

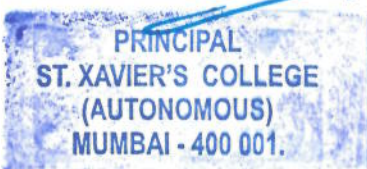


**St. Xavier's College**  
**(Empowered Autonomous Institute),**  
**Mumbai**  
**Syllabus for 2nd Semester Course**  
**in**  
**Ancient Indian History Culture &**  
**Archaeology**  
**(2023-2024)**

**Contents:**

- Syllabus for CORE and Elective Courses
  - PAAIC6005CR1 Ancient India Through Ages: From Classical to Early Medieval Period (Core)
  - PAAIC6006CR1: Facets of Indian Art and Architecture (Core)
  - PAAIC6007CR1: Introduction to Pali Language And Literature-2 (Core)
  - PAAIC6008CR1: Introduction to Buddhist Studies
  - PAAIC6003EL1: Introduction to Tourism Management in India (Elective Course)

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- PAAIC6004EL1: Brief study of the Comparative Mythology of the World.  
(Elective Course)
  - PAAIC6002RM1: Research Methodology in Ancient Indian History, Culture  
and Archaeology- Practicum
  -
- 
- Evaluation and Assessment guidelines



PRINCIPAL  
ST. XAVIER'S COLLEGE  
(AUTONOMOUS)  
MUMBAI - 400 001.

<b>M.A. I in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title: ANCIENT INDIA THROUGH AGES: FROM CLASSICAL TO EARLY MEDIEVAL PERIOD</b>	
<b>Course Code: PAAIC6005CR1</b>	
<b>Credits 4: 60 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
<b>1</b>	<b>Identify key cultural changes and significant political entities from the Classical to Medieval times in India, including the Guptas and Vakatakas.</b>
<b>2</b>	<b>Interpret the aspects of social and administrative structures during the Gupta period and their impact on subsequent historical developments.</b>
<b>3</b>	<b>Determine different approaches to studying India's political and cultural history by analyzing specific events and developments during the Post-Gupta period.</b>
<b>4</b>	<b>Examine the political histories of various regions, highlighting the interactions and influences among them.</b>
<b>5</b>	<b>Assess the urban processes and administrative structures and discuss their implications for regional development during the medieval period.</b>
<b>5</b>	<b>Devise a comprehensive research presentation that synthesizes information on a specific regional configuration in India, incorporating political, social, and cultural dimensions.</b>



6		
<b>CO</b>	<b>Course Outcomes</b> On completing the course, the learner will be able to	<b>Bloom's Taxonomy Level (BT level)</b>
1	Remember the chronology and sequence of historical evolution in India	Remembering
2	Understand the background and the cultural history of India from classical to mediaeval period	Understanding
3	Apply the practical skills helpful in the study and understanding of the various dynasties of the northern, central, eastern and southern states of India via on-site field visits and research methodology	Applying
4	Analyse and comprehend the impact of religion, urbanisation, politics and administrative structures seen in the classical and mediaeval ages on the present day	Analyzing
5	Evaluate the urban processes and administrative structures with respect to their implications for regional development during the medieval period.	Evaluate
6	Create value-based assignments that have a foundation in Indian philosophical and ethical principles.	Creating



**UNIT I: Empirical Growth**

**(15 lectures)**

1. Cultural Changes and Approaches to study India from the Classical to Medieval Times
2. Political History of the Guptas, Vakatakas of Deccan.
3. Aspects of social and administrative structures.
4. Patterns of Religious development.
5. Political & Cultural History of the Northern India in Post Gupta Period

**UNIT II: Regional Configurations in the North, Central and East**

**(15 lectures)**

1. Political History of Kashmir and the North-west.
2. Eastern Kingdoms
3. Political History of Central India.

**UNIT III: Regional Configurations in Deccan**

**(15 lectures)**

1. Political History of the Deccan
2. Administrative Structures.
3. Urban Process

**UNIT IV: Regional Configurations in the South**

**(15 lectures)**

1. Political History of South India.
2. Administrative Structures.
3. Urban Process.
4. Historical Processes in Early Medieval South India.

