pradesh Historical Society.
Agrawala, V. S. 1964. Heritage of Indian Art, Delhi: Publications Division.

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Scheme & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

- Agrawala, V. S. 1965. Indian Art, Varanasi: Prithivi Prakashan.
- Agrawala, P. K. 1966. Mathura Railing Pillars. Varanasi: Prithivi Prakashan.
- Bajpai, K. D. 1991. Five Phases of Indian Art, Rajasthan. Jodhpur: Vidya Prakashan.
- Banerji, A. 1993. Indian Terracotta Art. Delhi: South Asia Books.
- Chandra, M. 1964. Indian Art. Bombay: Prince of Wales Museum of Western India.
- Dehejia, V. 2006. Chola: Sacred Bronzes of Southern India. London: Royal Academy of arts.
- Harle, J. C. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal.
- Havell, E. B. 2003. Indian Sculpture and Painting. New Delhi: Cosmo Publication.
- Deva, K. 1990. Temple of Khajuraho. New Delhi: ASI. Govt. of India.
- Gangoly O. C. 1984. South Indian Bronze: A Historical Survey of South Indian Sculpture with Iconographical notes bases on original sources, Michigan: University of Michigan Library
- Havell, E. B. 2010. Indian Sculpture and Painting. California: University of California Libraries.
- Handa, D. and J. C. Harle. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal.
- Kramrisch, S. 1981. Indian Sculpture, 2 Vols. Delhi: Motilal Banarsidass.
- Kramrisch, S. 2013. Indian Sculpture: Ancient, Classical, Medieval. New Delhi: Motilal Banarasidas
- Parimoo R. 2000. Studies in Indian Sculpture: Regional Genes and Interpretations. New Delhi: Book and Books.
- Ray, N. 1965. Maurya and Sunga Art. Calcutta: Indian Studies.
- Ray, N. 1975. Maurya and Post-Maurya Art. Delhi: Indian Council of Historical Research.
- Rosenfield, J. M. 1967. The Dynastic Art of the Kushanas. Berkeley: University of California Press.
- Rowland, B. 1960. Gandhara Sculpture from Pakistan Museums. New York: Asia Society.
- Saraswati, S. K. 1975. Survey of Indian Sculpture, 2nd ed. New Delhi: Munshiram Manoharlal.
- Sharma, R. C. 1994. The Splendour of Mathura Art and Museum. New Delhi: D.K. Printworld.
- Sivaramamurti, C. 1977. The Art of India. New York: Harry N. Abrams.
- Williams, J. G. 1983. The Art of Gupta. New Delhi: Heritage Publishers.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	√
CO2	√	×	√	√	√	√	×
CO3	√	√	×	√	√	×	√
CO4	×	√	√	√	×	√	√

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M.A. History {SEM-III}

Conservation & Preservation
25HIS-306GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- Provide comprehensive understanding of conservation and preservation principles, practices, and challenges, equipping them with the knowledge and skills necessary to contribute meaningfully to the field.

Course Outcomes: After completing this course, the students will be able to understand

- CO1: The basic knowledge of scope of Conservation & Preservation and different geographical zones.
CO2: Students analyze material classification, treatment and techniques of Conservation & Preservation.
CO3: Students get knowledge about Conservation & Preservation, its preliminaries, staff and equipment's, various foundations etc.
CO4: Students get knowledge about Preservation of metallic, Organic, siliceous and argillaceous antiquities.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-1

Principles of Conservation & Preservation
History of archaeological conservation and preservation of Indian monuments / sites and excavated remains in India
Distribution of monuments in different geographical zones and their conservation problem

Unit-II

Conservation: Materials and Techniques
Stone: classification, quarries, selection, specifications, defects, types of masonry, techniques of jointing and pointing
Brick: types, kilns, material composition, techniques of manufacturing, characteristics, specifications, bonding and laying,
Wood: structure of timber, seasoning, defects and treatment, use in buildings, causes of decay and remedies

Unit-III

Foundation, Scaffolding and Constructional Members
Foundation: types of foundation, typical failures of foundation, Consolidating and strengthening of foundations.

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Scaffolding: types of scaffolding, temporary supports, propping and strutting, centering, shoring, timbering of deep trenches, providing of chutes, safety measures
 Constructional Members: pointing, underpinning, inlay work, stucco work and tilework

Unit-IV

Preservation of Antiquities

Metallic Antiquities: Gold, Silver, Copper, Bronze and Iron

Organic Antiquities: Ivory, Bone, Wood and Textile

Siliceous and Argillaceous Antiquities: Stone, Semi-precious stone, Terracotta and Pottery

Suggested readings:

- Agrawal O. P., Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property, 1977.
 Allchin B., F. R. Allchin and B. K. Thapar, Conservation of the Indian Heritage, New Delhi, Cosmo Publications, 1989.
 Batra N. L., A Plea for New Technology in Conservation. Proceedings of World Archaeological Congress 3, New Delhi, 1994.
 Batra N. L., Heritage Conservation Preservation and Restoration of Monuments. New Delhi, Aryan Books International, 1996.
 Bhowmik, S. K., Heritage Management: Care, Understanding and Appreciation of Cultural Heritage, Jaipur Publication Scheme, 2004
 Biswas, Sachindra Sekhara, Protecting the Cultural Heritage (National Legislation and International Conservation), New Delhi, Aryan Books International, 1999.
 Deshpande, M. N., Care of Cultural Heritage, New Delhi, National Museum Institute, 1994.
 Dhawan, Shashi, Recent Trends in Conservation of Art Heritage. Delhi, 1996.
 Marshall, J., Conservation Manual. Calcutta: Superintendent Government Printing, 1923.
 Plenderlith, H. J., The Conservations of Antiquities and Works of Art, OUP, London, 1965.
 Plenderleith H. J., Conservation of Antiquities and Works of Arts in India, Delhi, Sandeep Prakashan, 1971.
 Thapar, B. K., Conservation of the Indian Heritage. New Delhi, Cosmo Publication, 1989

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	√
CO2	×	×	√	×	√	√	√
CO3	√	√	√	√	×	√	×
CO4	√	√	√	√	√	√	√

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M.A.-History {SEM-III}

Metallurgy in Ancient India
25HIS-307GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- Acquaint the objectives with a comprehensive understanding of the historical, technological, socio-economic, and cultural aspects of metallurgy in ancient India, fostering critical thinking, research skills, and interdisciplinary perspectives.

Course Outcomes: After completing this course, the students will be able to understand

- CO1: The technological advancements and innovations in metallurgy achieved by ancient Indian civilizations.
- CO2: Exploring the cultural, economic, and social significance of metallurgy in ancient Indian society.
- CO3: Analyzing the materials and techniques used in ancient Indian metallurgy, including mining, smelting, alloying, and metalworking of Copper and Bronze.
- CO4: The cultural exchange and transmission of metallurgical knowledge between ancient Indian civilizations and neighboring regions.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Ores in Ancient India: Copper, Tin, Gold, Silver, Lead, Iron, Zinc

Unit-II

Copper and Bronze: Literary and Archaeological Evidence, Mining and Melting technology, Types of Copper and Bronze Tools, Tools Implements and their impacts on ancient society

Unit-III

Tin, Gold, Silver, Lead and Zinc: Literary and Archaeological Evidences, Mining and Technology, Various Gold and Silver ornaments in Ancient India, Use of Lead and Zinc

Unit-IV

Iron: Literary and Archeological Evidence, Type of Iron, Mining and Technology of Iron, Types of Iron Tools and state formation in Early India

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Suggested Readings:

- Banerjee, N.R., The Iron Age in India, Munshi Ram Manoharlal Publishers, New Delhi, 1965.
 Camp, John M., Ancient Greece: From Prehistoric to Hellenistic Times, Yale University Press, 1996.
 Goyal, Shriram, Vishva ki Prachin Sabhyatayen, Vishwavidyalaya Prakashan, Varanasi, 1994.
 Gupta, P.L., The Imperial Guptas: Cultural History, Varanasi Vishwavidyalaya Prakashan, 1979.
 Jha, D.N., Studies in Early Indian Economic History, Anupma Publication, 1980.
 Korovkin, F., (Tr. by Bhatt, B.P.) Prachin Vishva Itihas ka Paricheya, Peoples Publishing House, New Delhi, 1982.
 Kosambi, D.D., An Introduction to the Study of Indian History, Popular Prakashan Pvt.Ltd., New Delhi, 2009 (reprint)
 Majumdar, R.C., The Vedic Age of History and Culture of the Indian People, Bhartiya Vidya Bhawan, 1996.
 Mortimer, C., The Fall of Rome: Can it be Explained? Holt, Rinehart and Winston, 1963.
 Pathak, S.M., Vishva Ki Prachin Sabhyataon ka Itihas, Bihar Hindi Granth Academy, Patna, 1986.
 Ray, U., Vishva Sabhyataon ka Itihas, Lok Bharti, Allahabad, 1922.
 Runnels, Curtis and M. Priscila, Greece Before History, An Archaeological Companion and Guide, Stanford University Press, 2001.
 Sharma, R.S., Indian Feudalism, Macmillan India Ltd., New Delhi, 2005
 Sharma, R.S., Urban Decay in India, Munshiram Manoharlal Publishers, New Delhi, 1987.
 Sirear, D.C., Land System and Feudalism in Ancient India, India Centre of Advance Study in Ancient Indian History and Culture, 1966.
 Swain, James E., A History of World Civilization, Eurasia Publishing House, New Delhi, 1984
 Thakur, V.K., Urbanization in Ancient India, Abhinav Publications, New Delhi, 1981.
 Thapar, Romila, History of India, Vol. I, Penguin Press, 1990.
 Rhys, T.S., Buddhism: Its History and Literature, New York, 1989.
 Rhys, T.S., Gupta Samrajya, Varanasi Vishwavidyalaya Prakashan, 1979.
 Tripathi, Vibha, The Painted Grey Ware: An Iron Age Culture of Northern India, Concept Publishing Company, Delhi, 1976.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	√	√
CO2	√	√	√	√	√	×	√
CO3	√	√	√	√	√	√	×
CO4	√	√	×	×	√	√	√

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M.A. History {SEM-IV}

Principles and Methods of Archaeology
25HIS-401GA
Credit: 4
Core Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objective:

- Introduction to Archaeology is a lecture series that introduces third semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological investigation, excavation, record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development.

