BA(Bachelor of Arts)
Full-Time Eight Semester Programme
Choice Based Credit System (CBCS)

SYLLABUS
(Session:2021-2022)

DEPARTMENT OF A.I.H.C. & ARCHAEOLOGY

AWADHESH PRATAP SINGH UNIVERSITY
REWA (MP)

BA (Hon's) A.I.H.C. & Archaeology
PROGRAMME STRUCTURE
(As per NEP 2020 & CBCS Ordinance 14 A)

1st Year

SEMESTER – I					
Course Code &Title	**Course Type**	**Theory Paper**	**Internal Assessment**	**Maximum Marks**	**Credits**
101- Introduction of Ancient Indian History, Culture& Archaeology	Major	60	40	100	6
102 - Indian Philosophy-I	Minor	60	40	100	6
103 - Ancient Indian Human Value	GE	60	40	100	4
104 - English	AE	60	40	100	4
SEMESTER TOTAL				**400**	**20**
CUMULATIVE TOTAL				**400**	**20**

SEMESTER – II					
Course Code &Title	**Course Type**	**Theory Paper**	**Internal Assessment**	**Maximum Marks**	**Credits**
201 -Methods of Archaeology	Major	60	40	100	6
202 -Indian Philosophy-II	Minor	60	40	100	6
203 - Heritage Management in India	GE	60	40	100	4
204 - Environment	AE	60	40	100	4
SEMESTER TOTAL				**400**	**20**
CUMULATIVE TOTAL				**400**	**20**

GE: Generic Elective   AE: Ability Enhancement

   *Students may choose this course as a **Generic Elective** or may choose a Generic Elective Course offered in other UTDs at the same level or may choose a Course offered by MOOCs through SWAYAM.

   The student will be awarded Certificate in Bachelor of Arts (CBA) on successful completion of first year.

BA (Hon's) A.I.H.C. & Archaeology
PROGRAMME STRUCTURE
(As per NEP 2020 & CBCS Ordinance 14 A)

3rd Semester Syllabus

SEMESTER – III					
Course Code &Title	Course Type	Theory Paper	Internal Assessment	Maximum Marks	Credit
301- Political History of North India (600 BC to 1200 AD).	Major	60	40	100	6
302 –Polity and Administration-I	Minor	60	40	100	6
303 - Social Institution of Ancient India.	GE	60	40	100	4
304 – Museology	SEC	60	40	100	4
SEMESTER TOTAL				400	20
CUMULATIVE TOTAL				400	20

GE: Generic Elective   SEC: Skill Enhancement Course

4th Semester Syllabus

SEMESTER – IV					
Course Code &Title	Course Type	Theory Paper	Internal Assessment	Maximum Marks	Credit
401 -Political History of South India.	Major	60	40	100	6
402 - Polity and Administration-II	Minor	60	40	100	6
403 - Economic Institution of Ancient India.	GE	60	40	100	4
404 - Environmental Archaeology.	SEC	60	40	100	4
SEMESTER TOTAL				400	20
CUMULATIVE TOTAL				400	20

GE: Generic Elective   SEC: Skill Enhancement Course

Credit Distribution to match/surpass the requirements of Annual System in MP HigherEducation as per NEP 2020 and also the CBCS Ordinance 14A passed by Co-ordinationCommittee:

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Level	Sem	Main Faculty (as per prerequisite)		Subject II	Any Faculty Subject III	Skill Enhancement Course (SEC)	Ability Enhancement Course (AEC)	Field Projects/ internship/ apprenticeship /community engagement & service	Credits	Qualification Title (Credits Requirements)
		Major		Minor	Generic Elective Course	Vocational Course		#Inter/Intra Faculty		
		Core	DSE							
Level 5	1	6		6	4	-	4	-	6+6+4+4 =20	(40) Undergraduate Certificate in Main Faculty
	2	6		6	4	-	4	-	6+6+4+4 =20	
Level 6	3	6		6	4	4	-	-	6+6+4+4 =20	(80) Undergraduate Diploma in Main Faculty
	4	6		6	4	4	-	-	6+6+4+4 =20	
Level 7	5	6	4	-	-	4	-	6	6+4+4+6 =20	(120) Bachelor Degree in Main Faculty
	6	6	4+4	-	-	-	-	6	6+4+4+6 =20	
Level 8	7	6	4	4 Resear-ch Metho-dology	-	-	-	6	4+4+4+6 =20	(160) Bachelor Degree (Honours/Research) in Main Faculty
	8	6	-	4	-	-	-	10	6+4+10 = 20	
Total		48	16	32	16	12	8	28	160 Credits	

B.A. HONOURS AIHC&A PROGRAM-OUTCOME

PO#	Program outcome
PO1	**Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, and look at ancient personalities, kings their ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	**Effective Communication:** Speak, read, write and listen clearly in person and through environment and make meaning of the world by connecting people, ideas, books, culture and Archaeology in ancient India.
PO3	**Social Interaction:** Contextualize within broader ancient culture, environmental, political, economic and social dimension of ancient society.
PO4	**Effective Citizenship:** Demonstrate empathetic social concern and equity-centred national development, and national heritage the abitlity to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	**Ethics:** Recognize different value system and their philosophy including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	**Environment and Sustainability**: Understand the issues of environmental contexts and sustainable development.
PO7	**Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes and Sociocultural changes.

Program Specific Outcome B.A. Honours AIHC&A

PSO#	PROGRAMME SPECIFIC OUTCOME
PSO 1	To gain a functional knowledge of theoretical concepts and experimental aspects of survey and exploration and excavation in day to day life.
PSO 2	To integrate the gained knowledge with various contemporary and evolving areas in Museology, Temple, Sculpture, Architecture and Monuments
PSO 3	To understand, analyze, plan and implement qualitative as well asquantitative analytical synthetic and phenomenon-based problems in environment .
PSO 4	Provide opportunities to excel in academics, research or Heritage conservation.

Choice Based Credit System (CBCS)

Programme Objective & Structure

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vkmVde &% izkphu Hkkjrh; laLd`fr ,oa iqjkrRo ds egRo dks cuk;s j[kus ds fy, Nk=&Nk=kvksa dh tkx:drk ds fy, ;g izksxzke j[kk x;k gSA bl izksxzke ds fofHkUu iz"ui=ksa ds v/;;u QyLo:Ik ekuo ds fodkl ds fofHkUu pj.kksa ds lkFk&lkFk] Hkkjrh; laLd`fr dk v/;;u] Nk=ksa ds lokZxh.k fodkl ds lkFk gh izfrLi/kkZ ,oa jkstxkj gsrq rS;kj fd;k tk;sxkA lkFk gh lkFk og ,d vkn"kZ ukxfjd ,oa LFkkfir ekuo eqY; ls ifjfpr gksdj] lqlaLd`r fo|kFkhZ cudj Hkkjr ds lokZxh.k fodkl esa viuh egRoiw.kZ Hkwfedk fuHkk;saxsA

Objective - The purpose of this program is to make students aware of ancient Indian history, culture and archeology from the introduction of the prehistoric period to the early medieval period (1206 AD), under which the stone age cultures, Indus civilization, Vedic period, historical period, various Sources, epigraphy, archival studies, introduction to numismatics, Indian art, architecture and crafts, as well as to introduce the glorious culture of ancient India. Apart from this, along with the ancient diplomatic administration system, social, religious and economic system, various philosophical traditions have to be introduced, so that by establishing an ideal citizen in the students, to make them familiar with human values.

Outcome - This program has been kept for the awareness of the students to maintain the importance of ancient Indian culture and archaeology. Studying various papers of this program will result in different stages of human development as well as study of Indian

culture will lead to all round development of the students, as well as prepare for competition and employment. At the same time, he will become a cultured student by getting acquainted with the ideal citizen and established human being.