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9. Sharma, R. S. (2008). India's Ancient Past. Oxford University Press, India.
10. Singh, Upinder. (2008). A History of Ancient and Early Medieval India, from Stone Age to 12th Century. Pearson, London.
11. Thapar, Romila. (1995). Recent Perspectives of Early Indian History. Popular Prakashan, Mumbai.
12. Thapar, Romila. (2002). Early India: From the Origins to AD 1300. University of California Press, California.

**Evaluation ( Elective): Total marks per course - 100.**

- Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
  - CIA- 20 marks
- Formative Assessment 'for' Learning (continuous internal assessment - CIA II to improve learning in the form of projects/ assignments/ field visits).
  - CIA- 20 marks
- Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 60 marks



Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	20	20	20	10	20	10

Grids for the assignments/presentations are adapted as per the type of assessment

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<b>MA II in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title: FACETS OF INDIAN ART AND ARCHITECTURE</b>	
<b>Course Code:PAAIC6006CR1</b>	
<b>Credits 4: 60 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
1	<b>Identify the facets of traditions of Indian art through the study of civilizations.</b>
2	<b>Examine the art and architecture of Early Historic India and the foreign influences on the same.</b>
3	<b>Compare the development of Buddhist, Jain and Brahmanical cave architecture.</b>
4	<b>Deduce the classical art traditions (paintings, monuments, sculptures) and apply the same to relevant case study based assignments.</b>
5	<b>Reflect on the evolution of classical art in Ancient India, assessing its impact on regional styles and its relationship with historical context.</b>
	<b>Devise a research project or presentation that synthesizes knowledge from the theoretical aspects of the subject matter and can be applied to relevant case studies.</b>



6		
<b>CO</b>	<b>Course Outcomes</b> <b>On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Remember and explore the evolution of art and cave architecture by case studies of art objects, research methodology, site visits etc.	Remembering
2	Understand the various concepts that constitute Indian art from prehistoric to early historic times with an emphasis on technological development	Understanding
3	Apply the practical skills helpful in art history, iconographic analysis, art appreciation, etc..	Applying
4	Analyze the sculptural art of ancient India, including its themes, styles, and techniques.	Analyzing
5	Evaluate the impact of traditional heritage on the cultural history of India, including its influence on various art forms and architectural styles..	Evaluating
6	Create value-based assignments that have a foundation in Indian Arts and aesthetics.	Creating

**Unit I: Traditions of Indian Art**

(15 lectures)

1. Art and Culture.



2. Antecedents of Indic Civilization.
3. Facets of Harappan Civilization.

**Unit II: Art of Early Historic India (4<sup>th</sup> BCE to 3<sup>rd</sup> CE) (15 lectures)**

1. Sculptural Art and Terracotta
2. Architectural Development
3. Foreign Influences on Indian Art
4. Material features and present status

**Unit III: Development of Cave Architecture (15 lectures)**

1. Buddhist Structural and Rock –Cut ( Stupa, Chaitya and Vihara)
2. Jain Structural and Rock -Cut
3. Brahmanical Caves

**Unit IV: The Classical Art of Ancient India (15 lectures)**

1. Sculptural Art
2. Structural Monuments
3. Painting Traditions

**REFERENCES**

1. Agrawal, V. S. (1948). Gupta Art. Historical Society, Lucknow.
2. Agrawal, V. S. (1965). Masterpieces of Mathura Sculptures. Prithvi Prakashan, Varanasi.
3. Berkson, C. (1982). An Approach Towards Examining Style in the Cave Temple. In Rupa Pratirupa (Alice Boner Commemoration Volume) (Bettina Baume, Ed.), 57-86. Biblia Impex, New Delhi.
4. Brown, P. (1959). Indian Architecture (Buddhist and Hindu Period) (4th ed.). D. B. Taraporevala, Bombay.
5. Dehejia, V. (1997). Indian Art. Phaidon Press, London.
6. Huntington, S. (1985). The Art of Ancient India (Buddhist, Hindu and Jaina). Weatherhill, New York.