Course Outcomes: After completing this course, the students will be able to understand

CO1: The scope of Archaeology and relation of Archaeology with social sciences & Pure sciences.

CO2: The pottery, metals and various cultural settlements.

CO3: The techniques of excavation & exploration, photography, drawing, dating methods, recording of excavated findings, its preliminaries, staff and equipments, etc.

CO4: About Chemical treatment and preservation of Archaeological finds and study of various cultural sites.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Archaeology: meaning, definition, aim and scope; history of Indian archaeology upto 1947; relationship of archaeology with natural and social sciences; the role of science in Archaeological research

Unit-II

Significance of pottery in archaeology; paintings, flora and fauna; early occurrence of Iron in India with special reference to PGW and NBPW sites.

Unit-III

Relative and absolute dating methods, recording of excavated finds, three dimensional measurements; preparation of section drawing and stratigraphy and photography, excavation and exploration techniques

Unit-IV

Chemical treatment and preservation of Archaeological finds conservation of monuments, Threats to Archaeological sites, Archaeology and public awareness

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Suggested Readings:

- Agrawal, D.P. and Yadav, M.D., Dating the Human Past, Indian Society for Prehistoric Studies, Pune.
- Agrawal, D.P., The Archeology of India, New Delhi, 1984.
- Allchin, F.R., Origins of a Civilization, Delhi, 1997.
- Allchins, B. and F. R., The Rise of Civilization in India and Pakistan, New Delhi, 1989.
- Chakrabarti, D.K. (ed.), Essays in Indian Protohistory, Delhi, 1979.
- A History of Indian Archaeology, Munshiram Manoharlal, Delhi, 1988.
- Child, V.G., Piecing together the Past, Routledge and Kegan Paul, London, 1966.
- Choubey, Ramesh, Puratatvik Manav Vigyan, Madhya Pradesh Hindi Granth Academy, Bhopal.
- Crawford, O.G.S., Archaeology in the Field, New York, 1960.
- Daniel, Glyn, The Origins and Growth of Archaeology, Penguin Books, 1967.
- Deo, S.B., Problem of South Indian Megaliths, Karnataka University Press, Dharwar, 1973.
- Drewet, Peter L., Field Archaeology: An Introduction, London, UCL Press, 1999.
- Gaur, R.C. (ed.), The Painted Grey Ware: Proceedings of the Seminar, Jaipur, 1994.
- Gururaja Rao, B.K., The Megalithic Culture in South India, Mysore, 1981.
- Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1997.
- Kenyon, K.M., Beginnings in Archaeology, London, 1961.
- Krishnamurthy, K., Introducing Archaeology, Ajanta Publications, Delhi, 1995.
- Lal, B.B., Frontiers of the Indus Civilization, Delhi, 1984.
- Lal, B.B., The Earliest Civilization of South Asia, New Delhi, 1977.
- Moorti, U.S., Megalithic Cultures of South India, Varanasi, 1994.
- Paddayya, K. (ed.), Recent Studies in Indian Archaeology, 2002.
- Pandey, J.N., Puratatva Vimarsha, Prachya Vidya Sansthan, Allahabad, 2002.
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- Raman, K.V., Principles and Methods of Archaeology, Parthajan Publications, Madras, 1986.
- Ratnagar, S., Understanding Harappa, New Delhi, 2001.
- Roy, T.N., The Gangas Civilization, New Delhi, 1982.
- Sankalia, H.D., Prehistory and Protohistory of India and Pakistan, Pune, 1974.
- Singh, Madanmohan, Puratatva ki Ruparekha, Janki Prakashan, Delhi, 1981.
- Srivastava, K.M., New Era of Indian Archaeology, Delhi, 1982.
- Thapalyal, K.K. and Shukla, S.P., Puratatva Pravesika, Bharat Book Centre, Lucknow, 1999.
- Tripathi, V., The Painted Grey Ware: An Iron Age Culture of Northern India, New Delhi, 1976.
- Wheeler, R.E.M., Archaeology from the Earth, Penguin Books, London, 1963

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	×
CO4	√	×	×	√	√	√	√

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M.A. History {SEM-IV}

Historical Archaeology of India
25HIS-402GA
Credit: 4
Core Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Course Objectives: To enable the students to

- These objectives aim to provide students with a comprehensive understanding of the historical archaeology of India, fostering critical thinking, research skills, and interdisciplinary perspectives to analyze and interpret India's rich archaeological heritage.

Course Outcomes: After completing this course, the students will be able to

CO1: Get the basic knowledge about the relationship of Archaeology with History and Historical urbanisation.