¼101½ eq[; ¼Major½
ikB~;Øe "kh'kZd&çkphu Hkkjrh; bfrgkl] laL—fr vkSj iqjkrRo dk ifjp;

mn~ns";&bl ikB~;Øe dk mn~ns";fo|kfFkZ;ksa dks çkphu Hkkjrh; bfrgkl laL—fr ,oa iqjkrRo ds lzksrksa ls ysdj çkxSfrgkl dky] vk|Sfrgkfld dky] ,sfrgkfld dky] iqjkfyfi'kkL=] vfHkys[k 'kkL=] eqæk'kkL=] iqjkrRo dk vU; fo"k;ksa ls lEcUèk rFkk Hkkjrh; dyk ,oa LFkkiR; vkfn ls ifjp; djkuk gSA

bZdkbZ&1   v- izkphu bfrgkl] laLd`fr ,oa iqjkrRo dh ifjHkk'kk ,oa {ks=A

c- çkphu Hkkjrh; bfrgkl ds L=ksr& iqjkrkfRod] lkfgfR;d ,oa fons"kh ;kf=;ksaa dk fooj.kA

bdkbZ&2   v- izzkxSfrgkl dky dk ifjp;A

c- vk| ,sfrgkfld dky dk ifjp;A

bdkbZ&3   v- ,sfrgkfld dky dk ifjp;A

c- iqjkrRo dk vU; fo"k;ksa ds lkFk lacUèkA

bdkbZ&4   v- fyfi"kkL=mRifRr ,oa fo"ks'k'krk,¡A

c- eqnzk"kkL=mRifRr ,oa fo"ks'k'krk,¡A

bdkbZ&5   v- izkphu Hkkjrh; dyk dh vo/kkj.kkA

c- ewfrZdyk ,oa fp=dyk dk mRifRr ,oa fodklA

l-LFkkiR;dyk mRifRr ,oa fodklA

ifj.kke (Outcome)&;g ikB~;Øe Nk=ksa dks çkphu Hkkjrh; bfrgkl ds vU; isij dks le>us esa enn djsxkA os çkphu LFkyksa vkSj ekuo ds fopkjksa dks cgqr lkFkZd rjhds ls le>us esa l{ke gksaxsA lkFk gh Nk=ksa dks muds dWfj;j dh ;kstuk cukus esa Hkh enn djsxk D;ksafd Hkkjrh; bfrgkl fdlh Hkh çfr;ksxh ijh{kk dk ,d çeq[k fgLlk jgk gSA

lacfU/kr xzaFk&

1- Allchin, B. and F. R. Allchin, The Rise of Civilization in India and Pakistan
2- MohanLal Chadhar: Art Architecture and Archaeology of India, New Delhi

3- Mahesh Chandra Shrivastva: Ancient History of India

4- Mahesh Chandra Shrivastva: Archaeology Theory and Practice

5- Percy Brown, Indian Architecture, Vol.1

6- ck'ke] ,] ,y] n oaMj nSV okt bafM;k

7- ikaMs;] t; ukjk;.k] iqjkrRo foe'kZ

8- Oghyj] vkj- bZ- ,e] i`Foh ls iqjkrRo ¼vaxzsth vkSj fganh½

9- vxzoky] oh-,l-] ikf.kfu—r Hkkjr ¼vaxzsth vkSj fganh½

10- cktis;h] —".knÙk] ,sfrgkfld Hkkjrh; vfHkys[k] t;iqj] jktLFkku

11- cktis;h larks"k dqekj% ,sfrgkfld Hkkjrh; flDds] fnYyh

12- foey pUæ ik.Ms;% çkphu Hkkjr dk jktuSfrd ,oa lkal—frd bfrgkl] bykgkckn

13- eksgu yky p<+kj% çkphu Hkkjrh; bfrgkl laL—fr rFkk iqjkrRo] ubZ fnYyh

(101) Major
Course Title: Introduction to Ancient Indian History, Culture and Archaeology

Course objective: The purpose of this course is to introduce the students to the sources of ancient Indian history, culture, and archaeology, from prehistoric times to historical periods, palaeography, epigraphy, numismatics, and their relations to other subjects of archaeology, Indian art, and architecture, etc.

Unit-1 A. Ancient History, Culture, and Archaeology: Definition and Scope

B. Sources of Ancient Indian history: Archaeological, Literary, and foreign traveler's details

Unit-2 A. Introduction to Prehistory.

B. Introduction to the Proto-historic Period.

Unit-3 A. Introduction to the historical period.

B. The relationship of archaeology with other subjects.

Unit-4 A. Origin and Characteristics of Palaeography.

B. Origin and characteristics of Numismatics.

Unit-5 A. Concept of Ancient Indian art.

B. Origin and developmentof Sculpture and painting.

C. Origin and development of Architecture.

Suggested Books:

1- Allchin, B. and F. R. Allchin, The Rise of Civilization in India and Pakistan

2- MohanLal Chadhar: Art Architecture and Archaeology of India, New Delhi

3- Mahesh Chandra Shrivastva: Ancient History of India

4- Mahesh Chandra Shrivastva: Archaeology Theory and Practice

5- Percy Brown, Indian Architecture, Vol.1

6- ck'ke] ,] ,y] n oaMj nSV okt bafM;k

7- ikaMs;] t; ukjk;.k] iqjkrRo foe'kZ

8- Oghyj] vkj- bZ- ,e] i`Foh ls iqjkrRo ¼vaxzsth vkSj fganh½

9- vxzoky] oh-,l-] ikf.kfu—r Hkkjr ¼vaxzsth vkSj fganh½

10- cktis;h] —".knÙk] ,sfrgkfld Hkkjrh; vfHkys[k] t;iqj] jktLFkku

11- cktis;h larks"k dqekj% ,sfrgkfld Hkkjrh; flDds] fnYyh

12- foey pUæ ik.Ms;% çkphu Hkkjr dk jktuSfrd ,oa lkal—frd bfrgkl] bykgkckn

13- eksgu yky p<+kj% çkphu Hkkjrh; bfrgkl laL—fr rFkk iqjkrRo] ubZ fnYyh

Course Learning Outcomes:

CO1	The purpose of this course is to introduce the students to the sources of ancient indian history culture and archaeology.
CO2	The paper is to acquaint the students about the basic and Preliminary knowledge of the terms concept, system in AIHC& Archaeology
CO3	Introduce the prehistoric times to historical period paleography, epigraphy, numismatics etc.
CO4	Students will develop understanding and their relation to other subjects of archaeology, Indian numismatic and Palaeography.
CO5	Concept in development of Art and Architecture of Ancient India

¼102½ xkSM¼Minor½
ikB~;Øe "kh'kZd& Hkkjrh; n"kZu&I

mn~ns";&n'kZu'kkkL= og Kku gS tks ije~ IR; vkSj fl)kUrksa] vkSj muds dkj.kksa dh foospuk djrk gSA nk'kZfud fpUru ewyr% thou dh vFkZoÙkk dh [kkst dk i;Z; gSA bl ikBîØe dk mís'; Nk=ksa dks n'kZu dh ç—fr] lHkh rRoehekalk vkSj Kkuehekalk voèkkj.kkvksa vkSj 'kkL=h; vkSj fo"ke Hkkjrh; n'kZu ds fopkjksa ds ckjs esa fl[kkuk vkSj çf'kf{kr djuk gS tks mifu"kn] tSu]ckS) vkSj pkokZdn'kZu dh ewy ckrksa xgjkbZ ls rYyhu gSaA

bdkbZ&1

n'kZu dk Lo:Ik vkSj iz;kstu] Hkkjrh; n'kZu dk oxhZdj.k] Hkkjrh; n'kZu dh fo'ks"krk,¡A

bdkbZ&2

osnksa dk ifjp;] mifu"kn~ n"kZu& mifu'knksa dh rRoehekalk] czã ,oa vkRek] Hkxon~xhrk&Kku;ksx] deZ;ksx vkSj HkfDr;ksxA

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tSu n'kZu& tSSu n"kZu dk lkekU; ifjp;] vusdkUrokn] L;kn~okn] ,oa dSoY;@eks{kA

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ckS) /keZ ds lkekU; nk"kZfud fl)kUr&izrhR;leqRikn,oa {kf.kdoknA

bdkbZ&5

pkokZd n"kZu& tM+okn dk vFkZ] rRoKku] vkRek dk fopkj] pkokZd n"kZu esa vkRek ds pkj er] pkokZd n"kZu eas uSfrd fopkjA

ifj.kke (Outcomes) -;g ikBîØe Nk=ksa dks egRoiw.kZ vkSj rqyukRed çdk'k esa çR;sd ç.kkyh dk ewY;kadu djus esa enn djsxkA bl ikBîØe ds ekè;e ls Nk= çkphu fopkjdksa ds nk'kZfud vkSj le`) lkaL—frd Kku ls :c: gksaxsAvkSj ;g Hkh vk'kk fd;k tkrk gSa fd Nk=ksa ds Kku dk nk;jk dkQh foLr`r ,oa O;kid gksxkA

lacfU/kr xzaFk&
1- MkW- pUnz/kj 'kekZ] Hkkjrh; n'kZu vykspu vkSj vuq'khyu] eksrhyky cukjlhnkl] fnYyh 1995
2- MkW- ch-,u- flag ,oa MkW- vk'kk flag] Hkkjrh; n'kZu] LVwMs.V~l Ýs.M~l ,.M dEiuh] dk'kh fgUnw fo'ofo|ky; ekxZ yadk] okjk.klh&5] 1996
3- izks- gjsUnz izlkn flUgk] Hkkjrh; n'kZu dh :ij[kk] eksrhyky cukjlhnkl fnYyh] 1963
4- cynso mik/;k;] Hkkjrh; n'kZu] 'kkjnk efUnj okjk.klh] 1997
5- uUn fd'kksj nsojkt] Hkkjrh; n'kZu] mÙkj izns'k fgUnh xzUFk vdkneh] y[kuÅ] 1975
6- Dutta & Chatterjee, An Introduction to Indian Philosophy, University of Calcutta, 1968.
7- M. Hiriyanna, Outlines of Indian Philosophy, George Allen and Unwin, Lodon-1932.