7. Nagaraju, S. (1981). Buddhist Architecture of Western India. Agam Kala Prakashan, Delhi.
8. Nehru, L. (1989). Origins of Gandhara Style: A Study of Contributory Influences. Oxford University Press, Delhi.
9. Sarkar, H. (1966). Studies in Early Buddhist Architecture of India. Manoharlal, New Delhi.
10. Soundara Rajan, K. V. (1981). Cave Temples of the Deccan. Archaeological Survey of India, Delhi.
11. Spink, W. (1967). Ajanta to Ellora. Marg, Mumbai.
12. William, J. G. (1982). Art of Gupta India: Empire and Province. Princeton University Press, Princeton.

**CIA:Test/Project/ Field visit report**

Students are strongly encouraged to participate in field visits for holistic understanding of the subject.

**Evaluation (Elective): Total marks per course - 100.**

- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA to improve learning).
  - CIA- 20 marks
- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA II to improve learning in the form of projects/ assignments/ field visits).
  - CIA- 20 marks
- Summative Assessment ‘of’ Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 60 marks

Distribution of Bloom’s Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	20	20	20	10	20	10

Grids for the assignments/presentations are adapted as per the type of assessment

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<b>M.A I in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title: INTRODUCTION TO PALI LANGUAGE AND LITERATURE-2</b>	
<b>Course Code:PAAIC6007CR1</b>	
<b>Credits 4: 60 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
1	<b>Identify and key concepts related to the Pali language and its significance in Buddhist psychology, art, architecture, and archaeological studies.</b>
2	<b>Explain the relationship between Pali language and Buddhist teachings, particularly in the context of meditation and symbolism in art.</b>
3	<b>Demonstrate grammatical skills in Pali, including declension, conjugation, and the use of indeclinables and adverbs, through translations from Pali to English and vice versa.</b>
4	<b>Examine selected Pali prose texts to extract thematic elements and their significance within Buddhist literature.</b>
5	<b>Assess the poetic structures and themes in Pali poetry and discuss their cultural and spiritual implications.</b>
5	<b>Compose original essays in Pali that reflect comprehension of the language and its literary forms.</b>



6		
CO	<b>Course Outcomes</b> <b>On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	<b>Remember and recollect words, meaning and parts of speech in Pali.</b>	<b>Remembering</b>
2	<b>Understand the processes of declensions and sentence construction through literature.</b>	<b>Understanding</b>
3	<b>Apply practical skills helpful in the study and understanding of Pali language and literature with special emphasis on transliteration and translations.</b>	<b>Applying</b>
4	<b>Analyse the rich corpus of Pali prose and poetry to analyse its nuances and significance.</b>	<b>Analyzing</b>
5	<b>Evaluate the various parameters of Pali prose and poetry and the thoughts enshrined in it.</b>	<b>Evaluating</b>
6	<b>Create value-based assignments based on applying translation skills in Pali.</b>	<b>Creating</b>

**UNIT-I: Pali Language As A Source**

**(15 lectures)**

1. Pali Language and Buddhist Psychology (Meditation)



2. Pali Language and Buddhist Art and Architecture (symbolism)
3. Pali Language and Archaeological studies (Asokan Inscriptions)

**UNIT-II: Pali Language Through Grammar**

(15 lectures)

1. Declension, Conjugation (contd.) Indeclinable, Adverbs
2. Translations- Pali to English / English to Pali.
3. Comprehension and Essay Writing in Pali.