CO2: Know the cultural study of excavated sites i.e. Taxila, Rupar, Thanesar, Hastinapur, Atranjikhhera, Kausambi, Vaishali, Nagarajunikonda, Arikamedu

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Relationship of Archaeology with History; Northern Black Polished Ware Culture: extent, chronology and Characteristics; Historical Urbanization; Significance of Pottery

Unit-II

Detailed study of the following excavated sites:-Taxila, Rupar, Thanesar, Chak-86

Unit-III

Detailed study of the following excavated sites:-Hastinapur, Atranjikhhera, Kausambi, Madina

Unit-IV

Detailed study of the following excavated sites:-Vaishali, Nagarajunikonda, Arikamedu, Hampi

Suggested Readings:

Ramachandran, T.N., Nagarjunikonda

Subramanyam, E. (ed.), Nagarjunikonda (1954-60), Memoirs of the Archaeological Survey of India, No.75

Ojha, Shrikrishan, Bharatiya Puratattva (in Hindi), Research Publications, Delhi, 1985

Banerjee, N.R., The Iron Age in India, New Delhi, 1965

Ghosh, A., The City in Early Historical India, Shimla, 1973

Sinha, B.P. (ed.), Potteries in Ancient India, Patna, 1969

Gaur, R.C., Excavations at Atranjikhhera, Motilal Banarsi Dass, Delhi, 1983

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Marhsall, J., Taxila (Three Vols.), 1951
Dhavalikar, M.K., Historical Archaeology of India, Books and Books, Delhi, 1999
Man and Environment, Journal of Indian Society for Prehistoric and Quaternary Studies,
Ahmedabad
Indian Archaeology: A Review (Rel.Vols.)
Puratattva, Bulletin of The Indian Archaeological Society (Rel. Vols.)
Ancient India, Bulletin of the Archaeological Survey of India (Rel.Vols.)

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	√
CO2	√	√	√	√	×	√	√
CO3	×	√	√	×	×	√	×
CO4	√	×	×	√	√	√	√

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M.A. History {SEM-IV}

Ancient Indian Epigraphy and Palaeography-II

25HIS-403GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

Decipher the Brahmi and Kharoshthi scripts and introduce prevalent language system.
Know the epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. The students will be successfully able to decipher and read scripts; and date the inscriptions with the help of paleographic features of the script.

Course Outcomes: After completing this course, the students will be able to

- CO1: Get the basic knowledge about the importance of various historical and cultural inscriptions i.e. Sarnath Buddhist Image inscriptions of Kanishka-I, Nasik Cave Inscriptions of Vasishthiputra Pulumavi, Girnar (Junagarh) Rock inscription of Rudramana-I, and Mathura Stone Inscriptions of Huvishka etc.
- CO2: Know the basic knowledge about the importance of various historical and cultural inscriptions i.e. Allahabad Pillar Inscription of Samudragupta, Mehrauli Iron Pillar Inscription of Chandragupta, Bhitari Stone Pillar Inscription of Skandagupta, Mandsor Pillar Inscription of Yasodharman Vishnuvardhana etc.
- CO3: Understand the importance of others various historical and cultural inscriptions.
- CO4: Understand the decipherment and transliteration of Devanagari/Roman script.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Historical and Cultural importance of the following inscriptions:

Sarnath Buddhist Image inscription of the time of Kanishka I (Regnal year 3)

Nasik cave inscription of Vasishthiputra Pulumavi (Regnal Year 19)

Girnar (Junagadh) Rock inscription of Rudradaman I

Mathura Stone inscription of Huvishka

Unit-II

Historical and cultural importance of the following inscriptions:

Allahabad Pillar Inscription of Samudragupta

Mehrauli Iron Pillar Inscription of Chandragupta

Bhitari Stone Pillar Inscription of Skandagupta

Mandsor Pillar Inscription of Yasodharman Vishnuvardhana (M.S. 589)

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Unit-III

Historical and cultural importance of the following inscriptions:

Haraha Inscription of Isanavarman
 Banskhera Copper-Plate Inscription of Harsha
 Aihole Inscription of Pulakesin-II
 Gwalior Inscription of Mihirabhoja

Unit-IV

Note: Inscriptions for decipherment into Devanagari/Roman script and Transliteration into original script (in part or full):

Sarnath Buddhist Image inscription of Kanishka (Regnal Year 3)
 Mathura Stone Inscription of Huvishka (Year 28)
 Nasik Cave Inscription of Yajna Satakarni (Year 7)
 Mehrauli Iron Pillar Inscription of Chandra

Suggested Readings:

Agrawal, Jagannath, Researches in Indian Epigraphy and Numismatics, New Delhi, 1986
 Bajpai, K.D., Aitihasic Bhartiya Abhilekh (in Hindi), Jaipur, 1992
 Goyal S.R., Maukhari-Pushyabhuti-Chalukyayugin Abhilekh, Vol. I, II, III, Meerut, 1987
 ----- Guptakalin Abhilekh, Meerut, 1984
 ----- Prachin Bhartiya Abhilekh Sangraha (in Hindi), Part-I, Jaipur, 1982
 Gupta, P.L., Prachin Bharat Ke Pramukh Abhilekh (in Hindi), Part-I, Varanasi, 1979
 Hultzsch E. (ed.), Corpus Inscriptionum Indicarum, Vol. I, New Delhi, 1991 (Reprint)
 Ojha, G.H., Prachin Bhartiya Lipimala (in Hindi), Delhi, 1959
 Pandey, R.B., Historical and Literary Inscriptions, Varanasi, 1962
 Sircar, D.C., Select Inscriptions, Vol. I, Calcutta, 1965, (Reprint)
 ----- Indian Epigraphy (trans. in Hindi by K.D. Bajpai), Motilal Banarsidass, Delhi, 1965
 Thaplyal, K.K., Inscriptions of Maukhari, Later Guptas, Pushyabhutis and Yashoverma of Kanauj, Delhi, 1985
 Upadhyaya, V., Prachin Bhartiya Abhilekhon Ka Adhyayana (in Hindi), Delhi, 1961