(102) Minor
Course Title: Indian Philosophy- I

Course objective: Philosophy is the study of ultimate truths, principles, and the causes of these truths. Philosophical thinking is basically synonymous with the search for the meaning of life. The aim of this course is to teach and train the students about the nature of philosophy, all the metaphysical and epistemological concepts and ideas of classical and heterodox Indian philosophy, deeply engrossed in the basics of Upanishad, Jain, Buddhist, and Charvaka philosophies.

Unit- 1

Nature and Purpose of Philosophy, Classification of Indian Philosophy, Characteristics of Indian Philosophy.

Unit- 2

Introduction to the Vedas, Upanishad Philosophy - Metaphysics of Upanishads, Brahman and Atman.
Bhagavad Gita - Jnana Yoga, Karma Yoga and Bhakti Yoga.

Unit- 3

Jain Philosophy: General Introduction to Jain Philosophy, Syadvada, Anekantavada, and Kaivalya/Moksha.

Unit- 4

Buddhist Philosophy – Four Noble Truths & Eightfold Path,
General Philosophical Principles of Buddhism – Pratityasamutpad & kshanikvada

Unit- 5

Charvaka philosophy- meaning of materialism, idea of soul, four views of soul in Charvaka philosophy, moral ideas in Charvaka philosophy.

Suggested Books:

1- Dutta & Chatterjee, An Introduction to Indian Philosophy, University of Calcutta, 1968.
2- M. Hiriyanna, Outlines of Indian Philosophy, George Allen and Unwin, Lodon-1932.
3- MkW- pUnz/kj 'kekZ] Hkkjrh; n'kZu vykspu vkSj vuq'khyu] eksrhyky cukjlhnkl] fnYyh 1995
4- MkW- ch-,u- flag ,oa MkW- vk'kk flag] Hkkjrh; n'kZu] LVwMs.V~l Ýs.M~l ,.M dEiuh] dk'kh fgUnw fo'ofo|ky; ekxZ yadk] okjk.klh&5] 1996
5- izks- gjsUnz izlkn flUgk] Hkkjrh; n'kZu dh :ijs[kk] eksrhyky cukjlhnkl] fnYyh] 1963
6- cynso mik/;k;] Hkkjrh; n'kZu] 'kkjnk efUnj okjk.klh] 1997
7- uUn fd'kksj nsojkt] Hkkjrh; n'kZu] mÙkj izns'k fgUnh xzUFk vdkneh] y[kuÅ] 1975

Course Learning outcomes:

CO1	Philosophy is the study of ultimate truths, principles and the causes of these truth.
CO2	Philosophical thinking is basically synonymous with the search for the meaning of life.
CO3	The aim of this course is to teach and Train the students about the nature of philosophy all the metaphysical and epistemological concept and ideas.
CO4	Ideas of classical and heterodox indian philosophy deeply engrossed in the basics of Upanishad Jain, Buddhist and Charvaka Philosophies.
CO5	Meaning of materialism of Charvakya Philosophy.

¼103½ oSdfYid¼General Elective½
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mn~ns”;&ewY; f'k{kk gesa viuh vko';drkvksa dks le>us vkSj vius y{;ksa dh lgh dYiuk djus esa l{ke cukrh gS vkSj mudh iwfrZ dh fn'kk Hkh crkrh gSA ;g gekjs Hkzeksa vkSj varfoZjksèkkssèkkksa dks nwj djus esa Hkh enn djrk gS lkFkk gh ekuo ewY; fu.kZ; ysus ds vkèkkj curs gSaA ;g ikBîØe Nk=ksa dks gekjs çkphu ekuoh; ewY;ksa ls ifjfpr djk,xk] ftudh ml le; ds dbZ ;kf=;ksa us ç'kalk dh Fkh vkSj cgqr yacs le; rd Hkkjrh; laL—fr dk fgLlk cus jgsA çkphu Hkkjrh; ekuoh; ewY;ksa dk vè;;u Hkkjr dh çkphu laL—fr dks LFkkfir djus esa enn djsxkA

bdkbZ&1 v- ekuo ewY; dhvoèkkj.kk] vFkZ ,oa ifjHkk"kk,¡A

c- ekuo ewY; lacUèkh Hkkjrh; fpUru ,oa laLFkk,¡&vkJe O;oLFkk ,oa iq:"kkFkZA

bdkbZ&2   v- lH;rk ,oa laL—fr

c- Hkkjrh; laL—fr dh fof'k"Vrk,¡& oSfnd] ekS;Z] xqIr ,oa jktiwr dkyhu laLd`fr dh eq[; fo"ks'krk,aA

bdkbZ&3   czkã.k ijEijk esa ekuo ewY;&f=&_.k] iapegk;K] miu;u laLdkj ,oa fookgA

bdkbZ&4   Je.k ijEijk esa ekuo ewY;&

tSu,oackS) /keZ&f=&jRu] v'Vkafxd ekxZ] iapegkozr ,oa

fuokZ.k@eks{kA

bdkbZ&5   v- ekuo ewY; ds laogu ,oa laoèkZu esa laLFkkvksa dk ;ksxnku ¼ifjokj ,oa lekt½A

c- f'k{kk ds mn~ns'; ,oa izkphu f'k{kk ds izeq[k dsUnz ¼r{k"khyk] ukyUnk] foØe'khyk½A

ifj.kke (Outcome)&Hkkjrh; laL—fr viuh fo'ks"krkvksa ds dkj.k foÜo dh vU; laL—fr;ksa ls Js"B gS] ftlesa ekuo ewY;ksa dh çèkkurk gS ijUrq fofHkUu dkj.kksa ;Fkk] ikfjokfjd fo?kVu] vkS|ksfxdhdj.k uxjks dh vksj iyk;u ds dkj.k çkphu ewY;ksa dk âkl gks jgk gSA izLrqr ikB~;Øe dk v/;;u dj Nk= vius laLd`frd fojklr ls ifjfpr gksxsaA lkFk ;g fo'k; fo|kfFkZ;ksa dks Hkkjrh; laLd`fr dk laj{k.k djus esa dkQh enn djsxkA

lacfU/kr xzaFk&

1- flag] pUænso& çkphu Hkkjrh; ,oa fpUru
2- feJ] t;'kadj& çkphu Hkkjr dk lkekftd bfrgkl
3- dk.ks ik.Mqjax okeu& ¼vuq- vtZqu pkScs d';i½& èkeZ 'kkL= dk bfrgkl
4- vxzoky] oklqnso 'kj.k& Hkkjr dh ekSfyd ,drk
5- osnkydkj] gfjnÙk& fgUnw ifjdj lhekadu
6- xksiky yYyu th ,oa ;knо ch-,u-,l& Hkkjrh; laL—fr
7- tSu] txnh'k pUæ& tSu vkxe lkfgR; esa Hkkjrh; lekt
8- JhokLro] egs'kpUæ& tSu èkeZ ,oa n'kZu
9- p<kj] eksgu yky] ;ksx foKku ds ewyrRo] ubZ fnYyh

10- Altekar, A.S. – Education in Ancient India
11- Ayanger, K.B. Rangaswami– Some Anspects of Hindu view of life according of Hindu Dharmsashtra
12- Ayganger, Sin P.S. – Education of Hindu Moral Ideas.
13- Mohan Lal Chadhar: Cultural Heritage of Ancient India, New Delhi, 2020

(103) General Elective

CourseTitle: Ancient Indian Human Values

Course objective: Value education enables us to understand our needs and visualize our goals correctly and also guides the direction towards their fulfillment. It also helps to remove our misconceptions and contradictions and human values form the basis of decision making. This course will introduce the students to our ancient human values, which were admired by many travellers of that time and remained a part of Indian culture for a very long time. The study of ancient Indian human values will help in establishing the ancient culture of India.

Unit-1 A. Human Value Concept, Meaning, and Definitions

B. Indian thought and institutions related to human values (Ashram system and Purushartha)

Unit-2 A. Culture and Civilization

B. Features of Indian culture: Vedic, Maurya, Gupta, and Rajput culture.

Unit- 3 Human Values in the Brahmanical Tradition: Tri-Rina, Panchamahayagya, Upanayana Sanskar, and Marriage.