**UNIT-III: Pali Language Through Pali Prose**

(15 lectures)

1. Satta Aparihāniyadhamma- Mahāparinibbānasutta
2. Lakkhaṇapaṇha- Milindapaṇha
3. Aṅgulimālasutta – Majhima Nikāya
4. Kasibhāradvājasutta of Suttanipāta
5. Saṅgārasutta of Pañcakanipāta of Aṅuttaranikāya

**UNIT-IV: Pali Language Through Pali Poetry**

(15 lectures)

1. Ambapāli Theri -Therigāthā
2. Bāla Vagga - Dhammapada
3. Kalahavivādasutta - Suttanipāta
4. Silavatthathera - Theragāthā
5. Sasapanditacariyā- Cariyāpiṭaka

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1. Andersen, D. (1996). A Pali Reader and Pali Glossary. Motilal Banarsidass, New Delhi.
2. Bapat, P. V., & Vadekar, R. D. (1940). A Practical Pali Dictionary for the Use of Students in High Schools and Colleges. Pune.
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6. Geiger, W. (1968). Pali Literature and Language. Calcutta.



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### **CIA:Test/Project/ Field visit report**

Students are strongly encouraged to participate in field visits for holistic understanding of the subject.

### **Evaluation (Elective): Total marks per course - 100.**

- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA to improve learning).
  - CIA- 20 marks
- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA II to improve learning in the form of projects/ assignments/ field visits).
  - CIA- 20 marks
- Summative Assessment ‘of’ Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 60 marks

Distribution of Bloom’s Taxonomy levels for the course assessment



SXCM/Department of AIHC & A /NEP/2023-2024

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	20	20	20	10	20	10

Grids for the assignments/presentations are adapted as per the type of assessment



**APPROVED SYLLABUS**

<b>MA II in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title: <u>INTRODUCTION TO BUDDHIST STUDIES</u></b>	
<b>Course Code: PAAIC6008CR1</b>	
<b>Credits 4: 60 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
1	Classify and explore the life and teachings of Buddha through different literary traditions.
2	Examine Buddhist literature through canonical works, commentaries, Sanskrit literature and more.
3	Assess the development of Buddhism in India and its spread to other countries in the South and South-East.
4	Deconstruct various world-views on Buddhism to analyze its development and apply the knowledge to relevant case study based assignments.
5	Devise innovative methods to explore the intersections between Buddhist worldview and sacred art traditions, illustrating how these elements reflect and influence each other.
	Identify the relevance of Buddhist principles in contemporary society, particularly regarding ecological issues and the global landscape of



6	Buddhism today.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Know the life and teachings of Buddha, the concept of Buddhism, its history, literature, and practice in India, East Asia and South-East Asia.	Remembering
2	Understand the life and teachings of Buddha through various literary traditions.	Understanding
3	Apply the knowledge for further studies at universities offering courses in Buddhism and or for professional pursuits.	Applying
4	Analyze relationship between the past and the present through relevant case studies of various Buddhist texts and application of Buddhist ideas.	Analyzing
5	Evaluate the relevance of Buddhism in today's global world, including its perspectives on ecology, contemporary issues, and the development of sacred art traditions.	Evaluating
6	Create value-based assignments by visiting archaeological sites of stupas, caves, viharas, sangharamas, museums, galleries or using in-house antiques and case studies.	Creating



**Unit I: Life and Teachings of Buddha**

**(15 lectures)**

1. Pali Literary Tradition
2. Sanskrit Literary Tradition
3. Tibetan Literary Tradition

**Unit II: Buddhist Literature**

**(15 lectures)**

1. Introduction to Canonical Literature
2. Introduction to Commentaries
3. Introduction to Sanskrit Buddhist Literature
4. Material and technology of Buddhist Manuscript

**Unit III: Development of Buddhism in India and Beyond**

**(15 lectures)**

1. Introduction to Nikayas and Acharyakulas in Northern & Southern Buddhism.
2. The Contribution of Archaryas in the Spread of Buddhism.
3. Assimilative Nature of Buddhist Religion and Regional Variations
4. in Buddhism as seen in South, South –East and East Asia

**Unit IV: Buddhist Worldview**

**(15 lectures)**

1. Global World and Buddhism
2. Ecology and Buddhism
3. Contemporary Buddhism
4. Development of the sacred art traditions



## REFERENCES

1. Allon, M. (2021). The Composition and Transmission of Early Buddhist Texts with Specific Reference to Sutras. Projekt Verlag, Germany.
2. Brewster, E. H. (1926). The Life of Gotama the Buddha. (Compiled from the Pali Canon). London.
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4. Carus, . (1894). Karma: A Story of Early Buddhism. Open Court, Chicago.
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### Evaluation ( Elective): Total marks per course - 100.

- Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
  - CIA- 20 marks
- Formative Assessment 'for' Learning (continuous internal assessment - CIA II to improve learning in the form of projects/ assignments/ field visits).
  - CIA- 20 marks
- Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 60 marks

Distribution of Bloom's Taxonomy levels for the course assessment



Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	20	20	20	10	20	10

Grids for the assignments/presentations are adapted as per the type of assessment

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<b>MA II in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title: INTRODUCTION TO TOURISM MANAGEMENT IN INDIA</b>	
<b>Course Code:PAAIC6003EL1</b>	
<b>Credits 4: 60 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
<b>1</b>	<b>Examine various heritage sites and analyse their potential.</b>
<b>2</b>	<b>Assess the role of various factors like social, political, economic, etc in developing a heritage site for tourism.</b>
<b>3</b>	<b>Highlight the significance of various trends in the tourism industry.</b>
<b>4</b>	<b>Categorize parameters such as marketing, souvenirs and tourist behaviour and their inter-related factors in the development of a tourist attraction.</b>
<b>5</b>	<b>Integrate an interdisciplinary approach in the study of tourism and heritage management to inculcate a holistic understanding of the subject matter.</b>
<b>6</b>	<b>Devise innovative methods of itinerary planning and tourism management based on current trends of the tourism industry.</b>



CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Remember UNESCO World Heritage Sites, particularly those in Maharashtra and South Asia via case studies.	Remembering
2	Understand multifaceted parameters of tourism in India	Understanding
3	Apply the practical skills helpful in the study and understanding tourism- itinerary planning, tour planning, economics of tourism, etc	Applying
4	Analyze relationship between the past and the present through case studies of various tourism types, application models and innovations	Analyzing
5	Evaluate tourism marketing strategies, including itinerary planning and product development.	Evaluating
6	Create value-based assignments that can be utilized Tourism bodies / organizations for professional pursuits	Creating

**UNIT I: Management of Heritage and Tourism System**

(15 lectures)

1. Definition and Scope of heritage and tourism.
2. Tangible and Intangible Heritage.
3. Art, Culture and Heritage : A management Perspective
4. Types and Purpose of Tourism



**UNIT II: Tourism Marketing** (15 lectures)

1. Methods of tourism marketing
2. Functioning of ITDC and MTDC
3. Itinerary Planning
4. Tourism Plant & Products

**UNIT III: Impacts of Tourism** (15 lectures)

1. Economic & Environmental
2. Socio-Cultural & Political
3. Measures to regulate tourism impacts
4. Emerging Trends in tourism

**UNIT IV: UNESCO Heritage Sites** (15 lectures)

1. Definition of World Heritage Sites
2. UNESCO World Heritage Sites in Maharashtra
3. South Asian Tourism
4. Case Studies: Global and Indian

**C.I.A: Test/Exhibition/Field trip:** Field Visits are Compulsory.

**REFERENCES:**

1. Baslar, K. (1998). The Concept of the Common Heritage of Mankind in International Law. Springer Netherlands, Netherlands.
2. Bhatia, A. (1978). Tourism in Indian History and Development. Delhi.
3. Bhatia, A. (2008). International Tourism Management. Mumbai.
4. Chattopadhyay, (1995). Economic Impact of Tourism Development. Kanishka Publishers Distributor, Delhi.
5. Davide, T. H. (1997). Heritage, Tourism and Society. United Kingdom.
6. Gill, P. S. (1997). Tourism Planning and Management. Anmol Publication, Delhi.
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11. Sethi, R. N., & Seth, B. (1995). An Introduction to Travel and Tourism. Sterling Publisher Pvt., New Delhi.
12. Sharma, V. (1991). Tourism India. Arihant Publishers, New Delhi.