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	×	√	√
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	×	√
CO4	×	√	×	√	√	√	√

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M.A. History {SEM-IV}

Ancient Indian Numismatics-II
25HIS-404GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the currency system of ancient India and acquaint with the development of the coinage. The students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accure through the coinage of that time; thus getting holistic picture of economic system prevalent in ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1: Know the basic knowledge of the Kushana Numismatics, Kidara, Kota and Puri coins.
CO2: Critically analyze the early coins of south and western India.
CO3: Understand the Gupta Coins.
CO4: Understand the Early medieval coins and learn the Decipher, coins only)

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

Unit-I

Kushana Numismatics:- Early Kushana Coins:Kujula Kadphises, Sotermagus and Wima Kadphises, Kushana Sassanid Coins, Kidara Kushana, Kota, Puri Kushana Coins

Unit-II

Early Coins of South and Western India:-Satavahana Coins, Western Kshatrapa Coins
Roman and Byzantine Coins in South India

Unit-III

Gupta Coins:-Coins of Chandragupta- I and Kacha Gupta, Coins of Samundragupta; Coins of Chandragupta-II, Coins of Kumaragupta, Coins of Skandagupta

Unit-IV

Early Medieval Coins:-Huna Coins, Gurjara Pratihara Coins, Shahi Coins,Coins for Decipherment
Kushana Coins, Gupta Coins

Suggested Readings:

Altekar, A.S., The Coinage of the Gupta Empire, Varanasi,1954
Bhandarkar, D.R., Carmichael Lectures, Ancient Indian Numismatics, Patna,1984
Chakraborti, Swati, Socio-religious and Cultural Study of Ancient Indian Coins, Delhi,1986
Chattopadhyaya, B., The Age of the Kushans: A Numismatic Study, Calcutta,1964

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Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

Cunningham A., Coins of Ancient India, Varanasi,1971
Dutta, M., A Study of the Satavahana Coinage, New Delhi,1996
Gopal, L., Early Medieval Coin types of Northern India, Varanasi,1966
Gopal, P.L., Coins, New Delhi, 1996
Mukharjee, B.N. and Lee, P.K.D., Technology of Indian Coins, Calcutta
Sharma, I.K., Coinage of the Satavahana Empire, New Delhi,1980
Thakur, Upendra, Mints and Minting in India, Varanasi,1972
Upadhyaya, V., Prachina Bhartiya Sikke (in Hindi), Allahabad,1986
Bajpai, K.D., Indian Numismatic Studies, New Delhi,1976
Rao, Rajwant&Rao, P.K., Prachin Bhartiya Mudrayen, Motilal Banarsidass, Delhi, 1998
Satya Shreva, The Kushana Numismatics, Delhi,1985
Santosh Bajpai, Aitihāsik Bhartiya Sikke, Delhi, 1997

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	×
CO2	√	×	√	√	×	√	√
CO3	×	√	√	√	√	√	√
CO4	√	√	×	√	√	√	√

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M.A. History {SEM-IV}

Indian Heritage & Archaeological Legislation

25HIS-405GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objective: To enable the students to

- Acquaint to archaeology and the role of archaeology in heritage management is also discussed in this course.

Course Outcomes: After completing this course, the students will be able to

CO1: Know the basic knowledge about the antiquity of laws in India.

CO2: know about the various Ancient monuments and Archaeological sites and remains in India.

CO3: Students understand the various treasure acts.

CO4: Students understand the land acquisition act.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

History of antiquarian laws in India - Problems and implementation.

Unit- II

The Ancient Monuments and Archaeological Sites and Remains Act, 1958 - The Ancient Monuments and Archaeological Sites and Remains Rules, 1959 - The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 1958.

Unit-III

The Indian Treasure Trove Act, 1878 - The Ancient Monuments Preservation Act, 1904.

The Antiquities and Art Treasures Act, 1972 - The Antiquities and Art Treasures Rules, 1973.

Unit-IV

Land Acquisition Act, 1894 - Public Premises (Eviction of unauthorized occupants) Act, 1971 - Public Premises (Eviction of unauthorized occupants) Rule

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Suggested Readings:

Prakash, Ravi, Archaeological Survey of India; Curzon to Independence, Sahitya Bharti Publishing House, Patna, 2013

Prakash, Ravi, The Enactment of Archaeological Legislation, Journal of Meerut University Historical Alumni (JOMUHA) Vol.XIX, ISSN-0973-5577, 2012

Sarkar, H., Museums and Protection of Monuments and Antiquities in India, Sundeep Prakashan, for Indian Heritage Legislations, Universal Law Publishing Company Pvt.Ltd, 1981

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	√	√	√	×	√	√	√
CO3	×	√	√	√	×	√	×
CO4	√	√	×	√	√	√	√

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M.A. History {SEM-IV}

Ethnoarchaeology
25HIS-406GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- The familiar with the ethnologies of different communities in India and their relevance for understanding archaeological data.