Unit-4 Human Values in the Shramana Tradition-

Jainism and Buddhism: Tri-Ratna, Eightfold Path, Panchamahavrata, and Nirvana/Moksha.

Unit-5 A.Institutional involvement in the transmission and promotion of human values (Family and Society)

B. Objectives of education and major centers of ancient education (Takshashila, Nalanda, Vikramshila)

Suggested Books:

1- Altekar, A.S. – Education in Ancient India

2- Ayanger, K.B. Rangaswami– Some Anspects of Hindu view of life according of Hindu Dharmsashtra

3- Ayganger, Sin P.S. – Education of Hindu Moral Ideas.

4- Mohan Lal Chadhar: Cultural Heritage of Ancient India, New Delhi, 2020

5- flag] pUænso& çkphu Hkkjrh; ,oa fpUru

6- feJ] t;'kadj& çkphu Hkkjr dk lkekftd bfrgkl

7- dk.ks] ik.Mqjax okeu& ¼vuq- vtZqu pkScs d';i½& èkeZ 'kkL= dk bfrgkl

8- vxzoky] oklqnso 'kj.k& Hkkjr dh ekSfyd ,drk

9- osnkyadkj] gfjnÙk& fgUnw ifjdj lhekadu

10- xksiky] yYyu th ,oa ;kno] ch-,u-,l& Hkkjrh; laL—fr

11- tSu] txnh'k pUæ& tSu vkxe lkfgR; esa Hkkjrh; lekt

12- JhokLro] egs'kpUæ& tSu èkeZ ,oa n'kZu

13- p<kj] eksgu yky] ;ksx foKku ds ewyrRo] ubZ fnYyh

CO1	Value education enables us to understand our needs and visualize our goals correctly and also guides the direction towards their fulfillment.
CO2	It also helps to remove our misconceptions and contradictions and humans values from the basis of decision making.
CO3	This course will introduce the students to our ancient human values which were admired by many travelers of that time and remained a part of indian culture for a very long time.
CO4	The study of ancient indian human values will help in establishing the ancient culture of india among students.
CO5	Ancient Education Centers.

(104)Ability Enhancement (AE)
Course Title - English

Course Objective: The objectives of the course are to improve the competence of the student's basic language skills and to acquaint student with working official English Language.

Unit-I

Noun : Definition, Kinds of Noun, Functions of Noun, Number, Gender, Case and Common errors in use of Nouns. Framing of sentences using Nouns.

Pronoun : Definition, Kind of Pronoun, Functions of Pronoun, Number, Gender, Case and Common errors in use of Pronouns. Framing of sentences using Pronouns.One word Substitution, Synonyms and Antonyms.

Unit-II

Adjective : Definition of Adjective, Kinds of Adjective, Degree of an Adjective, Common Error in Use of Adjective. Framing of sentences using Adjectives, Words often Confused, Framing of sentences with pairs of confusing words, Correction of sentences.

Unit-III

Prepositions, Verbs, Articles, Adverb, function of Adverb, Framing the sentence using Adverb.

Unit-IV

Tense : Present, Past and Future

Unit-V

Letter Writing (both formal and informal)

Comprehension of unseen passage, Translation of a passage from English to Hindi.

Suggested Readings :
1. P.C. Wren and H. Martin, High School English Grammar and Composition.
2. G. Yule, Oxford Practice Grammar Book.
3. L. Walker, Basic English Composition by Bonnie.
4. Advanced English Grammar by Martin Hewings.

CO1	The objective of the course are to improve the competence of the students.
CO2	Skill development and spoken English to acquaint student with working official language.
CO3	Simple, Compound and Complex Sentences of working official language boost and to adequate ascent.
CO4	New advance English learning and understanding skill development.

CO5	The graduates are expected to understand the process of communicating and interpreting the human experience through literary representation using historical context and disciplinary methodologies.

(201) eq[; (Major)
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mn~ns";&bl ikB~;Øe dk izeq[k mn~ns"; fo|kfFkZ;ksa dks vrhr dh tkudkjh ,oa orZeku ls rqyukRed v/;;u fd;k tk;sxk ftlesa ik'kk.k dky ls ,sfrgkfld dky rd ds iqjko"ks'kkksa dks izkIr djus ds fy, iqjkrRo dh fofHkUuu fof/k;ksa dk iz;ksx dj fu'd'kZ rd igqpsaxs rkfd fo|kfFkZ;ksa dks fofHkUuu vk;keksa dk Kku gks ldsaA

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1- iqjkrRo dh ifjHkk'kk] v/;;u {ks= ,oa mn~ns";A
2- Hkkjrh; iqjkrRo dk bfrgklA

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1- losZ{k.k dh fof/k;k¡,oa mn~ns";
2- mR[kuu ds vko";d midj.k rFkk iqjkrkfRod lkefxz;k¡A

bdkbZ&3
1- mR[kuu dh fof/k;k¡A
2- Lrjhdj.kA
3- Nk;kaduA

bdkbZ&4
1- Lkkekfxz;ksaa dk oxhZdj.kA
2- e`nHkk.Mksa ds izdkj&XkSfjd e`nHkk.M] fpf=r /kwlj e`nHkk.M] mRrjh d`".kekftZr e`nHkk.MA

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egRoiw.kZ LFkyksa dk v/;;u&

vknex<+] HkhecsVdk ,oa csyu ?kkVh] ljk; ukgj jk;] esgjx<+] dksYMhgok] ekyok] tksosZ] ,j-k] bVgk] nsmjdksBkjjA

Ikfj.kke (Outcome)- bl ikB~;Øe ds v/;;u ds Ik"pkr~ fo|kFkhZ iqjkrRo dh fofHkUuu fof/k;ksaa ls ifjfpr gks ldssxsaA ;g iqjkrkfRod fof/k iqjkrkfRod vo"ks'kksa dk fo"ys'k.k djus esaa egrh Hkwfedk fuHkk;sxk lkFk gh fo|kfFkZ;ksa dks mfpr fu'd'kZ ,oa oSKkfudiw.kZ fu.kZ; esa dkQh enn djsxkA

Lkgk;d xzaFk&

1- Tks- ,u- ik.Ms;& iqjkrRo foe"kZ
2- eueksgu flag& iqjkrRo dh :ijs[kk
3- jk/kkdkUr oekZ& {ks=h; iqjkrRo
4- jk/kkdkUr oekZ& iqjkrRo vuq"khyu
5- B. Allchin And Raymond- Origins of Civilization
6- Martimer Wheeler – Archaeology from the Earth
7- Sushmita Panday – Archaeological Methods and Techniques

(201)Major
Course Title: Methods of Archaeology

Course objective : The main objective of this course will be to make the students aware of the past and comparative study with the present, in which to get the antiquities from the Stone Age to the historical period, they will reach the conclusion by using different methods of archaeology, so that the students will have knowledge of different dimensions.

Unit - 1
    A. Definition of Archaeology, Study Areas and Objectives.
    B. A History of Indian Archaeology.

Unit - 2
    A. Methods& purposeof survey.
    B. Necessary tools for excavation and archaeological materials.

Unit - 3
    A. Methods of excavation.
    B. Stratification
    C. Chāyāṅkana.(Photography)

Unit - 4
    A. Classification of materials.
    B. Types of pottery- Ochre Coloured Pottery, Painted grey ware, Northern black polished ware.

Unit - 5
    Study of important sites-
    Adamgarh, Bhimbetka and Belan Valley, Sarai Nahar Rai, Mehrgarh, Koldihwa, Malwa, Jorwe, Eran, Itha, Deurkothar

Suggested Books-

8- B. Allchin And Raymond- Origins of Civilization
9- Martimer Wheeler – Archaeology from the Earth
10- Sushmita Panday – Archaeological Methods and Techniques
11- Tks0,u0 ik.Ms;& iqjkrRo foe"kZ
12- eueksgu flag& iqjkrRo dh :ijs[kk
13- jk/kkdkUr oekZ& {ks=h; iqjkrRo
14- jk/kkdkUr oekZ& iqjkrRo vuq"khyu

Course Learning Outcomes:

CO1	The main objective of this course is to make the students aware of the past and comparative study with the present.
CO2	To get the antiquities with the stone age to the historical period.
CO3	To reach the conclusion by using different methods of archaeology.
CO4	The students will have knowledge of different dimensions of archaeology.
CO5	Students will understand the significance of Ancient Indian history, cultural sequences and other contemporary culture.