**Evaluation ( Elective): Total marks per course - 100.**

- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA to improve learning).
  - CIA- 20 marks
- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA II to improve learning in the form of projects/ assignments/ field visits).
  - CIA- 20 marks
- Summative Assessment ‘of’ Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 60 marks

Distribution of Bloom’s Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	20	20	20	10	20	10

Grids for the assignments/presentations are adapted as per the type of assessment

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<b>MA I in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title: BRIEF STUDY OF THE COMPARATIVE MYTHOLOGY OF THE WORLD</b>	
<b>Course Code:PAAIC6004EL1</b>	
<b>Credits 4: 60 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
1	Examine and understand the concept of world mythology through various approaches.
2	Assess and explore the different myths related to the creation and regeneration of the world.
3	Identify the significance of various mythical figures and cults of deities, animals and heroes.
4	Categorize concepts of space, afterlife and end of time and apply the same to relevant case study based assignments.
5	Deconstruct different comparative approaches to analyze specific myths from diverse cultures.
	Devise a comparative analysis project that explores the relationships between different mythological themes across different cultures.



6		
CO	<b>Course Outcomes</b> On completing the course, the learner will be able to	<b>Bloom's Taxonomy Level (BT level)</b>
1	<b>Remember and recollect mythologies and their sources from across the globe.</b>	<b>Remembering</b>
2	<b>Understand the various approaches used in the study and classification of world mythology.</b>	<b>Understanding</b>
3	<b>Apply the practical skills helpful in the study and understanding of source material, data interpretation and classification of cultural myths</b>	<b>Applying</b>
4	<b>Analyze and compare Indian and world mythology, their cults, deities, mythological heroes etc., by analyzing primary and secondary sources.</b>	<b>Analyzing</b>
5	<b>Evaluate and interpret the underlying meanings and symbolism present in myths from diverse cultures..</b>	<b>Evaluating</b>
6	<b>Create value-based assignments that have a foundation in utilizing mythological concepts to understand and interpret artistic representations, literature, and popular culture.</b>	<b>Creating</b>

**Unit I: Introduction to World Mythology**

**(15 lectures)**

1. Introduction & Origin of the concept



2. Concept and Approaches for Comparative Mythology
  - a. Linguistic
  - b. Psychological
  - c. Structural
  - d. Historical and comparative
  - e. Phylogenetical

**Unit II: Creation and Regeneration Myths** (15 lectures)

1. Creation of Universe & Mankind
2. Creative Sacrifice
3. Regeneration and Resurrection
4. Flood Myth

**Unit III: Cult of Deities, Heroes & Animals:** (15 lectures)

1. Mythical Heroes across the globe
2. Deities & Progenitors
3. Fertility Cult
4. Broad category of animal & Hybrid animal myths across the globe

**Unit IV: Space, After Life, Time and End of Times.** (15 lectures)

1. Mythological Sites & Spaces
2. Concept of Afterlife
3. Concept of Time
4. End of Time and Eschatology

**REFERENCES**

1. Akurgal, E. (1968). *The Art of Greece: Its Origin in the Mediterranean and the Near East*. Crown, New York.
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3. Bottero, M. (1992). *Mesopotamia: Writing, Reasoning, and the Gods*. University of Chicago Press, Chicago.
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5. Daniels, M. (2016). *World Mythology in Bite-Sized Chunks*. Michael O' Mara Books Limited, London.
6. Davies, N. & Hammond, N. (2000). *Empires Of Early Latin America: The Maya, The Aztecs, The Incas*. Folio Society, United Kingdom.
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9. Saggs, O. R., Gardiner, H. W. F., Cook, A. & Gurney, J. M. (1999). Empires of the Ancient Near East: The Hittites; The Babylonians; The Egyptians; The Persians. Folio Society, United Kingdom.
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11. Walisiewicz, M., Dye, K., Abbott, L., Dickson, J. & Tomly, S. (2007). Eyewitness Companions Mythology. Dorling Kindersley Limited, Delhi.
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**Evaluation ( Elective): Total marks per course - 100.**

- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA to improve learning).
  - CIA- 20 marks
- Formative Assessment ‘for’ Learning (continuous internal assessment - CIA II to improve learning in the form of projects/ assignments/ field visits).
  - CIA- 20 marks
- Summative Assessment ‘of’ Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 60 marks

Distribution of Bloom’s Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	20	20	20	10	20	10

Grids for the assignments/presentations are adapted as per the type of assessment

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<b>MA I in Ancient Indian History, Culture and Archaeology</b>	
<b>Course Title:RESEARCH METHODOLOGY IN ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY PRACTICUM</b>	
<b>Course Code:PAAIC6002RM1</b>	
<b>Credits 2: 30 hr</b>	
<b>No.</b>	<b>Course Objectives</b>
<b>1</b>	<b>Interpret sources through its credibility, hypothesis formulation and data interpretation.</b>
<b>2</b>	<b>Identify the significance of objectivity and role of biases in history writing and research.</b>
<b>3</b>	<b>Examine the significance of elements of research including editing, citations, bibliography and digital tools to manage data.</b>
<b>4</b>	<b>Deconstruct various concepts and apply the same to a dissertation.</b>
<b>5</b>	<b>Assess the appropriateness and reliability of various digital tools for plagiarism detection and data management in research.</b>
<b>6</b>	<b>Devise a thesis/ proposal with data presentation and the use of appropriate methodology.</b>



CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Remember and recollect the various sources to reconstruct the past of the subcontinent..	Remembering
2	Understand the approaches used in research, historical evidence, data interpretation etc., and the methods of conducting high-quality research in the subject.	Understanding
3	Apply the practical skills helpful in the study and understanding research, including oral history method, literature review, site review, field visits, etc.	Applying
4	Analyze relationship between the past and the present through use of primary, secondary and oral sources; perspectives from various historical schools, techniques of data collection, case studies, field work, etc.	Analyzing
5	Evaluate sources through various approaches in a critical manner so as to draw out meaningful conclusions from it.	Evaluating
6	Create a thesis/ proposal with data presentation as applied to the field of ancient history, culture and archaeology.	Creating

**Unit I: Understanding Sources**

**(15 Lectures)**

1. Credibility and Authenticity of Sources
2. Formulation and qualities of Hypothesis



3. Analysis and Criticism of Data Interpretation
4. Objectivity and Biases in History Writing

**Unit II: Presentation of Data and Thesis /Proposal Writing (15 Lectures)**

1. Editing and Paraphrasing
2. Digital tools for Plagiarism check, Database management and Research
3. Bibliography
4. Footnotes
5. Index
6. Plates/Figures /Appendices

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**REFERENCES**

1. Binford, L.R. (1983). Working at Archaeology. Academic Press, New York.
2. Cohen, M.R. and E. Nagel. (1976). An Introduction to Logic and Scientific Method. Allied Publishers, Bombay.
3. Gellner, E. (1985). Relativism and Social Sciences. Cambridge University Press, Cambridge.
4. Goode, W .J. and Hatt, P. K. (1952). Methods in Social Research. Mcgraw-Hill Student Edition, Tokyo.
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7. Kumar, R.. (2014). Research Methodology – A step by step guide for Beginners, 4th Ed, Sage Publications.
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10. Pinsky, V. & Wylie, A. (Ed). (1989). Critical Traditions in Contemporary Archaeology. Cambridge University Press, Cambridge.
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12. Preydel, R. W. and Hodder, I. (Eds.). (1996). Contemporary Archaeology in Theory: A Reader. Blackwell Publishers, USA.  
 13. Rosenau, P. M. (1992). Post-modernism and the Social Sciences. Princeton: Princeton University Press, Princeton.

**Evaluation (Core): Total marks per course - 50.**

- Formative Assessment of Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - Surface Exploration (Research Case Study Project)– 20 marks
- Summative Assessment ‘of’ Learning (focus on outcomes, quantitative data for outcomes of instruction).
  - End Semester Examination – 30 marks

Distribution of Bloom’s Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
* Percentage	NA	10	30	20	10	30

Grids for the assignments/presentations are adapted as per the type of assessment

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