Course Outcomes: After completing this course, the students will be able to

- CO1: Get the basic knowledge about the concepts in Ethnoarchaeology.
CO2: Understand the various Ancient Indian Tribes and Caste.
CO3: Understand the various Stone Age and culture.
CO4: Understand science in archaeology.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Concepts in Ethnoarchaeology:-Nature and interrelationship of archaeological and ethnographic records: Role of Analogy.
Definition, scope and methods of ethnoarchaeology;
Brief review of the Ethnoarchaeological researches in India.
Ethnoarchaeology and reconstruction of past material culture; e.g. Settlement pattern, Technology, ceramics, food processing,

Unit -II

Tribe and Caste:- The composition of Indian society, Castes and tribes. Origin and evolution of the caste system in India and its archaeological Significance.

Unit –III

Ethnoarchaeological Studies in Indian Settings
Present day shifting cultivation practices and their relevance to the study of Pre-History and Proto-history of India
Ethnoarchaeology of the South Indian Neolithic culture
Living Megalithic tradition in India.

Unit-IV

Ethnoarchaeological Applications for Sciences in Archaeology
Role of analogy in problems pertaining to the application of sciences in archaeology; biological anthropology, ethnobotany and archaeo-zoology.

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Suggested Readings:

- Ajay Pratap, Shifting Cultivation in the Rajmahal Hills of India, in Archaeology as Long-term History, (Ed) Ian Hodder, pp. 68-83. Cambridge: Cambridge University Press, 1987.
- The Hoe and the Axe: Ethnohistory of Shifting Cultivation in Eastern India, New Delhi, Oxford University Press, 2000.
- Allchin, B., Ethnoarchaeology in South Asia, in South Asian Archaeology 1983, (J. Schotsmans and M. Taddei Eds.), pp 21-33 Napels: Instituto Universitario Orientale, 1985.
- Allchin, B., Living Traditions: South Asian Ethnoarchaeology. New Delhi: Oxford & IBH Co Pvt Ltd, 1994.
- Allchin, F. R., Poor Men's Thalys : A Deccan Potter's Technique, Bulletin of the School of Oriental and African Studies, 22(2): 250-7, 1959.
- Ansari, S., Small game hunting Musahars: An Ethnoarchaeological Approach, Puratattva, 30: 141-150, 2000.
- Ansari, S., Fishing Practices Among the Mallahs of Allahabad District, Uttar Pradesh, Man and Environment, 26 (1): 39-55, 2001.
- Ansari, S., Ethnoarchaeology of Prehistoric Settlement Pattern of South-Central Ganga Valley, Indian Society for Prehistoric and Quaternary Studies Monograph Series No. 4, Pune: Indian Society for Prehistoric and Quaternary Studies, 2005.
- Prehistoric Settlement Pattern of South-Central Ganga Valley: An Ethnoarchaeological Perspective in Gurudakshina: Facets of Indian Archaeology, (Ed.) Alok Kumar Kanungo, pp. 287-328, Oxford: BAR International Series.
- Ansari, S., Ethnorarchaeological Perspectives of Prehistoric settlement Patterns of South- Central Ganga Valley Oxford: BAR International Series, 2011.
- Arati Deshpande-Mukherjee, An Ethnographic Account of Contemporary Shellfish Gathering on the Konkan Coast, Maharashtra, Man and Environment 25 (2): 79-92, 2000.
- Reconstructing the Past: Ethnographic Observation on Shell working at Bishnupur, in Past and Present Ethnoarchaeology in India, (Gautam Sengupta, Suchira Roychoudhury and Sujit Som Eds.), pp.383-409. Pragati Publications (New Delhi), 2006 in collaboration with Centre for Archaeological Studies and Training Eastern India (Kolkata).
- Axel Steensberg, New Guinea Gardens: Study of Husbandry with Parellel in Prehistoric Europe, Cambridge University Press, Cambridge, 1980.
- Man the Manipulator. An Ethnoarchaeological Basis for Reconstructing the Past, National Museum, Kopenhagen, 1986.
- Fire Clearance Husbandry: Traditional Techniques throughout the World, Poul Kristensen, Hernig, 1993.
- Bettinger, R.L., Archaeological Approaches to Hunter-Gatherer, Annual Review of Anthropology 16: 121-142, 1987.
- Bhan Kuldeep K., Review of Ethnoarchaeological Research in Western India and Future Directions, in Anthropology for Archaeology Proceedings of the Prof. Irawati Karve Birth Centenary Seminar (Walimbe, S.R. P.P. Joglekar and K.K. Basa Eds.), pp. 63-76. Pune: Deccan College, 2007
- Bichieri, M.G., Hunters and Gatherers Today. New York: Holt, Rinehart and Winston, 1972.
- Binford, L. R., In Pursuit of the Past. New York: Thames and Hudson, 1988.
- Nunamiut Ethnoarchaeology. New York: Academic Press.
- Coles, J., Archaeology by Experiment. London: Hutchinson, 1978.

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Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

Cooper, Z., The Relevance of the Forger/Collector Model to Island Communities in the Bay of Bengal, Man and Environment 17(2): 111-122, 1992.