¼202½ xkSM+ (Minor)
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mn~ns";&bl ikBîØe dk mís'; Nk=ksa dks Hkkjrh; 'kM~ n'kZu lka[;] U;k;] oS"ksf'kd]

;ksx] ehekalk ,oa osnkar dh lHkh vkè;kfRed vkSj KkuehekalkRed voèkkj.kkvksa vkSj

fopkjksa ds ckjs esa i<+kuk vkSj çf'kf{kr djuk gSA

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>	lka[; n"kZu& lka[; n"kZu dk lkekU; ifjp;] lRdk;Zoknn] iq:"k] izÑfr]
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>	U;k; n"kZu&U;k; n"kZu dk lkekU; ifjp;] izek.k&fopkj] izR;;] vuqeku]
	'kCn] mieku] rRoehekalkA

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>	oS'ksf"kd n"kZu& oS"ksf'kd n"kZu dk lkekU; ifjp;] inkFkZ&fu:i.k]
	ijek.kqokokn] l`f'V vkSj izy;A

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>	;ksxn"kZu& ;ksx n"kZu dk lkekU; ifjp;] fpRr foKku] lekf/k dk Lo:i]
	v'Vkax ;ksx] bZ"oj dk Lo:i] dSoY;A

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>	1-	ehekalk n"kZu& izek.k fopkj] rRo fopkj] vkRek dk fopkj ,oa eks{kA
>	2-	osnkUr n"kZu& rRoehekalk] Kku&ehekalk ,oa eks{k dk Lo:iA
>	3-	Hkkjrh; n"kZu dh izklkfxdrkA

17

ifj.kke (Outcome)-bl ikBîØe ds ekè;e ls Nk= çkphu Hkkjrh; fopkjdksa ds nk'kZfud fl)karksa dk v/;;u djsxsaA lkFk gh Hkkjr dh le`) lkaL—frd Kku ls :c:c gksaxsA ;g fo'k; izfr;ksxh ijh{kkvksa ds fy, dkQh fgrdj gksxkA

lacfU/kr xzaFk&

1. MkW- pUnz/kj 'kekZ] Hkkjrh; n'kZu vykspu vkSj vuq'khyu] eksrhyky cukjlhnkl] fnYyh 1995

2. MkW- ch-,u- flag ,oa MkW- vk'kk flag] Hkkjrh; n'kZu] LVwMs.V~l Ýs.M~l ,.M dEiuh] dk'kh fgUnw fo'ofo|ky; ekxZ yadk okjk.klh 1996

3. izks- gjsUnz izlkn flUgk] Hkkjrh; n'kZu dh :ijs[kk] eksrhyky cukjlhnkl] fnYyh] 1963

4. cynso mik/;k;] Hkkjrh; n'kZu] 'kkjnk efUnj okjk.klh] 1997

5. uUn fd'kksj nsojkt] Hkkjrh; n'kZu] mÙkj izns'k fgUnh xzUFk vdkneh] y[kuÅ] 1975

6. Dutta & Chatterjee, An Introduction to Indian Philosophy, University of Calcutta, 1968

7. M. Hiriyanna, Outlines of Indian Philosophy, George Allen and Unwin, Lodon-1932

(202) Minor
Course Title: Indian Philosophy-II

Course objective : The objective of this course is to teach and train the students about all the spiritual and epistemological concepts and ideas of Indian Shad Darshana, Samkhya, Nyaya, Vaisheshika, Yoga, Mimamsa, and Vedanta.

Unit - 1

Sankhya Philosophy : A General Introduction to Sankhya Philosophy, Satkaryavada, Purusa, Prakriti, Principles of Evolution, and Kaivalya.

Unit - 2

Nyaya Philosophy : General Introduction to the Philosophy of Nyaya, Praman-vichar, Pratyaksha, Anuman, Shabda, Upamana, Metaphysics.

Unit - 3

Vaisheshik Darshana : A general introduction to Vaisheshik philosophy, Padarth-Nirupan, Atomism (paramaanuvaad), Srshti (Creation) and Pralay (Holocaust).

Unit - 4

Yoga Darshan : General Introduction to Yoga Darshan, Chitta Vigyan, The form of Samadhi, Ashtanga Yoga, The form of God, Kaivalya.

Unit - 5

A. Mimamsa Philosophy : Proof thought, elemental thought, idea of soul and salvation.

B. Vedanta philosophy : metaphysics, epistemology and The form of salvation

C. Relevance of Indian Philosophy.

Suggested Books :

1- Dutta & Chatterjee, An Introduction to Indian Philosophy, University of Calcutta, 1968
2- M. Hiriyanna, Outlines of Indian Philosophy, George Allen and Unwin, Lodon-1932
3- MkW- pUnz/kj 'kekZ] Hkkjrh; n'kZu vyksspu vkSj vuq'khyu] eksrhyky cukjlhnkl] fnYyh 1995
4- MkW- ch-,u- flag ,oa MkW- vk'kk flag] Hkkjrh; n'kZu] LVwMs.V~l Ýs.M~l ,.M dEiuh] dk'kh fgUnw fo'ofo|ky; ekxZ yadk] okjk.klh 1996
5- izks- gjsUnz izlkn flUgk] Hkkjrh; n'kZu dh :ijs[kk] eksrhyky cukjlhnkl] fnYyh] 1963
6- cynso mik/;k;] Hkkjrh; n'kZu] 'kkjnk efUnj okjk.klh] 1997
7- uUn fd'kksj nsojkt] Hkkjrh; n'kZu] mÙkj izns'k fgUnh xzUFk vdkneh] y[kuÅ] 1975

Course Learning Outcomes:

CO1	The objective of this course is to teach and train the students about Indian philosophy.
CO2	About all the spiritual and epistemological concepts and ideas learn student about Indian Philosophy
CO3	Indian shad Darshana, Samkhya, Nayaya Vaisheshika, Yoga, Mimansa, and Vedanta.
CO4	It is to built on the four pillars of objective reality, reason, self-interest and laissez foire capitalism.
CO5	The Indian philosophy independent of any relationship to what people may want or believe.

¼203½ oSdfYid¼General Elective½
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fojklr izca/ku dh vo/kkj.kk] pqukSfr;ka ,oa lrr fodklA

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1- lkaLd`frd fojklr v/;;u ds L=ksrA

2- ewrZ ,oa vewrZ fojklrA

3- fojklr izca/k ds fy, ;kstuk vkSj j.kuhfr;k¡A

bdkbZ&3 fojklr izca/ku&

1- Hkkjr esa fojklr izcU/ku dkuwuA

2- dykRed oLrqvksa dh rLdjh dh leL;k,¡A

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3- fojklr laj{k.k esa laxzgky;ksa dh HkwfedkA

bdkbZ&4   laj{k.k ,oa ifjj{k.k&

1- laj{k.k ,oa ijh{k.k dh izeq[k fof/k;k¡A

2- fojklr lalk/kuksa ds j[kj[kko dh fof/k;a¡A

3- fojklr izca/ku laxBu&Hkkjrh; iqjkrRo losZ{k.kA

bdkbZ&5   lkaLd`frd fojklr&

1- HkhecsVdk] lkaph ,oa [ktqjkgksA

2- vtark] ,yksjk ,oa ekaMkA

3- upuk] Hkwejk ,oa lksgkxxiqjA

ifj.kke (Outcome)- bl ikB~;Øe ds v/;;u ls fo|kFkhZ] fojklr ls lacaf/kr ewyHkwr vo/kkj.kkvksa vkSj fojklr pqukSfr;ksa dk Kku izkIr djsaxsA os lkaLd`frd fojklr ds fofHkUuu L=ksrksa] ewrZ&vewrZ fojklrksa vkSj fojklr izca/ku esa fMftVy izkS|ksfxdh dh Hkwfedk] laj{k.k ,oa ifjj{k.k dh i)fr;ksa dh foLr`r tkudkjh izkIr djus esa l{ke gksaxsAmDr fo'k;ksaa ds v/;;u ds Ik"pkr fo|kFkhZ viuh lkaLd`frd fojklrksaa dk laj{k.k Lo;a djsaxs vkSj nwljksa dks Hkh izsfjr djsaxsA

lacfU/kr xzaFk&

1- i`Foha dqekj vxzoky] izkphu Hkkjrh; dyk ,oa okLrq okjk.klh] 2002

2- MkW- t; ukjk;.k ik.Ms;] Hkkjrh; dyk ,oa iqjkrRo] iz;kfud ifCyds"ku] bykgkckn

3- d`'.k nRr oktis;h] bafM;u U;wfu;slfVªd LVMht] ubZ fnYyh] 1976

4- c:vk vkSj flUkgk] Hkkjgqr bfUlØ"kUl] dydRrk] 1926

5- Adishakti Laretna T. (2012), Heritage Management A Professional of the Opportunity Future Asmita Samwaad.

6- B. Cardon de Lichtbure (2002), Heritage and Sustainable development, Naturopa, the Coucil of Europe.

7- Protection of manuments, Ministry of Tourism and Culture, Press Information Bureau, Dec 4, 2007.

8- Bhatt Mihir (2012) Heritage Manegement A Professional Opportunity for the Future, Asmita Samwad.

(203)General Elective
Course Title : Heritage Management in India

Course objective : The objective of this course is to introduce the students to cultural heritage, including the meaning, definition, heritage management system, conservation and preservation, etc.

Unit – 1   Meaning and definitions of Heritage, Origin and types of Heritage.
Concepts of Heritage management.challenges and sustainable development.

Unit - 2   Sources And Scheme Of Cultural Heritage Management-
A. Sources of Cultural Heritage Studies.
B. Tangible and Intangible Heritage.
C. Planning and Strategies for Heritage Management.

Unit-3 Heritage Management-

A. Heritage Management Laws in India.

B. Problems of smuggling of art objects.

C. The Role of Museums in Heritage Conservation.

Unit - 4   Protection and Preservation-

A. Major methods of conservation and testing.

B. Methods of maintenance of Heritage resources.

C. Heritage Management Organization- Archaeological Survey of India.

Unit-5 Cultural Heritage-

A. Bhimbetka, Sanchi and Khajuraho.

B. Ajanta, Ellora and Manda.

C. Nachna, Bhumra and Sohagpur.

Suggested Books :

1- Adishakti Laretna T. (2012), Heritage Management A Professional of the Opportunity Future Asmita Samwaad.

2- Cardon de Lichtbure (2002), Heritage and Sustainable development, Naturopa, the Coucil of Europe.

3- Protection of manuments, Ministry of Tourism and Culture, Press Information Bureau, Dec 4, 2007.

4- Bhatt Mihir (2012) Heritage Manegement A Professional Opportunity for the Future, Asmita Samwad.

5- i`Foha dqekj vxzoky] izkphu Hkkjrh; dyk ,oa okLrq okjk.klh] 2002

6- MkW- t; ukjk;.k ik.Ms;] Hkkjrh; dyk ,oa iqjkrRo] iz;fud ifCyds"ku] bykgkckn

7- d`".k nRr oktis;h] bafM;u U;wfu;slfVªd LVMht] ubZ fnYyh] 1976

8- c:vk vkSj flUgk] Hkjgqr bfUIØ"kUl] dydRrk] 1926

Course Learning Outcomes:

CO1	The objective of this course is to introduce the student about are our rich cultural heritage.
CO2	Heritage management in Indian of including the meaning, definition, heritage management system, etc.
CO3	The master of management studies in Heritage management programme aims at providing the theoretical models.
CO4	The programme deals with all type of heritage, yet focuses on living heritage.
CO5	Conservation and preservation of heritag.

(204)Ability Enhancement (AE)
Course Title – Environment

mn~ns";&bl ikB~;Øe ds ek/;e ls fo|kFkhZ i;kZoj.kh; tkudkfj;ksa ls :c:c gksaxsA ftlesa Ik;kZoj.k dk vFkZ ifjHkk'kk] {ks= ,oa egRo] Hkkjrh; laLd`fr esaa Ik;kZoj.k lacU/kh vo/kkj.kk] ck;kse] ikfjfLFkfrdh ra=] tSo fofo/krk] izkd`frd lalk/ku] iznq'k.k] jk'Vªh; ,oa vUrjkZ'Vªh; le>kSrs vkfn fo'k;ksa dk xgu v/;;u djsaxsA

bdkbZ&1   i;kZoj.k&

ifjHkk"kk] {ks= ,oa egRo] Hkkjrh; laLÑfr esa i;kZoj.k] i;kZoj.k lqj{kk gsrq tutkx:drkA

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bdkbZ&2 ck;kse ,oa ikfjfLFkfrdh ra=&

    1- ck;kse& m'.kdfVca/kh;] "khrks'.k] ou] ?kkl dk eSnku] e:LFky] Vq.Mªk ,oa vknzZHkwfeA

    2- ikfjfLFkfrd rU=dh lajpuk] dk;Z ,oa izdkj o budk laj{k.k rFkk iqu% LFkkiuA

bdkbZ&3 tSo fofo/krk&

    1- tSo fofo/krk vkSj mldk laj{k.k tSo fofo/krk& ifjp;] leL;k,¡ ,oa laj{k.k**]** tSo fofo/krk ds Lrj& vuqokaf"kd] tkrh; ,oa ifjfLFkfrd fofo/krk] Hkkjr dk tSo&HkkSxksfyd oxhZdj.kA

bdkbZ&4 izkÑfrd lalk/ku&

    1- ifjp;] leL;k,¡ ,oa laj{k.k izkÑfrd lalk/kuksa ds fofHkUu izdkj& ou] Hkwfe] [kk|] ÅtkZ ,oa tyA

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    1- iznq'k.k ds izdkj] fu;a=.k ds mik;] izca/ku ,oa mlls tqM+h leL;k,¡A

    2- Ik;kZoj.k dkuwu ,oa vf/kfu;eA

    3- Ik;kZoj.k vkanksyu] lapkj ,oa tutkx:drk dk;ZØeA

    4- Ik;kZoj.k laj{k.k ,oa fu;a=.k ls lacaf/kr jk'Vªh; ,oa vUrjkZ'Vªh; laxBuA

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lacfU/kr xzaFk&

    1- MkW0 lrh"k dqekj ,oa MkW0 nhif"k[kk& i;kZoj.kh; v/;;u ch ch ih ifCyds"kdUUl] esjB

    2- MkW- ohjsUnz flag ;kno] Hkkkjrh; laLÑfr esa i;kZoj.k fpUru ds fofo/k vk;ke] vkosxk ifCyds'kdUl] ubZ fnYyh] 2010

    3- MkW- n;k 'kadj f=ikBh] i;kZoj.k v/;;u] eksrhyky cukjlhnkl] fnYyh] 2005

    4- Mh-,l- f=ikBh] i;kZoj.k psruk 1997

    5- Satish Kumar and Deepshikha- Environmental Studies, BBP Publication, Meerut UP,

    6- P.D. Sharma- Elements of Ecology, 1988

(204) Ability Enhancement (AE)

Course Title : Environment

Course objective : Through this course, students will be exposed to environmental knowledge. In which the meaning, definition, area and importance of the environment, concepts related to the environment in Indian culture, biomes, ecosystems, biodiversity, natural resources, pollution, national and international agreements, etc. will be studied deeply.

Unit - 1   Environment-

Definition, scope and importance, environment in Indian culture, public awareness for environmental protection.

Unit - 2   Biomes and Ecosystem-

A. Biomes- Tropical, temperate, forest, grassland, desert, tundra and wetland.

B. Structure, functions and types of ecosystems and their conservation and restoration.

Unit - 3   Biodiversity-

Biodiversity and its Conservation, Biodiversity- Introduction, Problems and Conservation, Levels of Biodiversity- Genetic, Ethnic and Ecological Diversity, Bio-geographical Classification of India.

Unit - 4   Natural Resources-

Introduction, problems and conservation, different types of natural resources- forest, land, food, energy and water.

Unit - 5   Environmental Pollution, Management, Social Issues, National and International Convention-

A. Types of pollution, control measures, management and related problems.

B. Environmental Laws and Acts.

C. Environmental movement, communication and public awareness programmes.

D. National and international organizations related to environmental protection and control.

Suggested Books :

1- Satish Kumar and Deepshikha- Environmental Studies, BBP Publication Pvt. Ltd. Meerut, UP.
2- P.D. Sharma- Elements of Ecology, 1988
3- MkW0 lrh"k dqekj ,oa MkW0 nhif"k[kk& i;kZoj.kh; v/;;u ch ch ih ifCyds"kUl] esjB
4- MkW- ohjsUnz flag ;kno] Hkkjrh; laLÑfr esa i;kZoj.k fpUru ds fofo/k vk;ke] vksesxk ifCyds'kUl] ubZ fnYyh] 2010
5- MkW- n;k 'kadj f=ikBh] i;kZoj.k v/;;u] eksrhyky cukjlhnkl] fnYyh] 2005
6- Mh-,l- f=ikBh] i;kZoj.k psruk 1997

Course Learning Outcomes:

CO1	Through this course, students will be exposed to environmental knowledge.
CO2	In Which the meaning, definition, area and importance of the environment.
CO3	Concepts related to the environment in Indian culture, biomes, eco-systems biodiversity, natural resources, pollution national and international agreements etc.
CO4	Deep knowledge of environment.
CO5	The student will contribute and facilitate interdisciplinary research and problem solving through independent and collaborative work.