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

-----Archaeology and History: Early Settlement in the Andaman Islands. New Delhi, Oxford University Press, 2002.

Dhavalikar, M.K., Ethnoarchaeology in India, Bulletin of the Deccan College Research Institute 42: 49-68, 1983.

Dhavalikar, M.K., Chalcolithic Architecture at Inamgaon and Walki: An Ethno archaeological Study, in Living Traditions (Ed.) B. Allchin, pp 35-52. New Delhi, Oxford-IBH, 1994.

David N. And C. Kramer, Ethnoarchaeology in Action. Cambridge University Press, 2001.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	√
CO2	√	√	√	√	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√

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M.A. History {SEM-IV}

Laboratoy Methods in Scientific Archaeology
25HIS-407GA
Credit: 4
Discipline Elective Course

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Course Objective: To enable the students to

- Know the various scientific disciplines used in archaeological research. They complete a number of practical in various laboratories in the Archaeology Department.

Course Outcomes: After completing this course, the students will be able to

- CO1: Know the basic knowledge about the study of stone tools and pottery.
- CO2: Understand the various fossils and palaeobotanical remains.
- CO3: Understand the various animals skeletal and osteology of domestic animals remains.
- CO4: Understand the Human Osteology.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Role of Science in Archaeological Research, Identification and Study of Stone Tools ,
Identification and Study of Pottery

Unit -II

Archaeobotany and Palynology:-
Different types of plant fossils found in archaeological contexts
Identifying charred grains
Use of microscope for palaeobotanical studies

Unit –III

Archaeozoology and Palaeontology:-
Brief introduction to the scope and objectives of animal skeletal studies in Archaeology,
Animal classification, Mammalian osteology,
Identification and Study of Osteology of domestic animals (Cattle, Sheep, Goat, Horse, Donkey, Dog and Pig), Fossil Preparation, Identification and Systematic Palaeontology of Fossil Vertebrates.

Unit-IV

Human Osteology:-
Identification,, Methods of Cleaning and Reconstruction, Sex Determination, Age Estimation,
Demography And Pathology,
Minerals and Rocks, Soils and Sediments, Geological Sections, Toposheet Reading

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Suggested Readings:

- Badam, G.L., Pleistocene Fauna of India, Pune: Deccan College, 1979.
- Baker, J. and D. Brothwell, Animal Diseases and Archaeology, Academic Press, London
- Bass, W.M., Human Osteology: A laboratory and field manual of the Human skeleton, 2nd edition, Columbia: Missouri Archaeological Society, 1981.
- Biswas, A. K., Science in Archaeology and Archaeological materials. New Delhi, 2005.
- D.K. PrintWorld (P) Ltd. Bone, J.F., Animal Anatomy and Physiology, Reston, Reston Publishing Co., 1979.
- Black, C.A., Evans, D.D., White, J.L., Ensminger, L.E. and F.E. Clark (Eds.), Methods of Soil Analysis, part I Physical and Mineralogical properties and part II Chemical and Microbiological properties, American Society of Agronomy, Inc. Madison, Wisconsin, USA, 1965.
- Brothwell, D. and E. Higgs (Eds.), Science in Archaeology, London, Thames and Hudson, 1969.
- Brothwell, D. and A.M. Pollard, Handbook of Archaeological Sciences, New York, John Wiley and Sons, 2001.
- Cornwall, I.W., Bones for Archaeologists, (revised edition), London, L.M. Dent and Sons, 1974
- Deo, S.G., Computer Applications in Archaeology: A review of work done at Deccan College, Bulletin of Deccan College Postgraduate and Research Institute, Vol. 6061: 137 142.
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- Erdtman, G., Hand book of Palynology, New York: Hafner. Greig, James 1989, Handbook for Archaeologists No.4: Archaeobotany, European Science Foundation, Strasbourg.
- Joshi, R.V. and B.C. Deotare, Chemical Analysis of Archaeological Deposits from India, Pune, Deccan College, 1983.
- Kajale, M.D., Current status of Indian Palaeoethnobotany: Introduced and indigenous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in New Light on Early Farming, Jane Renfrew (Ed.), Edinburgh: Edinburge University press, pp.155 190, 1991.
- Leiggi, Patrick and Peter May (Eds.), Vertebrate Palaeontological Techniques, Vol.1, Cambridge University Press, 1994.
- Moore, P.D., Webb, J. A. and M.E. Collinson, Pollen Analysis, Oxford: Blackwell, 1992.
- Pearsall, D., Palaeoethnobotany Handbook of Procedures. London: Academic press, 1989
- Plenderlith, H.J., The Conservations of Antiquities and Works of Art, London, Oxford University press, Renfrew, J. 1973, Palaeoethnobotany, London, 1965.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	√
CO2	√	×	√	×	√	×	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	×	√	√

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M.A.-History {SEM-IV}

Environmental Archaeology (Geoarchaeology)

25HIS-408GA

Credit: 4

Discipline Elective course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the objective and the scope and methods of Geoarchaeology. Students will be equipped with the knowledge, skills, and analytical tools necessary to conduct geoarchaeological research, interpret archaeological landscapes, and contribute to the understanding of human history and environmental change.

Course Outcomes: After completing this course, the students will be able to understand

CO1: The interdisciplinary nature of geoarchaeology, which combines principles from geology, archaeology, geography, and related fields.

CO2: The impact of past human activities on landscapes and land-use patterns, including agriculture, urbanization, deforestation, and soil degradation.

CO3: The various methodologies and techniques used in geoarchaeological research, including sediment analysis, stratigraphy, micromorphology, remote sensing GIS and geophysical surveys.

CO4: The different sedimentary environments and their significance in archaeological contexts, including river valleys, coastal plains, deserts, and caves.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Definition, concepts, Scope and development of Geoarchaeology

Unit-II

Landform Evolution:- 1. Identifying the natural Processes- Slope, Fluvial, Glacial, Aeolian, Lacustral

2. Post depositional features:- Soils and sediments, Calcrete formation, Ferricretes, Weathering

Unit-III

Methods:- 1. (a) Field techniques (Physical and Chemical), Regional scale, GIS and Remote sensing, Map studies; (b) Site specific, Resistivity, Magnometry, Section description, Sampling.

2. Laboratory techniques, Grain size analysis, Soil characterization, Mineralogy, Phosphate analysis, Stable Isotope studies

Unit-IV

Cultural Ecology:- 1. Human responses to changing environment- Palaeolandscape, Palaeoclimate, Sea level changes

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2. Origin, growth and decay of cultures, 3. Human Impact on landscape

Suggested Readings:

- Goldberg, P., and R. I. Macphail, Practical and Theoretical Geoarchaeology, Oxford, Blackwell, 2006.
- Holliday, Vance T., Soils in Archaeological Research. Oxford: Oxford University Press, Additional Readings, 2004.
- Abeyratne, M., N. A. Spooner, R. Grun, and J. M. Head, Multidating studies of Batadomba Cave, Sri Lanka, Quaternary Science Reviews 16:243-255, 1997.
- Ajitprasad, P., Holocene Adaptations of the Neolithic and Chalcolithic settlements in North Gujarat in Yasuda and Shinde edited Monsoon and Civilization, pp- 115-132, 2004.
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- Boyd, W. E., Social change in late Holocene mainland SE Asia: A response to gradual climate change or a critical climatic event? Quaternary International, 2008.
- Bridgland, D. R., and R. Westaway, Climatically controlled river terrace staircases: A worldwide Quaternary phenomenon. Geomorphology 98:285-315, 2008.
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- First Joint Meeting of ICSU Dark Nature and IGCP 490. Edited by S. Leroy and P. Costa, pp. 26-30.
- Butzer, K. W., Challenges for a cross-disciplinary geoarchaeology: The intersection between environmental history and geomorphology. Geomorphology 101: 402-411, 2008.
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- Lape, Peter V. and Chao Chin-yunga, Fortification as a Human Response to Late Holocene Climate Change in East Timor in Archaeology in Oceania, Vol. 43, No. 1, Climate Change and Archaeology in the Pacific - Part II, 2008.
- Maloney, B. K., Late Holocene Climatic Change in Southeast Asia: The Palynological Evidence and Its Implications for Archaeology in World Archaeology, Vol. 24, No. 1, pp. 25-34, 1999.
- Marriner, N., and C. Morhange, Geoscience of ancient Mediterranean harbours. Earth-Science Reviews 80:137-194, 2007
- O'Sullivan, P. B, The 'collapse' of civilizations: what palaeoenvironmental reconstruction cannot tell us, but anthropology can. The Holocene 18, 2008.
- Pappu, R. S., The Contribution of Earth Science to the Development of Indian Archaeology, in Quaternary Environments and Geoarchaeology of India, Edited by S. Wadia, R. Korisettar, and V. S. Kale, pp. 414-434, Bangalore, Memoirs of the geological Society of India 32, 1995.
- Panin, A. V. and M. A. Bronnikova, Human dimensions of palaeoenvironmental change:

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Scheme & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

- Geomorphic processes and geoarchaeology, Quaternary International 324(0): 1-5, 2014.
- Pollard, A. M., Geoarchaeology: an introduction. Geological Society, London, Special Publications 165:7-14, 1999
- Redman, Charles L., Human Impact on Ancient Environment. The University of Arizona Press, Tuscon, 1999.
- Rosen Arlene M. and Isabel Rivera-Collazo, Climate change, adaptive cycles, and the persistence of foraging economies during the late Pleistocene/Holocene transition in the Levant in Proceedings of the National Academy of Sciences of the United States of America, Vol. 109, No. 10, pp. 3640-3645, 2012.
- Tainter, J. A., The Collapse of Complex Societies. Cambridge: Cambridge University Press, 1988.
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Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	×
CO2	√	√	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√

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M.A.-History {SEM-IV}

25HIS-410GA (Practical)
Based on 25HIS-401GA

Maximum Marks-50

COURSE OUTCOMES

CO1: Students get the basic archaeological field training i.e. Exploration and Excavation.

Note: Students have compulsory to attend archaeological field training Exploration and Excavation and they have to submit a project report which must be examined by external examiner. The marks are divided e.g. 25 marks for writing report and 25 marks for viva - voice. The funds for the field training would be sanctioned as per University rules for the students as well as teaching faculty for imparting training to them. It is the essential part of this paper (25HIS-401GA)

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