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3- ikBd] oh0 ,l0 % mÙkj Hkkjr dk jktuhfrd bfrgkl] y[kuÅ] 1973

4- feJk] ,l0 ,e0 % nf{k.k Hkkjr dk bfrgkl] 1995

5- JhokLro] ch % nf{k.k Hkkjr] 1968

6- ;ktnkuh] th0 % ndu dk çkjfEHkd bfrgkl] Hkkx 1&2] 1982
7- JhokLro] ch0ds0% çkphu Hkkjr dk bfrgkl] vkxkjk] 2011
8- Basham A- L :The Wonder That Was India
9- Mahesh Chandra Shrivastava : Ancient History of India

Major (301)
Course Title : Political History of India (Sixth Century BCE to 1200 CE)

Objective -Through this course, students will get acquainted with the political history of ancient India. Apart from this, students will also learn how Mahajanapadas were formed in India after the end of the Vedic era.After the Mahajanapadas, the empire era emerges in India, under which Magadha Empire, Maurya, Sunga, Satavahana, Vakataka, Kushan, Gupta, Vardhana, Pala, Pratihara, Rashtrakuta, Pallava and Chola etc. dynasties ruled India gloriously.Apart from this, India was also ruled by foreign invaders from time to time, about which the students will be aware.

Unit- I   a. Sixteen Mahajanpadas and Republication State
                b. Rise of Magadh Empire
Unit- II   a. Alexander's Invasion and its effects
                b. Mauryan and Sunga Empire
Unit- III   a. The Satvahanas (Goutimiputra Satkarni and Vasithiputra Satkarni)
                b. The Indo-Greeks Invasion and its effects
                c. The Sakas and Kushana
Unit- IV   a. Vakataka (Rudrasingh II)
                b. Chandra Gupta Fist, Samudra Gupta, Chandra Gupta Second
                c. Political Achievement of Harsha Vardhan
Unit- V   a. Pratihar Dynasty (Mihirbhoja), Parmar Dynasty(Bhoj Permar), Chandel Dynasty(Yashovarman and Dhanga)
                b. Pala Dynasty (Dharmpal) Kalchuri Dynasty (Gageydeva), Chauhan Dynasty (Prathira III)

Suggested Books-
1. Basham, A. L., The Wonder That Was India.
2. Mahesh Chandra Shrivastva: Ancient History of India.
3. Pandey, V.C., Prachin Bharat Ka rajnitik aur Sanskritik Itihas(Hindi),Part II, Allahabad, 1994.
4. Shrivastava, K.C., Prachin Bharat Ka Itihas aur Samskrit,(Hindi), United Book Depot, Allahabad, 2001.
5. Pathak, V. Uttar Bharat Ka RajanitiI Itihas. (Hindi). Lucknow. 1973.
6. Majmdar R.C. and Pusalkar, A.D. (eds.) History and culture of Indian peoplerelevant Volumes.
7. Mishra, S.M. : Dakshin Bharat Ka Itihas (Hindi), 1995.
8. Shrivastva, B. : Dakshin Bharat (Hindi), 1968.
9. Yazdani, G. : The Early History of Deccan Vol. I and II (Hindi and English), 1982.
10. Mohan Lal Chadhar: Prachin Bhartiya Itihas Sanskriti tatha
11. Puratatava, Br Publication, New Delhi, 2017.

12. B.K. Shivatava: Prachin Bharat ka Itihas, SBPD, Agra, 2011.
Course Learning Outcomes:

CO1	Students will get acquainted with the political history of ancient india.
CO2	Student will also learn how mahajanpadas were formed in India after the end of Vedic era.
CO3	The Empire era emerges in india under which Magadha Empire, Maurya, Sunga, Satvahana, Vakataka, Kushan gupta, Vardhana, Pala, Pratihara, Rashtrakuta, Pallava and Chola etc.
CO4	Dynasties ruled india gloriously.
CO5	India was Ruled by foreign invaders from time to time about which the students will be aware.

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Polity, Administration of Ancient India - I

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4- Hkksfeyk Fkkij] , fgLVªh vkWQ bafM;k] isxqbZuZ] 1966

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Minor ¼302½

Polity & Administration of Ancient India - I

Objectives: This is to inform the students about Ancient Indian diplomacy and administration and its different types. Monarchial and Republican system, council at Ministers, Saptaanga principle and to aware about the administration system of different time periods. It is also to aware the student about the ancient administration and political activities and daily routine of the Kings. Through this paper, students would be aware enough about there political and administrative situations and their responsibilities and duties towards the nation as well.

Unit-I	(a)	Origin of state and development.
	(b)	Nature of state and work
Unit-II	(a)	Kingship, Divine of king
	(b)	Council of minister constitution and function (Emergence of the cabinet and development, qualification and working methods of member)
Unit-III	(a)	Saptang theory
	(b)	Mandal theory
	(c)	Shadgunya policy
Unit-IV	(a)	Type of state
		- Republican, Monarchial, Dual state administration system
Unit-V		Ancient Indian judicial system, provisional Administration, Urban Administration.

Recommended Books:
1. H.C. Raychaudhary: Political history of Ancient India
2. S.R. Goyel: History of the Imperial Guptas.
3. A.S. Altekar: State and Government in Ancient India.
4. Radha Krishna Chaudhary: Kautilyas political ideas and Institution.

Course Learning Outcomes:

CO1	Polity and administration of ancient india.
CO2	Various theories of Origin of State.
CO3	Kautilya theories of saptang siddhanta, Shadguna, Mandal siddhants.
CO4	Student will also know the ancient political thinker and their work.
CO5	Urban, Rural administration of ancient India, various administrative position of ancient india and their power.

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                    iqjkrkfRod lzksr
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bdkbZ f}rh;&   & ikfjokfjd thou dk ifjos"k
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                    & fookg ,oa mlds izdkj
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 2- jksfeyk Fkkikj & izkphu Hkkjr dk lkekftd bfrgkl

 3- MkW- f"ko Lo:i lgk; & izkphu Hkkjr dk lkekftd ,oa vkfFkZd bfrgkl

 4- jke"kj.k "kekZ & izkphu Hkkjr esa HkkSfrd izxfr ,oa lkekftd lajpuk,a

General Elective (303)

Social History of India

Objective: The motive of this question paper is introduce about Indian social organization or institute. In which main centre of character system, Ashram system, efforts, strioki of dasha, schulich's executive education centre, marriage, condiction woman etc. According to this question paper we want to make student self depended and let them know about their ancient society.

Unit-I   Sources of Indian Social History
      Literary – Vedic Archaeological sources of vedic and worsi literature.
      Description of foreign culture, Greek and Chinese.
Unit-II   Family life environment
      - Concept of family
      - Marriage and its types
      - status of women in society
Unit-III   Philosophical basis of Indian society
      - Ashram system

- Purusharth and its importance in life.
- Sacrament

Unit-IV   Division of Indian Society
- Verna system
- Caste System
- Development of different castes of historical perspectives.
- Slavery

Unit-V   Education system in Ancient India.
- Importance of education life.
- Guru discipline tradition in ancient India
- Centres of education in Ancient India
- Taxila, Nalanda, vikramshila

Recommended Books:
1. A.S. Altekar – Education in Ancient India
2. R.C. Mazumdar – Corporate life in Ancient India
3. P.N. Prabhu – Hindu Social Organisation.
4. Grahme Clark – Archaeology of Society

Course Learning Outcomes:

CO1	A Social history of india in a systematic and objective manner beginning with the Aryan.
CO2	It takes a leap into the pristine past to distinguish between the myths and realities associated with the origin and development of social order and religion and make a critical assessment.
CO3	Social objective related to the interaction of the individual groups and instituition within a society it is also related to improving human well being.
CO4	Education Center in ancient india (upanishadic).
CO5	Philosophical basis of Indian society, Division of india society.

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bdkbZ&izFke   laxzgky; dk ifjp;] vFkZ ,oa ifjHkk'kk

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bdkbZ&f}rh; laxzgky; ds dk;Z & laxzg iznZ"kZu] ifjj{k.k] f"k{kk] "kks/k ,oa O;k[;k

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jk'Vªh; laxzgky; ubZfnYyh] fizaUl vkQ osYFk laxzgky; eqEcbZ] lykjxat

laxzgky; gSnjkckn] Hkkjrh; laxzgky; dydRrkA

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laxzgky; ds fy, oLrqvksa dks izkIr djus dh fof/k;kWa] izn"kZu dh

fofHkkUu rduhd ,oa fof/k;kWa] iznf"kZuh dh :ijs[kk mn~ns";] izeq[k

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    2- laxzgky; foKku & MkW- lat; tSu

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    4- laxzgky; foKku & MkW- vjfoUn dqekj flag

S.E.C. (304)
Museology

Objective: The ojective of this question paper is to make students aware about establishment of Indian museum (Archaeology) and tell its foundation use and significance. With the help of Indian archaeological material we let student know about contemporary society and provide employment to

students with the help of these materials as a part to conserve, protect and displayed methods.

Unit -I Introduction to museum and purpose, utility and importance of museology.

Unit-II The functions of the museum- collection, exhibition, preservation, education, research and interpretation.

Uint-III Museums and Documentation, Major Museums of India, National Museum New Delhi, Prince of Wealth Museum (Mumbai), Salarganj Museum (Hyderabad), Indian Museum (Calcutta), Documentation - Accession, Classification, Methods of Cataloging, Indexing, Archives of Exhibits, Records during conservation.

Unit-IV Museum- Exhibits and Functions (dnemnuchtmemadjanjpvadndakpravata), methods of obtaining objects for the museum, various techniques and methods of display, design of the exhibition, purpose, key elements, types of exhibition (permanent, temporary and mobile exhibition)

Unit-V Preservation and testing of museum materials - General rules of conservation, principles and types of conservation, causes of erosion of wood, paper, cloth etc., methods of treatment and testing, causes of corrosion of ivory, bone, leather, etc. and methods of testing , Causes and methods of testing for corrosion of gold, silver, copper etc. Causes of erosion of manuscripts and paintings and methods of treatment and testing.

Suggested Books-

1- Archaeology, Museology and Conservation- VibhaUpadhyaya
2- Museology some Cut Points- Dilipkumar Roy
3- Museums, Museology and New Museology- Shahida Munsuri

Course Learning Outcomes:

CO1	To collect antiquites and art object of historical, cultural and artistic significance for the purpose of their protection and Interpretation purpose, types, scope and significance of museum
CO2	Collection, Preservation and management of tangible and intangible form of natural, historical, cultural and scientific object as well as Intellectual work and knowledge for education.
CO3	The museum studies will demonstrate a critical awareness of antiquities Museum communicate complex ideas to a general audience.
CO4	The museum studies will demonstrate research skill that focus on object or things preserved in museum collection.
CO5	To explore ways to encourage the active participate of young people mainly students and researchers`.

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Political History of South India

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mn~ns"; & bl iz"ui= dk mn~ns"; fo|kfFkZ;ksa dks nf{k.k Hkkjr ds jktuhfr ls ifjfpr djuk gS lkFk gh lkFk buds jktuSfrd lekos"k dks Lohdkjrs gq, orZeku ds jktuSfrd ifjfLFkfr;ksa ls voxr djk dj izfrLi/kkZ gsrq rS;kj djuk gSA

bdkbZ & izFke &   laxe ;qxhu jktuSfrd O;oLFkk ,oa laxe lkfgR;

bdkbZ&f}rh; &   pkyqD; jktoa"k & okrkih ds pkyqD; ¼iqydsf"ku&f}rh;½

                  dY;k.kh ds pkyqD; ¼lkses"oj izFke ,oa rSy; f}rh;½

                  osaxh ds pkyqD; ¼foft;kfnR; f}rh; ,oa r`rh;½

bdkbZ&r`rh; &   pksy jktoa"k & jktjkt izFke ,oa jktsUnz izFke

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bdkbZ&iape&   jk'Vªdw V jktoa"k & /kzqo] d`'.k r`rh; ,oa xksfoUn f}rh;

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    1- cyjke JhokLro & nf{k.k Hkkjr dk jktuSfrd bfrgkl
    2- ";ke euksgj feJk & nf{k.k Hkkjr dk jktuSfrd bfrgkl
    3- Th- ;ktnkuh & ndu dk bfrgkl
    4- ds-lh- JhokLro & izkphu Hkkjrh; laLd`fr
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Major (401)

Political History of South India

Objective: The main objective of this question paper is to make students knowledge of Political History of South India.

Unit-I   **Sangam Age –** Political system of Samgam Age and Sangam literature,

Unit – II   **Chalukya Dynasty** - Chalukya of Vatapi – Pulkeshin II, Chalukya of Kalyani – Tailap II and Someshwar I, Chalukya of Vengi – Vijayaditya II and Vijayaditya III

Unit – III   **Chola Dynasty** - Rajaraja I and Rajendra I

Unit – IV   **Pallava Dynasty** - Mahendraverman I and Narshiverman I.

Unit – V   **Rashtrakuta Dynasty**- Dhruva, Krishna III and Govinda II

Suggested Readings

1- K.A.N. Shastri, A History of South India.
2- Burton Sharma, Ancient of South India.
3- Ray Chodhari, Political History of Ancient India.
4- K.C. Shrivastava, Prachin Bharat Ka Itihas evam Sanskrit.

CO1	It will enable the students to understand the political history management and these literature of sangam age.
CO2	The main objective of introduction and development of political history in Chalukya's dynasty.
CO3	The student will be given knowledge of Chola dynasty.
CO4	The main political achievements of Pallava dynasty.
CO5	Introduction of political history of Rashtrakuta dynasty and its importance.

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Polity & Administration of Ancient India – II

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Minor (402)

Polity & Administration of Ancient India - II

Objectives – The main objective this question paper introduce and development of ancient polity and administration of Ancient India according to this question paper we want to make students good knowledge and prepare of competitive exam.

Unit-I   Mauryan Administration – Central and State Administration.

Unit-II   Gupta Administration – Central Administration, Samantee system and Local Administration.

Unit-III   Administration of Vardhan and Rajput Age.

Unit-IV   Administrative system of Sangam Age.

Unit-V   Administrative management of Chalukya Age.

Recommended Books:
1. H.C. Raychaudhary: Political history of Ancient India
2. S.R. Goyel: History of the Imperial Guptas.
3. A.S. Altekar: State and Government in Ancient India.
4. Radha Krishna Chaudhary: Kautilyas political ideas and Institution.

Course Learning Outcomes:

CO1	The Student will have knowledge of central and state administration of Mauryan empire.
CO2	The students will have knowledge of Gupta polity and administration.
CO3	Administration of Vardhan dynasty and Rajput age.
CO4	The student will understand the significance of administrative management of Sangam Age.
CO5	Student will learn about the administrative management of Chalykya Age.

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General Elective (403)
Economic Institution of Ancient India

Objective : The main objective this paper to inform the students about ancient india economics institution. Knowledge for students main sources of economic institution, agriculture based economy, taxes, main trade, export imports items, economic union etc.

Unit-I	Economic history, source of ancient Indian history.
	Literary – Vedic literature of Buddhist and Jain literature
	Archaeological – Coins and Inscriptions
	Details of Foreign travellers
Unit-II	Urbanization in ancient India
	Main factors of major elements of urbanization
	Villagers life, (ruler life)
Unit-III	Agriculture based economy
	Agriculture and animal husbandary
	Irrigation management (system)
	Taxes on agriculture
Unit-IV	Commerce and Trade
	Major trade routes of Ancient India & Ports
	Export & Import Items
Unit-V	Economic Union
	Category, Co-operative societies
	Land ownership taxation

Recommended Books:

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Couse Learning Outcomes:

CO1	The purpose of this course is to study of economic history as sources of ancient Indian history.
CO2	Students will develop understanding about urbanization in ancient India.
CO3	The paper is to acquaint the students about the agriculture based economy.
CO4	Introduce the commerce and trade Major trade routes of ancient india.
CO5	Student will develop understanding about the economic union category and co-operative societies.

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G.E.C. (404)
Environmental Archaeology

Objectives : The ojective of this question paper is to make students aware about establishment of Indian Archaeology and tell its foundation use and significance. With the help of Indian archaeological material we let student know about contemporary society and provide employment to students with the help of these materials as a part to conserve, protect and displayed methods.

Unit-I   Difinitions of environmental archaeology, utility of environmental archaeology in present day archaeology, study of animal bones.

Unit-II   Main causes of environmental changes, Modern Environment.

Unit-III   General study of fossils of fauna & flora.
                  Fossils and formation process.
                  Plants residues and biomarkers in human and non-human hard tissue.

Unit-IV   Analysis of Human remains
                  General knowledge of plants and animals in the Palaeolithic of man.
                  Uri Visualisation, Image Analysis, Material investigation.

Unit-V Orderly influence from environment to human life.

Holorsan's Environmental Background.
Environmental movement and various changes in human life.

Recommended Books:
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Course Learning Outcomes:

CO1	Students will acquainted with the environmental archaeology and its importance.
CO2	Students will also learn about the main causes of environmental changes and modern environment.
CO3	Concept related to the fossils of flora and fauna.
CO4	General knowledge of plants and animals in the palaeolithic of man and analysis of human remains.
CO5	Student will also learn about the environmental movement and various changes in human life.